



AMERICAN UNIVERSITY

2000 CAMPUS PLAN

Updated August 2002

Effective through August 15, 2011



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EXECUTIVE SUMMARY

American University's Role in Washington, D.C.

The distinctive mission, location, and profile of American University (AU) set it apart from other universities in the nation's capital. It is one of the most diverse universities in the world, with the largest international school in the U.S. AU's freshman service program, focused on assistance to the large and diverse population of Washington, DC, is the largest such university volunteer service initiative in the country. In addition to its legacy of training U.S. diplomats, Congressmen, and civil servants, AU has sent more graduates into the Peace Corps than any other university its size. And its traditional campus enhances one of the most prominent and lovely residential areas in Washington.

Although AU is thriving in a highly competitive environment, our strategy for the future is neither to increase our enrollments dramatically nor to embark on an aggressive program of land acquisition. Instead, over the next decade our primary emphasis will be on improving the quality of our properties in order to provide the maximum advantage for our academic programs and student services. In the process, we will strengthen AU's role as a resource for the District of Columbia and strive to alleviate any community concerns about the continued development of the university.

Past Development History and Future Projections

The District of Columbia requires the university to file a plan that projects its facilities development goals for the next decade. The 1989 AU plan proposed 376,000 square feet for possible development by 1999. From that plan, only 12,000 square feet of new space were actually developed – to create office space annexed to the Sports Center.

AU's 2000 Campus Plan identifies 463,000 square feet of facilities needs. However, we commit to develop no more than 400,000 square feet over the next 10 years. The flexibility of the larger number is needed because of the nature of fundraising and project financing. The order in which facilities may be developed can change as donors target specific academic or student facilities they wish to support. Therefore, in accord with the



mandated planning process, we must ensure that all facilities needs are included in our list of projects for the next 10 years.

The project with the highest priority in the Year 2000 plan is the Cyrus and Myrtle Katzen Arts Center, which we have widely publicized to replace the deteriorating and obsolete Cassell Center, located on Massachusetts Avenue across from the main campus entrance. The Arts Center will be 80,000 square feet, a net addition of 34,000 square feet over the existing 46,000 square feet building. Subtracting this building from the 400,000 total square feet we are projecting, leaves only 366,000 square feet to be developed over the coming decade.

Campus Character

American University values and contributes significantly to the high aesthetic standards of our distinctive Northwest Washington community. The neighborhoods surrounding our campus are deeply rooted in the tradition of our city's residential character and the university is committed to ensuring that its properties conform to these same high levels of building design and landscaping. Over the past decade, the university has made a considerable investment in landscaping, buffering, and plantings to improve the campus appearance and further distinguish AU from its local competitor institutions. The beauty of our campus is one of the major attractions and sources of pride for our students and employees. Of equal importance is the investment American University has made in establishing and maintaining strong lines of communication with its neighbors.

The 2000 Campus Plan extends this commitment to enhance the beauty of the campus by placing new parking underground; utilizing existing building sites or parking lots for planned facilities; re-routing the main campus roadway to create additional green space in the heart of campus; improving the landscape and plantings that provide screens and buffers; and implementing an overall design that will separate basic institutional functions into campus sectors (academic, residential, recreational, etc.). And, of course, AU has a long history of encouraging community members to use and enjoy the park-like setting of the campus.



Academic and Student Priorities

Over the past decade, the university has substantially improved the Main Campus quadrangle by renovating the School of Public Affairs, the Kogod School of Business, and the College of Arts and Sciences. To remain competitive in their respective fields, two academic units – the School of International Service (the largest in the nation) and the School of Communication (one of AU's most popular majors) – require significant facilities improvements. Enhancements of student life facilities are also desperately needed, not only to attract top students to AU, but also to provide appropriate campus life services for student activities.

Projects

The full listing of facilities needs identified in AU's campus plan (and discussed in more detail later in the report) include the following:

- Project A – Three-story, 30,000 square feet structure to connect the existing Watkins and Kreeger buildings on the southwest end of campus; a facility at this site was part of the approved 1989 Campus Plan;
- Project B – Three-story, 50,000 square feet building on the south end of campus to replace three existing buildings (Rockwood, Public Safety, Financial Aid); a facility at this site was part of the approved 1989 Campus Plan;
- Project C – Two-story, 2,000 square feet replacement building for storage, adjacent to the athletics field with spectator seating; a facility at this site was part of the approved 1989 Campus Plan;
- Project D – Four-story, 100,000 square feet building built on an existing parking lot and adjacent to Bender Library, to accommodate library expansion and academic needs; with underground parking; a facility at this site was part of the approved 1989 Campus Plan;
- Project E – Four-story, 80,000 square feet building to replace the existing School of International Service building; with underground parking; a facility at this site was part of the approved 1989 Campus Plan;
- Project F – Four-story, 100,000 square feet building in the campus center to replace the existing Asbury building, to house AU's science programs; a facility



devoted to the sciences at an adjacent site was part of the approved 1989 Campus Plan;

- Project G – Two-story, 20,000 square feet addition to the Mary Graydon Center in the campus center to provide additional student activity space;
- Project H – Renovation of the existing Sports Center parking garage, to transform it from a parking facility into academic and University Center space; all parking spaces displaced would be replaced by the other planned underground parking facilities;
- Project I – 20,000 feet enclosure/expansion of the Butler Pavilion in the campus center for University Center functions;
- Project J – 10,000 feet two-story addition to the Kay Spiritual Life Center to improve AU's spaces for religious groups and the campus chaplain;
- Project K – 15,000 square feet two-story building to consolidate administrative functions; a facility at this site was part of the approved 1989 Campus Plan;
- Project L – 80,000 square feet, three-story Katzen Arts Center as a home for the arts, including a gallery for painting and sculpture with parking garage underneath; a facility at this site was part of the approved 1989 Campus Plan;
- Project M – 75,000 square feet, three-story building on the Tenley campus to house academic and administrative functions and additional housing; with parking garage underneath.

Of these 13 projects, seven were approved sites in the 1989 Campus Plan. Even if the maximum 400,000 square feet were developed, the university would still be significantly below the allowable Floor Area Ratio (FAR) of 1.8 (currently AU has a .5 FAR); the FAR would grow to only .7, still less than half the amount permitted.

Enrollments

Enrollments and population caps are a sensitive issue for the surrounding community. Student enrollment (headcount) over the life of the plan will not exceed 10,600 students and the full-time equivalent will not exceed 9,250 students. The number of employees will not exceed 2,200.



Traffic

Traffic congestion is a growing problem for the entire Washington, D.C. area. Residents are concerned that too many people in too many cars are clogging roads and increasing the travel and commuting time. American University continues to study the patterns of its students, faculty, staff, and visitors and has carefully monitored its impact upon the overall traffic situation. The studies have indicated that peak-hour traffic volumes have changed very little since 1989 on Massachusetts Avenue but have increased significantly on Nebraska Avenue. Today, the university accounts for 3% of the morning peak-hour volume and 12% of the evening peak-hour traffic. AU will continue to provide adequate parking space to accommodate its commuters; over time, we will move steadily toward accommodating our parking needs with underground garages, to preserve the campus attractiveness and green space. There will be 3,100 places available for on-campus parking. The implementation of a highly used shuttle bus system from the Tenleytown Metro to campus has also helped reduce the number of cars traveling to campus.

Community Conversations

The development of this Campus Plan was not a start-from-scratch endeavor. The priorities in the 2000 plan were identified after we reviewed items in the 1989 plan; evaluated the facilities objectives listed in the university's 1997 strategic plan approved by the Board of Trustees; and compiled and assessed the academic and student needs identified by deans and vice presidents. The university began conversations on the fundamentals of this plan by convening a series of meetings with representatives from the surrounding community. From January to June 2000, ten meetings were held to review priorities and projects, land use and green space, traffic and parking, and to hear community concerns and suggestions.



To date, this community dialogue has led to progress and changes in the following areas:

- Arts Center – has incorporated design features and suggestions made by the community regarding setbacks, landscaping, and positioning on the property;
- Nebraska Lot – in response to community concerns, proposed changes in the entry/exit have been removed from the plan;
- Building K/Dormitory project – the projected six-story (80,000 square feet) dormitory project behind the President's Building has been significantly scaled down (to 50,000 feet) and the building use changed;
- Parking – new parking will be underground to maximize the green space and conceal cars from neighborhood view;
- Filing Timeline – the university had intended to meet a filing deadline in late May or early June; we have re-set the planned filing date to allow for up to two months of additional time; it is understood, however, that conversation will continue in the coming months in order to review the submitted document.

Other Campus Plan issues will be discussed in the months to come as we seek greater understanding of neighborhood concerns, especially those involving traffic, transportation and the need to work with the DC Department of Public Works to achieve greater understanding and resolution.

Conclusion

American University's 2000 Campus Plan is based on the fundamental objectives of improving our academic facilities and enhancing our campus beauty, while controlling our population and causing minimal community impact. The 2000 plan proposes a facilities development plan for the coming decade that is similar in size and scope to that in the approved 1989 Campus Plan; many of the same sites and building sizes that received community approval ten years ago have again been used; and the cumulative square footage also is similar -- 376,000 square feet approved in the 1989 plan, compared with our self-imposed limit of 400,000 square feet in the 2000 plan. The university's campus population will not exceed 10,600 students and the full-time equivalent will not exceed 9,250 students. The number of employees will not exceed 2,200. Our transportation analysis shows that our traffic numbers have not substantially changed since 1989; today, the university accounts for 3% of the morning peak traffic and 12% of the evening peak. Nevertheless, the 2000 Campus Plan includes underground parking facilities that if all



built, would increase the number of parking spaces toward 3,000, a projected growth that approaches 20% over the current totals. Taken as a whole, we believe these concepts and the specific projects show a responsible approach toward campus planning appropriate in our setting and demonstrate an appreciation for our surrounding community and the university's role.



Introduction

As outlined in the university's Statement of Common Purpose, "*the central commitment of American University is to the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community.*" The university is woven into the fabric of the city to help enrich its students' educational experiences and in turn enriches the city through the contributions of its people and programs. It is committed to improving the quality of its programs and remaining highly competitive among colleges and universities locally, nationally, and internationally. The facilities improvements completed in the last few years and planned for the years ahead are an integral part of this commitment.

The changes and additions to facilities envisioned in this Campus Plan reflect the university's obligation to provide the highest quality environment possible to support the work of its students, faculty, and staff, and, as a fundamental part of our mission, to provide services to the Washington, D.C. community. We are proud of having created one of the most attractive facilities and landscape settings in Northwest Washington. Our goal for the campus is to reach a new level of aesthetic quality that keeps pace with the dynamic growth of the university's academic stature and enhances the beauty of our surrounding community.



I. THE UNIVERSITY AND THE DISTRICT OF COLUMBIA

A. History of the University

American University was chartered by an Act of Congress in 1893 and founded under the auspices of the United Methodist Church in northwest Washington, D.C. The founders planned for a center of education that would utilize the vast resources of the nation's capital and contribute to its intellectual and cultural life.

Today, American University has developed into an independent, co-educational institution offering a range of graduate, undergraduate, and non-degree programs through six major schools and colleges: the College of Arts & Sciences; School of Communication; Kogod School of Business; School of International Service; School of Public Affairs; and Washington College of Law. AU offers 53 undergraduate, 62 masters, and 15 doctoral and professional degree programs. Students come from the District of Columbia, all 50 states, the territories, and more than 160 different nations. The faculty includes scholars, artists, performers, novelists, scientists, business leaders, and individuals of national and international distinction.

B. Campus Mission

The university's distinctive feature is its capacity as a national and international university to turn ideas into action and action into service by emphasizing the arts and sciences and connecting them to the issues of contemporary public affairs writ large, notably in the areas of government, communication, business, law, and international service. AU is recognized for its emphasis on personalized teaching and experiential education. Its commitment to social justice and ability to turn to educational advantage the resources of the nation's capital are hallmarks of the institution and are central to its mission and history.

In 1997, a strategic plan was adopted and made public, *Building a Global University: American University in the Next Century* (Exhibit 1), which set a broadly defined agenda for the university's future. The fundamental goals have been to:



- build a distinctive, global university that fully utilizes the resources of Washington, D.C.
- improve the university's academic quality and reputation
- create a unique academic community of diverse peoples that embraces learning in various settings, delves into substantive issues, and affirms the importance of ethical and spiritual values

The strategic priorities to achieve these goals have targeted the

- quality and support of teaching and scholarship
- academic qualifications and practical experiences of students
- quality, diversity, and inclusiveness of the university community
- connections among academic fields and various learning approaches
- level of staff support and efficiency of operations
- strength of financial resources and quality of facilities.

The strategic plan is a framework for many of the Campus Plan ideas that support AU's academic goals. Indeed, several strategic plan goals for improving the quality of campus facilities anticipated renovation and building priorities included in this Campus Plan.

C. Outreach Opportunities and Services

In addition to bringing financial benefits, spending, and jobs to the area, American University is a center of community outreach and on-campus resources. AU students, faculty, and staff participate in a broad range of programs that improve the quality of life for all area residents, from tutoring to mentoring, blood drives to litter clean ups. Washington area residents have access to AU resources, including athletic and library facilities, as well as on-campus performances, lectures, athletic events, and other activities.

AU's student volunteerism record is very impressive. Close to 40% of all AU undergraduates volunteer for service during their years at AU; last year, our students contributed more than sixty thousand hours of service to the DC community. On the world stage, for the second straight year, AU has led the nation's colleges (with undergraduate populations of less than 5,000) in sending its graduates into Peace Corps service.



Students, faculty, and staff assist area residents of all ages through outreach projects addressing topics such as homelessness, public health awareness, literacy, education, poverty, and pollution. The university encourages volunteerism for all students, faculty, and staff. The institutional commitment is so strong that AU maintains a fully staffed office devoted solely to community service promotion and coordination. Examples of the commitment include:

- Freshman Service Experience – Each fall semester before classes begin, new students report to campus to perform community service in Washington, D.C., contributing more than 10,000 hours at some 60 sites around Washington doing a variety of tasks – from helping the homeless at soup kitchens to language translation, painting, and tutoring. More than 3,000 students have participated in the program.
- DC Reads – More than 100 AU undergraduate students annually take part in the federally sponsored initiative in collaboration with D.C. Public Schools, to improve the literacy rates of D.C. youth.
- SAVVY – Student athletes have participated in community service through a program run by the athletics department – Student-Athlete Volunteers Vital for Youth. Activities have included tutoring, guiding youngsters as mentors and “big brothers or sisters,” visiting homes for the elderly, and helping with Special Olympics events.
- Education Assistance – Through the School of Education, AU students and faculty have a strong presence in many elementary, middle, and high schools around the District. Current programs include mentoring, tutoring, faculty development, and curriculum planning. AU has enjoyed a long-standing tutoring and teaching relationship with partner schools, including Mann, Key, Stoddert, Hyde, Lafayette, Janney, and Murch Elementary schools, Hardy Middle School, Deal Junior High, Wilson and Duke Ellington High Schools, and the Lab School of Washington. Professional development and teacher education ties have included Stoddert, Hyde, and Mann elementary schools, Hardy Middle School, Wilson High School, and the Lab School of Washington.
- Eisenhower Professional Development Institute – For three years, AU faculty have conducted intensive workshops to promote the integration of math, science, technology and the language arts to improve teaching. Fifteen teachers from area middle and high schools take part in each workshop; the participants have included Wilson and Coolidge High Schools, Deal and Paul Junior High, Hardy, Backus,



Lincoln and Stuart-Hobson Middle School, the Lab School, and Takoma Educational Center.

- Sports Camps and Facilities Use – Summer sports camps are held on campus for local kids to sharpen their athletics skills in tennis, lacrosse, soccer, field hockey, and basketball; numerous children in Northwest Washington have learned to swim at the Reeves Aquatic Center, through AU's swim school. Bender Arena is also used as a venue for charity events and fundraisers for just causes, such as the annual Real Estate Games by the local real estate industry to raise funds for juvenile diabetes.
- HS/CIP – is a high school/college internship program that invites a dozen D.C. public school seniors to take a three-credit course at AU for free as an "introduction" to college level matriculation.
- Project PEN – In the past five years, students have taught conflict-resolution to local high schools students to encourage problem solving and dispute resolution in non-violent ways through the Peace and Conflict Resolution program, "Providing for Education's Needs." PEN interns have worked with more than 1,000 D.C. high school students, with a particular focus on neighboring Wilson High School.
- Legal Services – The Washington College of Law's clinical programs are consistently ranked among the top three in the nation for providing free legal services to poor and un-represented area residents. Staffed *pro bono* by AU law students and faculty, these clinics serve a variety of clients, including victims of domestic violence, indigent women, and victims of human rights abuse.

AU is committed to helping build a better future for District residents including elementary school children, middle and high school students, and adults who want to return to college. The university sponsors several programs that help area high school students prepare for college and earn college credits. Examples include:

- Frederick Douglass Scholarships – The program provides undergraduate scholarships based on financial need, with preference given to local high school graduates. Approximately 25 scholarships are awarded each year through this program, established in 1968.
- Community Studies Scholarships – Scholarships provide financial assistance primarily to low-income minority adults who represent the first generation of their families to attend college. These scholarships help approximately 100 adults each year; the 1998-99 total exceeded \$420,000.



- Alcanza – For the past few years AU has hosted a half-day college exposition and fair for local Hispanic high school students and their parents to familiarize them with higher education opportunities.
- Police Graduation Ceremonies – AU provided campus facilities for the D.C. Metropolitan Police Department's police graduation ceremonies in December 1999 and February 2000. Chief Charles Ramsey presided over the ceremonies, swearing in the new officers and presenting diplomas.

Additionally, AU serves local residents by making activities and facilities available for community use – performances, movies, lectures, exhibits, and sporting events.

- Bender Library – The library is a community learning resource and study center, with bound volumes, microforms, periodicals, and on-line databases.
- Washington College of Law Library – The library is available to community members for legal research and reference assistance .
- Summer Sports Camps – Basketball, swimming, tennis, wrestling, lacrosse, and soccer camps are offered on campus for local children to improve their skills and abilities in the sports of their choice while learning from top college coaches.
- Performing Arts Education and Entertainment – For more than 35 years, AU's Department of Performing Arts has offered after-school and Saturday music instruction to hundreds of area youth. The performing arts series is open to the public and presents more than 45 dance, theatre, and concert events each year.
- Seminars and Lectures – Many are open to the public and feature nationally known speakers including journalists, public policymakers, elected officials, and international dignitaries.
- WAMU 88.5 FM – AU's radio station is the leading source of public radio news and information in the greater Washington area, serving nearly 450,000 local listeners each week. WAMU is committed to covering local government, political and social issues in the District, and sponsors frequent forums and community events. WAMU is a member of National Public Radio and is ranked as one of the top five public radio stations in the nation.

D. Economic Contributions

In the 1998-99 academic year, American University injected roughly \$530 million into the Washington area economy. AU's direct institutional spending in the area totaled \$280 million, and that money was spent many times over. The true economic impact (the total



change in the economy created by the university) is its direct spending plus the effects of re-spending. Based on an economic multiplier of 1.88, AU's total economic impact for the academic year comes to \$530 million.

Salaries, wages, and fringe benefits totaled almost \$120 million, and university purchases of goods and services totaled approximately \$59 million. The university faculty, staff, and visitors are a catalyst for additional economic support of local businesses. AU brings close to 12,000 out-of-town guests to Washington, D.C. annually, supporting local hotels, restaurants, and tourist attractions.

The income tax withholding alone from AU's full and part time employees who reside in the District was almost \$6.7 million in 1998-99.

Support of local businesses creates jobs and contract opportunities for area residents. Proceeds from a \$70 million bond issue (1996) for example, are being used to finance campus improvements and are creating employment opportunities for local residents over a five-year period. AU also is committed to providing economic opportunities for women and minorities through hiring and contracting. Since 1992, AU has paid more than \$26 million to Minority Business Opportunity Commission (MBOC)-certified enterprises for projects related to bond issues and other services. For the past eight years, the minority-owned Industrial Bank of Washington has been the on-campus bank serving the university community, processing payroll and accounts for students, employees, and campus retail shops. AU also has relationships with minority-owned Independence Federal Savings Bank and the women-owned Adams Bank. On April 7, 1999, Mayor Anthony Williams honored the university for its efforts in support of MBOC businesses.

AU's operating revenue comes primarily from tuition, fees and auxiliary enterprises. While roughly \$7 million in grants, contracts, and student aid comes from the federal government, AU receives no funding from the District government.



II. CAMPUS PLAN OVERVIEW

A. Campus Development History

The university's Main Campus is located at the intersection of Massachusetts and Nebraska Avenues in upper Northwest Washington, D.C. This has been the site of the Main Campus and most of the university's activity since the founding in 1893. Early in its development, the university asked noted landscape architects Frederick Law Olmsted and Van Brunt & Howe to prepare plans for physical development of campus. The Van Brunt & Howe plan that was ultimately selected proposed an L-shaped Quadrangle configuration parallel to Nebraska Avenue, with buildings framing the Quadrangle on all sides. The AU campus of today (Exhibit 2) retains some of the original framework of that plan, including the Friedheim Quadrangle, Hurst Hall, and McKinley Hall. McKinley Hall was designed as the turning point for the L-shaped lawn shown in the 1897 campus plan.

The campus developed slowly in the early years of the university's history. In 1917-18 and again in 1942-45, AU made its campus available to the federal government for the national war effort, and the campus was designated as Camp American University. From the mid-1950s to the late 1960s, the campus grew rapidly in order to support dramatic rises in enrollment as the baby boom generation reached college age. The university owned and operated a downtown campus for approximately 20 years, ending in the early 1960s. In 1985 the university acquired the Tenley Campus at Wisconsin and Nebraska Avenues and adapted it to meet its needs.

In the past three decades, the university has submitted and had approved two Campus Plans. The 1974 Campus Plan (BZA Order 11646) was approved in September 1974 and the 1989 Campus Plan (BZA Order 14640) was approved in February 1990. The 1989 plan included 376,000 square feet of additional gross floor area, of which only 12,000 has actually been built. Moderate density of buildings and abundant green spaces characterize the Main and Tenley campuses today. The Floor Area Ratio (FAR) of the combined campuses is .54, which is only 30% of the 1.8 permitted by the zoning regulations.



Throughout its history the university has acquired and sold property close to the Main Campus as its needs and financial means varied. Likewise, the university has acquired and sold off-campus properties. Since 1989 the university has acquired a few off-campus facilities, the most notable of which are commercial office buildings located at 4000 Brandywine Street, 4801 Massachusetts Avenue, and 4200 Wisconsin Avenue. These acquisitions helped preserve the main campus for core academic needs and allowed largely administrative and support functions to relocate to adjacent business corridors. The Washington College of Law is located at 4801 Massachusetts; WAMU-FM (the university's public radio station), an academic research program, and administrative support units are located at 4000 Brandywine; and administrative support units are located at 4200 Wisconsin. Apartments for graduate students are located at 2725 39th Street. (See Exhibit 3 for map of university properties)

B. Campus Plan Goals

As stated in the university's strategic plan, the goal of future facilities improvements is *"to ensure the optimum environment for academic programs and to enhance the quality of our daily professional interactions."* More specific goals are to:

- build a comprehensive arts center
- create individual faculty offices by renovating existing facilities and constructing new buildings
- renovate existing facilities to improve the quality of instructional space
- accommodate core academic functions in central campus facilities and move some administrative support functions to off-campus locations
- relocate units within the campus that would benefit from being grouped together
- implement a campus beautification program to include landscape and outdoor art.

C. Campus Plan Process

The development of this plan began with an analysis of the existing facilities, a review of the 1989 plan, and an assessment of the goals expressed in the 1997 strategic plan approved by the Board of Trustees. The strengths and weaknesses of existing facilities



were identified and an inventory of space needs was developed. Priorities for potential physical changes were developed through a series of discussions and reviews of academic goals by university leaders. A draft of ideas was reviewed by the Board of Trustees, faculty, staff, student groups, and campus neighbors who were invited to assist the university as a working group. Public meetings began in January 2000 and continued into the summer. Through June, ten meetings were held with the working group to provide a forum to discuss issues and review the planning concepts and projected facilities changes. A presentation was made to ANC 3E in April . The final Plan reflects the university's best effort to respond constructively to the issues raised. Exhibit 4 is a compilation of the issues raised during review of the plan and the ways the university has addressed those issues.



III. POLICIES SHAPING THE FUTURE

A. Changing Student Needs

For an institution to thrive in the competitive world of higher education, a university must offer its students the best education, facilities, and support systems possible. Universities in the District and surrounding areas maintain a healthy rivalry in the competition for the best students interested in an education in the nation's capital. Increasingly we must also compete against institutions not based in Washington that have established strong programs and new facilities without campus plan reviews in the District of Columbia and that now attract a growing share of the higher education market.

American University attracts students from the region, nation, and world who are high achievers in both academic and extracurricular activities. Most students come to AU expecting to be actively involved in shaping their own learning, exploring the special resources of the nation's capital, volunteering to help others on and off campus, and experiencing the rich variety of academic, cultural, social, and athletic events offered by the university. To ensure that the education we offer is connected realistically to the challenges of the new global society, we must continue to improve the campus infrastructure to support our current and emerging academic offerings and strengths. The changes suggested in this plan will enhance the value of an AU education and the services we provide to our students, the Washington community, and surrounding neighborhoods.

AU's current and potential students require facilities to support their academic interests; services and amenities for student life, housing on or close to campus, and an aesthetically pleasing environment. The proposed campus and facilities changes for the coming decade respond directly to these needs and include academic improvements to benefit programs that are among the university's strongest, such as the School of International Service (the largest in the nation); School of Communication (a supply line for the Washington journalism/mass communications industry); and Fine Arts (a popular and emergent program). The proposed changes also offer the potential for library upgrades and better teaching/learning spaces for students and faculty.



Another long-standing need at AU is to create a focal point in the heart of campus for student counseling, advising, organizations, clubs, activities, and other support functions crucial for individual student success. Offering better facilities and services in the campus center would alleviate the need for students to venture off campus multiple times per day for food, services, and other amenities that are either absent or inadequate. Meeting the educational needs of a large, multicultural population presents special challenges as does supporting the spiritual needs of a diverse campus community—underlining the need to improve AU's religious life facility.

Importantly, green space enhancements and changes to vehicular traffic patterns and parking would improve both campus aesthetics and pedestrian safety. Parents want a safe place to send their children to college, with a collegiate look and feel to encourage students to make the most of their college experience. Being situated in an exclusive neighborhood in northwest Washington, AU is sensitive to the high standard of aesthetic quality the surrounding residents place on their personal property and living spaces. The university seeks to enhance that standard with park-like changes, pedestrian walkways, and a level of beauty appropriate for this upscale region of Washington, D.C.

B. Enrollment and Personnel

AU's diverse enrollment, which includes a large number of international and minority students, encourages the appreciation of differences within a context of respect that leads to understanding. Approximately half of American University's students are enrolled in graduate or professional programs. Each fall, the university enrolls 1,200 to 1,300 new freshmen, with an average grade point average of 3.2 and SAT score of 1,218. Nearly 70% of these students will earn their degrees from American University. Approximately two thirds of undergraduates (3,500) live in university housing located on the Main and Tenley campuses.

By design, the university's enrollment and employment have stayed within a fairly narrow range for the past 20 years. The 1989 Campus Plan contained a limit of 9,800 full-time equivalent students and 2,200 employees. Both the enrollment and the number of



employees have been consistently below the limits since that time (Exhibits 5 and 6). In the last few years the population covered by the 1989 Campus Plan has declined because of reduced enrollment growth and some offices and programs moving to off-campus facilities. While new academic programs will be developed and existing programs will remain strong, the on-campus enrollment will not exceed 10,600 students, with a full-time equivalent not to exceed 9,250 students, and the number of employees will not exceed 2,200.

C. The Need for Flexibility

American University's serene and beautiful campus is an important trait that provides a distinct advantage for AU in the active competition that exists among universities of this caliber. While the academic program is rooted in a classical liberal arts education, new programs and delivery methods emerge almost daily. The assimilation of emerging technologies into the daily lives of our students has created both opportunities and pressures, and this dynamic environment challenges the university to make changes to accommodate the needs of increasingly demanding students. Therefore, the university is positioning itself to be as responsive as possible to thoughtfully accommodate these competitive pressures.

Planning the facilities needed to support such a dynamic organization in a highly competitive field requires flexibility. While the university has developed a plan that outlines its general intent, the exact nature of programs to be housed in various facilities cannot be predicted for many of the buildings contemplated. Therefore, the Campus Plan provides a structure for planned future construction but does not attempt to answer every question about these planned facilities. Building sites, sizes, heights, and general descriptions of contemplated construction and change are identified. Taken as a whole, this information creates a picture of what the campus could be like in 2011, depending on the program needs and the financial means available to proceed.



IV. EXISTING CAMPUS FEATURES AND PROPOSED PLAN

A. The Campus

The facilities included in the Campus Plan are located on two campuses approximately one mile apart. The Main Campus contains the majority of facilities on 77 acres located on Ward Circle at the intersection of Massachusetts and Nebraska Avenues. The campus is surrounded principally by the residential neighborhoods of Spring Valley, American University Park, Ft. Gaines, Wesley Heights, and Westover Place. Across Ward Circle is the Naval Communications Command facility. East along Massachusetts Avenue are a number of high-density residential areas. North, south and west of the campus are medium to low-density residential neighborhoods. Commercial activity, in the form of shopping centers and office buildings, is concentrated on Massachusetts and New Mexico Avenues. The eight-acre Tenley Campus is located on Tenley Circle at the intersection of Wisconsin and Nebraska Avenues. It contains instructional, office, and student residence spaces and is surrounded by residences and churches, with low-density housing and significant commercial activity close by.

Existing Land Use Zones

The current pattern of land use on AU's campus is somewhat fragmented (Exhibit 7). There is a strong academic core surrounding the Friedheim Quadrangle. However, there are also academic uses at the far southern end of campus with administrative, support and residential uses dividing them from the core. Administrative functions are dispersed around campus, in some cases occupying portions of buildings focused primarily on non-administrative uses. Exterior athletic and recreational space is located primarily along the western perimeter of campus in the form of athletic fields and courts, or on the eastern portion of campus in the Quadrangle. There is little demarcation between the different zones of campus, and minimal site features or amenities exist to distinguish residential from academic areas.



Existing Circulation

The existing circulation system is in a state of transition from one dominated by the automobile to one that is more pedestrian-friendly and safer. (Exhibit 8) A campus road now links Massachusetts Avenue to Rockwood Parkway and dissects the Main Campus; the road passes under Butler Pavilion, circles around Centennial Hall and exits onto Rockwood Parkway. A secondary road provides access to Hughes, McDowell, and Leonard Halls, passes by the Sports Center Annex and ends in the service area and parking lot near Asbury and Osborn. Street parking along some portions of its length contributes to a sense of dominance by automobiles on campus and hinders the improvement of campus aesthetics and green space.

AU provides shuttle bus service for students, faculty, and staff to which transports 1.2 million people a year between the Tenley Metro Station, Tenley Campus, Washington College of Law, Glover Tunlaw apartments and the Main Campus. Buses circulate through the Main Campus with two stops on the campus road before exiting to Nebraska, Massachusetts, and Wisconsin Avenues, picking up and dropping off commuters utilizing public transportation and metro.

In walking from one area of the campus to the other, pedestrians must frequently cross roads and walk through parking areas. In several locations pedestrians mingle with buses, service vehicles, and automobile traffic without the benefit of sidewalks or well-defined routes. The Butler Pavilion, Sports Center Garage, and a tunnel beginning at the Sports Center and ending at the Sports Center Garage occupy the physical center of campus. Cars, buses, trucks, semi-trailers, and pedestrians traverse the tunnel, which contains retail storefronts as well as the entrance to the Sports Center. Pedestrians cross the street in the tunnel in various places and use it as one of the north-south routes across campus. Poor lighting and significant grade changes at either end create a cramped atmosphere in the tunnel.

Most of the campus athletic and recreation areas are to the west of the campus road and are cut off from the academic, administrative and student life facilities located primarily to



the east. In addition, pedestrians must cross two heavily traveled streets, Massachusetts Avenue and Nebraska Avenue, to enter the campus. There are controlled pedestrian crosswalks across Massachusetts Avenue at the Glover Gate and across Nebraska Avenue at Ward Circle and at New Mexico Avenue; however, many pedestrians cross Nebraska Avenue going to and from the Nebraska parking lot at mid-block at an uncontrolled crossing.

Existing Open Space

There are several significant open spaces on AU's Main Campus, including the Friedheim Quadrangle, amphitheater, and the athletic/recreation fields on the western perimeter of campus (Exhibit 9). In addition, there are numerous small courtyard or garden spaces and small areas of lawn and landscape for campus community use. The intermittent pattern of open space at AU results from the fact that linkages connecting even closely placed open spaces are often missing. There is a need to improve our arrangement of residential space, academic areas, and establish a unifying theme of "landscape" linkage. With few exceptions, the open space and landscaped areas are remnants of or are dominated by vehicles, including private automobiles, service trucks, shuttle buses, and event buses.

Many mature trees and a majority of the university's academic buildings frame the Friedheim Quadrangle. While vehicular traffic on the Quadrangle has been restricted to service vehicles for several years, the roadway remains in place on both sides with redundant walkways running parallel to it. Several of the more significant trees are in decline and there is little consistency in site furnishings such as lighting, benches, trash receptacles, ash urns, and planters.

The amphitheater is a shaded, quiet area of sloping lawn with stepped lawn seating and a raised stage on one end of the space. There is a meandering stream along its northern edge, a memorial garden along the eastern perimeter, and several commemorative or sculpture pieces located throughout the area. Hughes, McDowell, and Leonard residence halls and the Sports Center frame the space. The significant grade change from the eastern to the western edge of the amphitheater area makes accessibility to the space difficult.



The outdoor athletic and recreation facilities are located primarily on the western edge of the campus. Intramural baseball teams use the baseball field for games and organized practice sessions. The soccer field is encircled by a running track with bleachers for spectators on the west side of the field. There are seven tennis courts and two basketball courts on the north end of this area with a picnic area nearby. A gazebo with seating is located on the northeast end of the soccer field.

In addition to these key open space areas there are several smaller lawn areas and courtyards associated with classroom buildings and dormitories. For example, the courtyard at Anderson/Letts Hall contains some landscaping and seating. The space is predominately asphalt paving to accommodate automobiles at the beginning and end of each year as students move in or out of their dormitory rooms.

The Tenley Campus contains a shaded courtyard space surrounded by student life and academic buildings. Part of the open space is used for active recreation, although it is not large enough to accommodate formal field sports.

Existing Campus Image and Campus Sites

The current campus image is positive in many respects, with a strong sense of entry and identification at Glover Gate. The mature vegetation and traditional academic open space and architectural framework of the Friedheim Quadrangle and surrounding buildings contribute to a positive image. The campus is not consistent, however, in the space priorities, pedestrian orientation, and the scale of landscape elements. The pedestrian and vehicular gates along Nebraska Avenue, the walkways, and typical gathering places lack proper scale and landscape connection. First-time visitors to campus have difficulty orienting themselves and locating key campus functions. The information and admissions center, currently in Hamilton Hall, is convenient to Rockwood Parkway, but is not clearly identifiable from the Main Campus entrance on Massachusetts Avenue at Glover Gate. Other key buildings and places such as the Mary Graydon Center and the Friedheim Quadrangle are not easy to find on a first campus visit.



B. Development Framework

The Framework Plan (Exhibit 10) is a summary of the opportunities and constraints presented to AU by its physical and cultural setting. It is the basis for decisions about land use, circulation, open space, and campus image improvements, in light of the high aesthetic standards of the surrounding community. Strong axial relationships exist on campus, particularly those associated with the Friedheim Quadrangle. The Framework Plan responds to the importance of the primary axes as well as the secondary set of axes, including changes such as removing vehicular traffic from major secondary axes and locating key new open spaces and buildings to reinforce those significant relationships.

Additions and Renovations

AU has identified academic, administrative, residential, and campus life needs that require new buildings, additions or renovations. The Framework Plan identifies sites for those development projects to strengthen the pattern of land uses within the campus and create a more cohesive campus experience. For example, inadequate existing buildings such as Cassell, Asbury, School of International Service, Rockwood, Public Safety, and Financial Aid present opportunities for renewed academic/administrative space that will cluster related uses into a coherent pattern. New or expanded residential, campus life, and athletic uses are suggested in locations with strong connections to the existing residence halls and other campus life facilities.

Campus Road

To improve safety, minimize conflicts between pedestrians and vehicular traffic, and enhance the community aesthetic, the Framework Plan proposes relocating a portion of the main campus road to create an automobile-free zone at the center of campus. Relocating the campus road to an existing road along the western side of campus not only removes automobiles from the center of the campus and minimizes pedestrian crossings, but it also creates opportunities for new open spaces, or quadrangles, around which the new or renovated buildings may be organized. The Framework Plan suggests creating a strong streetscape along the newly defined campus road, from the Glover Gate (Massachusetts Avenue) to the Fletcher Gate (Rockwood Parkway) to orient and organize



visitors, students, faculty and staff. Strong, new pedestrian connections can be made with the reorganization of the road and parking network. Pedestrian links between various facilities as well as new and existing open spaces can be created or enhanced, and new pedestrian connections from Massachusetts Avenue and Ward Circle directly into the Friedheim Quadrangle will strengthen the role of the Quadrangle as the preeminent campus open space. Defined and enhanced pedestrian connections from the Quadrangle to the dormitories and athletic fields are also suggested.

Open Space

The Framework Plan identifies opportunities to create or refresh open spaces on campus to provide outdoor areas for classrooms, incidental learning, recreation, informal and formal gatherings, and other academic and social pursuits. The Friedheim Quadrangle remains the most significant, formal outdoor space on campus, supported by a new Quadrangle near McKinley Hall linking the residential and academic facilities to the athletic/recreation area. The proposed McKinley Quadrangle is an opportunity to provide an open space that was conceived by Olmsted in his original plan for the campus. A second new Quadrangle south of the Glover Gate and replacing the campus road is also suggested to provide a formal entrance space and a strong link to the Cassell site.

Special places or items to create memorable experiences are important to a college campus. The Framework Plan provides locations for special elements to reinforce the plan's open space and circulation components. This includes fountains, flag courts, sculpture, seating areas, and gardens to enliven the landscape and create optimum open space areas while enhancing the beauty of campus.

Landscape

The Framework Plan defines various types of landscape to reinforce the Campus Plan, including:

- a special streetscape for the campus road;
- a streetscape perimeter treatment for Nebraska and Massachusetts Avenues;



- a “Campus as a Garden” palette for the Friedheim Quadrangle – a buffer planting for key campus boundaries and building settings as well as background landscape treatment around campus buildings

Proposed Land Use Zones

The new Framework Plan identifies locations for new buildings and building expansions that reinforce land use zones and support open space and pedestrian and vehicular circulation (Exhibit 11). The Framework Plan identifies:

- academic – instructional facilities (classrooms, labs, etc.) faculty offices, research facilities (labs, offices, libraries, etc.), administrative offices of academic programs, (deans, department heads, student advisors, etc.)
- residential – housing for students
- administration – offices, workshops or other work areas housing employees not directly involved in instruction or research (accounting, registrar, financial aid, maintenance, etc.)
- athletic – facilities supporting athletic activities (outdoor or indoor) whether formal or informal.
- campus life – facilities supporting the non-academic student activities (religious observance, dining, entertainment, etc.)
- open space – green space areas on campus presently devoted to active and passive recreational and athletic use.

Proposed Circulation

To improve safety, minimize vehicular and pedestrian conflicts, and provide more open space in the campus center, the campus road is re-routed around the western side of Leonard Hall and the Sports Center Annex using existing roadways (Exhibit 12). A new portion of the campus road continues south to connect with the existing roadway at Centennial Hall. The existing central road through the tunnel will be closed, with the roadway becoming a pedestrian “mall” from the Glover Gate to Butler Pavilion. The parking currently located in the Sports Center Garage will be relocated to underground



parking garages associated with new building construction projects. A service court will be provided to serve Mary Graydon and the Butler Pavilion. Many of the small parking areas located throughout the campus will be removed, improving the flow of traffic. The parking lost to the Campus Road realignment and open space creation will be replaced in reconfigured surface parking areas or new underground parking structures associated with building projects that conceal parked cars from the community sight lines and add to the attractiveness of the campus. The university will not install gate controls at the entrances of parking garages with vehicular access from Massachusetts or Nebraska Avenue.

A new pedestrian entrance to the campus is proposed at Ward Circle. A second new walk near Glover Gate and another from Massachusetts Avenue at the midpoint of the Quadrangle, along with the new gate at Ward Circle, will bring pedestrians directly into the Friedheim Quadrangle. Enhanced pedestrian-oriented walkways are proposed at the Hannay and Woods Gates. Strong pedestrian connections are proposed from the Friedheim Quadrangle at the heart of campus to various campus activity areas and new or improved public open spaces.

The university would like to develop an action plan, working with the Department of Public Works and other agencies of the District of Columbia, to address pedestrian safety along Nebraska Avenue. The action plan may include items such as installing special paving or painting a crosswalk, adding flashing warning lights, signage and relocating the bus stop.

Proposed Open Space Plan

The Open Space Plan (Exhibit 13) proposes maintaining the Friedheim Quadrangle as the primary, formal open space on campus. Renovation plans for the Quadrangle include removing the redundant walk system, creating a memorable, Quadrangle "walk" with seating, lighting, and other amenities. Two new Quadrangles are suggested: a formal space south of the Glover Gate welcoming visitors, students, staff and faculty and linking the Cassell site to the Main Campus; and a significant student gathering area west of McKinley Hall that will unify and connect residential, academic, and athletic/recreation areas. The



Open Space Plan also suggests enhancing existing campus outdoor spaces to make them more inviting and appropriate to the community.

Proposed Landscape Character

The physical campus envisioned by the Campus Plan 2000 (Exhibit 14) will be organized around a network of pedestrian-oriented open spaces, each distinct in purpose and design. The open space network will link open spaces to one another and academic and student life facilities with a clear system of pedestrian paths. The campus landscape, predicated on the university's large international student population, foreign service preparatory curriculum, and global affiliate programs, aims to bring an international tone to the visual environment. The landscape palette of plant materials, spatial organization and special places are intended to re-make the campus in the image of a garden, softening its urban scale and referencing the values of gardens and nature, worldwide.

The Friedheim Quadrangle will be renovated to become the most distinct space on campus. Primary gathering places on the Quadrangle will be transformed with the introduction of special paving, water features, seating, lighting, and planting. The network of walks within the Quadrangle will reflect an organic, Olmstedian approach. The central lawn will remain, softened by the undulating perimeter walk and plantings. The existing, healthy trees will remain, with new shade trees added to enhance the space and frame the buildings. Flowering trees and shrubs will be introduced to soften architectural presence and reinforce a public garden atmosphere.

The Nebraska and Massachusetts Avenue perimeters will be improved with the addition of plantings, low stone walls and pedestrian gates to provide a welcoming, identifiable campus perimeter. Work has already begun on landscape enhancements around the Glover Gate and east of the gate along Massachusetts, introducing undulating beds of lawn, perennials, shrubs and trees.

An International Flag Court is envisioned replacing the existing campus road north of the tunnel, near the Glover Gate, creating a memorable entrance experience for the university



community. The court links the Glover Gate to the Friedheim Quadrangle, the amphitheater and to the residential/campus life facilities to the south and west. Flags will showcase AU's international student body and its focus on international studies. Trees, special paving, and seating will complement and unify this public pedestrian mall. With the relocation of the campus road, a new quadrangle west of McKinley Hall will be created. This new Quadrangle will provide a significant gathering space for students in an area central to dormitories, classrooms and the Student Center. A water feature, sculpture, special paving, seating, shade trees, flowering trees, shrubs and perennials will be introduced to provide shade and interest and create a unified landscape of special character.

The existing amphitheater area will be enhanced by the addition of new plantings, sculpture and a universally accessible route from the new Flag Court to the lower level of the amphitheater area. In addition, the courtyards at McCabe, Gray, Roper and Centennial Hall will be renovated by the removal of parking and paving, the addition of new plantings, special paving and site furnishings.

The new campus road will be framed on either side by new shade trees. The trees will strengthen and clarify the road network, soften and buffer the impact of existing buildings and campus road from on and off campus perspectives, and provide shade and space definition. A chain barrier will be installed that will close the western campus road to vehicular traffic, with the exception of vehicles that need access for emergency or maintenance purposes, until the western road is removed.

Additional landscape enhancements and landscape buffering are proposed in various locations around campus to mitigate the impact of existing and proposed campus buildings and parking on adjacent properties. For example, as part of the construction of the Katzen Arts Center, the northern edge of the Arts Center site will be planted with a mixture of broadleaf and needle evergreen trees and deciduous shade trees to provide a visual buffer for the residential properties. In addition, an opaque wood fence will be installed along the northern property line to provide an immediate and impenetrable



screen. Other areas of campus identified for additional landscaping screening include the area west of Watkins Hall and along the campus road, near the Media Production Center and along the perimeter of the Nebraska Avenue parking lot. The university will maintain the perimeter fence and gates adjoining the residential neighborhoods and will continue to provide access cards for neighboring residents in accordance with the procedure implemented pursuant to the 1989 Campus Plan.

C. Proposed New Facilities

The proposed new facilities are consistent with the university's goal to enhance the quality of the campus to better support our students, faculty, staff, and guests. Because we highly prize the university's open and green spaces, almost all the planned new facilities re-use existing building sites or surface parking lots. There are thirteen projects totaling approximately 463,000 square feet of additional gross floor area (Exhibits 15 and 16). To accommodate its need for flexibility, the university has included in this plan more facilities than it is likely to build during the ten-year life of the plan. The dynamic nature of higher education program development and funding make it difficult to forecast with certainty which buildings will be built in any ten-year span of time. Although the Campus Plan includes all the possible changes now envisioned, the university will not increase its gross floor area by more than 400,000 square feet over the next decade. A total of 1,670 parking spaces are included in these projects, all in underground garages. This parking will replace surface and aboveground structured parking to accommodate current and future parking demand. The following are capsule descriptions of the planned projects.

Project A – This 30,000 square feet structure will be located between and connected to the Watkins and Kreeger buildings at the southwest end of the campus. Watkins and Kreeger will be emptied when a new Arts facility is completed. At that point, it is expected that Watkins, Kreeger, and the new Building A will be used for academic offices or administrative support functions. The building is planned to be three stories or approximately 40 feet high. A structure of similar size at this site was approved in the 1989 Campus Plan. The following conditions will guide the design of this project:

- the design shall be residential, rather than institutional, in character and scale;



- the building shall relate to the existing topography to limit visibility impacts (*e.g.*, built into the hill between the Watkins and Kreeger buildings);
- an ample landscape buffer will be provided, especially with respect to the residential area down the hill to the south;
- an interior and exterior lighting design will be implemented that reduces external visual impacts on neighborhood properties; and
- noise-generating activities (*e.g.*, air conditioners) shall be enclosed or placed at the farthest point away from neighbors.

Project B – This 50,000 square feet building is planned to be located at the south end of the campus on the site of and replacing the existing Rockwood, Public Safety, and Financial Aid buildings. Building B is designated to house academic programs currently located in other buildings. It is planned to be three stories or approximately 40 feet high. A structure of similar size at this site was approved in the 1989 Campus Plan. The following conditions will guide the design of this project:

- the design shall be residential, rather than institutional, in character;
- the building shall use the existing topography to limit visibility impacts (*e.g.*, built into the hill);
- an ample landscape buffer will be provided, especially with respect to the houses along Rockwood Parkway, down the hill to the south;
- an interior and exterior lighting design will be implemented that reduces external visual impacts; and
- noise-generating activities (*e.g.*, air conditioners) shall be enclosed or placed at the farthest point away from neighbors.

Project C – This 2,000 square feet building is planned to be located at the eastern end of the main athletic field and includes adjacent bleacher seating for 250 spectators, constructed on the ground and arranged horizontally in three rows facing towards the athletic fields and the neighboring residences beyond the athletic fields. Building C will create a controlled entry gate and ticket booth for the field. The building will also house storage of maintenance equipment and is planned to be two stories or 25 feet high. A larger structure at this site was approved in the 1989 Campus Plan.

Project D – This 100,000 square feet building will be located east of Bender Library on an existing surface parking lot. The building is intended to accommodate expansion of the library, classrooms, and academic offices. Building D is planned to be



four stories or 60 feet high and includes an underground parking garage for 260 cars. A structure of similar size at this site was approved in the 1989 Campus Plan. The following conditions will guide the design of this project:

- the building will be set back from Nebraska Avenue the same distance as Hurst Hall;
- trees and softscape will be provided to enhance the special character of Nebraska Avenue;
- the university will work with District of Columbia agencies, neighboring property owners, and the community to develop a detailed streetscape plan for Nebraska Avenue from north of Ward Circle to Rockwood Parkway, incorporating the provision for widening Nebraska Avenue, using the University's property, to add a fifth lane for turning movements; and
- ramp(s) to the parking garage will be designed to minimize their impact on Nebraska Avenue traffic from turning movements.

Project E – This 80,000 square feet building is to be located at the east end of the campus on the site of the existing School of International Service Building. The building is slated to be the new home for the School of International Service, already the largest school of its kind in the nation, and will house classrooms and the school's offices. Building E is planned to be four stories or 60 feet high and includes an underground parking garage for 260 cars, which will be connected with the garage under Building D. A structure at this site was approved in the 1989 Campus Plan. The following conditions will guide the design of this project:

- the building will be set back from Nebraska Avenue the same distance as Hurst Hall;
- trees and softscape will be provided to enhance the special character of Nebraska Avenue;
- the university will work with District of Columbia agencies, neighboring property owners, and the community to develop a detailed streetscape plan for Nebraska Avenue from north of Ward Circle to Rockwood Parkway, incorporating the provision for widening Nebraska Avenue, using the University's property, to add a fifth lane for turning movements; and
- ramp(s) to the parking garage will be designed to minimize their impact on Nebraska Avenue traffic from turning movements.

Project F – This 100,000 square feet building will be located in the center of campus on the site of the existing Asbury Building. The building is planned to house all



the university's laboratory science and technology programs in a state-of-the-art facility. Building F is planned to be four stories or 60 feet high. A structure devoted to the sciences was approved in the 1989 Campus Plan at an adjacent site. The following conditions will guide the design of this project:

- an interior and exterior lighting design will be implemented that reduces external visual impacts;
- ample buffering and vegetation will be provided;
- noise-generating activities (*e.g.*, air conditioners) shall be enclosed or placed at the farthest point away from the residential area on University Avenue and the adjacent areas; and
- quality design will be utilized that minimizes visual impacts from residential areas to the west.

Project G – This 20,000 square feet addition to the Mary Graydon Center is to be located north of Mary Graydon to expand the University Center functions and dining space. The bulk of the building is planned to be two stories or 30 feet high with a stair addition being 60 feet high. The Zoning Commission, in Z.C. order number 949, approved the further processing application for the development and operation of this project.

Project H – This project involves renovating the existing Sports Center parking garage to adapt it for office and academic facility use. This would not add any gross floor area to the campus. The building will be used to expand University Center functions and as a possible future home for the School of Communication, one of AU's most popular majors. The following conditions will guide the design of this project:

- the garage façade shall be constructed of a material that complements the design of adjacent buildings;
- an interior and exterior lighting design will be implemented that reduces external visual impacts; and
- the Sports Center garage will be used for parking until an equal number of parking spaces are constructed and open to cars elsewhere on campus.

Project I – This project involves closing the road that now travels under the Sports Center Complex and enclosing the area to create space for expansion of University Center functions. The area enclosed would total 20,000 square feet. The impact of the



road closing is analyzed in the transportation section of the Campus Plan. The Zoning Commission, in Z.C. order number 949, approved the further processing application for the development and operation of this project.

Project J – This 10,000 square feet addition to the Kay Spiritual Life Center will be located at the northern end of the campus. It will provide space to meet the diverse religious needs of American University's international and multicultural community. The building is planned to be two stories or 25 feet high. The following conditions will guide the design of this project:

- high-quality building design will be utilized that complements the Massachusetts Avenue corridor; and
- the landscape setting will be improved.

Project K – This 15,000 square feet building is planned to be located at the northwest corner of the campus, north of Leonard Hall, to consolidate administrative offices. It is to be built on an existing surface parking lot and will include an underground parking garage for 400 cars. The height of the building may vary, but it is planned to be two stories or 20 feet at its highest point. A structure at this site was approved in the 1989 Campus Plan. The following conditions will guide the design of this project:

- the building design shall preserve the scale of the President's Office Building;
- the integrity of the existing topography shall be protected;
- the visual quality of the President's Office Building and setting shall not be adversely affected; and
- the project shall be designed with consideration of the Massachusetts Avenue visual corridor.

Project L (Katzen Arts Center) – This 80,000 square feet building is planned to be located at the north end of the campus on the site of the existing Cassell Center. Cassell and its associated surface parking would be demolished to accommodate the new building. The building will house instructional spaces and offices for all of the arts programs and will allow the university to consolidate facilities now scattered in six different locations. A gallery and two small performance spaces are planned along with an underground parking garage for 550 cars. The building promises to be a cultural asset to



the city, and has been designed to meet the university's space needs while also accommodating neighborhood concerns. The building is planned to be 35 feet high. A structure of similar size at this site was approved in the 1989 Campus Plan. The Zoning Commission, in Z.C. order number 949, approved the further processing application for the development and operation of this project subject to the following conditions:

- The Katzen Arts Center building shall be sited on the property as shown in Exhibit No. 192 and will be set back from the rear (north) property line 25 feet at the east end and 65 feet at the west end of the building, be enclosed in penthouses with louvers oriented to the south (toward Massachusetts Avenue). Garage exhaust outlets shall be located on the south side of the building. The equipment will be designed to minimize noise and will comply with applicable District of Columbia noise standards.
- Music practice rooms shall have no window or shall be located in below-grade space to ensure that noise is contained.
- A 550-space parking garage shall be located under the building, with parking spaces allocated as follows:
 - 200 spaces for resident students;
 - 150 spaces for commuting students;
 - 100 spaces for employees; and
 - 100 spaces for visitors.
- There shall be two driveways to the garage, both on Massachusetts Avenue. The main driveway shall be located across from Glover Gate and the secondary driveway shall be at the western end of the building. The secondary driveway shall be primarily used for service access and to accommodate exiting from events or other special circumstances. The garage entrances shall be limited to a single lane in each direction.
- Loading docks, trash removal, and other service activities shall be located below grade and within the building to minimize noise. All deliveries and trash pickups shall occur between 7:30 a.m. and 7:30 p.m., Monday through Friday, and 9:00 a.m. and 6:00 p.m., Saturday and Sunday.
- A landscape screen of evergreen and deciduous trees, as shown in Exhibits No. 93 and 129, shall be installed along the north side of the building to screen views of the building from neighboring residences.
- A six-foot wood board fence or brick wall, the details to be coordinated with the adjacent property owners, shall be installed on the rear (north) property line. A gate shall be installed near the Nebraska Hall connection with access controlled by



mechanical or electronic keys. The University shall provide keys (unique to this gate only) to a neighborhood representative for distribution to neighboring residents. An emergency telephone and lighting shall be installed at the gate. A mechanism to automatically notify the University Public Safety office if the gate is propped open shall also be installed. The landscape buffer and fence shall be installed prior to the occupancy of the building.

- Normal Arts Center hours of operation shall be 8:00 a.m. to 11:00 p.m. throughout the week. Selected students, faculty, volunteers, and employees may have 24-hour access to the building. The parking garage shall operate 24 hours per day. The service entrance shall operate 7:30 a.m. to 7:30 p.m. except for special Arts Center events. A staff liaison to address concerns and answer questions and a 24-hour telephone contact for reporting problems shall be established.
- The University shall provide security patrols of the Arts Center and Nebraska Hall by Campus Security.

Project M – This 75,000 square feet building is planned to be located in the center of the Tenley Campus east of Dunblane House. The building is planned to have multiple functions, providing additional housing (for approximately 200 students) as well as offices and instructional space. The building includes underground parking for a maximum of 200 cars supplementing 25 surface spaces. At least 34 parking spaces of the 225 total spaces shall be designated for students residing at the Tenley Campus. The building is planned to be three stories or 40 feet high. The following conditions will guide the design of this project:

- the building shall be residential, rather than institutional, in design character;
- an ample landscape buffer will be provided with open space;
- an interior and exterior lighting design will be implemented that reduces external visual impacts; and
- noise-generating activities (e.g., air conditioners) shall be enclosed or placed at the farthest point away from neighbors.

D. Transportation

Students, employees and visitors access the university via public transportation, automobile and alternative forms such as walking. The campuses are well served by Metrobus on routes traveling primarily along Massachusetts, Nebraska and Wisconsin Avenues. The university also operates an extensive shuttle bus service that links the Main Campus, Tenley Campus, off-campus facilities and the Tenleytown Metro station. The shuttle,



which is free of charge, has been successful in encouraging the use of public transportation, currently carrying 1.2 million passengers per year. To accommodate individuals who drive, the university has 2,490 parking spaces, which are accessed from the major streets surrounding the campus. During the development of the Campus Plan, the university conducted a study of traffic and parking conditions (Exhibit 24).

The study indicates that the current supply of parking satisfies demand at peak periods. Any projected growth in demand will require additional parking or strategies to reduce parking demand. Parking demand would increase to approximately 3,100 spaces if the university's population were to grow to the caps contained in the plan. The university plans to add parking as shown in the table below, for a total of approximately 2,900 new spaces.

Future Parking Supply	
Spaces today	2,490
New spaces in underground garages	1,670
Less aboveground spaces to be removed	-1,241
Spaces in future	2,919

Transportation management methods will be used to reduce future demand by 100 to 200 spaces. On the Tenley Campus, at least of the 12 of the 76 existing parking spaces will be designated for student use.

The university will adopt the following program regarding enforcement of student, faculty, staff, and vendor off-campus parking:

- The university shall use its best efforts to require all students, faculty, staff, and vendors servicing the campus to park on the campus and shall prohibit, to the extent permitted by law, students, faculty, staff and vendors from parking on the streets adjacent to and surrounding the campus. The university shall use its best efforts to cause other university-related vehicles to park on the campus. To accomplish these purposes, the university shall have in place a system of administrative actions, contract penalties, and fines (which may be adjusted from time to time as needed) and/or termination of contracts for violations.
- Construction employees, contractors and subcontractors shall by contract be prohibited from parking on residential streets, subject to contractual penalties,



or termination. Visitors to the campus, including attendees of all conferences, will be encouraged to use on-campus parking and, where feasible, notified in advance to do so.

- For conferences and large special events, the university also will work with area institutions in order to provide additional parking, as needed.

The major streets surrounding the campuses experience significant congestion during peak hours, primarily as a result of commuters traveling between downtown and outlying communities. The morning peak-hour of university traffic occurs later than the commuter peak-hour, so university traffic accounts for only 3% of the total morning peak-hour traffic. In the evening, university and commuter peak-hours are essentially the same and the university traffic is 12% of the total evening peak-hour traffic. To avoid any negative impact from the projected growth of both university and non-university traffic during peak-hour times, changes are proposed in traffic signal timing and other relatively simple measures. The redistribution of parking from existing facilities to underground garages will have no impact on traffic conditions, since cars traveling to and from parking will take essentially the same routes used today.

E. Community Liaison Committee

The university will work with community representatives to form a Community Liaison Committee for the purpose of fostering consistent on-going communication between the university and the surrounding neighborhoods, discussing issues of mutual interest, and proposing solutions to problems that exist or arise in implementing the approved campus plan. The Liaison Committee will be composed of an equal number of representatives of the university and the community and will meet as necessary, but at least quarterly. Upon request, the university will provide timely data relevant to campus plan issues to the Liaison Committee, provided that the data is not confidential or overly burdensome to produce.



F. Neighborhood Action Program

The university will implement a neighborhood action program to address off-campus conduct by students living in neighborhoods adjacent to the campus. This program will include the following:

- The university will promote AU's "Good Neighbor Guidelines" through student workshops sponsored by the Off-Campus Housing Office.
- The university will publicize its 24-hour crime reporting system which includes a Crime Tips Hotline, a Public Safety non-emergency line, a Public Safety emergency line, and the phone number of the Dean of Students Office.
- Subject to applicable laws, in situations where student misconduct poses a substantial danger to themselves or others, or there is a violation of District of Columbia or federal law, the university will seek to charge students under its Student Conduct Code. In all other cases, the university will investigate and address student misconduct through procedures described in its Neighborhood Action Program which include: receiving and investigating complaints from neighbors; identifying whether the residents of a particular property are university students; meeting with residents and informing them of university policies, Student Conduct Code violations, and legal consequences of such behavior; and contacting neighbors periodically to determine the status of the situation.



V. ZONING REGULATION COMPLIANCE

The American University Campus Plan complies in the following respects with Section 210 of the District of Columbia Zoning Regulations:

A. College or University Which is an Academic Institution of Higher Learning (Subsection 210.1)

By Act of Congress dated February 24, 1893, American University was chartered as an educational institution of higher learning (Exhibit 23).

B. The Use is Located So That it is Not Likely to Become Objectionable to Neighboring Property Because of Noise, Traffic, Number of Students, or Other Objectionable Conditions (Subsection 210.2)

1. Noise

New facilities proposed in this Campus Plan will blend into the surrounding neighborhood with minimal impact on the community in terms of noise. In an effort to reduce noise, the university will continue to abide by the following measures:

- Providing open space and landscaping buffers between university facilities and the surrounding community.
- Locating campus activities so as to satisfy the need of students and faculty for a quiet and secure place to study, work and live, with attention to the need to minimize impacts on the community.
- Locating and designing loading docks and mechanical systems to reduce, as much as possible, the noise they produce.
- Designing and locating activities within the Campus Plan boundaries in order to minimize impact on the community.

2. Traffic

The university encourages the use of public transportation by all members of the AU community. Since 1989, ridership on the university-sponsored shuttle between the university and the Tenleytown Metrorail station has increased 50 %, from 800,000 to 1.2



million passengers per year. This increased ridership increases the available parking on campus and promotes safe and efficient circulation of traffic on and near the campus.

The Parking and Transportation Management Plan is designed to continue and expand on this accomplishment over the ten-year period of the Plan (Exhibit 24). The Parking and Transportation Management Plan will make the following improvements to the AU Campus:

- **Alternate Work Arrangements.** A number of informal arrangements currently exist, under which employees vary their work hours or work from home. What motivate many of these arrangements is our employees' desire to better accommodate work and home responsibilities and reduce commuting times. Advances in information technology have also facilitated work from home arrangements. While university policy currently allows these arrangements, it is not actively encouraged. Personnel policies are being reviewed to be more explicit in the university's support of alternative work arrangements.
- **Shuttle Service.** The success of the university's shuttle service is due to the university's responsiveness to passenger requests. The university has expanded its routes and hours of operation on numerous occasions to respond to a growing desire to use the service. This flexibility and expansion will continue into the future as new opportunities to better serve passengers are identified.
- **Commuter Connections.** Although the university participates in the Commuter Connections car/van pool program, it is not particularly well known, especially by students. The university plans to more actively encourage student use of the program and will promote it more aggressively in student programs and publications.

3. Number of Students

a. Enrollment

The development proposed in the Campus Plan will not create objectionable conditions due to the number of students. The university's campus population will not exceed 10,600 students and the full-time equivalent will not exceed 9,250 students.

b. Personnel

The personnel population on the American University campus will increase or decrease proportionately to support the academic mission and student population of the university. Over the ten-year period of this Campus Plan, the faculty and staff populations may



increase to approximately 2,200 FTE (Exhibit 6). **The plan maintains the same cap as approved in the 1989 plan.**

c. On-Campus Housing

The university will maintain a supply of on-campus housing sufficient to make housing available for 85 percent of its full-time freshman and sophomore students (headcount) and for two-thirds of all full-time undergraduates (headcount).

C. Compliance with the Maximum Bulk Requirements (Subsection 210.3)

The property within the Campus Plan boundaries is zoned R-1-B and R-5-A, with a portion of the Nebraska Avenue parking lot zoned R-5-B. According to the Zoning Regulations:

In R-1, R-2, R-3, R-4, R-5-A and R-5-B districts, the maximum bulk requirements normally applicable in the districts may be increased for specific buildings or structures; Provided, that the total bulk of all buildings and structures on the campus shall not exceed the gross floor area prescribed for the R-5-B district.

The maximum permitted floor area ratio (FAR) for buildings within the R-5-A district is 1.8.

When added to all existing buildings and structures on the campus, development under this Campus Plan will be well below the maximum permitted gross floor area prescribed for the campus. If all proposed development is constructed, the gross floor area within the Campus Plan boundaries will total approximately 2.5 million square feet. The campus boundaries consist of a total land area of 3,650,000 square feet resulting in an overall FAR of .54, well below the 1.8 FAR permitted under the Zoning Regulations (Exhibit 25).

D. Submission of a Plan for Developing the Campus as a Whole (Subsection 210.4)

1. Buildings, Parking and Loading Facilities



a. Buildings

In determining its facilities and space needs, AU has been guided by the following principles:

- The university must provide its students with an outstanding academic program and a complete learning environment, and must provide its faculty and staff with a high quality working environment and adequate resources and facilities.
- The university must maintain and upgrade its facilities in order to stay competitive with other universities.
- Any new construction should be configured to maximize open space, maintain and improve overall design, and minimize impact on the surrounding neighborhoods.

American University has considered these principles and other factors in designing its 2000 Campus Plan. As detailed on pages 20-23 and in Exhibits 13-15, the plan maximizes open space and improves the functional and aesthetic aspects of the campus.

b. Parking

American University's current parking inventory includes 2,490 off-street parking spaces, consistent with the 2,490 parking spaces called for in the 1989 Campus Plan (though a number of spaces are temporarily out of service to support the Army Corps of Engineers' clean-up project). Assuming that the campus population projections in this Plan are met and all proposed development is constructed, this Campus Plan recommends that American University's off-street parking inventory increase to approximately 2,900 parking spaces. The university will direct its students to register their vehicles in the District of Columbia, or obtain a reciprocity sticker if eligible to do so. The university will direct its students to provide proof of compliance with D.C. registration requirements, if applicable, and will withhold parking privileges from students who do not comply with D.C. registration requirements. Failure to abide by District law concerning registration of student vehicles will constitute a violation of the Student Conduct Code.



c. Loading

Many of the university's general deliveries take place at Letts Hall, while certain special deliveries occur at loading docks and departments located throughout the campus. As part of the Parking and Transportation Management Plan included in the Campus Plan, a truck management program will be implemented to reduce the impact of university-related trucks on neighborhood streets. The plan includes a truck circulation route that identifies the main routes that delivery vehicles should use to access loading facilities on campus, while discouraging the use of neighborhood streets. The plan also includes suggested delivery times that occur during off-peak traffic periods (Exhibit 22).

2. Screening, Signs, Streets, Public Utility Facilities

a. Screening

The landscaped elements of the Campus Plan seek to enhance the visual impact of the campus, form a stronger sense of place, create a sense of harmony with the surrounding community, improve pedestrian connections, and enhance American University's open space system. The university will implement the landscape plans submitted to the Zoning Commission during the public hearing process, including the proposed landscaping surrounding the interior ring road and the Katzen Arts Center. The university will maintain all of the landscaped areas of the campus.

b. Signs

The university has a comprehensive signage program that has been implemented throughout the campus. This includes signs on Massachusetts and Nebraska Avenues providing identification and directions to the university and its facilities.

c. Streets

d. Public Utilities



The university is served by an extensive network of utility lines. The university also has a central steam plant which serves many of its buildings. The entire utility infrastructure is in generally good condition and is maintained on a regular basis (Exhibit 26).

There are no current plans for utility expansions within or immediately adjacent to the American University campus because the existing infrastructure is adequate for the future development proposed in this Plan. No special utility development conditions are expected to be required within the campus during the period covered by this Plan.

e. Campus Lighting Plan

The university shall adopt the following Campus Lighting Plan:

- (i) All new outdoor lighting fixtures will be designed, located and installed so as to avoid the extension of spotlights beyond the boundaries of the campus.
- (ii) All lighting fixtures installed inside new campus buildings will be equipped with motion sensors that turn the lights off when not in use, except for lighting fixtures installed in common areas or in other locations where constant lighting is needed for security or other reasons.
- (iii) Spotlights and outdoor lighting, both new and existing, shall be directed inward, downward, and away from the campus perimeter, and shielded when necessary to avoid lighting on the outside of the perimeter, to avoid objectionable impacts on neighboring property.
- (iv) Energy efficient lighting shall be used to illuminate roadways, parking lots, pedestrian walkways and building exits, in order to achieve legitimate security requirements. However, such lighting shall be shielded to prevent spotlights from extending beyond the campus boundary.
- (v) Additional landscape screening will be installed along the west elevation of the Watkins Building to further buffer those views.
- (vi) Lighting at the rear of the Katzen Arts Center will be minimized due to the absence of access points and will be shielded downward, and will be consistent with minimum requirements of security.



3. Athletic, Special Events and Other Recreational Facilities

The university plans to construct bleachers that will add 250 seats to the existing 800 seats, and to improve the entry pavilion at Reeves Field (Exhibit 13).

To the extent that the university's athletic fields on the western edge of the campus are used for special events such as graduation, homecoming, picnics, receptions, or charitable events, the special events shall be conditioned as follows:

(a) **Number of Events:** The number of special events requiring sound amplification systems shall be limited to 12 per calendar year, unless an additional number is approved by the Liaison Committee. The university shall provide neighboring property owners with telephone numbers to reach appropriate representatives of its Public Safety Department, or the Dean of Students Office, to address concerns regarding noise and activity on the intramural athletic field.

(b) **Notice:** The university shall use its best efforts to provide written, fax or e-mail notice of special events – as far in advance as possible, but at least 30 days prior to an event - to residents in the vicinity of the athletic fields, to residents on Woodway Lane and University Avenue, and any other residents who request notice or whose names are supplied to the university by the Liaison Committee. Events not requiring notice include intercollegiate or intramural sports events, informal athletic events, or similar recreational activities so long as such events and activities involve and are for the benefit of student teams and other groups of the university.

(c) The university shall use its best efforts to avoid scheduling a special event for a date on which a neighbor has informed the university in advance that the neighbor is planning a party or other important occasion.

(d) **Guidelines:** The university will use its best efforts to observe the following guidelines relating to special events on the athletic fields:

- i special events will be conducted between the hours of 8:00 a.m. and dusk;
- ii. sound amplification at special events produced by public address systems, loudspeakers, bullhorns, musical amplifiers or other similar devices for the intensification of sound shall not be permitted unreasonably to interfere with or disturb neighbors' enjoyment of their property or to interfere with the university's academic or administrative activities;
- iii. vehicles essential for servicing the special events may park in the western parking area closest to the field, but only if other parking locations are not feasible, and in no event shall service vehicles park next to adjacent residences;



- iv. if an unauthorized special event (an event not scheduled by the university) occurs, neighbors may contact the designated university staff contact person; and
- v. guidelines shall be provided to, and made a part of, any arrangement between the university and the organization sponsoring the special event or the department or student group sponsoring the event

4. Description of All Activities and of Capacity of All Present and Proposed Campus Development

The activities to be conducted on campus include those activities associated with general university use as well as auxiliary uses. Six land use categories are used to identify and describe campus activities: Academic, Administration, Residential, Campus Life, Athletic, and Open Space. Capsule descriptions of the proposed additions are found on pages 31 to 37. Though a total of 463,000 square feet of additional facilities are shown on the plan for flexibility in future development, the university commits to not increase its gross floor area by more than 400,000 square feet during the life of the plan.

Exhibit 2 shows existing land and building uses and Exhibit 16 shows proposed land and building uses. The proposed campus land use patterns will remain largely unchanged, and the planned buildings will continue to provide an environment consistent with the existing American University campus.

E. No Interim Use of Land is Proposed (Subsection 210.5)

No interim use of land is requested as part of this Campus Plan.

F. No New Use Sought for Approved Site of Buildings Moved Off-Campus (Subsection 210.6)

Under existing Zoning Regulations, a Campus Plan amendment is required when a proposed new building, approved under a Campus Plan but not yet built, is relocated outside the Campus Plan boundaries, and a new use is proposed for the originally-approved site. The university does not seek approval for any new use of a previously-approved building site and, thus, complies with this section.



G. Compliance with the Policies of the District Elements of the Comprehensive Plan (Subsection 210.7)

The Campus Plan is in accordance with the District elements of the Comprehensive Plan. In general, implementation will encourage private sector growth and will improve community labor force skills and employment opportunities. The university is a major source of jobs, a major consumer of goods and services supplied by local vendors, and a major generator of retail sales and service goods for a diverse group of businesses.

Additionally, this Campus Plan will fulfill major goals of the Comprehensive Plan pertaining to architectural character, building height limitations, physical and symbolic imagery, streetscapes, sidewalks, and urban parks and places. Further, consistent with the campus' inclusion in the institutional land use category of the Comprehensive Plan, the university intends to continue to develop facilities and institutions offering unique opportunities for learning, teaching and research.

H. The Proposed Buildings Are Within the Floor Area Limit for the Campus as a Whole (Subsection 210.8)

When added to all existing buildings and structures on the campus, development under this Campus Plan will not exceed the maximum permitted gross floor area prescribed for the campus.

I. Referral to the District of Columbia Office of Planning and the District of Columbia Department of Public Works (Subsection 210.9)

The Campus Plan application was referred to the Office of Planning (OP) and the Department of Public Works (DPW) and both agencies submitted reports to the Zoning Commission supporting the application with various conditions, which are included in this document.



List of Exhibits

1. American University Strategic Plan
2. Existing Campus Land and Buildings
3. Campus Vicinity Map
4. Issues List
5. Student Population Summary
6. Employee Population Summary
7. Existing Land Use Zones
8. Existing Circulation System
9. Existing Open Space Analysis
10. Campus Framework Plan
11. Proposed Land Use Zones
12. Proposed Circulation
13. Proposed Open Space Plan
14. Proposed Landscape Plan
15. Proposed Campus Plan
16. Proposed New Facilities
17. Act of Incorporation and Bylaws
18. Traffic and Parking Study
19. Existing and Proposed Areas
20. Existing Utilities



Building a Global University

American University

in the

Next Century

Strategic Plan

February 28, 1997

Washington, D.C.

AMERICAN UNIVERSITY

Statement of Common Purpose

The place of American University among major universities with first-rate faculties and academic programs grounded in the arts and sciences is secured by its enduring commitment to uncompromising quality in the education of its students. But its distinctive feature, unique in higher education, is its capacity as a national and international university to turn ideas into action and action into service by emphasizing the arts and sciences, then connecting them to the issues of contemporary public affairs writ large, notably in the areas of government, communication, business, law, and international service.

Recognized for its emphasis on personalized teaching and experiential education, the university provides for the direct involvement of faculty and students in the institutions and culture of the most important capital city in the world. Since its founding by an Act of Congress in 1893 as a private, independent, coeducational institution, under the auspices of The United Methodist Church, American University has been a national and international university. This is reflected in the scope of its teaching and research programs and the diversity of its faculty, staff, alumni, trustees, and student body, today representing over 135 countries.

The university actively encourages a commitment to public service, inclusive participation in university governance, equity and equal access, and an appreciation of diverse cultures and viewpoints. Its commitment to social justice, its ability to respond to the needs of a changing world while retaining its core values, and its capacity to turn to educational advantage the resources of the nation's capital are hallmarks of the institution.

The university distinguishes itself through a broad array of undergraduate and graduate programs that stem from these primary commitments:

- **interdisciplinary inquiry** transcending traditional boundaries among academic disciplines and between administrative units
- **international understanding** reflected in curriculum offerings, faculty research, study abroad and internship programs, student and faculty representation, and the regular presence of world leaders on campus
- **interactive teaching** providing personalized educational experiences for students, in and out of the classroom
- **research and creative endeavors** consistent with its distinctive mission, generating new knowledge beneficial to society
- **practical application** of knowledge through experiential learning, taking full advantage of the resources of the Washington, D.C., metropolitan area

The central commitment of American University is to the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community.



Dear Colleagues and Friends of the University,

This planning document is the culmination of a process of thoughtful collaboration by an academic community willing to confront difficult issues while holding in clear focus the best interests of the university. Indeed, the planning process itself reflected what became a primary goal of the plan—to create a more inclusive and open community of inquiry and academic discourse.

In some ways, the plan has the look and feel of similar documents. It expresses specific goals, timelines, and outcomes, while mapping new strategies to assure the university's success and continued growth. But in other respects, it is refreshingly dissimilar. It affirms a clear vision of a thoughtful, ethically committed, academic community willing to refashion itself along nontraditional lines while incorporating the traditional academic virtues of high-quality teaching, research, and service.

The scope of its challenge to build a truly global university is not a trendy concept or rhetorical device. In fact, it is perfectly consistent with the mission and resources of this remarkable university. AU's storied past—marked by academic excellence, moral leadership, a national and international perspective, and selfless service—echoes through the plan.

There are defining moments in the life of an institution when its unique character matches the nature, needs, or events of the times. The founding of American University at the dawn of this century was one such time. AU's present capacity to define and meet the demands of higher education and society for a new century is another.

The formal adoption of the plan by the Board of Trustees on February 28, 1997, is a tribute to the hard work, insight, patience, good humor, and expertise of scores of people throughout the AU community, especially the University Planning Committee. I wish to add my personal gratitude, as well as my own commitment to accomplish the task so clearly set before us.

Sincerely,

Benjamin Ladner

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University Planning Committee	Inside back cover

BUILDING A GLOBAL UNIVERSITY

American University in the Next Century

American University's primary goal for the next century is to build a distinctive, global university identified by its special connections to Washington, D.C., and marked by the highest levels of academic excellence and creativity.

I. Summary of Priorities

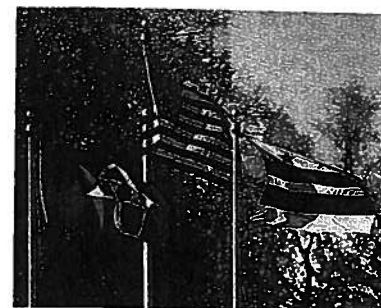
American University has achieved a balance of high-quality teaching, research, and service that is unusual in higher education. To maintain this balance and plan for an even stronger future, AU will rely upon three building blocks to develop the university into a distinctive academic institution among major universities:

1. We will build *a distinctive, global university* that fully utilizes the resources of Washington, D.C., while meeting the challenge of global issues and opportunities.
2. We will improve significantly *the university's academic quality and reputation*.
3. We will create *a unique academic community* of diverse peoples that embraces traditional and nontraditional approaches to learning, provides a variety of formal and informal settings to foster lively discussions of substantive issues, and affirms the importance of ethical and spiritual values.

The touchstone for all our endeavors is captured in a phrase a long-time faculty member used to describe her years at American University—"the joy of unfettered inquiry and discovery."

To accomplish these goals over the next five years, the university will target the following areas as strategic priorities:

- A. The quality and support of teaching and scholarship.
- B. The academic qualifications and practical experiences of students.
- C. The quality, diversity, and inclusiveness of the university community.
- D. The connections among academic fields and variety of learning approaches.
- E. The level of staff support and efficiency of operations.
- F. The strength of financial resources and quality of facilities.



II. History and Opportunity

***AU has emerged
as a vibrant
university,
willing to dream
new dreams and
confident of its
ability to
translate them
into reality.***



From its inception more than a century ago, American University has had a distinctive institutional identity. It was founded as a graduate school by The United Methodist Church and chartered by the United States Congress to serve as a national university for a young country building its democratic institutions, defining its social and cultural values, and expanding its educational opportunities. True to Bishop John Fletcher Hurst's vision that the country needed a national university located in the capital, AU was conceived as a major intellectual resource for the nation, specially designed to utilize and enhance the resources of the new "federal city" in developing the intellectual, moral, and spiritual capacities of all citizens.

Over the past century, AU has been faithful to the promise of its beginnings. It has emerged as a vibrant university, willing to dream new dreams and confident of its ability to translate them into reality. It has assembled a nationally and internationally acclaimed faculty committed to excellence in teaching and scholarship, along with one of the most diverse and talented student bodies in the country, including U.S. minorities and students from 135 countries. It has clarified its mission in a newly formulated "Statement of Common Purpose," achieved stability in its leadership and finances, and developed an effective organizational structure to support outstanding teaching, research, and service. AU's academic programs are grounded in the arts and sciences and specialize not only in generating and communicating new knowledge but also in connecting teaching and learning to the extraordinary cultural, public affairs, legal, business, international, and communication resources of Washington, D.C.

Because of its history and its special blend of talent and resources, American University is advantageously positioned to draw upon the best research and teaching in the nation's capital to prepare students to understand and deal successfully with the challenges of the emerging global society. The values, strengths, and achievements that enabled AU to become a leading national university have now brought it to the edge of an exciting opportunity. It is unusually well prepared to fulfill its core mission of providing academic excellence while also securing a unique position in higher education as a distinctly American university with a global perspective. It can chart new directions that lead to deepened understandings both within and across traditional academic disciplines by drawing upon the incomparable resources of its Washington location and connecting them to the global arena where knowledge intersects with diverse cultures, languages, religions, economies, values, and political structures.

Against the background of AU's past accomplishments and current capabilities, this plan sets a strategic direction for realizing a vision of what American University is now poised to become: a distinctive, Washington-based, globally oriented university dedicated to academic excellence in preparing students for active citizenship in a diverse, rapidly changing, and increasingly interconnected world.

Few universities are better equipped to meet this challenge. American University's global strengths are considerable and are reflected in its academic programs, faculty, diverse student body, location, alumni, and international relationships. Faithful to its commitment to uncompromising quality in creating and disseminating knowledge, AU is now ready to enhance its distinctive identity by building a more diverse and inclusive academic community to provide a first-rate American educational experience that prepares students for leadership in a global society.

III. A Distinctive, Global University

As we approach the end of the twentieth century, few phenomena are as evident or as daunting as the rapid “globalization” of issues once assumed to be exclusively under national or local control. These issues—from the economy to politics, from technology to the environment—now impinge in conflicting ways upon the lives of ordinary citizens. Although the term “global” is susceptible to inconsistent and sometimes vague interpretations, the powerful, worldwide effects of forces and problems that increasingly transcend national boundaries are commonly acknowledged.

In such an environment, colleges and universities are under increasing pressure to reaffirm their traditional moorings in the age-old task of engaging in free inquiry for its own sake, while also providing more clearly delineated benefits to society. As a consequence, there is both a need and an opportunity for a major American university, bound securely to its own academic traditions, to define what it means to educate citizens with a global perspective, what expertise and responsibilities are needed for leadership in a global society, and what the character and content of an American institution with this mission should be.

The connotation of the term “American” has also been going through a transformation. Technology and communication have altered the dynamics among nations, leading to a new recognition of the influence societies have upon one another in areas as diverse as economics, politics, the arts, media, religion, and sports. Nevertheless, U.S. higher education remains a model for high-level teaching and research worldwide and also serves as an indispensable resource for dealing with issues on a global scale. It is equally clear that the fate of American society is inextricably bound to the fate of other societies. To equip a new generation of citizens to understand this fact and to be empowered to deal with issues that are a routine part of their lives and yet have local, regional, and global implications, is a specific mission few universities are in a position to undertake.

American University’s aspiration to build a distinctively American, distinctively global university goes beyond a particular field of study, such as international affairs. This plan proposes an expanded role for the university to connect the American experience in the arts and sciences, business, communication, law, public affairs, *and* international affairs to issues increasingly defined in a global context. In developing new programs, designing curricula, appointing faculty and staff, and allocating resources, we will ensure that these activities improve the university’s ability to prepare students to lead thoughtful, morally responsible, and productive lives in both local and global contexts.

The sciences, mathematics, the arts, athletics, communications, and public affairs have as large a stake in this enterprise as do international service, international business, and international law. Indeed, educating students for global leadership will require an institutional focus that is both multi- and interdisciplinary and that fosters new linkages and alliances, just as the global landscape for every field is itself being reconfigured.

A distinguishing feature of issues, activities, and events with global significance is that they transcend traditional boundaries. Likewise, it is the intention of this plan to transcend conventional disciplinary and operational boundaries within the university and within the imaginations of our students as part of the process of building a global university. Of necessity, this process will include an expanded emphasis on comparative inquiry to enable our students to understand why various countries and cultures perceive issues differently.

There is both a need and an opportunity for a major American university to define what it means to educate citizens with a global perspective.



Faculty members will possess not only the traditional strengths of excellent teaching and independent research in a specific field, but also the ability to engage in interdisciplinary teaching and scholarship.



As the dynamics of global interaction bring contrasting cultures, ideologies, and value systems into direct contact, it is imperative that AU graduates be grounded in truths that have informed and sustained the best of human experience, such as human dignity, freedom, justice, and tolerance. Ethics in business, politics, family life, and the media are not just theoretical aspects of a curriculum; they are the bedrock of a humane and decent society. An American University education will prepare students not only to understand the meaning and implications of their own values, but also to enlarge their capacity for acting responsibly amid differing value systems while affirming the spiritual ties that bind all human beings to one another.

The vision this plan espouses is of a university that responds creatively to changes in the new global environment, retains its commitment to high-quality teaching and research, builds upon the historic strengths of the schools and colleges that make up the university, and moves rapidly and decisively to achieve new levels of leadership and excellence as a distinctively American institution with unique, global capacities.

IV. Strategic Priorities

A. The Quality and Support of Teaching and Scholarship

The faculty are the standard-bearers of AU's academic community. Simply put, it is because of who they are, what they know, what they discover, and how they teach that people come to study at American University and that an administrative structure exists to make their best work possible.

AU faculty have distinguished themselves by their intense commitment to engage in *both* excellent teaching *and* high-quality scholarly and creative work. Indeed, their teaching compares favorably with faculties of small, liberal arts colleges who specialize in effective, personalized approaches to teaching, while their scholarly and creative productivity consistently ranks in the upper echelon of scholarship in a variety of academic fields. This plan underscores the university's commitment to continue this dual emphasis in the make-up of the faculty and in supporting the faculty's teaching and scholarly endeavors within a context of academic freedom.

1. **Quality of the Faculty.** We will develop and implement a plan for faculty recruitment, development, accountability, assessment (including posttenure review), and rewards to increase the quality, diversity, and effectiveness of faculty and to assist them in contributing to the university's distinctive mission. Faculty members will possess not only the traditional strengths of excellent teaching and independent research in a specific field, but also the ability to engage in interdisciplinary teaching and scholarship; to prepare students for a diverse and multicultural world by being current and conversant with the major issues of such a world; to take full advantage of the opportunities and resources of our setting in Washington, D.C.; to foster collegiality and interdisciplinary communication among faculty; and to participate in and contribute to the development of the AU community, especially through accessibility to students outside of class and through AU's tradition of shared faculty governance. High-quality teaching, significant scholarly research, and regular service to the university which, taken together, advance the university's overall mission will continue to be the major factors in determining faculty promotions, support, and rewards.

Planning: AY 1997–98. Implementation: AY 1998–99.

2. **Research and Scholarship.** To generate significant new knowledge and improve the academic reputation of the university, which is tied directly to the quality of faculty scholarship, we will increase support for faculty scholarship, for creative endeavors that reflect the university's core mission of creating and communicating new knowledge, and for scholarly activities that advance this strategic plan. The current processes by which research and scholarship are supported will be reviewed and, where appropriate, will be changed to provide greater encouragement and support for scholarly activity.

Planning: AY 1996–97. *Implementation:* AY 1997–98.

3. **Languages and Technology.** We will attract and develop a faculty whose members are increasingly capable of using a second language and who are proficient in using information technology. The provost will be responsible for developing a plan to enable the university to support faculty in incorporating new information technology and languages other than English into their teaching, scholarship, and service, and to reward them for doing so.

Planning: AY 1997–98. *Implementation:* AY 1998–99.

4. **Affiliate Faculty.** A plan will be developed by a faculty committee appointed by the provost to enable any faculty member to be appointed as affiliate faculty in a second discipline, department, school, or college; the provost and the deans will develop new ways to promote regular interchange among primary and affiliate faculty.

Planning: AY 1996–97. *Implementation:* AY 1997–98.

5. **Adjunct Faculty.** Because of its advantageous location in Washington, D.C., AU has access to some of the world's leading experts in all fields. We will continue to enrich the university by drawing upon their talents and expertise as adjunct faculty. By AY 2000–01, salaries and working conditions for adjunct faculty will be competitive with the Washington area market.

Planning: AY 1997–98. *Implementation:* AYs 1998–2001.

6. **Endowed Chairs.** We will create at least five new permanently endowed chairs throughout the university to attract and retain exceptional scholar-teachers and to enhance the quality of our academic programs; one of the chairs will be used to attract an outstanding international scholar to campus each year.

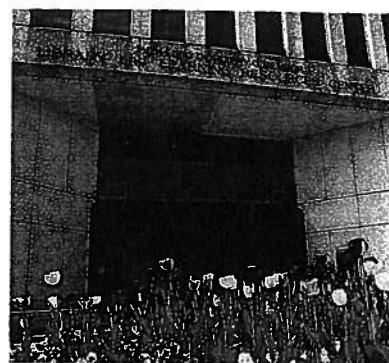
Planning and Implementation: AY 1996–97.

7. **Library Enhancement.** The library will continue to play a central role in the academic development of the university. In addition to building its collections, we will make the library a more effective access center for knowledge and information by:

- increasing funding for library acquisitions of journals, books, and documents
- increasing access to materials in electronic formats through state-of-the-art document delivery systems and services, including direct delivery to individual work stations
- continuing our support for and expanding our use of the Washington Research Library Consortium
- developing plans for assuring adequate library space [see F-10, F-15, F-20]

Planning and Implementation: AY 1997–98.

We will make the library a more effective access center for knowledge and information by increasing access to materials in electronic formats.



***We will build on
AU's historic
strengths in
graduate and
professional
education,
increasing
support for
existing
programs and
creating new
ones that reflect
the priorities of
this strategic
plan.***



8. **The Arts.** Because the university has played a special role in the teaching, production, performance, and management of the arts in Washington for more than a half-century and has achieved national prominence in such fields as the visual arts and arts management, we will increase support for the arts over the next five years, including building a new arts center [see F-15].
9. **The Natural Sciences.** As with any major university whose academic tradition is rooted in the arts and sciences, the natural sciences will continue to be a vital component of AU's academic endeavors. While some major research universities maintain large programs in what is sometimes called "big science," AU's science programs will be distinguished jointly by their contributions to basic and applied science and their thorough preparation of scientifically literate citizens and leaders. Our natural science programs will take maximum advantage of the unparalleled scientific resources in the Washington area—from the National Institutes of Health to the National Science Foundation, from the National Academy of Sciences to the Goddard Space Flight Center.
10. **Graduate and Professional Education.** We will build on AU's historic strengths in graduate and professional education, increasing support for existing programs and creating new ones that reflect the priorities of this strategic plan. A new Graduate Affairs Council will be created, headed by the dean of academic affairs, to provide leadership, support, and coordination for all graduate and professional programs. Toward this end, we will:
 - complete a review of all doctoral programs in AY 1996–97 and of all master's programs in AY 1998–99, with a goal of strengthening and redirecting resources to programs of the highest quality that best contribute to the university's mission
 - develop new graduate certificate and other nondegree programs that target new markets and build on AU's strengths and mission
 - create an honors track that gives special admissions preference in graduate and professional programs to outstanding undergraduates
 - make fellowships and financial support more competitive with comparable programs in other schools, and streamline graduate fellowship and assistantship regulations to make them more efficient and effective

Planning: AYs 1996–98. Implementation: AY 1998–99.
11. **A Faculty Innovation Council** will be appointed by the provost to generate new teaching/research ideas and approaches. The council will present concrete proposals for review by the University Senate and the deans, with recommendations to the provost for action.

Planning: AY 1996–97. Implementation: AY 1997–98.
12. **Increased Salaries.** In consideration of the level of faculty quality, creativity, and commitment set forth in this plan, the university will attain AAUP Level-2 salaries for full-time tenured and full-time tenure-track faculty by AY 1999, with a goal of reaching Level-1 salaries for Category I doctoral universities by AY 2003; summer school salaries will also be reviewed to maintain competitive standards.

B. The Academic Qualifications and Practical Experiences of Students

American University attracts students who are high achievers in both academics and extracurricular activities. Most students come to AU expecting to be actively involved in shaping their own learning, exploring the special resources of the nation's capital city, volunteering to help others on and off campus, and experiencing the rich variety of cultural, athletic, and social events offered by the university.

To enrich the academic quality of the AU community, we will become increasingly selective in admitting students with more impressive academic credentials. Also, we will aggressively recruit and support more U.S. minority students. Once they are here, students will be challenged by high-quality teaching and scholarship and will be involved in a broad array of educational experiences that will prepare them to become responsible citizens and leaders. While increasing the quality and diversity of the student body, we will also establish an enrollment planning process to ensure steady and reliable enrollments.

Building on AU's strong foundation in liberal education, we will assure that our students develop high-level abilities in writing and speaking, critical thinking, cross-cultural communication, quantitative analysis, scientific inquiry, ethical understanding, spiritual values, leadership skills, and artistic insight. To ensure that this liberal education is connected realistically to the challenges of the new global society, we will increase emphasis on student proficiency in languages, new information technology, collaborative and team-based learning, and activities linked to the educational laboratory of Washington, D.C.

1. **Student Profile.** The university will continue to build an intellectually outstanding and diverse body of students with a demonstrated capacity for opening themselves to the enriching power of the arts and sciences, with interests in social/political affairs, a commitment to service and community activities, an eagerness to take advantage of the resources of the nation's capital, an interest in other cultures and global issues, a spirit of engagement and participation, and a genuine openness to new ideas.

Implementation: AY 1997–98.

2. **Experiential Education.** Every undergraduate student, as the majority already do, will be strongly encouraged to take advantage of the university's preeminence in experiential education by participating in a program of study in another country, an intern or co-op program in the Washington, D.C., area, or another context of applied knowledge.

Implementation: AY 1997–98.

3. **A Cocurriculum Transcript** will be created to reflect students' experiential educational involvement.

Planning: AY 1997–98. *Implementation:* AY 1998–99.

4. **Foreign Languages.** Undergraduate students entering the university currently average four years of study in a second language prior to their admission to AU. While this is commendable, the university will strongly encourage the development of foreign language proficiency by creating new opportunities for foreign language study, improving foreign language offerings, and establishing an expectation that undergraduate students will incorporate a second language into their program of study.

Planning: AY 1997–98. *Implementation:* AY 1998–99.

We will become increasingly selective in admitting students with more impressive academic credentials and we will aggressively recruit and support more U.S. minority students.



**Everything in
this plan is
dependent upon
our resolve and
capacity
to create a
diverse,
inclusive,
thoughtful,
engaged,
collaborative,
and ethically
responsible
academic
community.**



5. **Information Technology.** Students graduating in the class of 2000 and thereafter will be expected to be proficient in the use of information technology.
6. **Freshman Enrollments** will be targeted at approximately 1,200 annually and transfer enrollments will increase by 15 percent annually through the year 2000. An emphasis will be placed on increasing the number of U.S. students of African, American Indian, Asian, and Hispanic descent.
7. **Graduation Rates** will increase to 75 percent for the 1997 entering freshman class, and the Offices of the Provost and of Student Services will develop a broad-based retention plan for undergraduates.
Planning: AY 1997–98. Implementation: AY 1998–99.
8. **Graduate and International Enrollments** will increase 5 percent by AY 2000. The Offices of the Provost, of Enrollment Services, and of Student Services will cooperate in developing a strategy to meet this goal.
Planning: AY 1997–98. Implementation: AY 1998–99.
9. **Honors Program** enrollment will increase to 15 percent of the entering freshman class by AY 1999–2000 and will emphasize a broadly diverse student population.
10. **Project Challenge** will increase to 5 percent of the entering freshman class by AY 1997–98 and will be maintained at that level thereafter.
11. **Washington Semester Program** enrollments will increase to 500 students per semester by AY 1999–2000.

C. The Quality, Diversity, and Inclusiveness of the University Community

The cornerstone of this strategic plan and the prospect of its success are the people who belong to the American University community. What is described in specific terms in this plan actually flows from our collective will to make a new, even passionate, commitment to encourage and enable students, faculty, staff, alumni, and trustees to build a community of inquiry that in multiple and diverse ways affirms the dignity and creative possibilities of every individual.

This plan will foster and enrich a variety of contexts in the university that encourage intellectual and personal engagement, lively discourse, cooperative programs, shared information, and stimulating teaching and research that are challenging and fulfilling. Our goal is to distinguish ourselves as an academic community that enables and encourages all students, faculty, and staff to engage regularly in a thoughtful exchange of ideas in a variety of formal and informal settings. The university will demonstrate in its policies, programs, and reward structure the preeminent value we place upon this priority. Everything else in this plan is dependent upon our resolve and capacity to create such a diverse, inclusive, thoughtful, engaged, collaborative, and ethically responsible academic community.

Few issues of greater consequence confront the world today than the divisions among people, whether by race, religion, nationality, tribe, ethnicity, class, gender, age, sexual orientation, or physical ability. AU has a strong history of demonstrated commitment to overcoming these divisions. To become a distinctive, global university,

we will build on that history and find new and more effective ways to encourage the appreciation of differences within a context of respect that leads to understanding, which is the lifeblood of an academic community. The commitment to the values and practice of diversity—especially by increasing the presence and support of U.S. minorities among our students, faculty, and staff—will be integrated into every area and goal expressed in this document. As we engage in the process of building a distinctive, global university, we will also seek greater representation from countries not now well represented in our student body, faculty, and staff.

A key element in building the university we envision is providing opportunities for students to develop ethically and spiritually and to experience the personal fulfillment of service to others. A prominent characteristic of American University's history and institutional identity has been its commitment to exploring and affirming the deepest spiritual values of the human community. We will continue to emphasize moral insight, and spiritual growth as indispensable ingredients in the educational experience.

1. **Meeting Diverse Needs.** We will ensure that courses, programs, and activities sponsored by the university either on or off campus will accommodate the needs of the diverse and multicultural constituents of the entire AU community, including the need to *feel* welcome and supported as a vital member of the community.

Implementation: AYs 1996–2001.

2. **Student Recruitment.** We will recruit and admit increasing numbers of U.S. undergraduate, graduate, and transfer students of African, Hispanic, Asian, and American Indian descent; the Offices of Enrollment Services and of Student Services will develop a plan for meeting this goal.

Planning: AY 1997–98. *Implementation:* AY 1998–99.

3. **Faculty/Staff Appointments.** We will recruit, hire, promote, and support faculty and staff with an aggressive commitment to ensure a broad representation of diverse groups, especially U.S. minorities. A faculty recruitment program will be established by the Office of the Provost formally linking AU with institutions that have a significant number of minority doctoral students, especially African Americans.

Planning: AY 1997–98. *Implementation:* AY 1998–99.

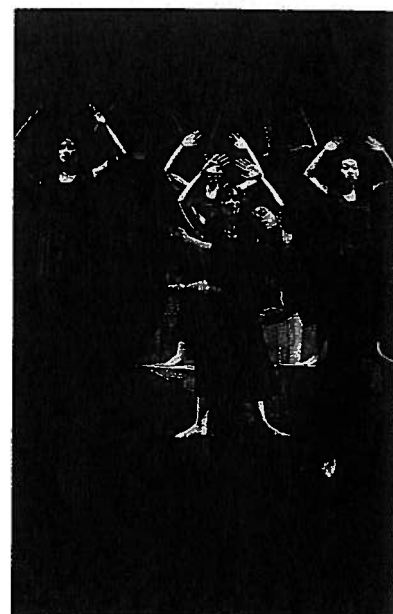
4. **Addressing Diversity Issues.** Town meetings, brown bag seminars, and academic colloquia and conferences will be held regularly, and an inventory of diversity-related courses will be publicized to address diversity and multicultural issues, including those related to race, nationality, religion, ethnicity, disability, gender, class, and sexual orientation. The Office of the Provost will be responsible for coordinating these activities.

Planning: AY 1996–97. *Implementation:* AY 1997–98.

5. **Public Service Leadership.** We will develop new programs to identify and prepare students from diverse backgrounds for leadership in public service, using successful models, such as our Washington Internship for Native Americans (WINS) and our partnership with the Hispanic Association of Colleges and Universities (HACU).

Planning: AY 1997–98. *Implementation:* AY 1999–2000.

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community.*



**Special
Institutional
linkages will be
set up with
historically
black, Hispanic,
and Native
American
colleges and
universities.**



6. **A University Diversity Committee** will be appointed by the president to develop new approaches to achieving and maintaining diversity in accordance with the goals of this plan.
Planning: AY 1996–97. Implementation: AY 1997–98.
7. **An International Campus Life Council** will be established under the auspices of the Office of Student Services to ensure that international students, faculty, and staff feel they belong to and are an integral part of our community.
Planning: AY 1996–97. Implementation: AY 1997–98.
8. **Special Institutional Linkages** will be set up with historically black, Hispanic, and Native American colleges and universities by the Offices of the Provost and of Enrollment Services to foster new programs of faculty exchange, graduate student recruitment, and joint academic endeavors.
Planning: AY 1997–98. Implementation: AY 1998–99.
9. **The Office of Learning Services** will be expanded to strengthen retention efforts, and new support structures will be created to integrate off-campus students into the community; the Office of Student Services will complete the transfer of “Project Challenge” into Learning Services.
Planning: AY 1996–97. Implementation: AY 1997–98.
10. **Graduate and Transfer Students.** New programs will be created by the Offices of the Provost and of Student Services to integrate graduate and transfer students, especially U.S. minorities, more fully and effectively into the life of the university community.
Planning: AY 1997–98. Implementation: AY 1998–99.
11. **Alumni and External Relations.** We will create new opportunities to enable alumni, parents, businesses, and the wider external community to relate to the university and feel a sense of pride in its success. To increase alumni participation and loyalty, the Office of Development will:
 - expand the variety and improve the quality of communication
 - produce higher quality alumni events
 - expand opportunities for on-campus and off-campus involvement
 - double the number of alumni chapters by 2001*Planning and Implementation: AYs 1996–2001.*
12. **A Wellness Center** will be created by the Office of Student Services, drawing upon such resources as the National Center for Health and Fitness, Counseling and Health Services, Athletics, and the Kay Spiritual Life Center.
Planning: AY 1997–98. Implementation: AY 1998–99.
13. **Athletics.** The men’s and women’s athletic programs in basketball and soccer will achieve national competitive prominence by qualifying to participate regularly in NCAA tournaments, and the quality and performance of other sports teams will be improved.
Planning: AY 1996–97. Implementation: AY 2000–01.

14. **University Center.** Mary Graydon Building renovations will continue, and it will become a true university center in terms of its function, occupancy, and resources for student activities [see F-12].

Planning: AY 1996–97. *Implementation:* AYs 1997–2001.

D. The Connections among Academic Fields and Variety of Learning Approaches

AU has always emphasized the importance of traditional academic disciplines operating within clearly defined college or departmental settings. Within recent years, however, the disciplines have increasingly crossed academic boundaries to collaborate in searching for new knowledge and developing new methodologies for scholarly understanding. Technology has had a dramatic effect on teaching and learning, not only by expanding capabilities but also by providing a range of alternative approaches that bring fields of inquiry into much closer relations. As different cultural, religious, economic, and political systems impinge upon each other in the global arena, scholars are inventing new modes of discourse and drawing from a wide variety of disciplines to account for scientific, social, historical, literary, and financial phenomena.

The university will target resources to create new opportunities for students and faculty to engage in nontraditional modes of inquiry and to establish new connections between disciplines, departments, and colleges.

1. **An Experimental College** will be established for freshmen and sophomores who elect to participate and that encourages faculty and students to experiment with innovative, interdisciplinary approaches to teaching and learning.

Planning: AYs 1996–98. *Implementation:* AY 1999–2000.

2. **Residential Learning Communities.** The university will make a special effort to integrate the academic and social experiences of freshmen and sophomores by establishing numerous, optional, residential learning communities in the residence halls and by creating new opportunities for off-campus students to participate more fully in the life of the campus.

Planning: AY 1997–98. *Implementation:* AY 1998–99.

3. **Four New Interdisciplinary and Inter-School/College Academic Programs** will be created by the year 2000, and a priority in new program development will be given to interdisciplinary programs and courses; existing interdisciplinary programs will be strengthened and student enrollments for such programs will steadily increase.

Planning: AY 1997–98. *Implementation:* AY 1998–99.

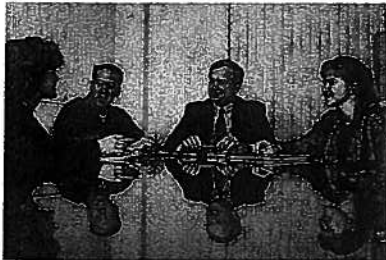
4. **Twelve Interdisciplinary Councils** will be established by the provost to promote scholarship, teaching, faculty discussion across disciplinary lines, and outreach related to broad global themes. Committees may be formed around existing or new interdisciplinary programs (e.g., environmental studies or women and gender studies), geographic regions (e.g., the Americas, Asia, or the Middle East), or major global themes (e.g., human rights, world markets, or democratization) and may include outside local experts.

Planning: AY 1996–97. *Implementation:* AY 1997–98.

*The university
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A Teaching-Learning Center will be established to support new and existing teaching-learning approaches.



5. **Academic Discourse Clusters** will be established as monthly discussion groups for students and faculty to explore themes of importance to a global society; we will also build upon existing campus-wide discussion groups such as the Eagle Roundtable and the President's Forum, and deans, directors, and department heads will be encouraged to create new unit-wide discussion groups.
Planning: AY 1997-98. Implementation: AY 1998-99.
6. **A Teaching-Learning Center** will be established to serve as a base for a strong and diversified teaching development program. It will support new and existing teaching-learning approaches, foster interdisciplinary inquiry, develop the uses of media and technology in teaching, offer grants, develop supervision skills for experiential learning, increase rewards and recognition for effective teaching, and develop programs to enhance the ability of faculty to teach a diverse student body that includes U.S. minorities and international students.
Planning: AY 1997-98. Implementation: AY 1998-99.
7. **World Capitals Program** sites will expand to new countries, beginning with Africa, and the number of AU students participating will increase significantly. The program will be utilized more effectively for faculty and program development, and new models and programs for international study will be created.
Planning: AY 1996-97. Implementation: AY 1997-98.
8. **Global Affiliate Universities.** We will establish a network of institutional affiliates composed of foreign universities to facilitate more student and faculty exchanges, provide opportunities for faculty to teach abroad, and establish collaborative research partners to advance our knowledge of major global issues.
Planning: AY 1997-98. Implementation: AY 1998-99.
9. **Interdisciplinary Studies.** Undergraduate students will continue to be encouraged to graduate, as the majority presently do, in an interdisciplinary program, in a five-year BA/MA program, or with a minor or second major, and opportunities will be increased for such majors; gifted first-year students will be given more options for being admitted to programs leading to graduate and first professional degrees.
Planning and Implementation: AY 1997-98.
10. **Capstone Projects.** Undergraduate students in their last year before graduating will have the option to engage in capstone courses or projects in their major or in an interdisciplinary area; the projects will be noted on their transcripts.
Planning: AY 1997-98. Implementation: AY 1998-99.
11. **The Career Center** operations will be expanded and a Council on Experiential Education will be established to serve in an advisory capacity to the center.
Planning: AY 1996-97. Implementation: AY 1997-98.
12. **Noncredit Programs** will be expanded, especially for international students, for summer sessions, and in areas that advance the university's mission.
Planning and Implementation: AY 1997-98.

13. **Academic Advising.** The university's academic advising system will be reviewed and a plan developed by the Office of the Provost for improving its effectiveness in assisting and retaining students.

Planning: AY 1997–98. *Implementation:* AY 1998–99.

14. **Community Outreach Programs.** We will broaden our community service and outreach programs, especially in the Washington, D.C., area.

- Since the university's WAMU public radio station is one of our most effective outreach resources, we will develop a new paradigm for public radio in a university setting to benefit the public and AU.
- We will make a special effort to share our expertise and resources in developing programs to assist in the improvement of the Washington, D.C., public schools.

Planning and Implementation: AY 1997–98.

15. **A University-wide Theme** will be set each year by a faculty-student committee appointed by the provost to provide an organizing focus for lectures, conferences, publications, and special events.

Planning: AY 1996–97. *Implementation:* AY 1997–98.

16. **Reduced Bureaucracy.** We will remove all purely administrative barriers that prevent or hinder (a) the development of new collaborative approaches to teaching and research, (b) the cross-listing of courses to satisfy curriculum requirements in more than one discipline, department, school, or college, or (c) the ability of faculty to teach in different disciplines or units.

Planning: AY 1997–98. *Implementation:* AY 1998–99.

**We will remove
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development
of new
collaborative
approaches
to teaching
and research.**

E. The Level of Staff Support and Efficiency of Operations

The characteristics of a distinctive, global university noted elsewhere are also relevant to administrative operations and the level of support for staff. AU staff are an especially valuable resource and play a vital role in supporting the university's academic mission. We are committed to upgrading the training, support, and rewards for the entire staff and to increasing the openness, efficiency, and responsiveness of administrative operations throughout the university.



1. **High-Quality Workplace.** The Offices of Human Resources, of Academic Affairs, and of Student Services will assist in developing new methods to maintain a workplace free of discrimination and cultural bias and that reflect the university's commitment to human rights, conflict resolution, cross-cultural communication, health, and personal growth. Equal employment opportunities and complaint procedures will be streamlined and better coordinated to ensure timely administrative decisions.

Planning and Implementation: AYs 1996–98.

2. **Staff Training.** Staff orientation and training programs will be expanded and new proficiency standards will be created, including training in technology, cross-training among staff in each division, and management and supervision development.

Planning: AY 1997–98. *Implementation:* AY 1998–99.

**We will establish
an Exchange
Program and a
Sabbatical
Program for
selected
administrative
staff.**



3. **Staff Salaries.** In consideration of the level of staff quality, creativity, and commitment set forth in this plan, a competitive staff compensation and benefits program based on regional markets will be developed and fully in place by AY 2000–01.

Planning and Implementation: AYs 1996–2001.

4. **Exchange and Sabbatical Programs.** We will establish an Exchange Program and a Sabbatical Program for selected administrative staff, with an emphasis on global professional development.

Planning: AY 1997–98. *Implementation:* AY 1998–99.

5. **A Staff Innovation Council** will be appointed by the vice president of finance and treasurer to develop new and more efficient approaches to administration and university services. The council will present concrete proposals for review by the President's Cabinet, with recommendations for action by the president.

Planning: AY 1996–97. *Implementation:* AY 1997–98.

6. **A Student Services Council** will be created by the vice president of student services, with staff representatives from the Offices of the Registrar and of Student Services, Financial Aid, the library, academic advising in each college/school, Athletics, Physical Plant, and student leaders, to establish better communication and more effective interaction between offices that serve students.

Planning: AY 1996–97. *Implementation:* AY 1997–98.

7. **Collaborative Leadership.** A major criterion for evaluating administrators, including academic administrators, will be their demonstrated ability to contribute to building a collaborative environment.

Planning: AY 1996–97. *Implementation:* AY 1997–98.

8. **Information Technology.** We will increase our investment in new information and communication technologies, linking on- and off-campus capabilities in academic and administrative areas. The Office of Information Technology will be responsible for facilitating this commitment, and a new process will be developed to ensure that the acquisition and deployment of information technology are responsive to the broad strategic interests of the university. By the year 2001, we will:

- assure baseline computing access to all faculty, staff, and students, including regular updates and upgrades of hardware and software, while maintaining a strong campus infrastructure
- provide appropriate communication linkages in classrooms, technology labs, residence halls, the library, and to and from remote locations
- increase training and support for students, faculty, and staff
- expand access to and information for the university's Web site
- install state-of-the-art technology in all new or renovated instructional facilities
- improve administrative computing services, including the quality and coordination of data administration and better information systems
- set up a remote access system with global connectivity and develop a plan for distance education
- establish a global communication network to facilitate interaction with scholars around the globe and assess the prospects for developing a "global information switchboard" in selected areas of AU strength (e.g., human rights)

Planning: AY 1996–97. *Implementation:* AYs 1997–2001.

F. The Strength of Financial Resources and Quality of Facilities

In order to strengthen the financial health and capacity of the university, we will focus on increasing our reserves, building our endowment, and managing our financial affairs prudently. We will operate with balanced budgets that are sufficiently flexible to deal with the uncertainties of a complex environment. Fund-raising initiatives will be expanded significantly, especially in relation to academic program needs. Funding for academic areas and programs will have the highest priority in the budget.

To ensure the optimum environment for academic programs and to enhance the quality of our daily professional and social interactions, we will begin a significant facilities renovation and campus beautification program in January 1997. The facilities enhancement initiatives will focus on increasing the quality of existing major buildings on campus by 2001, with only limited construction of new buildings, while complying fully with the Americans with Disabilities Act. Except for the Arts Center and the School of International Service, facilities expansion will occur primarily at off-campus locations, allowing selected support activities to be relocated in order to provide the highest quality space for academic and student activities on the main campus.

1. **Forty-five Million Dollars in New Funds** will be raised by AY 1999–2000 to advance the goals of the strategic plan and to invest in scholarships and fellowships, especially for underrepresented categories of faculty and students, and for programs, facilities, and the endowment; a major capital campaign will be launched in the year 2000.

Planning: AY 1996–97. Implementation: AYs 1997–2000.

2. **Alumni Participation** in contributions will reach the national average of roughly 25 percent by 2001.

Planning and Implementation: AYs 1996–2001.

3. **Endowment.** To meet one of our highest priorities, we will increase the university endowment to \$150 million by 2002, relying upon a strategy of fund raising, investment management, and planned savings.

4. **Alternative Revenue.** To reduce reliance on tuition, we will expand alternative revenue sources through fund raising, research grants, contract education, and continuing and special programs. By 2001, the gross income generated through special programs and sponsored programs will increase to \$16 million annually.

Planning and Implementation: FYs 1997–2001.

5. **Financial Reserves.** The annual allocation to our financial reserves will increase to 2 percent of operating revenues by FY 2002.

Planning: FY 1997. Implementation: FYs 1998–2002.

6. **Tuition Management Reserves.** By FY 2002, the annual allocation to our tuition management reserves will increase to 1.5 percent of tuition revenues, and we will build the cumulative enrollment contingency reserve to 5 percent of tuition.

Planning: FY 1997. Implementation: FYs 1998–2002.

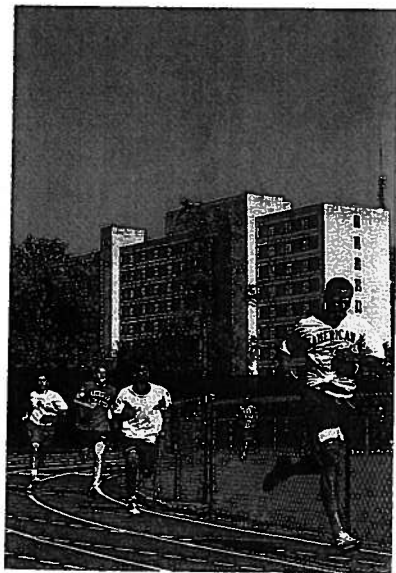
7. **Capital Reserves.** The annual allocation to our capital renewal and replacement reserves will increase to \$6 million by FY 2002.

Planning: FY 1997. Implementation: FYs 1998–2002.

*We will expand
alternative
revenue sources
through fund
raising, research
grants, contract
education,
and special
programs.*



**Facilities
enhancement
Initiatives will
focus on
increasing the
quality of
existing major
buildings on
campus, with
only limited
construction of
new buildings.**



8. **Efficient Space Utilization.** The assistant vice president of facilities and administrative services, the dean of academic affairs, the university registrar, and the chair of the University Senate will jointly develop a plan by August 1, 1997, to increase the efficient utilization of existing instructional space. The plan will be reviewed by the University Senate and the President's Cabinet and will be recommended for implementation in spring semester, 1998.
9. **Myers-Hutchins** building will be renovated to house the Kogod College of Business Administration by AY 1998–99.
10. **Battelle-Tompkins** building will be renovated to house the College of Arts and Sciences and the Teaching-Learning Center by spring semester, 1999.
11. **Ward Circle** building will be renovated by AY 1998–99 as a state-of-the-art classroom building and will house the School of Public Affairs.
12. **Mary Graydon Center.** The Office of Information Technology will be moved from Mary Graydon Center by AY 1997–98, and second-floor renovations will be completed in AY 1997–98; third-floor renovations will be completed by AY 1999–2000.
13. **The Annex** building will be demolished by AY 1999–2000.
14. **The Cassell** building will be demolished by AY 2000–2001.
15. **A New Arts Center** will be built by AY 2000 and will house the Departments of Fine and Performing Arts and the music library.
16. **The School of International Service** building will be renovated and expanded by AY 1999–2000.
17. **A Campus Beautification Program** that includes landscaping and outdoor art will be developed and implemented to make the campus exceptionally beautiful and distinctive among urban universities.
Planning: AY 1997–98. *Implementation:* AY 1998–99.
18. **Offices and Technology.** Every tenured and tenure-track teaching faculty member will be provided individual office space and adequate technology resources by AY 2000.
19. **Maintenance.** The vice president of finance will create a comprehensive operations and maintenance plan to assure that we can maintain the high quality of our facilities while meeting the demands of their continual use.
Planning: AY 1997–98. *Implementation:* AYs 1998–2001.
20. **Facilities Planning.** We will develop plans for renovating the following facilities: Bender Library, Clark, Roper, McCabe, Nebraska, Butler Instructional Center, Hurst, and McKinley, and plan for a new central administration building.
Planning: AYs 1998–2000.

V. Implementing the Plan

This strategic plan is conceived as a living document that commits the university to a process of continuous planning and collaboration. It will change as it unfolds. Its specific, though broadly stated, priorities and goals will require a systematic, collaborative effort by faculty, students, staff, alumni, and trustees to shape and implement its ideas.

This document is a starting point. It is intended to define our central purposes and priorities and to guide our thoughts, energies, and use of resources. In the long run, some ideas embraced at the outset may be unworkable, ineffective, or too costly; if so, we will be free to abandon them. Other ideas that appear to be relatively inconsequential may lead eventually to creative, rewarding outcomes—and we will be free to provide even more support than we now anticipate to ensure their success.

The emerging global society to which this plan is connected is itself rapidly changing; so should a plan that seeks to engage that society. Therefore, in the spirit of continuous planning that underlies this effort, no new ideas will be rejected simply because they were not anticipated here, and all ideas will be examined within the larger context of maintaining excellence while building a distinctively American university with a global perspective.

As we launch this challenging endeavor, many thoughtful conversations among members of the entire university community must take place in a variety of formal and informal settings. Based upon those deliberations, a detailed implementation schedule will be developed, specific responsibilities will be assigned, and benchmarks will be established to monitor our progress in implementing the plan.

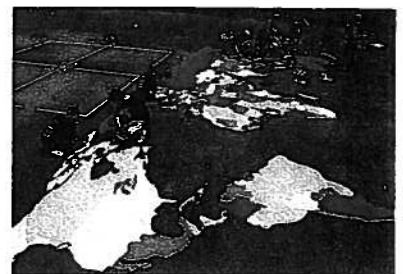
The president will appoint a Strategic Oversight Committee with university-wide representation from faculty, students, and staff to review and report on the progress of the implementation of the plan. The committee will meet regularly with appropriate representatives of various units, programs, and groups who are responsible for carrying out the primary initiatives of the strategic plan. With the assistance of the University Planning and Research office, the committee will gather data necessary to determine levels of progress, identify unanticipated problems, and, when necessary, propose possible alternative approaches to achieve stated goals.

The committee will submit regular reports and recommendations to the president and to the university community. The president will assign one or more cabinet officers the responsibility for assuring timely response to committee reports and for maintaining progress toward meeting our goals.

The Board of Trustees will also play a vital role in supporting and monitoring implementation efforts. It will review the governance structure of the university to ensure maximum effectiveness in accomplishing the goals of the plan.

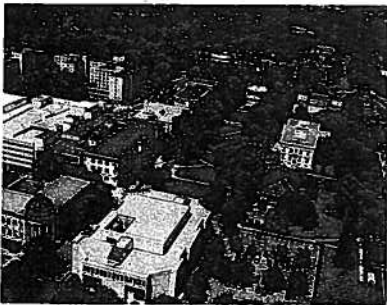
Financial realities require the university to operate as efficiently as possible without compromising the essential features of a high-quality academic institution. American University has always included a broad range of groups, academic disciplines, talents, and areas of interest, and we are firmly committed to maintaining this rich diversity. At the same time, we cannot afford to move forward at the same pace in all areas. In implementing this plan, the university will give priority to those areas where it enjoys a comparative advantage and to programs and activities that contribute to our goal of building a distinctive, global university. Achieving and maintaining academic excellence will always be paramount.

*No new ideas
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within the larger
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excellence while
building a
distinctively
American
university with
a global
perspective.*



VI. Conclusion

***We can build
a special kind
of institution
that offers a
new paradigm
of what
outstanding
universities
must be like
in the next
century.***



For quite some time, higher education has been undergoing a definite, though somewhat uncertain, transformation, occasioned more by the impact of external forces than by a clear vision of its changing role in the twenty-first century. American University has managed this period of change more successfully than many institutions. However, even a cursory look at the quality of AU programs, faculty, students, staff, alumni, and trustees is sufficient to confirm that Bishop Hurst's century-old vision of a national university has been fully realized and that we are prepared to accept the challenges of global leadership in a new century.

We have reached a crossroads in the life and history of American University. We can try to consolidate and protect recent academic and institutional gains as measured against an idea of a university we may have wanted to become some years ago. Or, choosing a bolder and admittedly riskier course, we can draw upon our historic strengths to build a special kind of institution that offers a new paradigm of what outstanding universities must be like in the next century.

This plan proposes that we choose the bolder, riskier option. It is important to recognize that AU does, in fact, *have* this option; many colleges and universities do not and will not. Yet, in the long run, there really is no other viable choice. Serious, substantive changes are ahead for AU and for higher education. The decisive question is whether we will choose to *undergo* these changes or to *undertake* them. Proceeding too cautiously with an intent to protect and perpetuate the status quo will leave us vulnerable to a future that is rapidly being shaped by external forces. But if we can summon the will and the courage—we have the talent and expertise—we can seize the initiative and actively define the immediate and long-term future we want for ourselves and for those who will come after us. To accomplish this task, we can draw upon a rich legacy of ideas, achievements, values, personal sacrifices, and indomitable hope that have marked the history of this exceptional institution.

“Building a Global University” signals the beginning of a grand undertaking that is worthy of our best efforts. At this crucial moment in the life of the institution, energized by a vision that expresses our best hopes for a new century, we are setting out to become not just a better university but a distinctive one, embracing with confidence a destiny for which the unique history of American University has prepared us and which the times we live in now require.

UNIVERSITY PLANNING COMMITTEE

Benjamin Ladner, President, *Chair*

Austin Barron, Associate Professor, Mathematics/Statistics,
College of Arts and Sciences; Chair, University Senate

Christine Chin, 1995 Graduate (PhD); Postdoctoral Fellow,
School of International Service

Kelly Cooley, Undergraduate Student, School of Communication

John Douglass, Associate Professor, Visual Media,
School of Communication; Chair, Senate Finance Committee

Gary Ford, Professor, Kogod College of Business Administration

Robert Griffith, Provost

Laura Gundert, Undergraduate Student, Kogod College of
Business Administration

Mary Kennard, Vice President and University Counsel

Cornelius Kerwin, Dean, School of Public Affairs

Julia Lane, Associate Professor, Department of Economics,
College of Arts and Sciences

Nanette Levinson, Associate Dean, School of International Service

John Martone, Acting Vice President of Student Services

Donald Myers, Vice President of Finance and Treasurer

Tom Myers, Vice President of Enrollment Services

Linda Nelson, Vice President of Development

David Owens, Director, Office of Multicultural Affairs

Jamin Raskin, Professor, Washington College of Law

Committee Staff

Charles Meng, Interim Executive Director, Human Resources

Elizabeth Sibolski, Director of University Planning and Research

David Taylor, Special Assistant to the President



AMERICAN UNIVERSITY
WASHINGTON, D.C.

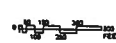
4400 Massachusetts Avenue, NW
Washington, D.C. 20016

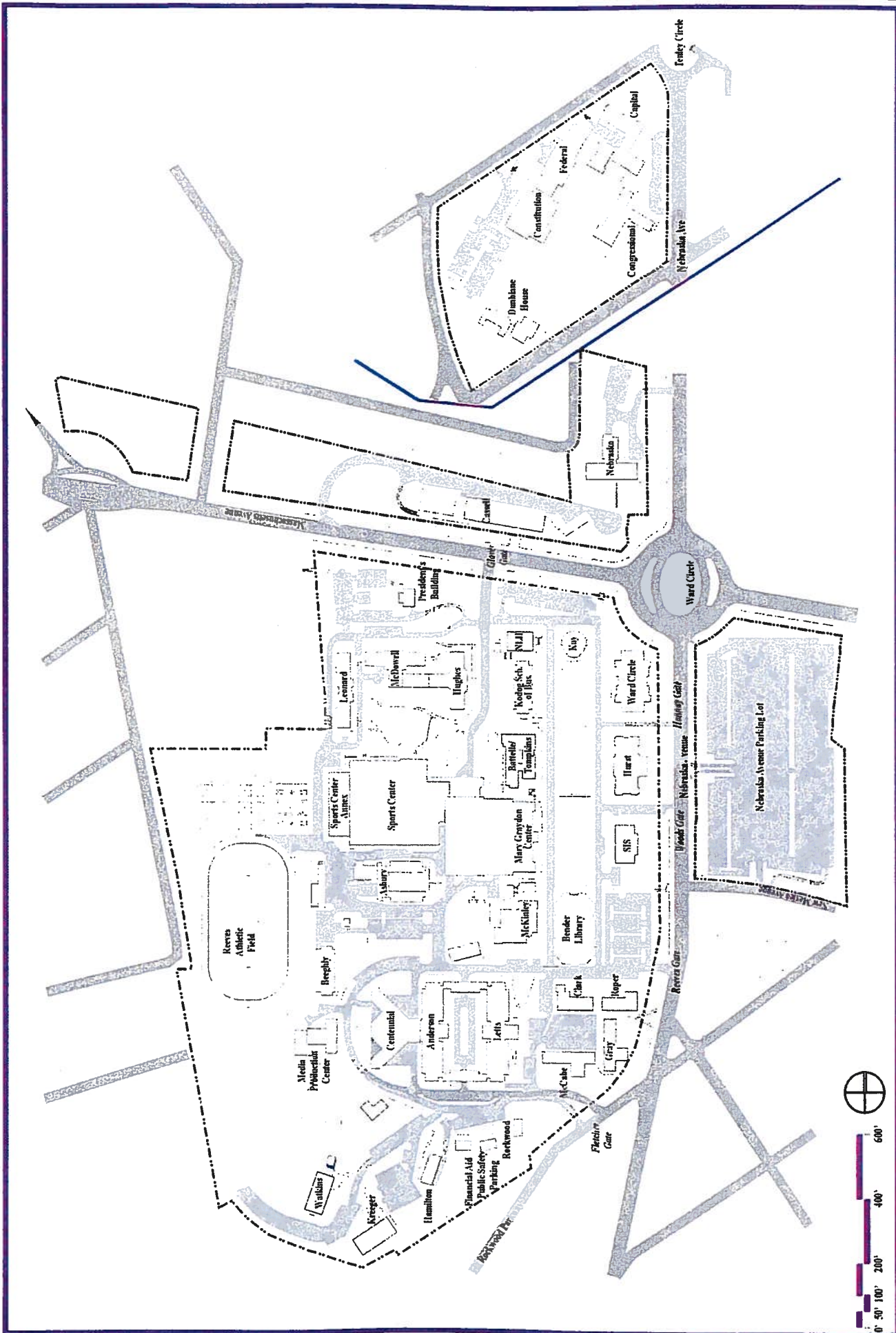


AMERICAN UNIVERSITY

WASHINGTON, D.C.

Campus Vicinity Map





AMERICAN UNIVERSITY

Campus Plan 2000

Issues List

Updated July 19, 2002

Issue	Status	Current Response	Draft BZA Order Condition
Facilitator University is interested in using a third party facilitator to help work through the difficult and complex issues, which are inherent in the campus plan process.	Open	The neighbors have questioned the need for a facilitator but are considering the concept. The neighbors were given names of potential facilitators and asked to respond at the 3/23 meeting. Neighbors responded that they did not think a facilitator was necessary at this point. The University still believes that a facilitator will help the parties resolve the many challenging issues to be faced.	Not applicable
Population Neighbors have asked what the university's plans are regarding population.	Open	The university does not plan significant growth and intends to include a population cap similar to the 1989 Campus Plan in the 2000 Plan.	The university will limit its enrollment to 9,800 full-time equivalent students and employees to 2,200 full-time equivalent.
Need for Facilities Neighbors asked about the need for additional facilities, given the university has no plans for significant population growth.	Open	The university has responded that it needs to offer more facilities to serve the needs of its existing population in an increasingly competitive market. Data were presented which show the university's relatively low position in "facilities per capita" when compared to its competitors. Additionally, the university presented information showing that the floor area ratio under the proposed plan would be only .71, which is less than 40% of the allowed floor area ratio of 1.8.	No conditions needed
Off-campus Facilities Neighbors asked about the inclusion of off-campus facilities in the Campus Plan and in population counts	Open	The university has responded that off-campus facilities are not part of the Campus Plan process. These facilities are located in zones where university uses are a matter-of-right and therefore do not fall within the Campus Plan process. The university will provide the neighbors with information about off-campus facilities and how they are used as part of a process to help educate interested parties.	No conditions needed but the university will provide information about its use of off-campus facilities. Commitments to minimize the impact of university activity on residential neighborhoods will continue to be honored.

AMERICAN UNIVERSITY

Campus Plan 2000

Issues List

Updated July 19, 2002

Improved Landscaping Neighbors expressed a desire for improved landscaping at the gates and perimeter areas on the south and east sides of the campus as well as the Nebraska Parking Lot.	Open	The university is engaged in a comprehensive multi-year landscape improvement program which has, to-date, focussed on the north and west sides of the campus. Plans for other areas are being developed and will be presented to the neighbors for comment in the next few weeks.	The university will implement a comprehensive landscape improvement plan as outlined in Exhibit ____.
North Residence Hall Location Neighbors expressed concern that the North Residence Hall (building K) location would detract from the existing President's Office Building.	Open	Will be discussed when more detailed design for the building is available.	Unknown
Proposed Bleachers Noise Neighbors expressed concern that noise, from cheering spectators seated in bleachers proposed as addition C, would be disruptive to residences located west of the campus.	Open	The university provided information about events scheduled on the fields. The current bleachers do not accommodate all spectators, which results in people attending games standing around the perimeter of the field. The university believes that the number of spectators at future events will not be different than experienced in the past and that impacts will be limited due to the limited schedule for the field.	Unknown
Setbacks on Nebraska Ave. Neighbors expressed concern that there be sufficient setback from Nebraska Ave. for proposed buildings D and E. A setback similar to Hurst Hall was recommended.	Open	While the university appreciates the desire for a pleasing appearance on Nebraska Ave, the proposed buildings are not sufficiently defined to determine setbacks. This information will be provided when/if specific permission to build is sought.	No conditions needed
Western Perimeter Noise Neighbors expressed concern about noise from recreational activities, shuttle busses and building HVAC equipment.	Open	Will be discussed in greater detail at future meetings.	Unknown

AMERICAN UNIVERSITY

Campus Plan 2000

Issues List

Updated July 19, 2002

Buildings A and B Bulk Neighbors expressed concern about the size, height and windows of the proposed buildings	Open	The university provided maximum building heights, footprints and section diagrams to illustrate the potential bulk of the buildings.	Building A will encompass no more than 30,000 square feet of gross floor area and be no more than 40 feet high. Building B will encompass no more than 50,000 square feet of gross floor area and be no more than 40 feet high.
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AMERICAN UNIVERSITY

Campus Plan 2000

Issues List

Updated July 19, 2002

Arts Center Issues

Lot coverage	Open	Building to be sited as far East as possible in order to minimize the number of residences impacted.	
Buffer	Open	A dense landscape buffer will be planted on the North side of the building in order to screen the views of neighboring residences.	
Height	Open	Three stories on Mass. Ave, two in the rear. 42 feet at the front entrance-further details to be announced as design work progresses.	
Setback on north side	Open	30 feet at the closest point (east end) 50 feet at the furthest point (west end).	
Lights on north side	Open	Limited exterior lighting at emergency exits as required by code.	
Windows on north side	Open	Still being developed, though large portions of the building do not require windows.	
Access points	Open	All access to be on the Mass. Ave. side except at the East end where the building abuts other university property.	
Parking garage access	Open	Two driveways are planned-Glover Gate intersection and at the west end.	
Noise, fumes and other potential impacts	Open	Building will be acoustically insulated to prevent noise from music or other building activity from impacting the neighboring residences. Mechanical equipment will be designed and located so as to prevent noise from impacting the neighboring residences.	
Service activity impacts	Open	Service access will be underground or screened.	
Building hours of operation	Open	Generally 8:00 AM to 11:00 PM though late night activity by small numbers of individuals is expected. Select students may have access to the building 24 hours a day.	

AMERICAN UNIVERSITY

Campus Plan 2000

Issues List

Updated July 19, 2002

Adequacy of Mass./Glover Gate intersection	Open	Intersection is currently congested at the commuter peak hours. The university proposes a parking allocation , split phase signal arrangement and signal timing changes which will significantly improve the operation of the intersection.	
Storm water	Open	The university will design storm water management in order to prevent impacts on the neighboring residences.	

AMERICAN UNIVERSITY

Campus Plan 2000

Issues List

Updated July 19, 2002

Transportation Issues

<p>Nebraska Parking Lot University has a longstanding concern about the safety of pedestrians making mid-block crossings along Nebraska Ave. Neighbors have expressed opposition to an entrance on Massachusetts Ave. due to the existing heavy volumes of traffic on Mass. Ave. and the perceived negative impact on Westover Place access.</p>	Open	<p>The university plans to explore, jointly with the neighbors, all alternatives to improve pedestrian safety. The university has asked its transportation consultants to develop alternative solutions in consultation with the District Department of Public Works. The transportation consultants' analysis shows that a right-in/right-out driveway on Massachusetts Ave. would not only solve the pedestrian safety problem but also improve traffic congestion on Nebraska Ave.</p>	Unknown
<p>Traffic Issues The heavy volume of commuter traffic on Nebraska and Massachusetts Aves. is a concern to both the university and the neighbors. Access to and egress from the university at various intersections and proposed new parking structures need to be studied.</p>	Open	<p>The university has asked its transportation consultants to address these issues. Data indicate that traffic volume on Massachusetts Ave. is about the same as in 1988 and that the university accounts for a relatively small proportion of peak-hour traffic on surrounding streets (3% AM, 12% PM). Nebraska Ave. traffic has grown since 1988. Data about individual intersections and projections of future traffic volume indicate that the university's planned development will not create negative impacts. The consultants are developing potential measures to mitigate the impact of future traffic volume growth.</p>	Unknown
<p>Rerouting of Central Campus Road University proposes to close the section of road that currently cuts through the center of campus and reroute traffic to an existing route to the west. Neighbors have expressed concern that the rerouting will put more traffic closer to residences and</p>	Open	<p>The university has asked its transportation and planning consultants to study the rerouting proposal, evaluate its impact and propose measures to address the neighbors' concerns. The consultants' analysis indicates not substantial negative impact from the rerouting. Additional landscape screening is proposed as a way to mitigate</p>	<p>The university will install landscape screening as shown on Exhibit ___ in order to screen the views and lights of the main campus road.</p>

AMERICAN UNIVERSITY

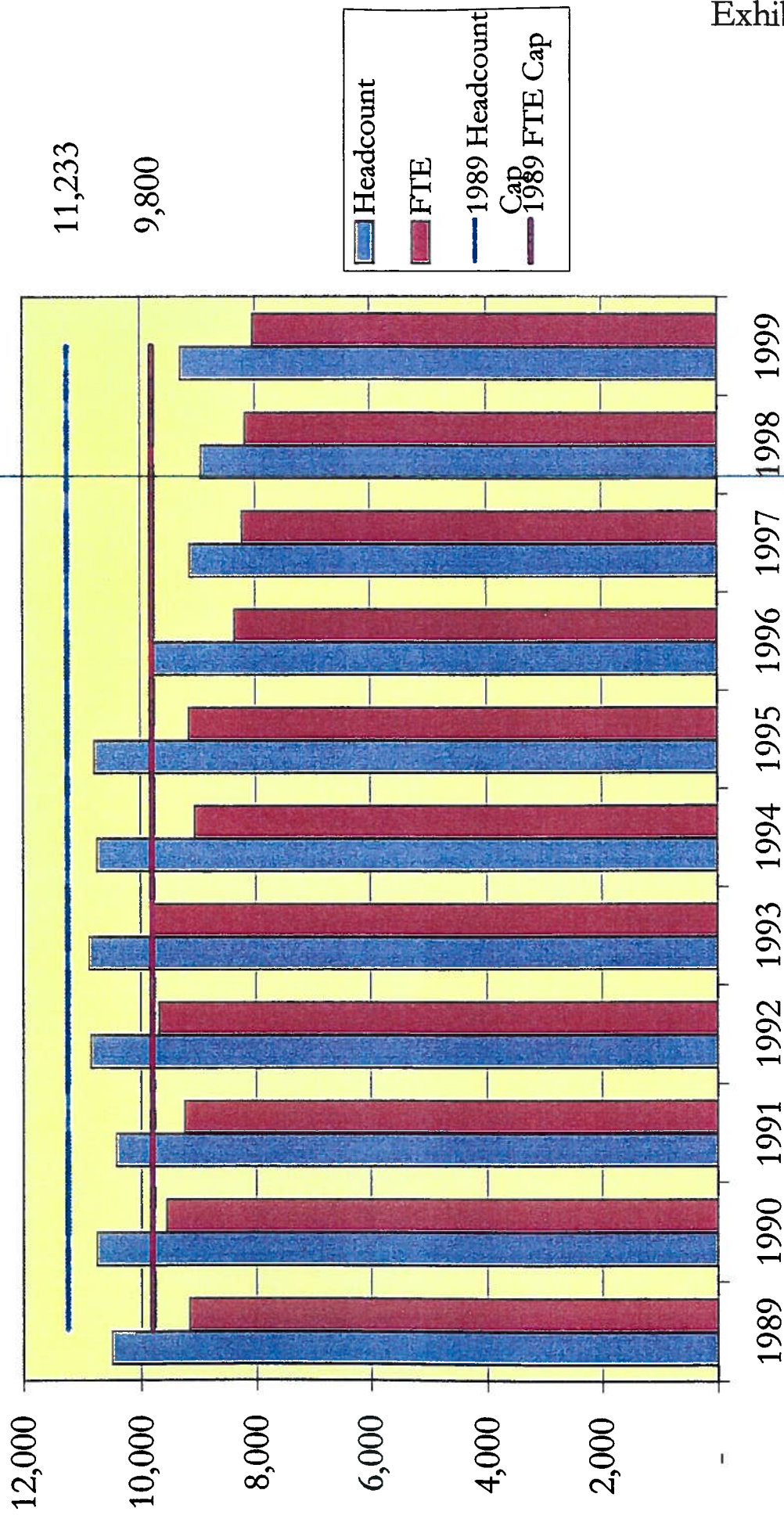
Campus Plan 2000

Issues List

Updated July 19, 2002

thereby increase noise and lights from cars. Parking On Residential Streets Neighbors expressed a desire for the Transportation Consultant to study the impact of university related parking on residential streets surrounding the campus.	Open	the impact of headlights. The transportation consultant's study of this issue indicates relatively small amounts of university related parking on residential streets. The installation of a fence along the western perimeter has been successful in preventing university-related parking. The university proposes to install similar fencing along the north perimeter, in the vicinity of Nebraska Hall and the proposed Katzen Arts Center. The university will continue to employ parking restrictions for the Washington College of Law.	The university will install fencing on its northern perimeter as shown on Exhibit__ in order to discourage university related parking on residential streets. A passcard-controlled gate will be installed to allow neighboring residents to access university property.
Parking Supply/Demand Neighbors expressed desire to see parking supply and demand information, especially as it relates to the proposed conversion of the Sports Center Garage to non-parking functions.	Open	Consultant's analysis indicates that there is sufficient supply today (2,500 spaces) to meet current demand and that there will be sufficient parking available to meet future demand. Further detail and phasing information will be presented in future discussions.	The university will provide at least ___ parking spaces throughout the life of the Plan.
Western Perimeter Screening Neighbors expressed concern about adequacy of the existing landscape screening. Primary concerns are that lights, buildings and the signs on the Sports Center are still visible.	Open	The university has installed the landscape plan presented in the 1989 Campus Plan and supplemented the plantings several times since then. This landscape buffer has significantly screened the views of the campus but where deciduous plants were used the screening is still inadequate. The university proposes additional screening to mitigate these impacts.	The university will install landscape screening as shown on Exhibit ___ in order to screen the views and lights from the western perimeter residences.
Meter Parking On Mass. Ave. Neighbors expressed concern that meter parking along Massachusetts Ave. negatively impacts traffic flow.	Open	The university will request and vigorously encourage that the city remove meter parking spaces on Massachusetts Ave. west of the Glover Gate.	

AMERICAN UNIVERSITY Student Population 1989-2000



Fall Semester

Exhibit 5

AMERICAN UNIVERSITY Employee Population Summary 1989-1999

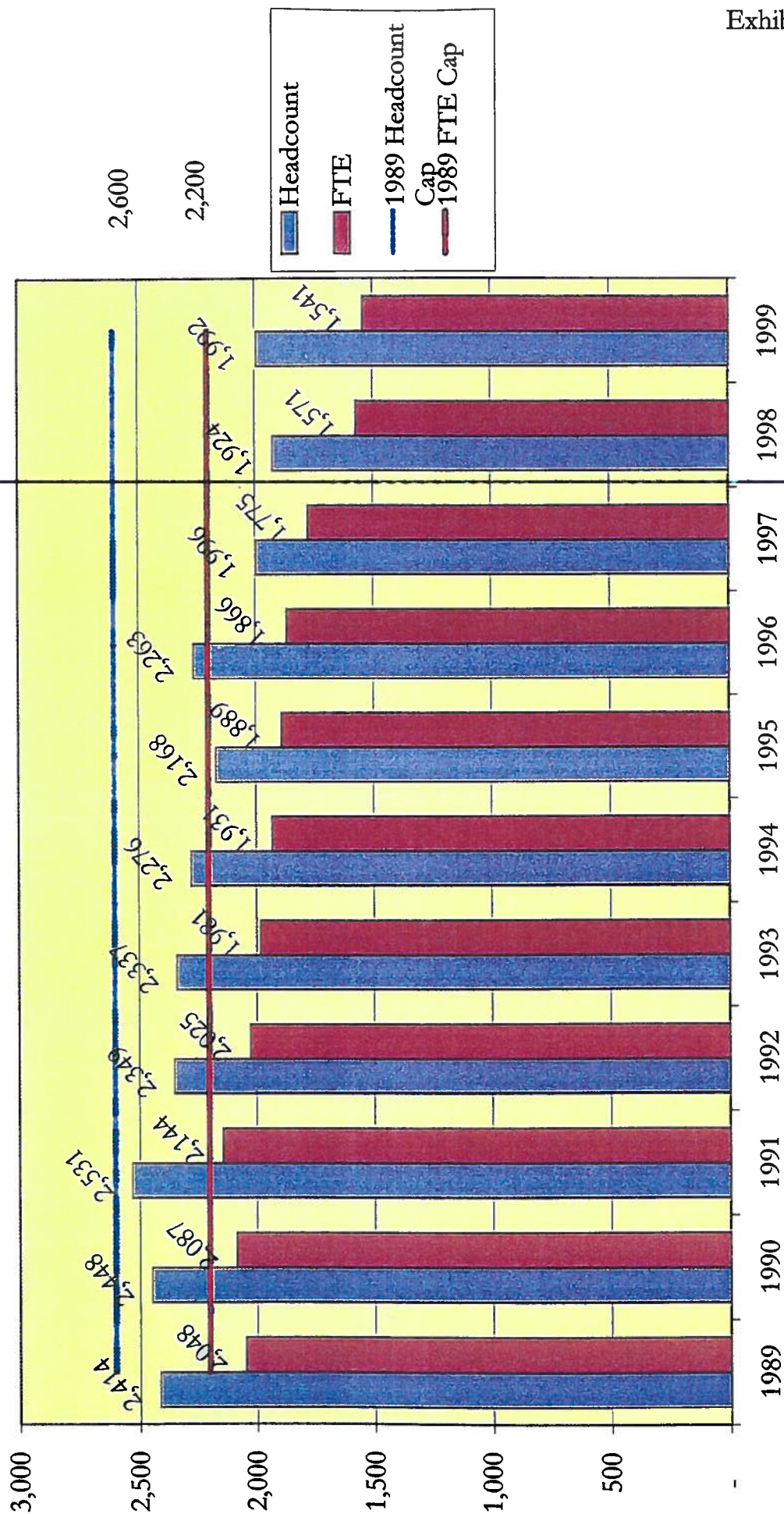
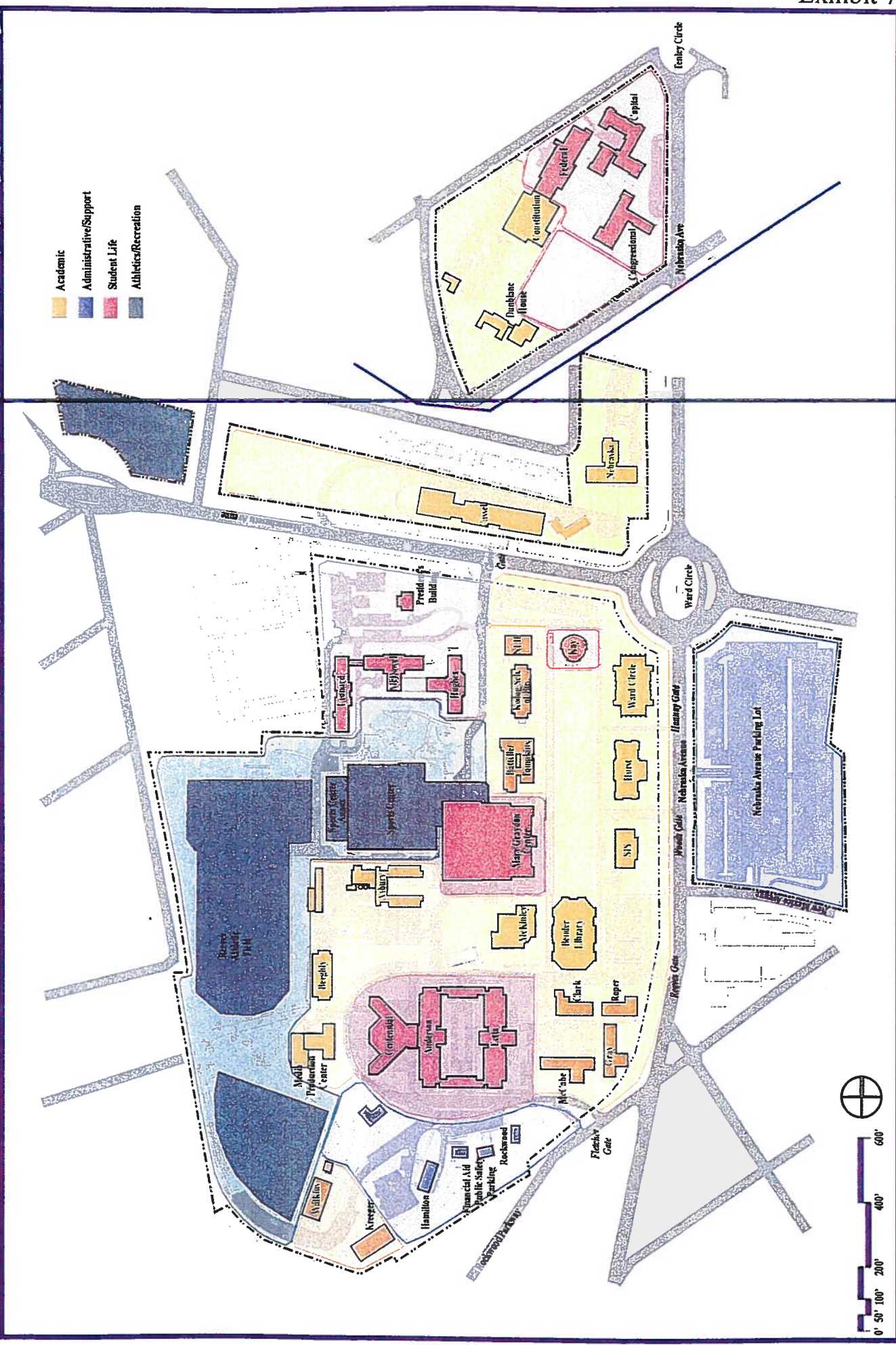
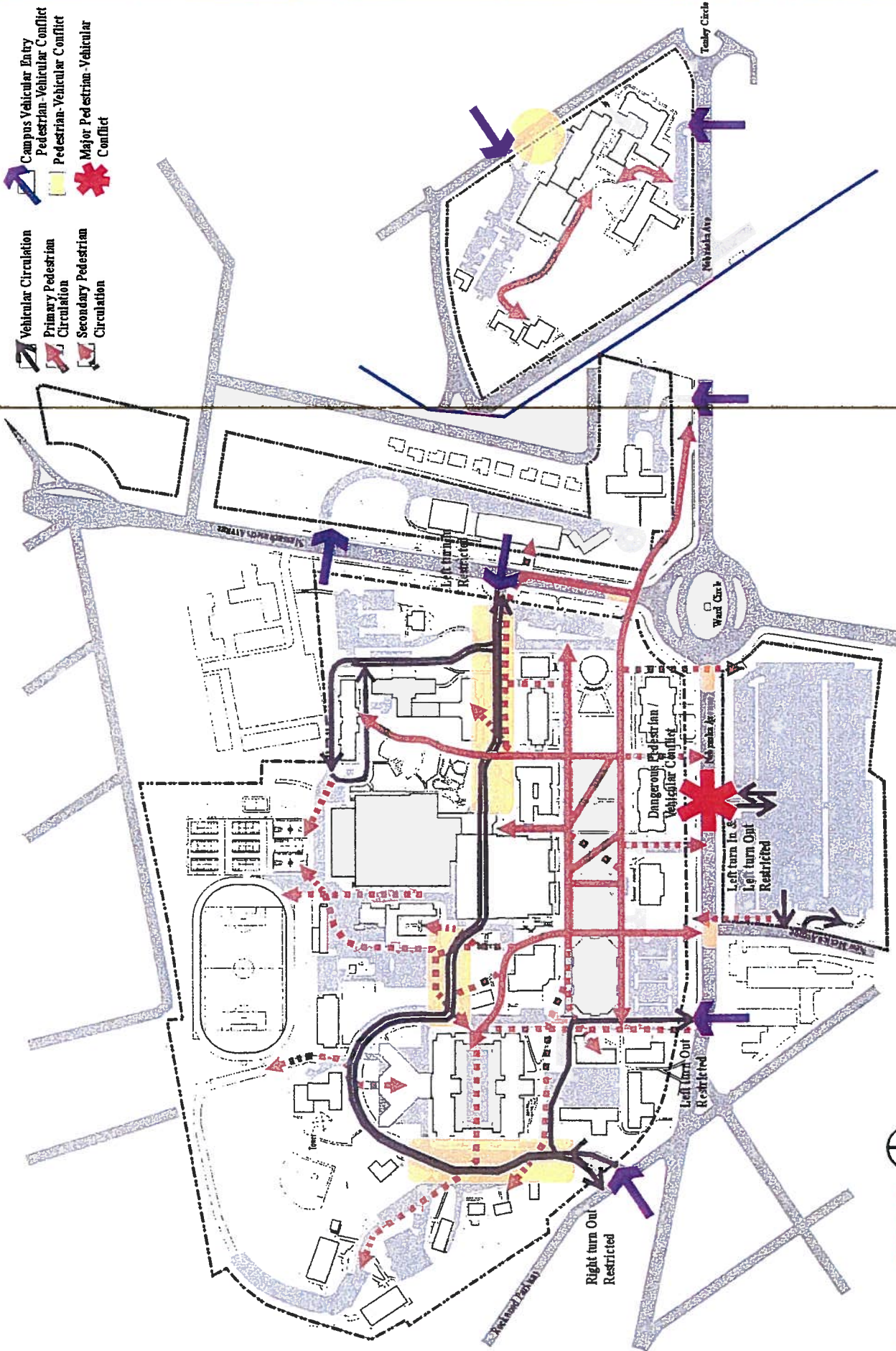


Exhibit 6

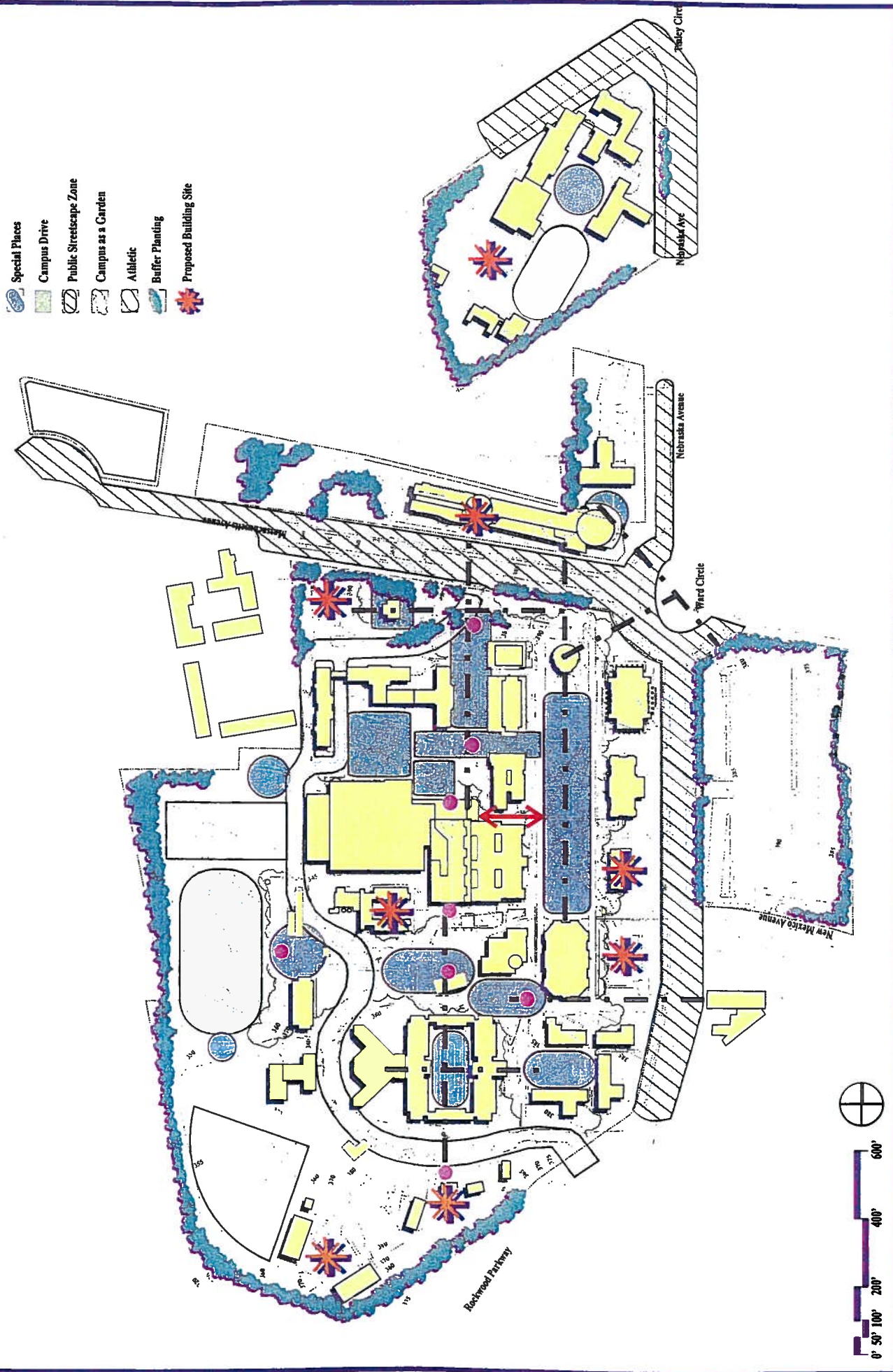
EXISTING LAND USE ZONES





EXISTING CIRCULATION SYSTEM





PROPOSED OPEN SPACE PLAN

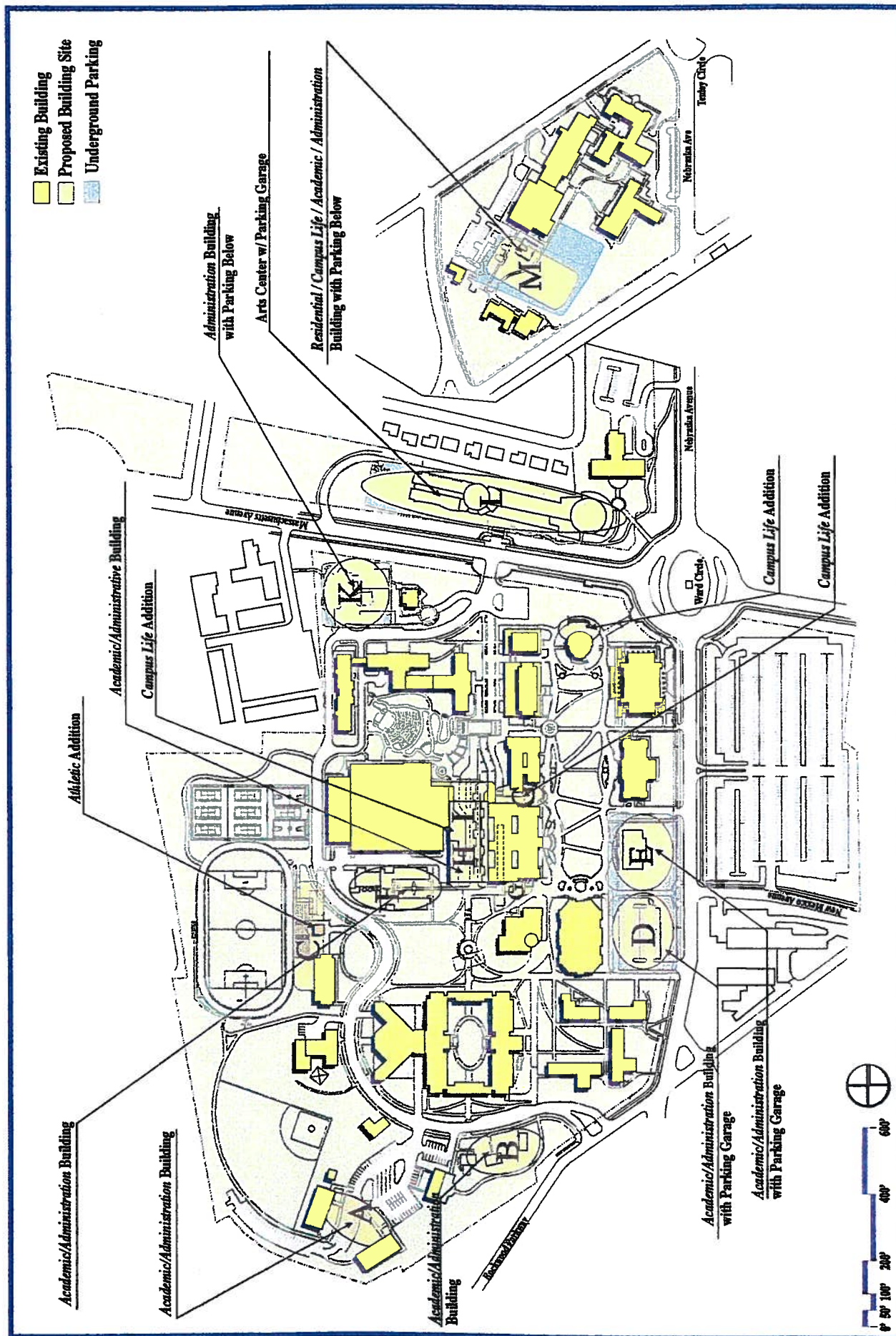
2000 CAMPUS PLAN



CAMPUS PLAN 2000

PROPOSED LANDSCAPE PLAN





2000 CAMPUS PLAN

PROPOSED BUILDING SITES

AMERICAN UNIVERSITY
Campus Plan 2000
Proposed Building Additions/Deletions

Exhibit 16

Project ID	Building	Location	Size (Gross Floor Area)	Height (feet)	Objectives
A	<i>Academic/Administrative Building</i>	Between Watkins and Kreeger	30,000	40	Consolidate support functions
B	<i>Academic/Administrative Building</i>	South of Letts-Anderson	50,000	40	Consolidate academic units
C	<i>Athletic Addition</i>	Reeves Field	2,000	20	Create controlled entry point and add bleachers
D	<i>Academic Building-with Parking Garage</i>	East of Bender Library	100,000	60	Accommodate library expansion, academic offices and classrooms
E	<i>Academic Building-with Parking Garage</i>	School of International Service Site (existing building demolished)	80,000	60	All SIS offices and general purpose classrooms
F	<i>Academic/Administrative Building</i>	Asbury Site (existing building demolished)	100,000	60	Consolidate science, technology space
G	Campus Life Addition	Mary Graydon Center	20,000	30/60	Expand univeristy center use, dining space
H	<i>Academic/Campus Life Building</i>	Sports Center Garage			Convert garage to academic/administrative uses
I	Campus Life Addition	Butler Pavilion/Sports Center Garage	20,000	N/A	Expand univeristy center uses, add shops
J	<i>Campus Life Addition</i>	North of Kay	10,000	20	Accommodate growth of religious diversity
K	<i>Administrative/Residential Building</i>	North of Leonard	15,000	20	Consolidate administrative offices and provide alternative housing
L	Arts Center-with Parking Garage	Cassell Site (existing building demolished)	80,000	35	Consolidate and improve arts offices, specialized classrooms and galleries
M	<i>Residential/Academic Building-with Parking Garage</i>	Tenley Campus	75,000	40	Provide non-traditional housing options and improved academic space
	Sub-total		582,000		
	Demolish Cassell		(45,700)		
	Demolish SIS Annex		(4,800)		
	Demolish Osborn		(6,300)		
	Demolish Asbury		(45,000)		
	Demolish School of International Service		(11,600)		
	Demolish Rockwood, Public Safety, Financial Aid		(5,300)		
	Total Gross Floor Area Added		463,300		
Bold type indicates further processing application to be filed in conjunction with the Campus Plan					

American University

Bylaws and Act of Incorporation

September 2000

American University
Bylaws
September 2000

ARTICLE I

Name

Section 1.

The name of this corporation is "The American University" (University). It is organized and exists by virtue of a Special Act of the Congress of the United States, approved February 24, 1893 (27 Stat. 476); as amended by the following Acts of Congress: March 3, 1895 (28 Stat. 1814); June 30, 1951 (65 Stat. 107); August 1, 1953 (67 Stat. 359); October 31, 1990 (104 Stat. 1160); September 9, 1996 (Pub.L. No. 104-194).

ARTICLE II

Purposes

Section 1.

The purposes of this corporation are to establish and maintain within the District of Columbia a university to promote education, with the power to grant and confer earned academic certificates and degrees and honorary degrees.

ARTICLE III

Board of Trustees

Section 1.

The business of the corporation shall be transacted by a Board of Trustees of not less than twenty-five (25) nor more than fifty (50) persons, eleven of whom shall constitute a quorum to do business.

Section 2.

Board members shall hold office for a term of three years, or for such shorter term of years as may be specified by the Board at the time of election. The trusteeship of those elected for three years shall terminate at the end of the Spring meeting in the third year after their election. The trusteeship of those elected for shorter terms shall terminate at the end of the Spring meeting of the year specified at the time of election. The trustees shall be divided into three classes as nearly equal in number as possible. These classes shall be so arranged that the members of one of the three classes shall go out of office and their successors be elected every year.

Section 3.

Recognizing its heritage and tradition in affiliation with The United Methodist Church, the Board shall have United Methodist Church representatives, including (subject to their acceptance) the Bishop of the Washington Episcopal Area and the General Secretary of the General Board of Higher Education and Ministry. The election of any person to the Board requires the approval of the General Board of Higher Education and Ministry of The United Methodist Church.

Section 4.

Except for the President of the University, who shall be a member of the Board, no paid full-time or part-time University employee, nor anyone enrolled full time in the University, shall be eligible for Board membership.

Section 5.

The Board shall hold elections at its Spring (annual) meeting. Vacancies in trustee membership may be filled at any regular Board meeting, provided written notice of the election has been sent to each Board member together with notice of the meeting. The Trusteeship Committee shall present to the Board the nominations of trustees to be elected. Nominations may be made from the floor at the time of any election, and election may be by written ballot upon the request of any two (2) trustees present at the election.

Section 6.

Seven (7) trustees shall be elected to the Board from University alumni on a staggered term basis and shall be included in the total number of trustees. Consideration shall be given to the distribution of alumni trustees among the various schools and colleges of the University. Additional alumni may be elected in the regular manner heretofore provided.

Section 7.

A trustee may be removed from office, for adequate cause shown, at any regular Board meeting by affirmative vote of two-thirds of the trustees then in office.

Section 8.

Exercising its powers of responsibility for the University, the Board shall:

- a. elect the President of the University and approve the appointments of the Provost, Vice Presidents, Secretary, and Treasurer;
- b. determine the policies of the University, which shall be executed by the President as the Chief Executive Officer;
- c. assist, guide, and evaluate the progress of the University and receive reports from the President in this regard;
- d. elect Board officers;
- e. approve full-time faculty appointments and confer degrees;
- f. appoint committees it deems necessary, except as otherwise provided in these Bylaws;
- g. assist in raising funds to support the University;
- h. preserve and protect the property and functioning of the University.

ARTICLE IV

Board Meetings

Section 1.

Three regular meetings shall be held during each fiscal year: the Fall meeting, the Winter meeting, and the Spring meeting, which shall be the annual meeting. The Executive Committee shall determine the date, time, and place for regular meetings. Written notice shall be sent to each trustee at least thirty (30) days prior to the meeting.

Section 2.

Special meetings may be held at the call of the Chair or upon written request of seven (7) trustees. Written notice of the time and place shall be sent to each trustee at least ten (10) days prior to the meeting.

Section 3.

The date, time, and place of any regular or special meeting may be changed by the Board or the Executive Committee.

ARTICLE V

Board Officers

Section 1.

Officers of the Board shall be a Chair and a Vice Chair, elected (or re-elected) at the Spring Board meeting for two-year terms.

Section 2.

The Chair shall preside at Board and Executive Committee meetings, and in his/her absence, the Vice Chair shall preside.

Section 3.

Officer vacancies shall be filled for the unexpired portion of a term by the Executive Committee at any regular meeting or at a special meeting called for that purpose.

ARTICLE VI

Executive Committee

Section 1.

The Executive Committee shall consist of eleven (11) trustees: the Board Chair, Vice Chair, Development Committee Chair, Education Committee Chair, Finance and Audit Committee Chair, Investment Committee Chair, Trusteeship Committee Chair, an ex officio trustee representative of The United Methodist Church, the President of the University, and two (2) other trustees elected by the Board. Any five (5) trustees shall constitute a quorum to do business.

Section 2.

The Executive Committee shall meet at the call of the Chair or, in his/her absence, at the call of the Vice Chair, or upon written request of at least five (5) Committee members. The Board Chair shall be Chair of the Executive Committee.

Section 3.

The Executive Committee can exercise all the powers of the Board during periods between Board meetings, except it shall not have power to adopt, amend, or repeal these Bylaws, or elect a President.

ARTICLE VII

Standing Committees

Section 1.

The Standing Committees shall be as follows: Development Committee; Education Committee; Finance and Audit Committee; Investment Committee; and Trusteeship Committee.

Section 2.

Nominations for Chairs and members of Standing Committees shall be made by the Executive Committee, for two-year terms, in advance of their election at the Spring Board meeting. Vacancies on Standing Committees may be filled by the Executive Committee for any remaining unexpired term.

Section 3.

The Development Committee shall be composed of at least five (5) trustees, and shall concern itself with University development, alumni affairs, and fund raising, and shall perform other duties requested by the Board or the Executive Committee.

Section 4.

The Education Committee shall be composed of at least five (5) trustees, and shall concern itself with matters affecting academic affairs and student life at the University. It shall keep itself informed about academic issues and student interests and concerns, and shall confer with University officers, faculty, and students, if such conferences are necessary to carry out the purposes of the Committee. It shall perform other duties requested by the Board or the Executive Committee.

Section 5.

The Finance and Audit Committee shall be composed of at least seven (7) trustees. The Committee shall:

- a. as soon as practicable after the beginning of the fiscal year, request the President to prepare a proposed University budget for the next fiscal year to be submitted to the Committee;

- b. review the proposed budget in light of the purposes, resources, available funds, and prospective income of the University, and recommend a final budget for adoption by the Board at a meeting no later than the regular Spring meeting of each year;
- c. review the Treasurer's accounts of all receipts and disbursements of the corporation at least once each year and report on same to the Executive Committee;
- d. review the annual audit made by a Certified Public Accountant at the end of each fiscal year and report on same to the Executive Committee prior to the presentation of the annual audit to the Board;
- e. review the maintenance and upkeep of the campus, buildings, fields, and other real and tangible personal property of the University;
- f. review the conduct of the University's business affairs;
- g. perform other duties requested by the Board or the Executive Committee.

Section 6.

The Investment Committee shall be composed of at least five (5) trustees, and shall review and make recommendations regarding the investment of University funds, and perform other duties requested by the Board or the Executive Committee.

Section 7.

The Trusteeship Committee shall be composed of at least five (5) trustees with seniority. The Committee shall:

- a. establish and review Board selection criteria;
- b. identify, screen, and cultivate candidates who meet the criteria;
- c. nominate candidates to be elected by the Board;
- d. nominate candidates to fill vacancies;
- e. make recommendations regarding trustee re-elections and elections of Trustees Emeriti;
- f. supervise new trustee orientation and trustee retreats;
- g. assist the Board in reviewing its operations and procedures;
- h. perform other duties requested by the Board or the Executive Committee.

Section 8.

A quorum of all Standing Committees shall be a majority of the members serving on such Committees. Unless otherwise provided in the Act of Incorporation, Committee members may participate in Committee meetings by means of conference telephone, allowing all committee members participating in the meeting to hear one another. Such participation shall constitute presence in person at the meeting.

ARTICLE VIII

Fiscal Year

Section 1.

The fiscal year of the University shall begin on May 1st of each year and end on April 30th of the succeeding year.

ARTICLE IX

University Officers

Section 1.

The officers of the University shall be a President, a Provost, one or more Vice Presidents, a Secretary, an Assistant Secretary, and a Treasurer. Additional officers can be appointed by the President with the approval of the Board.

Section 2.

President. The President of the University shall be elected by the Board, shall continue in office at the pleasure of the Board, and shall receive such compensation as the Board may direct. He/she shall:

- a. be the Chief Executive Officer of the University and an ex officio member of the Board of Trustees and be responsible for executing Board policies for the operation, development, and promotion of the aims and purposes of the University;
- b. perform such acts, duties, and responsibilities as shall in his/her judgment promote the interests of the University consistent with the provisions of the Act of Incorporation, these Bylaws, and Board policies;
- c. preside, or designate an appropriate trustee or University officer to preside, at public academic occasions, and represent the University before the public;
- d. keep the Board and Executive Committee informed of activities, developments, operations, and affairs of the University;
- e. have other powers and duties as assigned by the Board or Executive Committee, and as usually attend this office.

Section 3.

Provost. The Provost shall be appointed by the President with the approval of the Board, shall continue in office at the pleasure of the President, and shall receive such compensation as the President may direct. He/she shall:

- a. be the Chief Academic Officer of the University, second in responsibility only to the President;
- b. report to the President, and have other powers and duties assigned by the President;
- c. be a member of the University faculty and of each department, school, and college, and ex officio a member of each academic committee of the University;

- d. receive recommendations developed by the faculty and academic administrators for consideration and recommendation to the President;
- e. exercise the powers and duties of the President during the absence or incapacity of the President, or in case of a vacancy in that office;
- f. have the option of attending meetings of faculties, schools, colleges, departments, and academic committees;
- g. at least once during each academic year, call a meeting of all persons holding faculty rank to discuss matters affecting the academic policies and educational offerings of the University.

Section 4.

Vice Presidents. The one or more Vice Presidents shall be appointed by the President with the approval of the Board, shall continue in office at the pleasure of the President, shall receive such compensation as the President may direct, and shall perform other duties assigned by the President.

Section 5.

Secretary. The Secretary shall be appointed by the President with the approval of the Board, shall continue in office at the pleasure of the President, and shall receive such compensation as the President may direct. He/she shall:

- a. keep, or cause to be kept, the minutes of the Board and the Executive Committee;
- b. be responsible for serving notices of all meetings;
- c. have custody of the corporate seal;
- d. be authorized to attest and affix the seal or cause it to be affixed to legal instruments;
- e. have such assistance in the performance of his/her duties as may be approved by the Executive Committee;
- f. have such duties as usually attend the office;
- g. perform other duties assigned by the Board, the Executive Committee, or the President.

Section 6.

Assistant Secretary. The one or more Assistant Secretaries shall be appointed by the President with the approval of the Board. He/she shall assist the Secretary in the performance of his/her duties as approved by the Board, the Executive Committee, or the President, and shall have authority to affix the corporate seal to legal instruments.

Section 7.

Treasurer. The Treasurer shall be appointed by the President with the approval of the Board. He/she shall continue in office at the pleasure of the President and shall receive such compensation as the President may direct. The Treasurer shall:

- a. have general supervision over the care and custody of the funds and properties of the corporation;

- b. keep (or cause to be kept) full and accurate accounts of all receipts and disbursements of the corporation, and, upon request, present same to the Finance and Audit Committee, the Executive Committee, or the Board;
- c. cause an audit to be made by a Certified Public Accountant at the end of each fiscal year;
- d. perform other duties assigned by the Board, the Finance and Audit Committee, the Investment Committee, the Executive Committee, or the President.

ARTICLE X

University Faculty

Section 1.

All University faculty members shall be appointed by the Provost, with (a) the advice and consent of the faculty of the school or college concerned, after consultation with the college or school dean and the appropriate department head, (b) the approval of the President, and (c) the approval of the Board. The Provost shall be the Chair of the faculty. Each school or college dean shall be the Chair of that school or college faculty. School and college deans shall be appointed by the Provost with the advice and consent of the faculty of the college or school concerned, and with the approval of the President and the Board of Trustees.

Section 2.

Subject to the powers vested in the Board, the Executive Committee, the President, and the Provost, the faculty, functioning through its duly constituted entities, shall have primary responsibility for:

- a. instruction and academic standards;
- b. determination of curricula and approval of courses;
- c. recommendations of faculty appointments, promotions, and other faculty personnel concerns;
- d. recommendations for the instructional budget;
- e. recommendations of policies affecting student affairs.

ARTICLE XI

Execution of Legal Documents

Section 1.

The President and other University officers and employees designated by the President and approved by the Board shall have authority to execute and acknowledge on behalf of the University any contracts, legal documents, and instruments in connection with the operations of the University as authorized by the Board. The Secretary and Assistant Secretary shall have authority to attest same and affix the corporate seal thereto on behalf of the University.

ARTICLE XII

General Powers of the Corporation

Section 1.

Without limiting the generality of its powers to act to carry out its corporate purposes, the corporation shall have power to accomplish the following:

- a. to sue, be sued, complain, and defend in its corporate name;
- b. to purchase, take, receive, lease, take by gift, devise or bequest, or otherwise acquire, own, hold, improve, use, and otherwise deal in and with, real or personal property, or any interest therein, wherever situated, in the furtherance of its corporate purposes;
- c. to hold all real and personal property of the corporation in perpetuity for educational purposes;
- d. to propose to the Congress of the United States any amendment to the Act of Incorporation;
- e. to sell, convey, mortgage, pledge, lease, exchange, transfer, and otherwise dispose of all or any part of its property and assets, subject to the terms and provisions of the Act of Incorporation and these Bylaws;
- f. to purchase, take, receive, own, hold, vote, invest and reinvest, mortgage, pledge or encumber securities, bonds, and other interests in, or obligations of, domestic or foreign corporations, whether for profit or not for profit, obligations of the United States, or other governmental or municipal securities;
- g. to take any action in reference to securities necessary and proper to enable it to obtain benefit of stock exchanges, stock splits, reorganizations, mergers, or consolidations or similar developments;
- h. to invest and reinvest its funds in government securities, federally insured savings and loan associations, savings accounts in banking institutions, government obligations and securities as referred to above, and other investments deemed suitable by the appropriate officials of the corporation;
- i. to make contracts and incur liabilities, borrow money at such rates of interest as the corporation may determine, issue its notes, bonds, and other obligations, and secure any of its obligations by mortgage or pledge of all or any of its property, franchises, and income;
- j. to make donations or grants for scientific research, educational purposes, or for other purposes for which this corporation is organized;
- k. to defend and indemnify from judgment and pay expenses of defending suits or proceedings as provided in these Bylaws;
- l. to exercise all powers necessary or convenient to effectuate any and all of the purposes for which this corporation is organized.

ARTICLE XIII

Indemnification

Section 1.

With the approval of the Board or the Executive Committee, the corporation shall have power to indemnify any current or former trustee, officer, agent, or employee of the corporation, or any person who may have served at its request as a director or officer of another corporation, whether for profit or not for profit, against judgments and expenses actually and necessarily incurred by him/her in connection with the defense of any action, suit, or proceeding in which he/she is made a party by reason of being or having been such trustee, officer, agent, or employee, except in relation to matters as to which he/she shall be adjudged in such action, suit, or proceeding to be liable for negligence or misconduct in the performance of a duty.

ARTICLE XIV

Exemption from Taxation

Section 1.

No part of the net earnings of the corporation shall ensure the benefit of or be distributable to its trustees, officers, or other private persons, except that the corporation is authorized to pay reasonable compensation and retirement for services rendered and to make payments and distributions in furtherance of the corporate purposes. The corporation shall not engage in activities not permitted by a corporation exempt from federal income tax and which receives contributions deductible under the Internal Revenue Code.

ARTICLE XV

Corporate Seal and Offices

Section 1.

The corporation shall have a seal with its name and the words "Washington, D.C. 1893" inscribed thereon. The Board may change the form of the seal or the inscription thereon at its pleasure.

Section 2.

The principal office of the corporation shall be in the District of Columbia, with offices in other places the Board may determine to be necessary or convenient to carry out corporate purposes.

ARTICLE XVI

Amendments

Section 1.

These Bylaws may be amended at any Board meeting by a two-thirds vote of the Board members present, a quorum being present and voting throughout, provided that notice of the substance of the proposed amendment has been sent to trustees, together with the regular notice of meeting, not less than thirty (30) days in advance of the meeting.

ARTICLE XVII

Parliamentary Procedure

Section 1.

Board meetings shall be conducted in accordance with parliamentary procedures prescribed in the latest edition of "Robert's Rules of Order."

ARTICLE XVIII

Conflicts of Interest

Section 1.

Any conflict of interest or possible appearance of conflict of private or business interest on the part of any trustee shall be disclosed to the other members of the Board and made a matter of written record through an appropriate procedure.

Section 2.

Any trustee having conflict of interest or possible appearance of conflict of private or business interest on any matter shall not vote on such matter and shall not be counted in determining the quorum for the meeting, even where permitted by law. The minutes of the meeting shall reflect that a disclosure was made, the abstention from voting, and the quorum situation.

Section 3.

The foregoing requirements shall not prevent the trustee from briefly stating his/her position on the matter, nor from answering pertinent questions from other Board members.

Section 4.

Any new Board member shall be advised of this policy when entering upon the duties of the office and shall comply with these procedures.

BYLAW AMENDMENTS AND REVISIONS

Effective October 31, 1942. Amended: January 12, 1945; June 2, 1947; April 17, 1948; May 28, 1949; October 29, 1949; April 18, 1953; October 31, 1953; January 12, 1957; June 4, 1960; November 25, 1963; June 12, 1965; April 30, 1966; and revised effective April 29, 1972; and amended, April 24, 1976; October 26, 1979; October 24, 1980; October 23, 1981; May 7, 1982; March 4, 1983; October 25, 1985; May 8, 1987; March 2, 1990; March 1, 1991; February 28, 1992; October 29, 1993; May 5, 1995; November 17, 1995; March 8, 1996; February 28, 1997; October 31, 1997; May 15, 1998; September 18, 1998.

Sec. 2 That this act may be amended or repealed at any time by the Congress in its pleasure.

Charles F. Crisp (D-Ga)
Speaker of the House of
Representatives

Levi P. Morton
Vice President of the United States
and President of the Senate

Approved February 24th, 1893
Benjamin Harrison

* * * * *

Approved by virtue of a Special Act of Congress of the United States, February 24, 1893
(27 Stat. 476).

* * *

AN ACT To incorporate the American University

Section 1.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

That John H. Vincent, John E. Andrus, James M. Buckley, Mark Hoyt, Jesse L. Hurlburt, James M. King, Charles C. McCabe, Charles H. Payne, John E. Searles, junior, John S. Huyler, of New York; Charles W. Buoy, J.A.M. Chapman, G.P. Hukill, Robert E. Pattison, Charles Scott, Mrs. Matthew Simpson of Pennsylvania; Julian S. Carr, of North Carolina; David H. Carroll, Jacob Tome, Alpheus W. Wilson, of Maryland; Charles H. Fowler, of Minnesota; William M. Springer, J.B. Hobbs, of Illinois; John P. Newman, of Nebraska; Job H. Jackson, of Delaware; Redfield Proctor, of Vermont; W.W. Smith, of Virginia; D.B. Wesson, M. Burnham, of Massachusetts; Thomas Bowman, of Missouri; and John F. Hurst, Louis E. McComas, Benjamin Charlton, Andrew B. Duvall, Matthew G. Emery, Charles C. Glover, S.S. Henkle, Benjamin F. Leighton, John E. Beall, Aldis B. Browne, Mrs. John A. Logan, H.B. Moulton, Hiram Price, Mrs. Elizabeth J. Somers, Brainard H. Warner, and S.W. Woodward of the District of Columbia, their associates and successors, including individuals who are members of the United Methodist Church, including (subject to their acceptance) the Bishop of the Washington Episcopal Area and General Secretary of the General Board of Higher Education and Ministry of the United Methodist Church, are hereby constituted a body politic and corporate by the name The American University, with power to sue and be sued, plead and be impleaded, and have

perpetual succession; to acquire, take by devise, bequest or otherwise, hold, purchase, encumber, and convey such real and personal estate as shall be required for the purpose of its incorporation; to make and use a common seal, and the same to alter at pleasure; and incorporators aforesaid, their associates and successors, who shall possess the qualifications herein required, shall constitute a board of trustees, by which the business of said corporation shall be transacted, which board shall hereafter consist of not less than twenty-five or more than fifty persons, eleven of whom shall constitute a quorum to do business, and which board shall be authorized to fill any vacancies in their number, to appoint such officers and agents as the business of the corporation shall require; and to make by-laws for the accomplishments of its purposes, for the management of its property, and for the regulation of its affairs. Said corporation is hereby empowered to establish and maintain within the District of Columbia a university for the promotion of education. The said corporation shall have power to grant and confer diplomas and the usual college and university degrees, and honorary degrees, and also such other powers as may be necessary fully to carry out and execute the general purposes of the said corporation as herein appearing.

Section 2.

a. After the date of enactment of this section –

1. no person shall be elected to the board of trustees of the corporation unless the election of such person has been approved by the General Board of Higher Education and Ministry of the United Methodist Church; members of the board of trustees shall hold office until their successors are elected;
2. all property, both real and personal, of the corporation shall be held in perpetuity for educational purposes under the auspices of the United Methodist Church;
3. the board of trustees of the corporation shall not propose any amendment by the Congress to this Act unless the proposal of such amendment has been previously approved by the General Board of Higher Education and Ministry of the United Methodist Church.

b. In the case of any violation by the corporation or the board of trustees of any provisions of subsection (a) of this section, all right, title, and interest of the corporation shall vest in the General Board of Higher Education and Ministry of the United Methodist Church, a corporation organized under the laws of the State of Tennessee, or its successor.

Section 3.

That this act may be amended or repealed at any time by the Congress in its pleasure.

* * *

Approved by virtue of a Special Act of Congress of the United States, February 24, 1893 (27 Stat. 476), as amended by the following Acts of Congress: March 3, 1895 (28 Stat. 1814); June 30, 1951 (65 Stat. 107); August 1, 1953 (67 Stat. 359); October 31, 1990 (104 Stat. 1160); September 9, 1996 (110 Stat. 2378).



**AMERICAN UNIVERSITY
2000 CAMPUS PLAN**

Traffic and Parking Study

Prepared For

**American University
Washington, DC**



Prepared by

Grove/Slade Associates, Inc.
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December 11, 2000

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INTRODUCTION

This report presents the findings of a transportation and parking assessment in conjunction with American University's (AU or the "University") Campus Plan for the years 2000 through 2010 (The "Campus Plan"). The analyses performed for this study were used to determine the overall impacts associated with the development and growth components of the Campus Plan. The objectives of this study have been to:

- ◆ Determine existing traffic and pedestrian conditions on-campus and on adjacent public streets
- ◆ Identify the existing public transportation system and other transportation mode choice alternatives
- ◆ Determine the existing parking demand
- ◆ Project future parking requirements
- ◆ Project future traffic and pedestrian conditions associated with the Campus Plan development program and student enrollment projections
- ◆ Recommend transportation improvements
- ◆ Outline an effective Transportation Management Plan to minimize impacts of Campus Plan developments

The following tasks were completed as part of this study:

- ◆ Field observations were made to collect information regarding existing traffic volumes, roadway characteristics, and pedestrian travel paths.
- ◆ Parking surveys were conducted to obtain inventory and occupancy.
- ◆ Existing transportation operations at AU were reviewed.
- ◆ A mode choice survey was conducted to obtain student, faculty/staff, and visitor travel mode choice information to and from campus.
- ◆ The proposed development plans and population growth rates included in the Campus Plan were reviewed.

Sources of data for this study include: American University Campus Plan 2000; American University Campus Plan (Year 1989 through Year 2000); The 1998 Transportation Technical Memo: Existing Conditions and Future Projections prepared by HNTB (HNTB Technical Memo); District of Columbia Department of Public Works Bureau of Traffic Services 1996 Average Daily Traffic Volumes; American University; and the files and library of Gorove/Slade Associates, Inc.



Scope of Study

This report presents the results of a transportation and parking analysis for American University's Main Campus and its Tenley Campus. The University's main campus offers a full range of undergraduate and graduate classes, while the Tenley Campus houses American University's Washington Semester and World Capitals Program, primarily offering specialized classes to foreign and domestic students who wish to study for one or two semesters in Washington, D.C. Off-campus facilities such as AU's commercial office buildings, the Washington School of Law, and other American University properties are not directly addressed by this Campus Plan; however, interactions between the Main Campus and each facility are taken into consideration.

This traffic and parking study was prepared to determine the existing conditions on the roadway network within the Campus Plan study area boundaries, and to determine the impacts that the proposed Campus Plan development and growth components will have. The study area has been defined to include the area encompassed by the Campus Plan boundaries for the Main and Tenley Campuses. This includes intersections on Massachusetts Avenue and Nebraska Avenue near the Main Campus, and intersections on Nebraska Avenue, Warren Avenue, and Yuma Avenue near the Tenley Campus. The specific intersections included as part of this study are listed in the Existing Traffic Conditions section of this report.

This report presents the findings of a comprehensive assessment and analysis performed for the following conditions:

- ◆ ***Existing Conditions***

Presents the results of an assessment of the existing roadway network, traffic conditions, public transportation opportunities, shuttle service, pedestrian activity, parking conditions, and the University's existing Transportation Management Plan (TMP). The Existing Conditions assessment also presents the results of an existing traffic Level of Service (LOS) analysis and parking demand analysis.

- ◆ ***Campus Plan Development Conditions (Years 2005 and 2010)***

Presents the results of conditions for the years 2005 and 2010, including an assessment of the traffic conditions, public transportation opportunities, shuttle service, pedestrian activity, parking conditions, and the University's future Transportation Management Plan (TMP). The Campus Plan Development Conditions assessment also presents the results of a traffic Level of Service (LOS) analysis and parking demand analysis for future conditions.

Background

The following information represents noteworthy changes that are proposed to occur throughout the life of the 2000 Campus Plan:

- ◆ Thirteen projects totaling approximately 573,000 square feet of additional gross floor area, may be developed as part of this Campus Plan. All of the projects being considered are academic or support facilities. Included in these projects are a residence hall, an athletic accessory building (maintenance shed) along with

1,000 spectator bleacher seats, and the Katzen Arts Center. Each of these facilities was considered as part of the future analysis.

- ◆ The number of parking spaces may increase by 436 spaces from an existing inventory of 2,523 spaces to a proposed inventory of 2,959 spaces, assuming the full build-out potential of the Campus Plan. In addition, many of the curbside parking spaces that are presently located on the internal circulation road within the campus will be eliminated. This inventory will be replaced by parking spaces located in several proposed garages. These garages are included as part of the 13 proposed projects. These changes to the parking system are included as part of this report.
- ◆ The student population may increase from 8,047 existing to 9,800 future Full Time Equivalent (FTE) students.
- ◆ The faculty/staff population may increase from 1,541 existing to 2,200 future FTE faculty/staff.

EXISTING CONDITIONS

Site Description

The majority of American University's Main Campus is bounded by Nebraska Avenue, Massachusetts Avenue, Rockwood Parkway, University Avenue, and Ward Circle in northwest Washington, D.C. The Main Campus also includes a surface parking lot that is east of Nebraska Avenue, and a land parcel that is located north of Massachusetts Avenue.

The Tenley Campus is located about a mile north of the main campus, bounded by Nebraska Avenue, Yuma Street, Warren Street, 42nd Street, and Tenley Circle. The location of the main and Tenley campuses with respect to the surrounding community is illustrated in Figure 1.

Existing Roadway Network

Both of the AU campuses are surrounded primarily by residential neighborhoods. In addition, the Tenley Campus is located in the vicinity of commercial developments on Wisconsin Avenue.

The roadways that define the Campus Plan study area are described below and include residential, collector, minor arterial, and principal arterial roads. The roadway network, lane configurations, and methods of traffic control for each intersection are shown schematically in Figures 2a & 2b.

- ◆ Massachusetts Avenue is a four lane, undivided principal arterial traversing southeast to northwest. (NOTE: As a point of reference, this analysis will consider Massachusetts Avenue to have an east-west alignment.) It extends from Westmoreland Circle in northwest Washington, D.C. on the Montgomery County, Maryland-District line, to Alabama Avenue in southeast Washington, D.C. Parking is permitted on both sides of Massachusetts Avenue in most locations during off-peak periods, reducing the number of travel lanes to two. The Average Daily Traffic (ADT) on this portion of Massachusetts Avenue is approximately 27,000* vehicle trips.
- ◆ Nebraska Avenue is a four lane, undivided principal arterial traversing northeast to southwest. (NOTE: As a point of reference, this analysis will consider Nebraska Avenue to have a north-south alignment.) It extends between Oregon Avenue in northwest Washington, D.C. and its intersection with Loughboro Road and Foxhall Road. Parking is not permitted along Nebraska Avenue within the vicinity of the Main Campus, but is permitted during off-peak periods in the vicinity of the Tenley Campus. The ADT on the portion of Nebraska Avenue adjacent to the AU Main Campus is approximately 34,500* vehicle trips. The ADT on the portion of Nebraska Avenue adjacent to the AU Tenley Campus is approximately 20,000* vehicle trips.
- ◆ University Avenue is a north-south, two-lane, local roadway with parking permitted on both sides of the street. University Avenue extends from Quebec Street to Massachusetts Avenue, at Wesley Circle. University Avenue is approximately thirty-two feet wide with no pavement markings to divide lanes.
- ◆ Rockwood Parkway is an east-west, two-lane, collector roadway with parking permitted on both sides of the street. Rockwood Parkway originates at Delacarla

Parkway and extends to Nebraska Avenue. Rockwood Parkway is approximately thirty-two feet wide with no pavement markings to divide lanes.

- ◆ 46th Street is a north-south, two-lane, collector roadway with parking permitted on both sides of the street. 46th Street extends between Massachusetts Avenue and River Road. 46th Street is approximately thirty-four feet wide.
- ◆ 45th Street is a north-south, two-lane, local roadway with parking permitted on both sides of the street. 45th Street extends between Massachusetts Avenue and Van Ness Street. 45th Street is approximately thirty-four feet wide with no pavement markings to divide lanes.
- ◆ Newark Street is an east-west, two-lane, minor collector roadway with parking permitted on both sides of the street. Newark Street extends between Nebraska Avenue and New Mexico Avenue. Newark Street is approximately thirty-four feet wide with no pavement markings to divide lanes.
- ◆ Wisconsin Avenue is a six lane, undivided principal arterial traversing north to south. (NOTE: As a point of reference, this analysis will consider Wisconsin Avenue to have an east-west alignment.) It extends from the D.C.-Maryland line to K Street, in Georgetown. Parking is not permitted on either side of the street in the vicinity of the Tenley Campus. The ADT on the portion of Wisconsin Avenue adjacent to the AU Tenley Campus is approximately 31,000* vehicle trips.
- ◆ Yuma Street is an east-west, two-lane, local roadway. Parking is not permitted on Yuma Street, except for the two hour parking in front of the church across the street from the Tenley Campus. Yuma Street originates at 50th Street and extends to Connecticut Avenue. Yuma Street is approximately thirty feet wide with no pavement markings to divide lanes.
- ◆ Warren Street is an east-west, two-lane, local roadway with parking permitted on both sides of the street. Warren Street originates at Massachusetts Avenue and deadends just past 36th Street. Warren Street is approximately twenty-eight feet wide with no pavement markings to divide lanes.
- ◆ 42nd Street is a north-south, two-lane, collector roadway with parking restricted on both sides of the street bordering the Tenley Campus. 42nd Street extends between Nebraska Avenue and Livingston Street. 42nd Street is approximately thirty-four feet wide with no pavement markings to divide lanes in the vicinity of the Tenley Campus.

* Average Daily Traffic volumes obtained from Department of Public Works

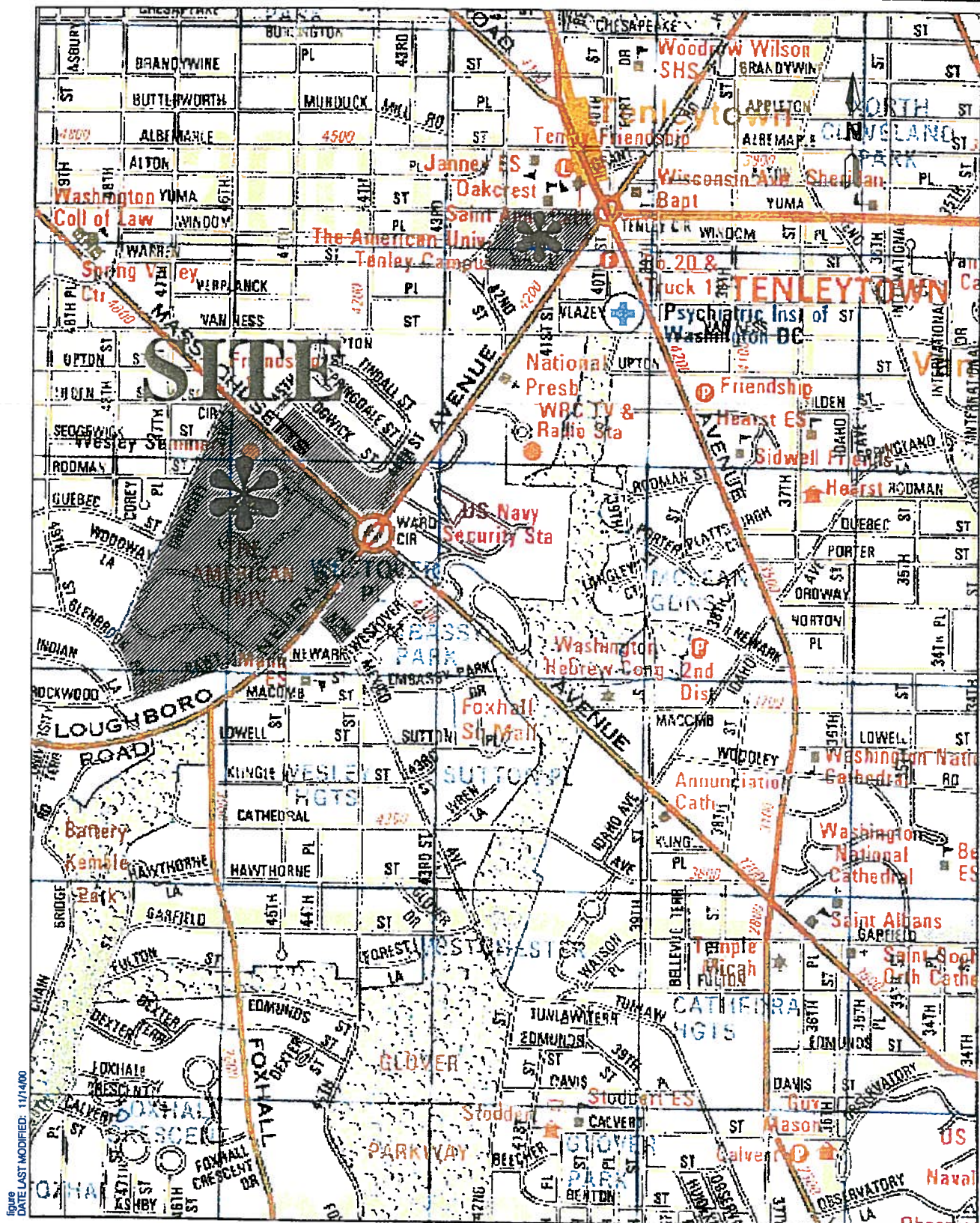


Figure 1
Campus Location Map



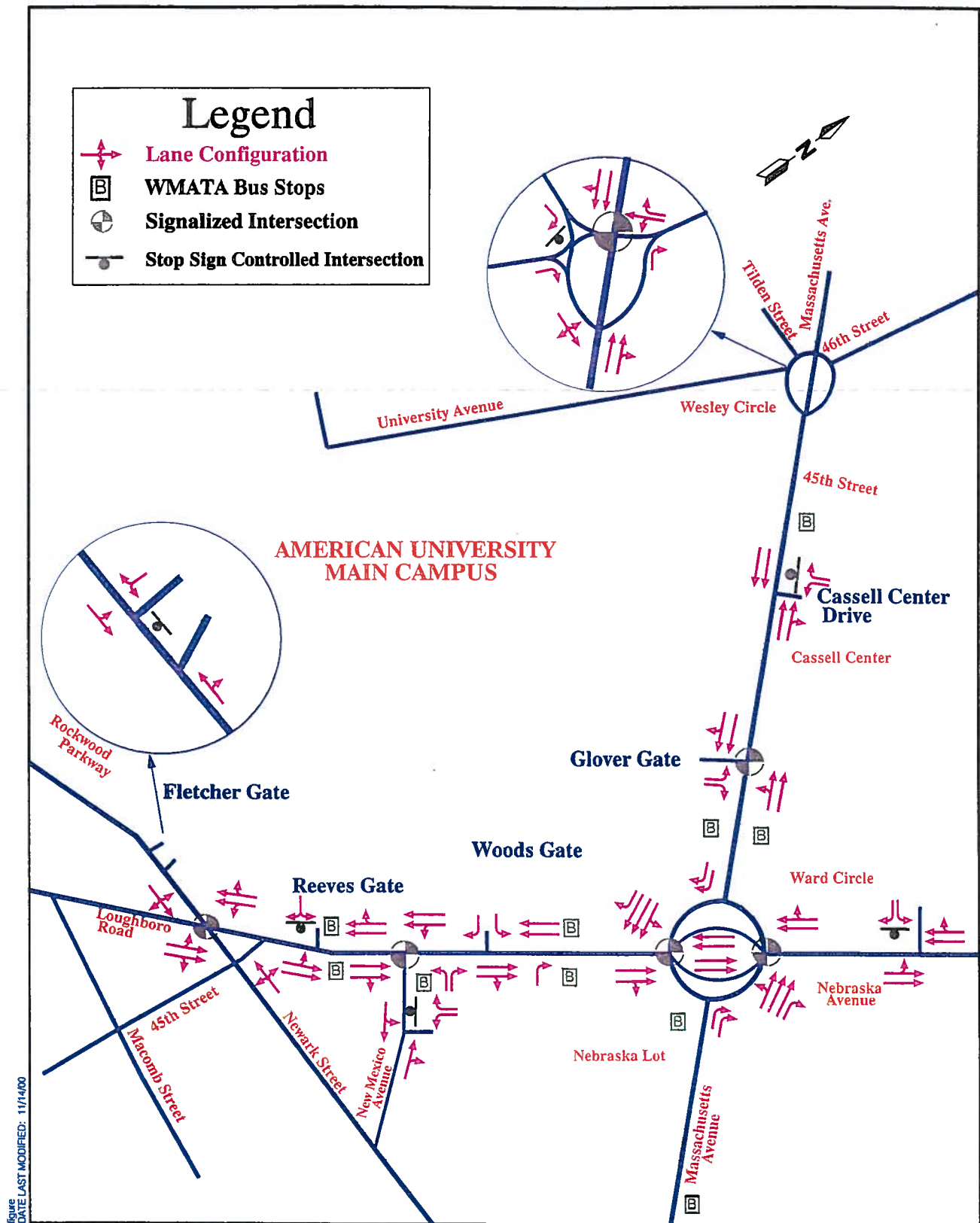


Figure 2a
Main Campus Roadway Network
Existing AM and PM Peak Period Lane Configuration

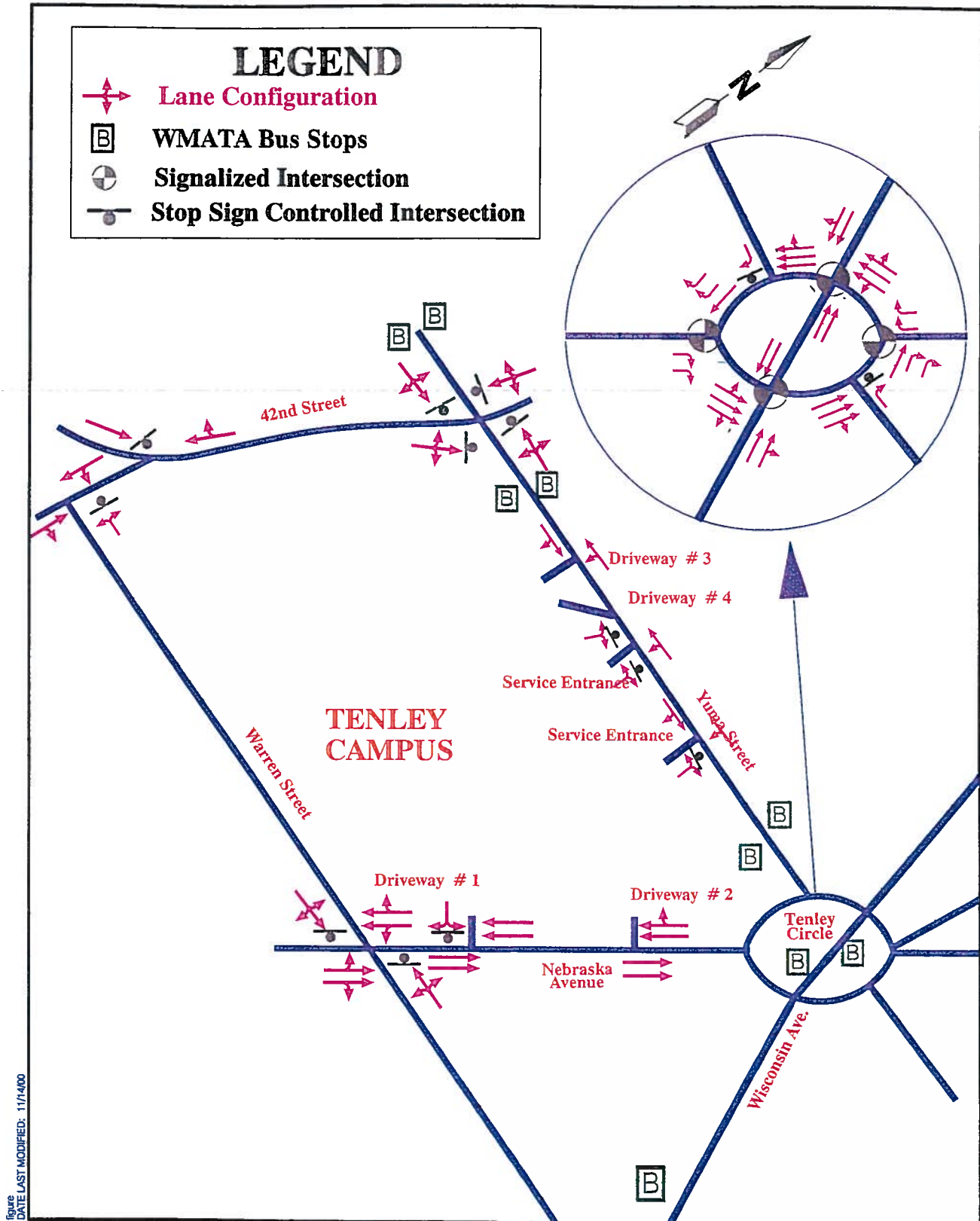


Figure 2b
Tenley Campus Roadway Network
Existing AM and PM Peak Period Lane Configuration

Existing Site Access

Access to the main campus is provided via the following entrances located on Nebraska Avenue and Massachusetts Avenue:

- ◆ Fletcher's Gate
- ◆ Reeve's Gate
- ◆ Wood's Gate
- ◆ Glover's Gate

In addition, access is provided from Nebraska Avenue to the Nebraska Avenue Building and the Nebraska Avenue Lot. Access is also provided on Massachusetts Avenue to the Cassell Center parking lot. This site access system is shown schematically in Figure 2a.

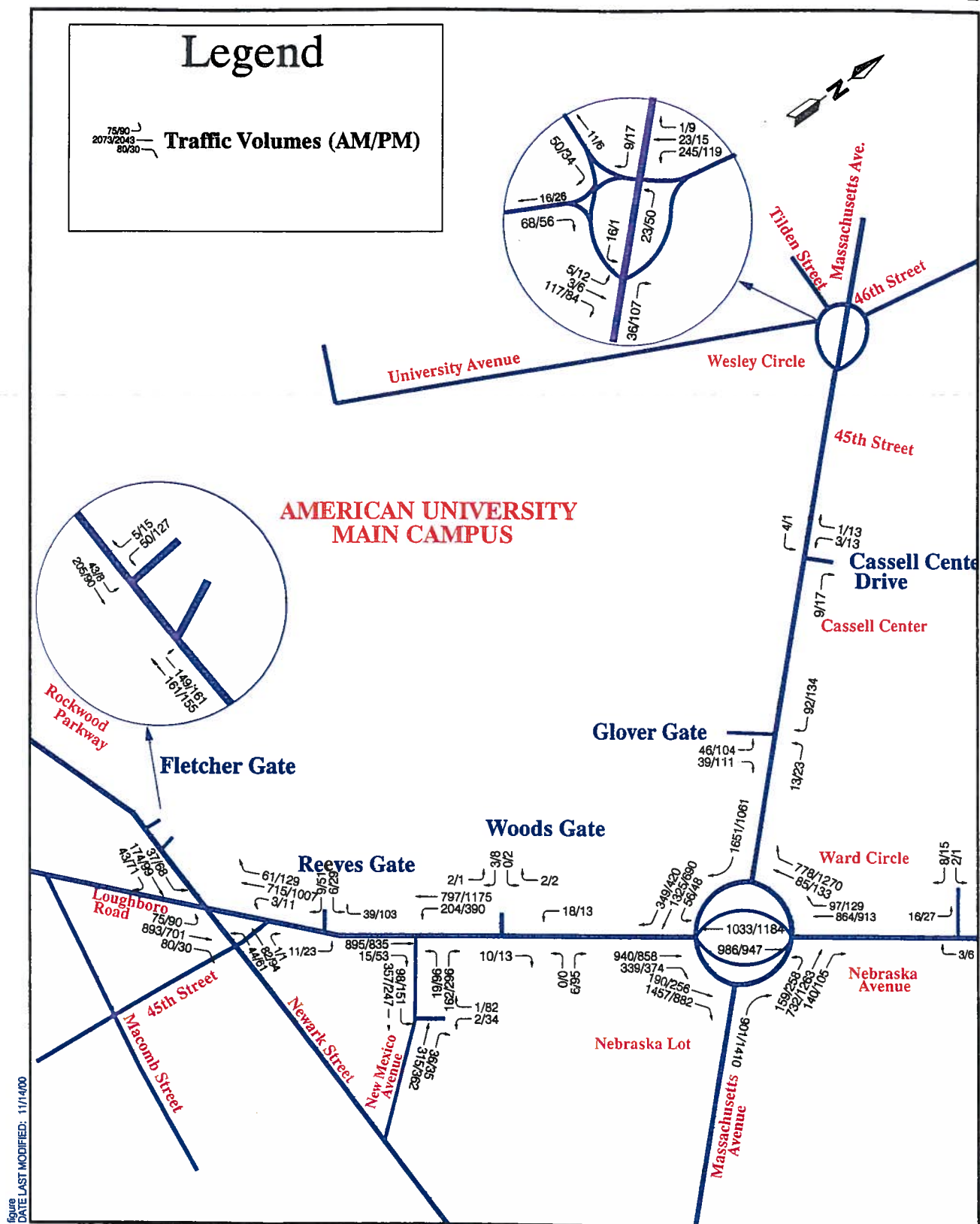
Access is provided to the Tenley Campus via four driveways on Yuma Street (two of these driveways are service entrances), and two driveways on Nebraska Avenue. This site access system is shown schematically in Figure 2b.

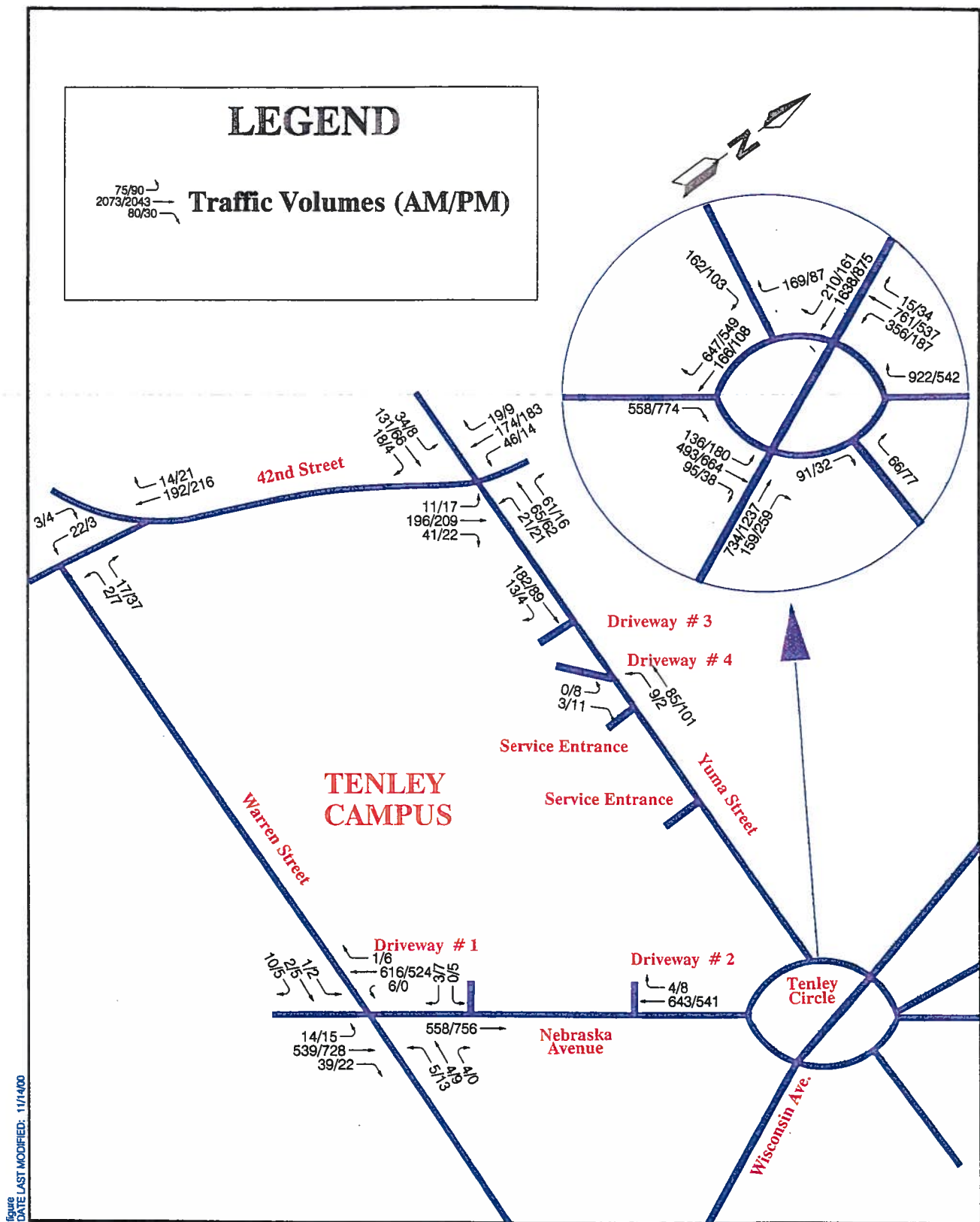
Existing Traffic Conditions

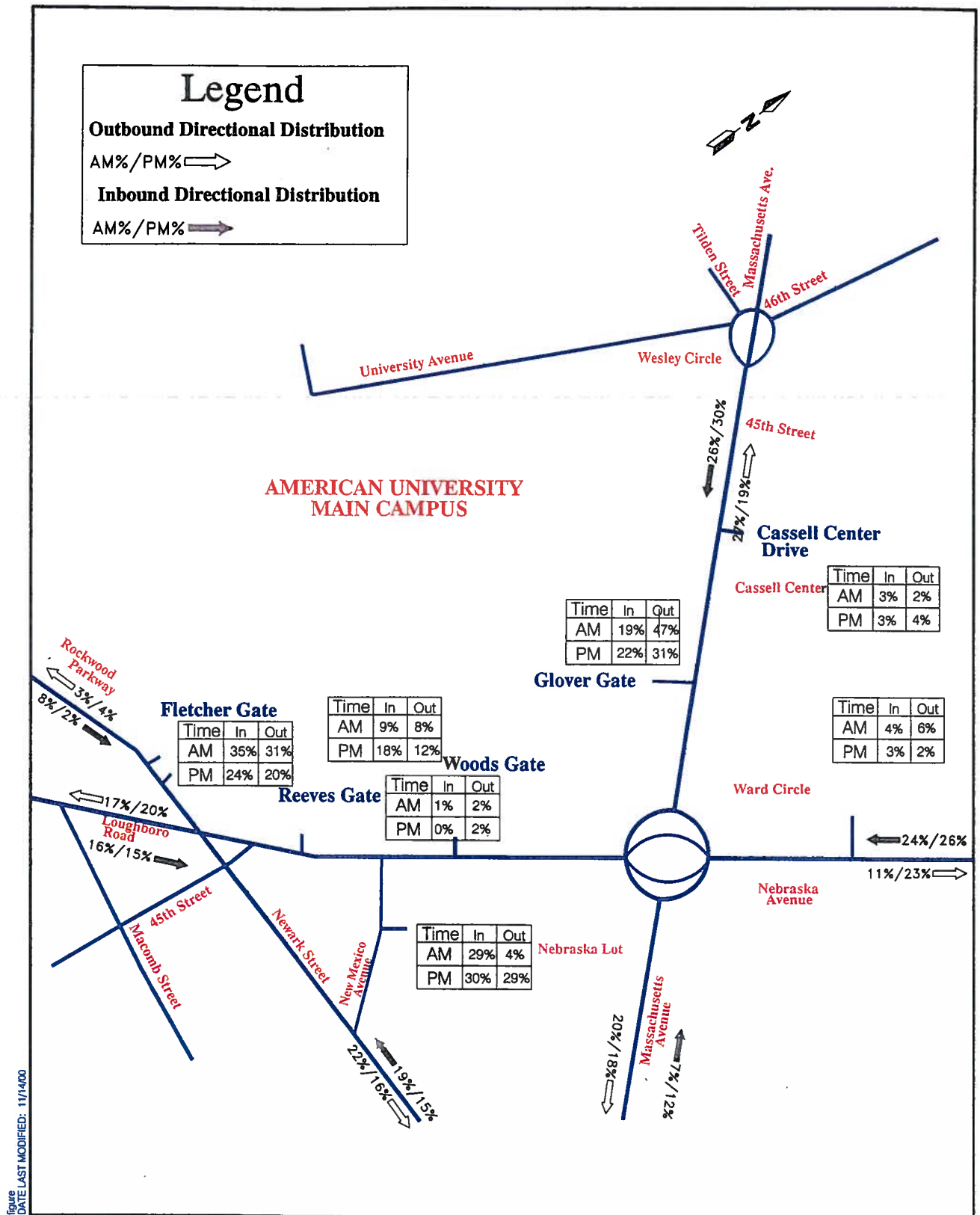
Existing traffic volumes were obtained through manual traffic counts conducted on several school days between October 25, 1999 and December 1, 1999. Traffic counts were conducted from 8:00-10:30 AM and 4:30-6:00 PM on Tuesdays, Wednesdays, and Thursdays. These traffic counts were verified by additional traffic counts that were conducted during September and October 2000. Traffic counts were conducted at the following intersections:

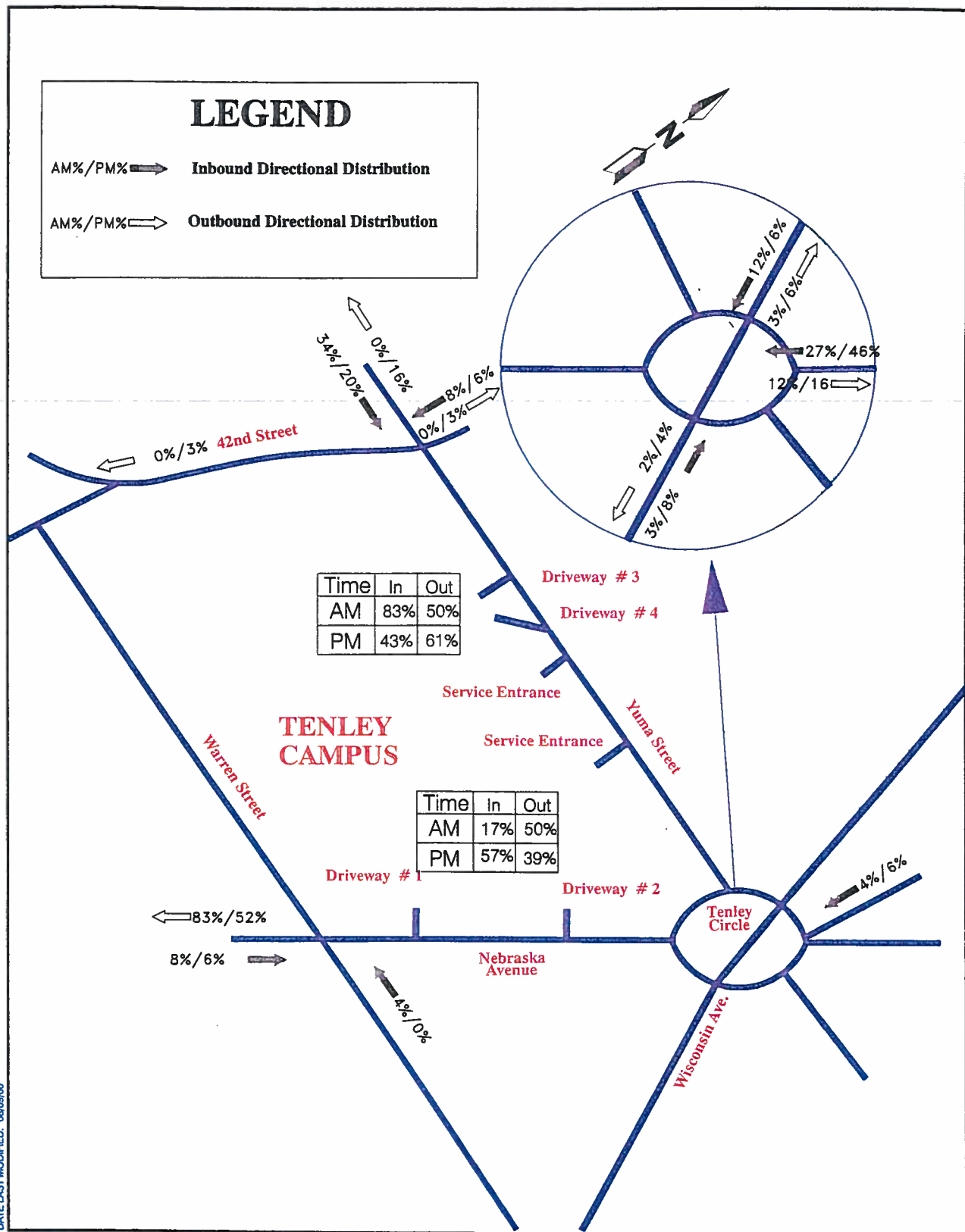
Main Campus

- ◆ Rockwood Parkway/Fletcher Gate driveway
- ◆ Nebraska Avenue/Rockwood Parkway/Newark Street
- ◆ Nebraska Avenue/45th Street
- ◆ Nebraska Avenue/Reeves Gate driveway
- ◆ Nebraska Avenue/New Mexico Avenue
- ◆ New Mexico Avenue/Nebraska Avenue Parking Lot driveway
- ◆ Nebraska Avenue/Woods Gate driveway
- ◆ Nebraska Avenue/Nebraska Avenue Parking Lot driveway
- ◆ Nebraska Avenue/Massachusetts Avenue (Ward Circle)
- ◆ Nebraska Avenue/Nebraska Building parking lot driveway
- ◆ Massachusetts Avenue/Glover Gate
- ◆ Massachusetts Avenue/Cassell Center driveway









Existing Trip Generation

Existing trip generation was calculated by counting existing traffic volumes at each of the University's access locations. The existing trip generation is summarized in Tables 1A and 1B below.

Table 1A
Existing Trip Generation - Main Campus

Access Location	AM Peak		PM Peak	
	In	Out	In	Out
Fletcher Gate	192	55	169	142
Reeves Gate	50	15	126	80
Woods Gate	4	3	3	10
Nebraska Lot - Neb.	28	6	26	95
Nebraska Lot - N.M	134	3	186	116
Nebraska Bldg. Lot	19	10	23	13
Glover Gate	105	85	157	215
Cassell Lot	13	4	18	26
TOTAL	545	181	708	697

As Table 1A indicates, the main campus generates 545 inbound, and 181 outbound AM peak hour trips. This represents 10% of the inbound, and 3% of the outbound AM peak hour area wide traffic volumes. The main campus generates 708 inbound and 697 outbound vehicle trips during the PM peak hour. This represents 14% of the inbound and outbound PM peak hour area wide traffic volumes. NOTE: These percentages were determined by dividing University inbound or outbound traffic by the traffic entering the study area from nodes on Massachusetts Avenue, Nebraska Avenue, New Mexico Avenue, Newark Street, 45th Street, and Rockwood Parkway.

Table 1B
Existing Trip Generation - Tenley Campus

Access Location	AM Peak		PM Peak	
	In	Out	In	Out
Driveway #1	13	0	4	0
Driveway #2	9	3	2	19
Driveway #3	4	0	8	0
Driveway #4	0	3	0	12
TOTAL	26	6	14	31

Table 1B indicates that a very low volume of traffic is generated by the Tenley Campus during the AM and PM peak hours.

Existing Level of Service

Existing traffic conditions were measured through a Level of Service (LOS) analysis of the intersections along the roads which define the Campus Plan study area. The LOS analyses are based on methods outlined by the Transportation Research Board's Special Report 209: Highway Capacity Manual (HCM), 1997. Highway Capacity Software (HCS) version 3.2 was used to perform the analyses.

The LOS measures the overall average delay for a vehicle to travel through the intersection on each approach. Levels of service range from "A" (best) to "F" (worst). A LOS "D" is used as the acceptable LOS by DC DPW. However, in certain downtown locations DC DPW accepts LOS "E" and "F".

The results of a LOS analysis at signalized intersections is calculated for the overall intersection. Results of a LOS analysis at unsignalized intersections is calculated for individual approaches at the intersection. The results of the LOS analysis for the study area intersections near the Main Campus under existing conditions are summarized in Table 2A. The LOS at key intersections adjacent to the main campus is shown graphically on Figure 5. The LOS calculation sheets are included in the Technical Appendix.

Table 2A
Existing Intersection Level of Service - Main Campus

Intersection		Type	Level of Service	
			AM Peak Hour	PM Peak Hour
Rockwood Parkway/ Fletcher Gate driveway	Eastbound, left-turn into Fletcher Gate	unsignalized	A	A
	Fletcher's Gate Approach		B	B
Nebraska Ave./Rockwood Parkway-Newark Street	Overall Intersection	signalized	B	B
Nebraska Avenue/Reeves Gate driveway (<i>right-turn only restriction</i>)	Northbound, left-turn into Reeves Gate	unsignalized	A	B
	Reeves Gate Approach		C	F
Nebraska Avenue/New Mexico Avenue	Overall Intersection	signalized	B	C
New Mexico Avenue/ Nebraska Avenue Lot driveway	Eastbound, left-turn into Neb. Ave. Lot Driveway	unsignalized	A	A
	Nebraska Lot Approach		C	C
Nebraska Ave./Nebraska Avenue Lot driveway	Southbound, left-turn into Neb. Ave. Lot Driveway	unsignalized	B	B
	Overall Driveway Approach onto Neb. Ave.		B	C



Nebraska Avenue/Ward Circle (West)	Overall Intersection	signalized	E	F
Nebraska Ave./Ward Circle (East)	Overall Intersection	signalized	C	C
Nebraska Avenue/Nebraska Building	Left Turn into Nebraska Bldg. Lot	unsignalized	B	B
	Nebraska Bldg. Lot Approach		C	B
Massachusetts Avenue/Glover Gate driveway	Overall Intersection	signalized	A	B
Massachusetts Avenue/Cassell Center driveway	Eastbound, left-turn into C.C. Driveway	unsignalized	A	B
	Cassell Center Driveway Approach		E	F
Massachusetts Ave./Wesley Circle (East)	Northbound, left-turn onto Massachusetts Avenue	unsignalized	F	F
	Eastbound, left-turn onto 46th Street		A	B
Massachusetts Avenue/Wesley Circle (North)	Overall Intersection	signalized	C	B

As Table 2A indicates, the majority of intersections and approaches operate at Levels of Service "C" or better. Wesley Circle (northbound approach during AM peak and eastbound approach during PM peak), a portion of Ward Circle, and the Cassell Center and Reeves Gate driveways currently operate at failing Levels of Service. The failing levels at Ward Circle and Wesley Circle are attributed to the high volume of commuter related traffic volumes along Massachusetts Avenue and Nebraska Avenue near American University's Main Campus. The University makes up only a small percentage of traffic volumes on Nebraska Avenue and Massachusetts Avenue during these time periods. The failing level of service at the Cassell Center driveway and the Reeves Gate driveway only refers to University-related traffic. Through traffic on Nebraska Avenue and Massachusetts Avenue operate at LOS "B" or better in both cases.

The LOS at Cassell Center will improve when the access to this site is modified in conjunction with Katzen Arts Center development (this is reported in greater detail in the Future Conditions section of this report). The failing Reeves Gate driveway will improve in the future when this driveway is eliminated and replaced by a signalized entrance to the campus.

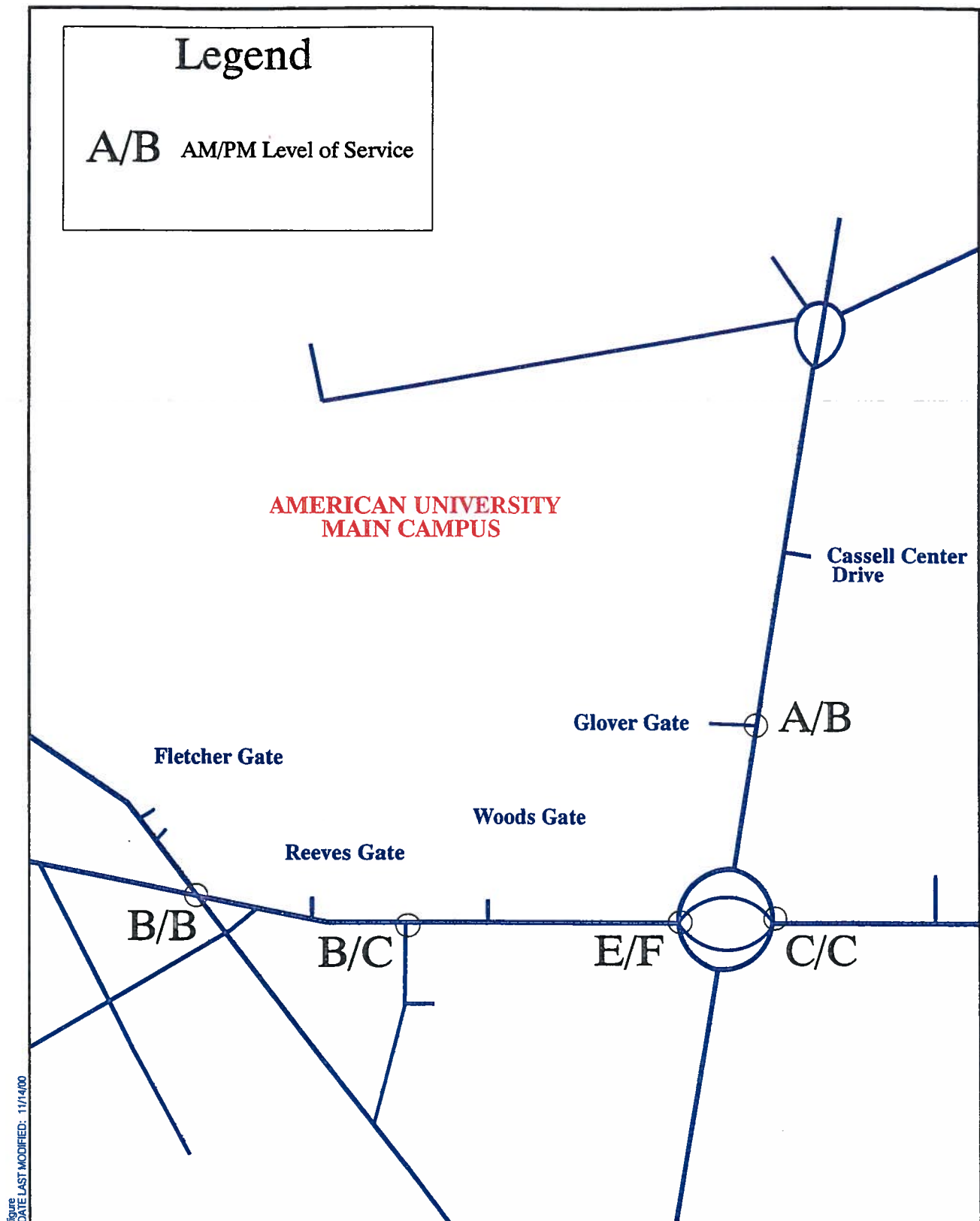


Figure 5
Main Campus
Existing Intersection Levels of Service (AM/PM)

The LOS results from the Tenley Campus are summarized in Table 2B.

Table 2B
Existing Intersection Level of Service - Tenley Campus

Intersection		Type	Level of Service	
			AM Peak Hour	PM Peak Hour
Warren Street/42nd Street	Northbound Approach	unsignalized	A	A
	Westbound Approach		A	A
Nebraska Avenue/Warren Street	Eastbound Approach	unsignalized	C	D
	Westbound Approach		C	E
Nebraska Avenue/Campus Drive	Driveway Approach	unsignalized	B	B
Nebraska Avenue/Tenley Circle	Overall Intersection	signalized	B	D
Tenley Circle/Yuma Street	Eastbound Approach	unsignalized	B	B
Yuma Street/Campus Drive	Driveway Approach	unsignalized	A	A
Yuma Street/42nd Street	Overall Intersection	unsignalized	B	A

As the table indicates, all intersections within the study area currently operate at a LOS "D" or better except the westbound approach for vehicles on Warren Street at the Nebraska Avenue intersection during the PM peak hour.

Existing Public Transportation Options

The Tenleytown-AU Metrorail station is located near the AU Tenley Campus, about a block north of Tenley Circle on Wisconsin Avenue. This Metrorail station provides convenient access to the Tenley Campus and the main campus via the AU shuttle system. In addition, several Washington Metropolitan Area Transit Authority (WMATA) Metrobus routes are located adjacent to both campuses. These Metrobus routes are shown in Figure 6.

A recent questionnaire survey was conducted on campus at the Mary Graydon Center and at the Sports Center, in front of the campus convenience store ("Eagles Nest"). The survey was intended to collect information regarding the transportation mode and route used to travel to/from the American University Main Campus.

The survey was conducted by Gorove/Slade Associates from 9:00 AM-6:00 PM during February 1, 2000 - February 3, 2000. Over 1,000 students, faculty/staff, and visitors were surveyed. The results of the survey are summarized in Table 3 and a sample survey is included in the Technical Appendix.

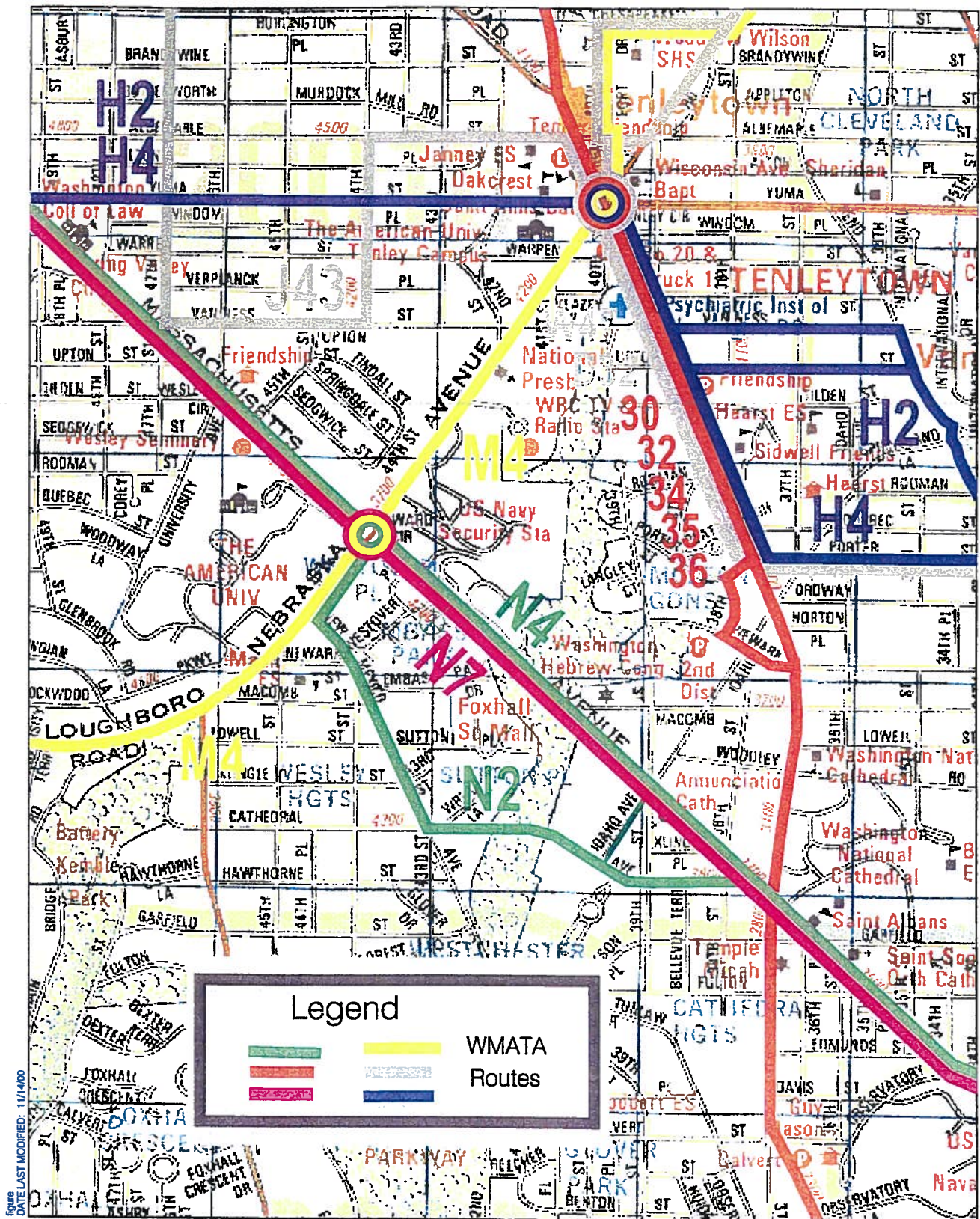


Figure 6
Existing WMATA Bus Routes

Table 3
Transportation Mode Choice Survey Results - Main Campus

	Students	Faculty/Staff	Visitors
Drive/Ride	23%	68%	93%
AU Shuttle	13%	9%	0%
Metrobus	4%	23%	0%
Walk*	60%	< 1%	7%
TOTAL	100%	100%	100%

** The visitors who walk to the Main Campus are people who utilize the University library and exercise facilities, and are not enrolled at the University.*

As Table 3 shows, the majority of the students surveyed arrived to the Main Campus via public transportation or by walking on the days of the survey. (NOTE: Approximately two-thirds of undergraduates live in University housing on-campus. Therefore, the majority of students are able to walk to class.) Only 23% of the AU students surveyed drove or rode to the Main Campus on the days that the survey was administered. More than two-thirds of the surveyed faculty/staff and most of the visitors drove or rode to the Main Campus during the days of the survey.

Although a mode choice survey was not conducted at the Tenley Campus, students enrolled in the programs offered at the Tenley Campus are not allowed to have a vehicle at school. Thus, the vast majority of Tenley Campus students must arrive by Metrorail, Metrobus, University shuttle, or walking.

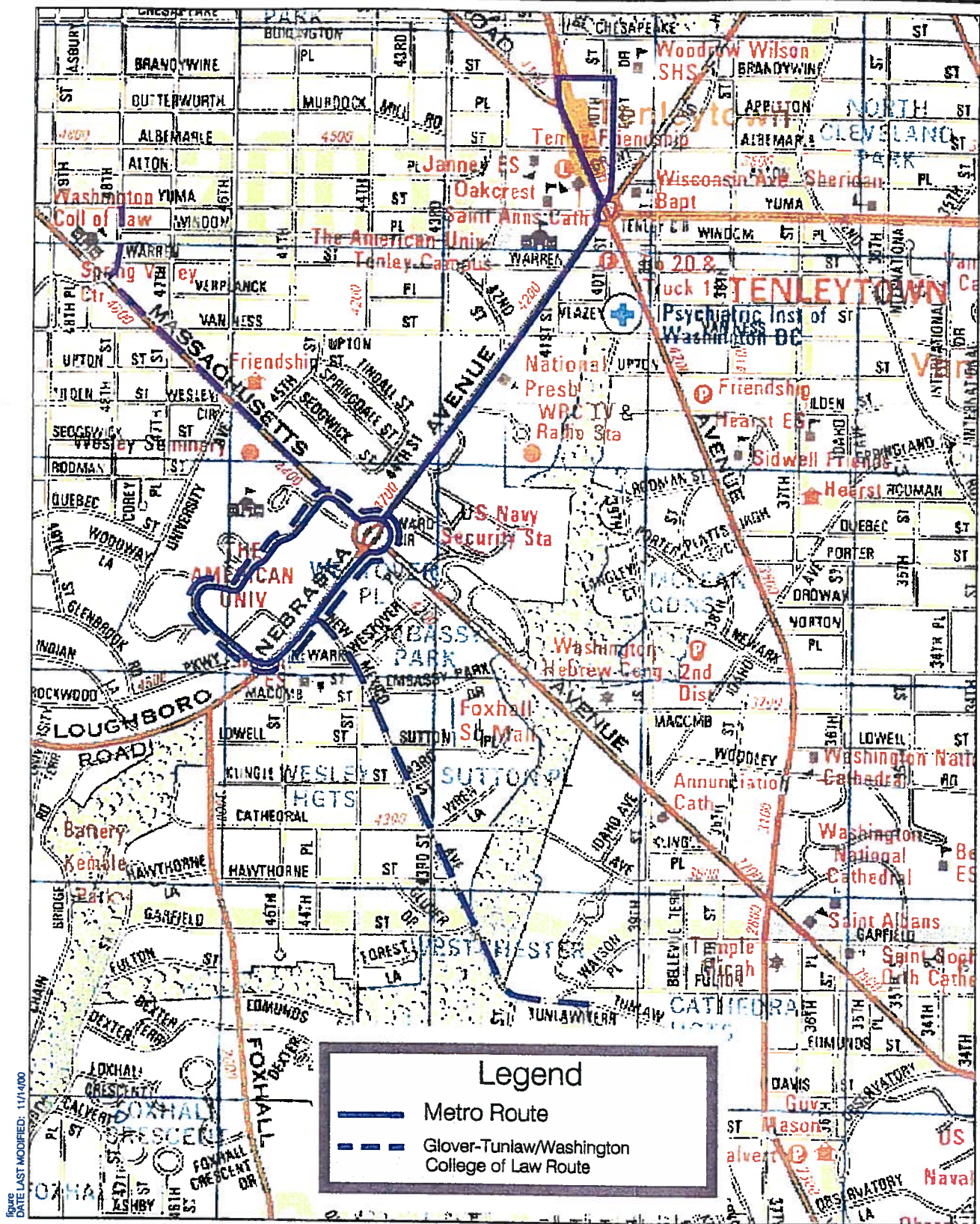
Existing Shuttle Bus Operation

The University operates six shuttle buses that travel on two different routes and are scheduled 10 to 30 minutes apart, depending upon the time of day and day of the week. Figure 7 illustrates the following two routes:

- "Metro Route" - This route has the following stops: Main Campus, Tenley Campus, Brandywine Building (by request only), AU-Tenleytown Metro Stop, Nebraska Hall.
- "Glover/Washington College of Law Route" - This route has the following stops: Main Campus, Glover Building, Nebraska Parking Lot, Washington College of Law

The hours of operation are:

- Monday through Thursday, 7:00 AM-12:30 AM
- Friday, 7:00 AM-1:30 AM
- Saturday, 8:00 AM-1:30 AM
- Sunday, 8:00 AM-1:00 AM



The American University shuttle has been a very successful part of a University-wide effort to reduce the use of private automobiles to the University, and provide for the mobility needs of its students and faculty/staff. Annual shuttle ridership has been steadily increasing from an annual ridership of approximately 910,000 riders in 1995 to approximately 1.2 million annual riders in 1998 (the last year of complete ridership data). Shuttle ridership figures are displayed in the Technical Appendix.

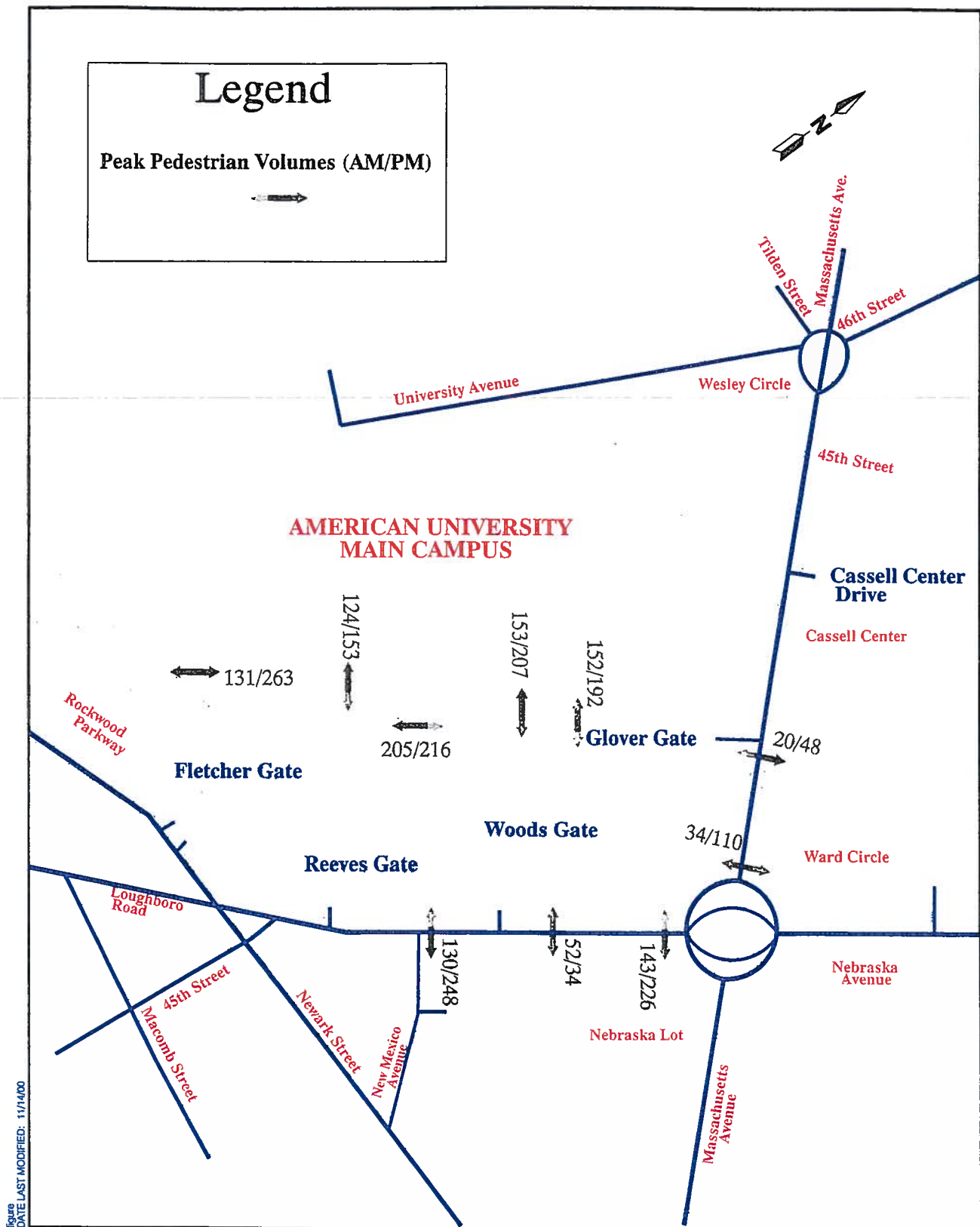
Existing Pedestrian Activity

Pedestrian activity occurs throughout the campus in interior pedestrian circulation areas, along campus walkways and at pedestrian street crossings, which cross the Main Campus's internal circulation roads. Pedestrian activity also occurs on public sidewalks located along the edge of the Main and Tenley Campuses, on both sides of Nebraska Avenue, Massachusetts Avenue, Tenley Circle, Ward Circle, and at street crossings across Nebraska Avenue, Massachusetts Avenue, Warren Street, and Yuma Street.

The higher volumes of University-related pedestrian activity occur near major pedestrian generators on the Main Campus, such as the Ward Circle Building, the Mary Graydon Center, the Bender Sports Arena, and the Anderson and Letts Dormitories. Another major on-campus (Main Campus) pedestrian area is the Friedheim Quadrangle, which extends from Bender Library to the Kay Building. The primary intersections and street crossing areas where pedestrian activity occurs, and the peak hour pedestrian volumes are shown in Figure 8.

Some pedestrians cross Nebraska Avenue at mid-block locations between the Nebraska Avenue/New Mexico Avenue and Nebraska Avenue/Ward Circle intersections. Most pedestrians who crossed Nebraska Avenue at mid-block locations were University-related pedestrians who parked in the Nebraska lot and crossed to the University's main campus and vice-versa. These crossings are limited to the Nebraska lot driveway location where there is a break in the Nebraska lot perimeter fence.

A small percentage of pedestrians who crossed Nebraska Avenue at mid-block locations were AU shuttle riders, and WMATA bus riders (both University and non-University riders) who crossed Nebraska Avenue after leaving or while approaching one of the mid-block bus stops (see Figure 2a for bus stop locations). The remaining pedestrians (both University and non-University-related) decided to cross while walking along Nebraska Avenue because there were brief breaks in the traffic. Though there were some pedestrians observed walking along Nebraska Avenue and crossing through breaks in the traffic/queued vehicles, these pedestrians made up a very small percentage of the total number of pedestrians observed crossing Nebraska Avenue.



Existing Parking Conditions

Parking Inventory

As of August 2000, AU had an inventory of 2,523 usable off-street parking spaces within the Campus Plan (Main Campus and Tenley Campus) boundaries. In addition, 30 spaces were not in use due to the temporary munition excavation project being conducted by the Army Corps of Engineers on the south-side of the Main Campus. A detailed inventory and the location of each of the parking facilities is located in the Technical Appendix.

Parking Occupancy

In November, 1999, parking occupancy surveys were conducted at each of the off-street parking locations on campus. Parking occupancy surveys were performed to identify the existing utilization of on-campus parking spaces throughout the course of a typical academic week. The survey was conducted for five weekdays (November 15, 1999 - November 19, 1999) while classes were in session. The results of the survey are included in the Technical Appendix to this report.

The results indicated a peak parking demand of 2,048 spaces on Monday November 15, 1999 at 1:00 PM when approximately 81% of the usable spaces were occupied (service vehicles & shuttle buses are not included in this occupancy). The results of this survey indicate that the supply of off-street parking spaces located within the campus boundaries was more than adequate to meet the existing peak demand. (NOTE: Parking facilities are designed to function at 85%-95% capacity to allow for easy location of vacant spaces, and to accommodate a demand which may occasionally exceed the expected peak demand.

Existing Loading Facilities

Except for specialized items and products, most materials delivered to the University are through direct delivery by vendors and bulk orders which are delivered to the University unloading dock at the Letts Building on the Main Campus. Exceptions include computer deliveries, which are made directly to individual departments; bookstore and food service items, which are received at the Sports Center and Mary Graydon Center; and library books, which are delivered directly to the Bender Library. Each of these loading facilities is pictured in Figure 9.

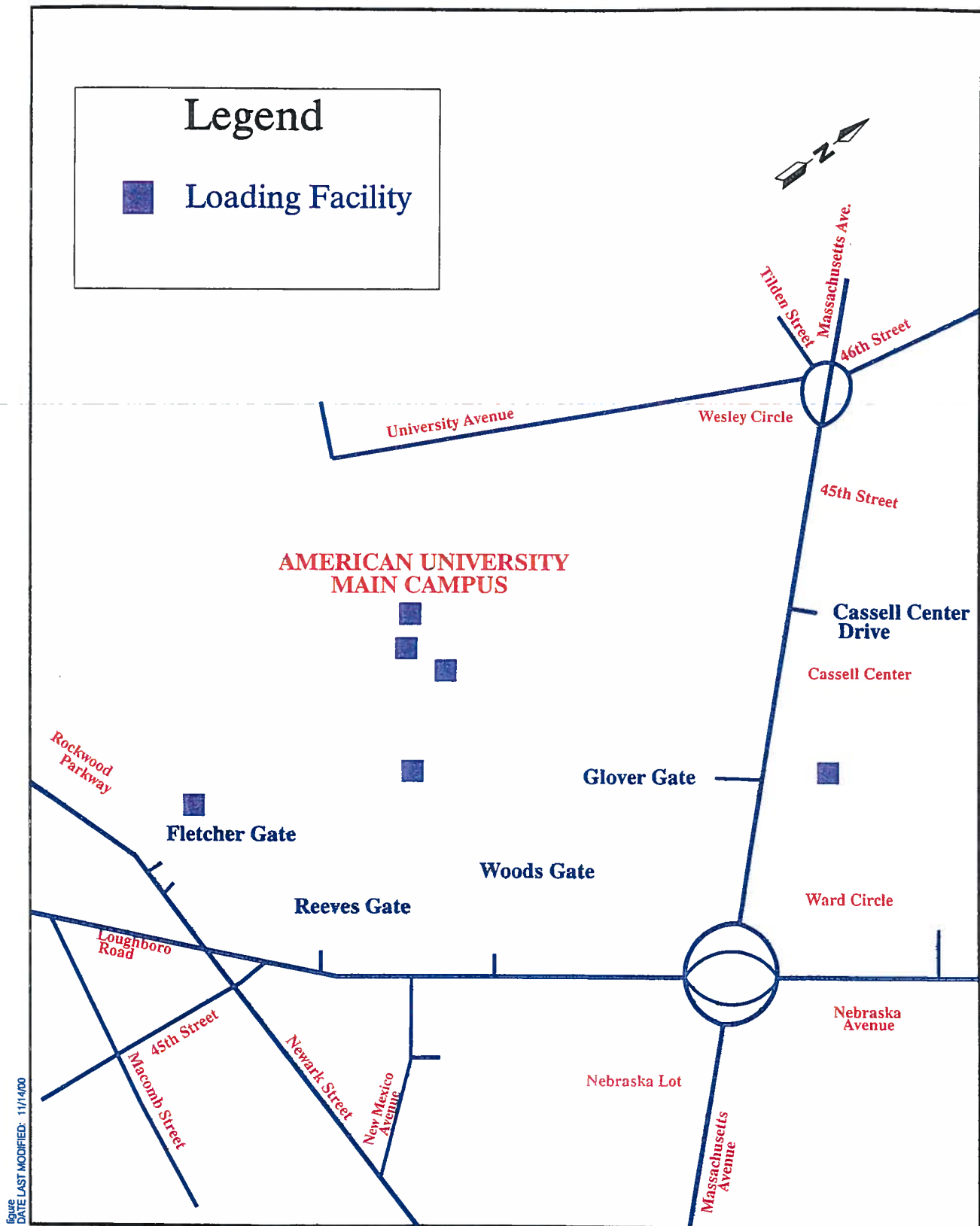


Figure 9
Main Campus
Existing Loading Facilities

CAMPUS PLAN DEVELOPMENT CONDITIONS

Analysis of *Campus Plan Development Conditions* includes an assessment of future traffic and parking conditions for the years 2005 and 2010. The Year 2005 analysis includes an assessment of key intersections within the main campus study area assuming specific projects will be developed, particularly the Katzen Arts Center. The Year 2005 analysis also assumes a linear increase in student and staff population.

The 2010 scenario includes an analysis assuming the full buildout potential of the 2000 Campus Plan, including an increase in staff to 2,200, an increase in students to 9,800, and an increase in the off-street parking inventory to 2,959.

The primary transportation and parking related objectives of this Campus Plan are:

- ◆ Minimize pedestrian/vehicular conflicts
- ◆ Minimize impacts to surrounding community
- ◆ Enhance the existing internal circulation system to improve internal flow
- ◆ Improve access to the University
- ◆ Enhance the existing Transportation Management Plan to minimize the traffic demand on campus, and maximize the effective use of available parking on campus

Specific development projects that are planned to meet these objectives include:

- ◆ Fletcher Gate realignment to Nebraska Avenue/Newark Street intersection
- ◆ Sports Center Tunnel closure (discussed in greater detail in the Campus Plan)
- ◆ Parking space reallocation which will include eliminating parking spaces on the internal circulation road and providing parking spaces in two proposed garages

Traffic-related improvements that are recommended as part of this study include:

- ◆ Adding an additional left-turn lane on Nebraska Avenue for motorists turning onto New Mexico Avenue and into the proposed University entrance across the street. This improvement would be needed in conjunction with the Lots D & E garages.
- ◆ A split-phase traffic signal at the Glover Gate/Katzen Arts Center intersection on Massachusetts Avenue.

These changes are accounted for in the analysis of the future Campus Plan traffic conditions.

Campus Plan Growth Rates

Existing and future University population projections are summarized in Table 4. As the table indicates the student enrollment could potentially increase from 8,047 "full-time equivalencies" to 9,800, and the faculty/staff population could potentially increase from 1,541 to 2,200 with the full build-out and full potential growth allowed in the 2000 Campus Plan. (NOTE: Faculty/staff and student population caps will remain the same as reported in the 1989 Campus Plan). Although the University currently does not anticipate growth in faculty/staff or student population which would reach the two respective population caps, this study assumes the growth

of both faculty/staff and student populations to their caps in order to produce conservative traffic/parking study results. This results in an overall population growth rate of 25%. The 2005 population projections were determined by assuming a linear growth throughout the life of the plan.

Table 4
Population Projections

	Existing	2005	2010	Growth Rate (from existing to 2010)
Students	8,047	8,924	9,800	22%
Faculty/Staff	1,541	1,871	2,200	43%
Total	9,588	10,795	12,000	25%

Future Site Access

In the future, motorists will continue to access the campus via entrances at Glover Gate, Fletcher's Gate, Nebraska Building Lot, and Nebraska Avenue Lot on the main campus. By the year 2005, access to the proposed Katzen Arts Center (formerly the Cassell Center) will be provided via a new driveway located directly across Glover Gate. The driveway that currently provides access to the Cassell Center will be used as a service entrance and for special events. By 2010, the Woods Gate and Reeves Gate may be eliminated and replaced with a driveway that aligns directly across from New Mexico Avenue. It should be noted that although the Campus Plan proposes relocating many of the parking spaces closer to the periphery of the campus, the access points to these facilities will still be accessed through internal points of access.

Access to the Tenley Campus may change by the year 2010. The existing access system will be replaced such that vehicles will enter the campus via a driveway on Warren Street, and exit the campus via one of two driveways on Yuma Street. The service entrances for the Tenley Campus will remain on Yuma Street. (NOTE: This proposed access system may be modified during the design process for the proposed parking facility.)

Future Traffic Distribution

A future directional distribution for motorists approaching both University campuses was determined based on the existing directional distribution pictured in Figures 4a and 4b. This directional distribution was modified to account for anticipated changes in traffic patterns due to the reallocation of Main Campus and Tenley Campus parking spaces. The future directional distribution is illustrated in Figure 10 for Year 2005, and Figures 11a and 11b for Year 2010.

Future Trip Generation

Future University site-related traffic volumes were projected by increasing the existing trip generation volumes (see Tables 1A & 1B) by 12.5% for Year 2005, and 25% for Year 2010. These future volumes were then distributed throughout the roadway network using the directional distribution illustrated in Figures 10, 11a, and 11b. The future site volumes for Year 2005 are shown in Figure 12. The future site volumes for Year 2010 are summarized in Tables 5a and 5b and are shown in Figures 13a and 13b.

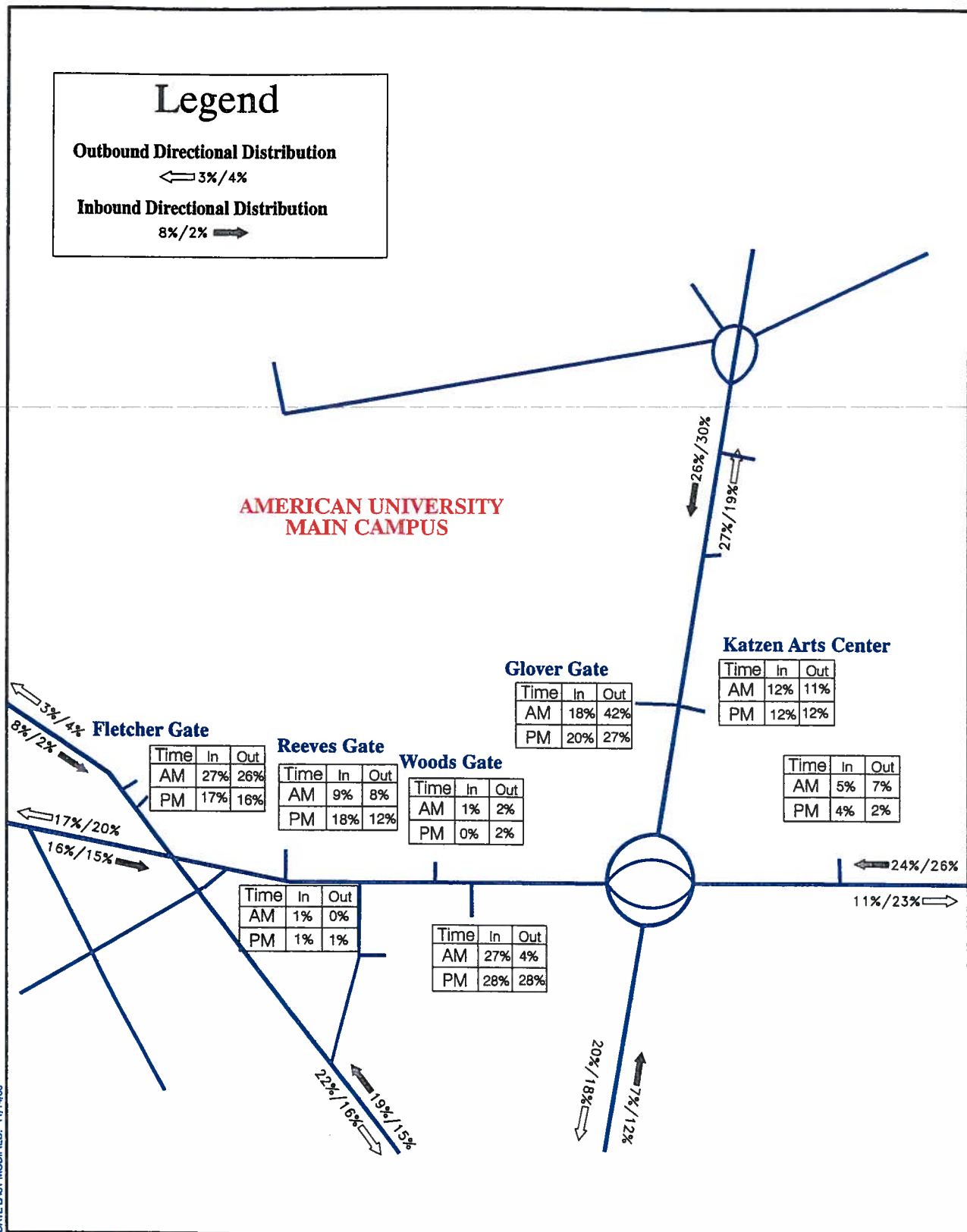
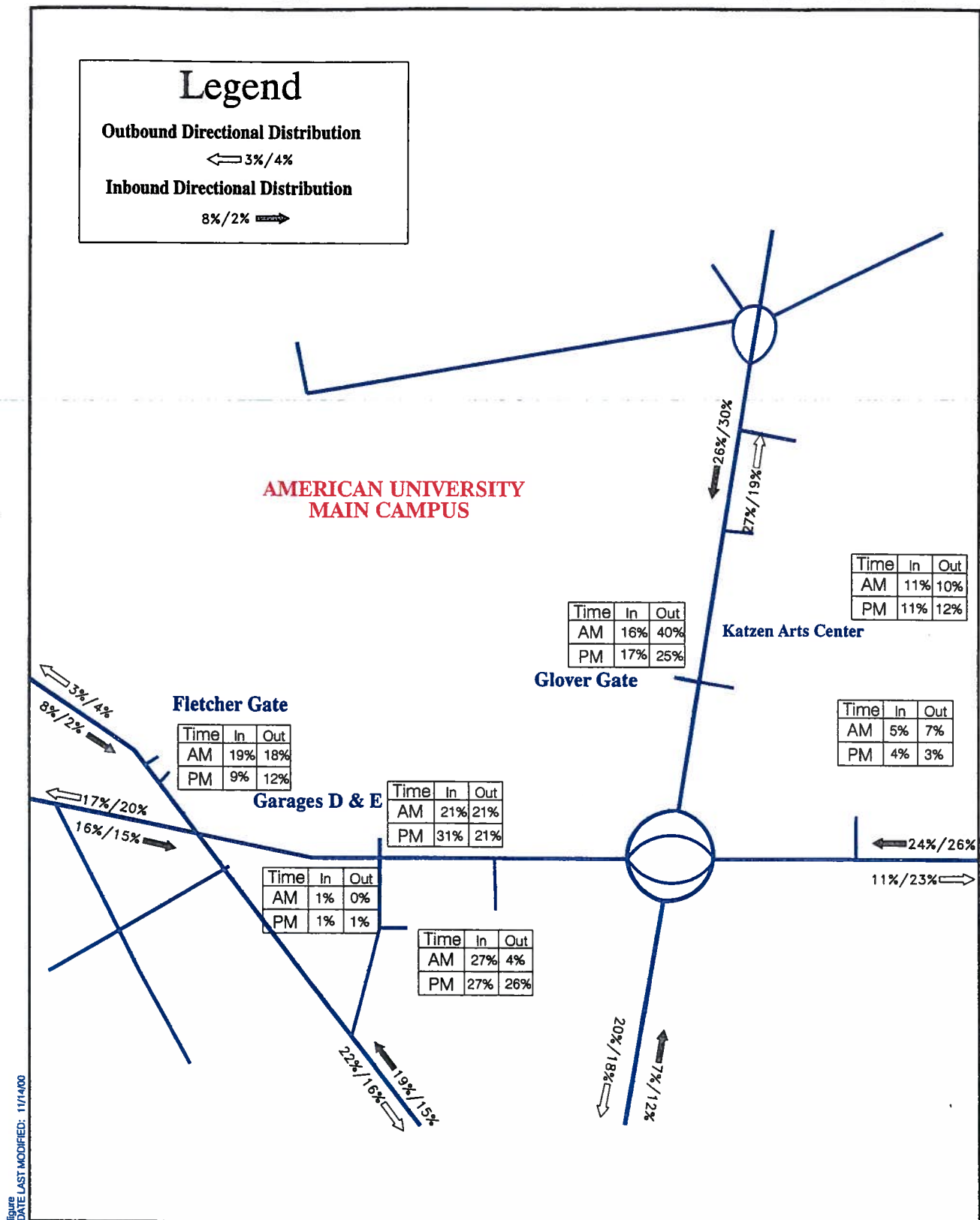
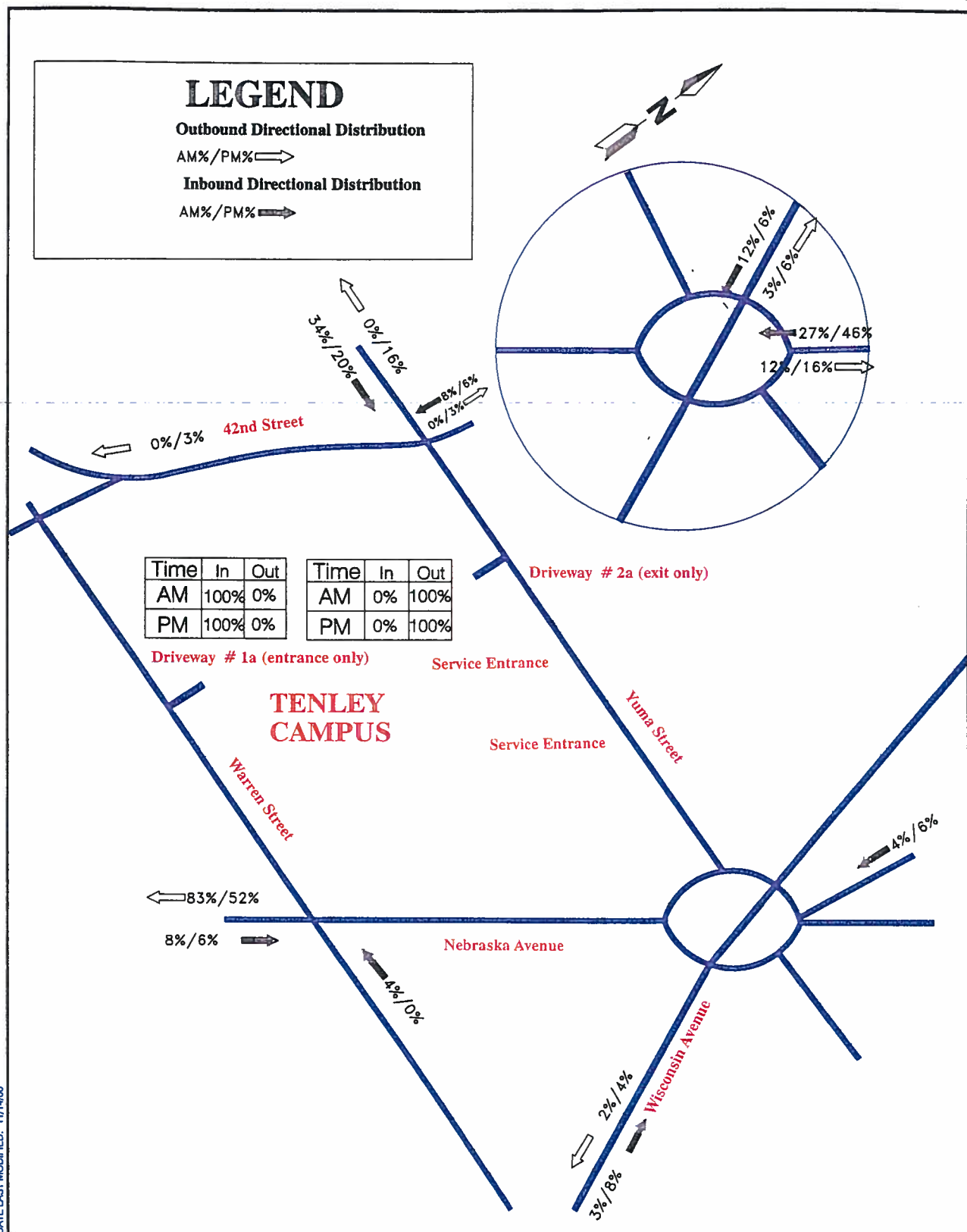


Figure 10
Main Campus
Total Future (2005) AM/PM Directional Distribution





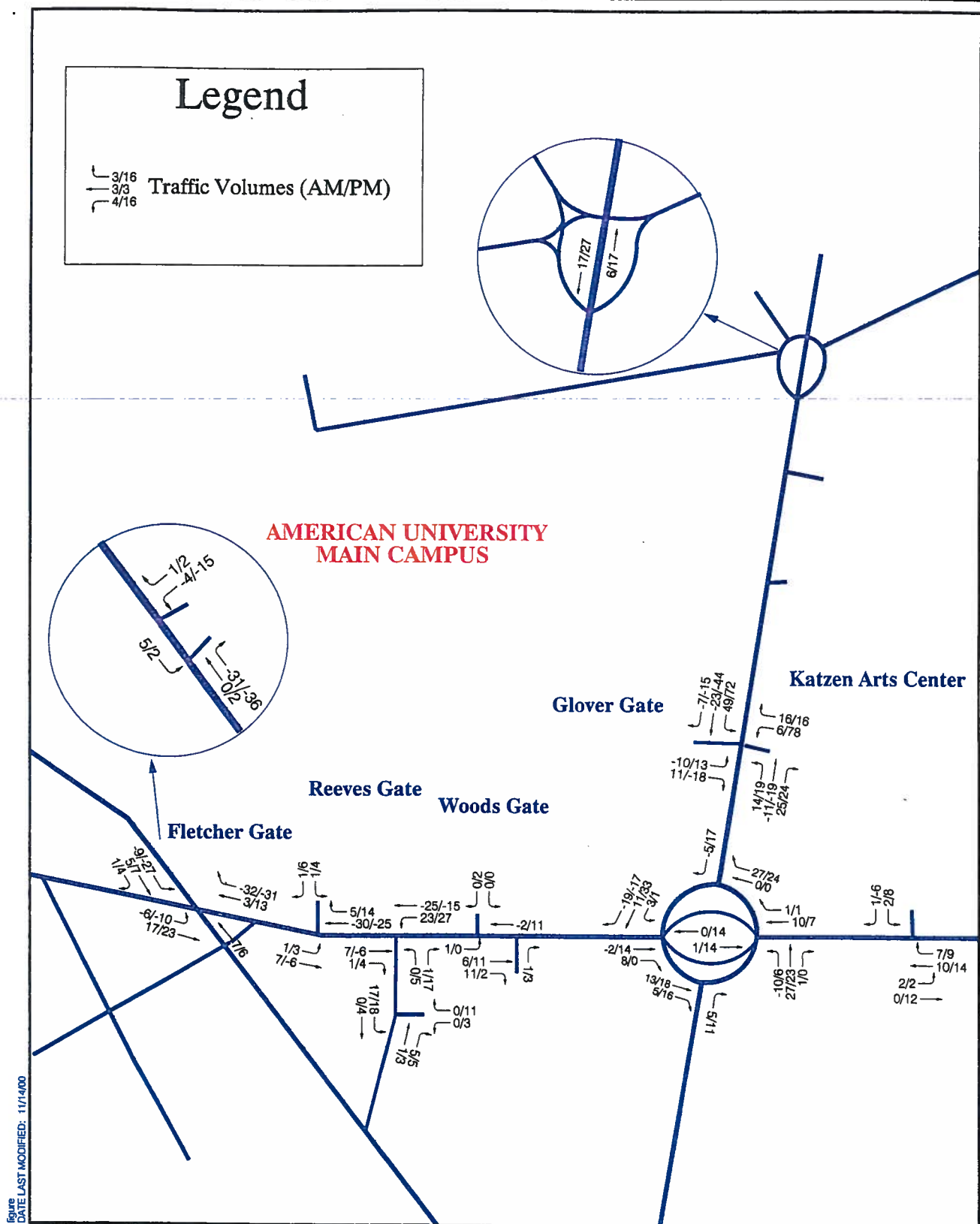


Figure 12
Main Campus
Future 2005 AM/PM Peak Hour Site Volumes

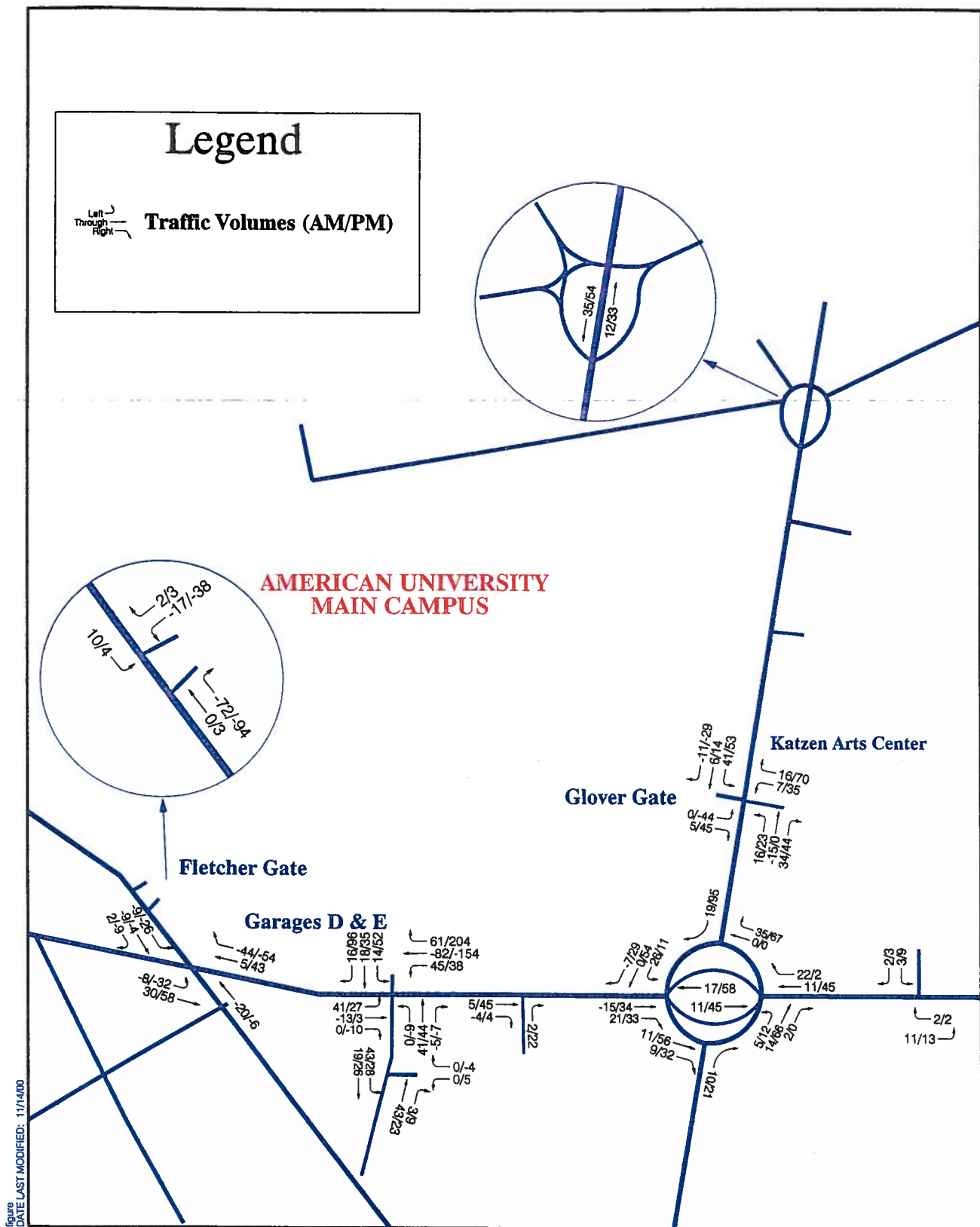
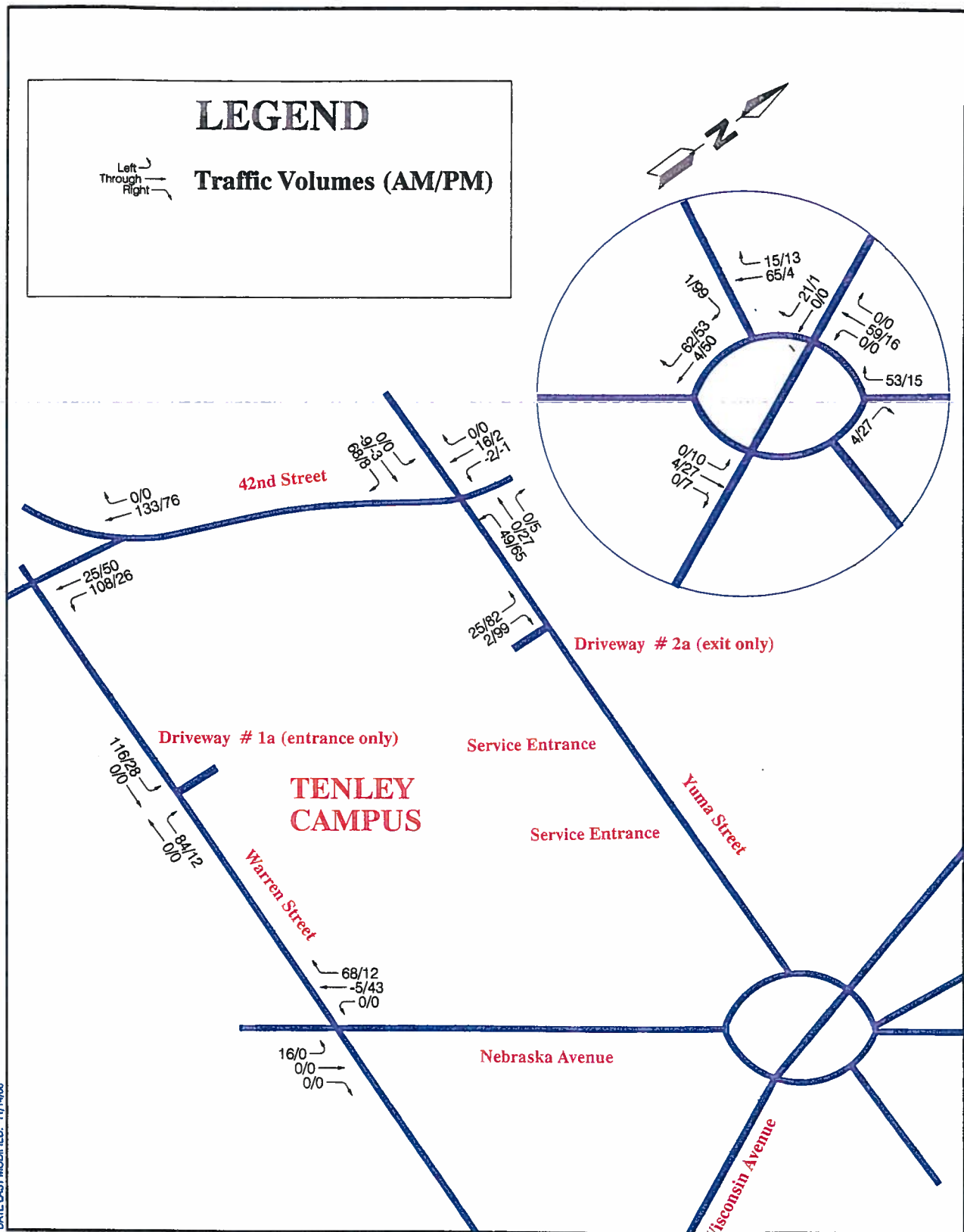


Figure 13a
Main Campus
Future 2010 AM/PM Peak Hour Site Volumes



Negative traffic volumes shown on Figures 12, 13a, and 13b indicate that AU site-related traffic will decrease at that location. This is due to the reallocation of parking spaces on campus and thus a redistribution of traffic volumes throughout the roadway network.

Table 5a
Year 2010 Trip Generation - Main Campus

Access Location	AM Commuter Peak		PM Peak	
	In	Out	In	Out
Fletcher Gate	131	39	79	107
Lots D & E	143	48	275	183
Nebraska Lot - N.M.	181	7	223	117
Nebraska Lot - Neb.	6	3	17	118
Nebraska Bldg. Lot	31	15	37	25
Methodist Church	7	0	9	0
Glover Gate	110	90	152	216
Katzen Lot service drive*	0	0	0	0
Katzen Lot drive	75	23	97	105
TOTAL	684	225	889	871

* The primary access/egress to the new Katzen Arts Center (former Cassell Center) will be across from the Glover Gate intersection. This drive will be located at the existing Cassell drive, and will be used primarily by service traffic during non-peak hours. During special events, the drive may function as an exit/entrance with left-turn restrictions.

Table 5a shows the future trip generation during the PM peak hour from 5:00-6:00 PM. Fletcher Gate and Glover Gate both exhibit reduced traffic volumes entering and leaving the Main Campus, due to the parking reallocation from the campus interior to the campus perimeter (see "Future Traffic Volumes").

Table 5b summarizes the Tenley Campus trip generation. These numbers represent extremely conservative projections of future traffic volumes near the Tenley Campus.

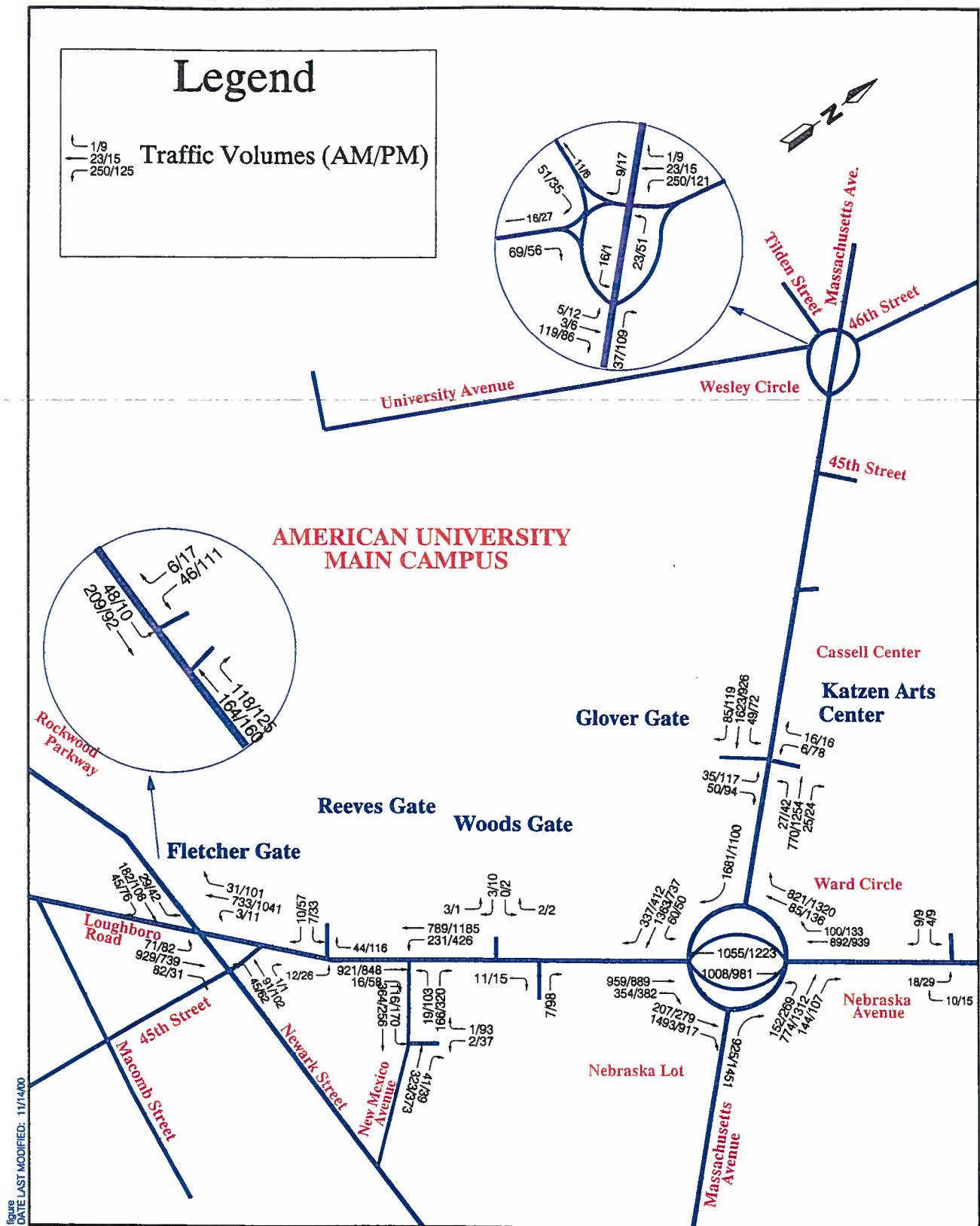
Figure 5b
Year 2010 Trip Generation - Tenley Campus

Access Location	AM Commuter Peak		PM Peak	
	In	Out	In	Out
Driveway #1	200	0	40	0
Driveway #2	0	30	0	200

Future Traffic Projections

A comparison of Average Daily Traffic Volumes (see Table 6) on Nebraska Avenue and Massachusetts Avenue indicates that traffic volumes have not increased in the vicinity of the

main campus over the past ten years. However, in order to estimate conservatively high traffic volumes, a background growth rate of 2% for Year 2005 and 4% for Year 2010 years (0.4% annual increase) was applied to traffic volumes on Nebraska Avenue and Massachusetts Avenue to account for an increase in general citywide traffic volumes in the future. (NOTE: The 0.4% growth rate was obtained from the December 24, 1998 HNTB, "Transportation Technical Memorandum: Existing Conditions and Future Projections", based on the fact that the AU Main Campus and Tenley Campus are both located in relatively mature neighborhoods within the District which are unlikely to experience any significant new growth.) These volumes were then added to site volumes (Figures 12, 13a, and 13b) to produce total future traffic volumes. Total future peak traffic volumes are shown in Figures 14, 15a, and 15b.



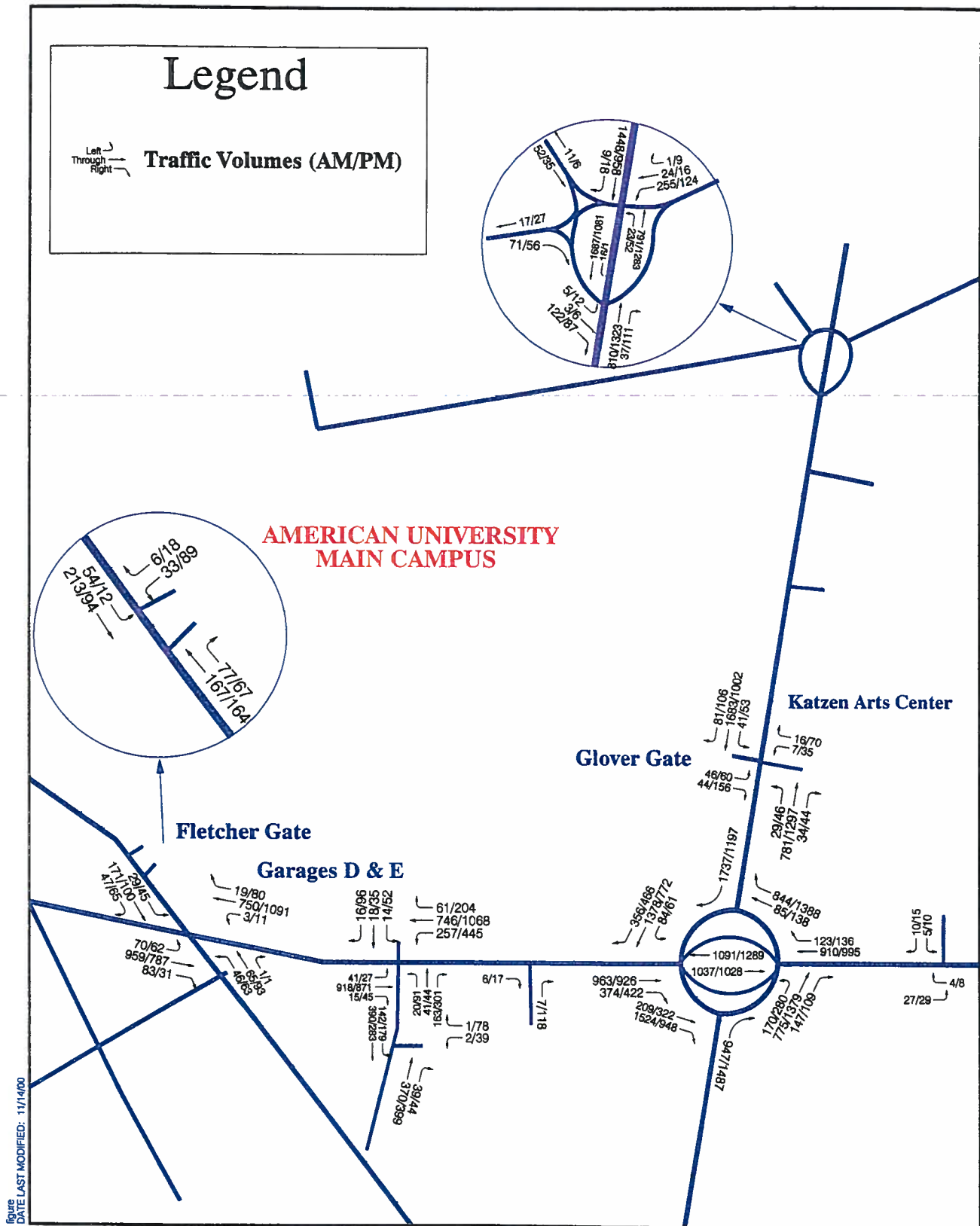


Figure 15a
Main Campus
Total Future 2010 AM/PM Peak Hour Traffic Volumes

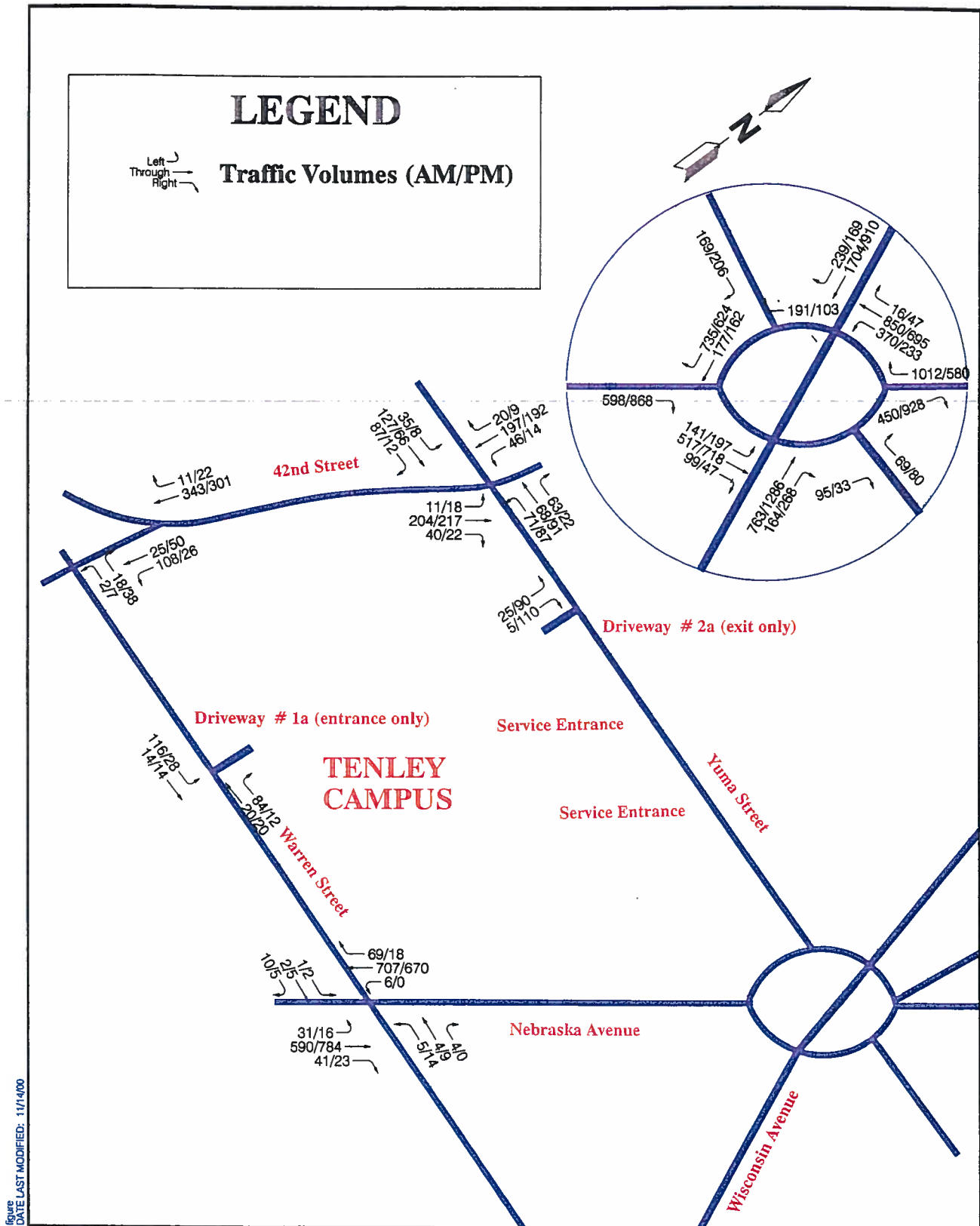


Figure 15b
Tenley Campus
Total Future 2010 AM/PM Peak Hour Traffic Volumes

Table 6
Average Daily Traffic Volumes

	1990	1993	1996
Massachusetts Avenue	27,500	28,000	27,000
Nebraska Avenue	34,500	34,400	34,500

Average Daily Traffic Volumes obtained from DC DPW

Two general trends in the future traffic reallocation are:

- There is a shift in traffic currently utilizing the Fletcher Gate to access parking facilities on the southside of the Main Campus, to the proposed parking garages located at the Nebraska Avenue/New Mexico Avenue intersection (Lots D & E)
- There is a shift in traffic currently utilizing Glover Gate to access parking facilities on the northside of the Main Campus, to the Katzen Arts Center Garage located on the other side of the Massachusetts Avenue/Glover Gate intersection.

Future Level of Service

Future traffic conditions were measured through a Level of Service (LOS) analysis of the intersections along the roads which define the Campus Plan study area. The LOS analyses were performed to determine the future LOS for the AM and PM peak hours at each of the future study intersections, with future projected peak hour traffic volumes. Existing signal timings and future lane configurations were used in the future condition LOS analyses. The results of the LOS analysis for the future study area intersections near the Main Campus under future conditions are summarized in Table 7, 8a, and 8b.

Table 7
Year 2005 Future Intersection Level of Service - Main Campus

Intersection		Type	Level of Service	
			AM Peak Hour	PM Peak Hour
Nebraska Ave./Rockwood Parkway-Newark Street	Overall Intersection	signalized	B	B
Nebraska Avenue/New Mexico Avenue	Overall Intersection	signalized	B	C
Nebraska Ave./Ward Circle Nebraska Avenue/Ward Circle (West)	Overall Intersection	signalized	E	F

Nebraska Ave./Ward Circle(East)	Overall Intersection	signalized	C	C
Massachusetts Avenue/Glover Gate driveway	Overall Intersection	signalized	A	B

As Table 7 indicates, all intersections and approaches continue to operate at the same Level of Service in the year 2005 (after the development of the Katzen Arts Center) as in Existing Conditions (see Table 2A). The failing level of service at the Cassell Center driveway will be eliminated after the planned development of the Katzen Arts Center will result in a modified access system onto this site. The results of the analysis indicate that the Glover Gate intersection will operate at LOS "A" and "B" even if left-turn are allowed into the University. However, allowing left-turns into the campus will essentially reduce Massachusetts Avenue to one through lane at this location. This being the case, it may be necessary to operate the Glover Gate intersection with a protected left-turn phase or a split-phase so that vehicles can turn left without yielding to opposing traffic and so that both lanes can be fully utilized as through lanes.

Ward Circle will continue to operate at failing levels of service in the future. This is due to the high volume of commuter traffic that travels on Nebraska Avenue and Massachusetts Avenue during the peak hours.

Table 8A
Year 2010 Future Intersection Level of Service - Main Campus

Intersection		Type	Level of Service	
			AM Peak Hour	PM Peak Hour
Rockwood Parkway/ Fletcher Gate driveway	Eastbound, left-turn into Fletcher Gate	unsignalized	A	A
	Fletcher's Gate Approach		B	B
Nebraska Ave./Rockwood Parkway-Newark Street	Overall Intersection	signalized	B	B
Nebraska Avenue/New Mexico Avenue	Overall Intersection	signalized	B	B
New Mexico Avenue/ Nebraska Avenue Lot driveway	Eastbound, left-turn into Neb. Ave. Lot Driveway	unsignalized	A	A
	Nebraska Lot Approach		C	C
Nebraska Ave./Nebraska Avenue Lot driveway	Southbound, left-turn into Neb. Ave. Lot Driveway	unsignalized	B	B
	Overall Driveway Approach onto Neb. Ave.		C	C



Nebraska Avenue/Ward Circle (West)	Overall Intersection	signalized	E	F
Nebraska Ave./Ward Circle (East)	Overall Intersection	signalized	C	C
Nebraska Avenue/Nebraska Building	Left Turn into Nebraska Bldg. Lot	unsignalized	B	B
	Nebraska Bldg. Lot Approach		C	C
Massachusetts Avenue/Glover Gate driveway	Overall Intersection	signalized	A	B
Massachusetts Ave./Wesley Circle (East)	Northbound, left-turn onto Massachusetts Avenue	unsignalized	F	F
	Eastbound, left-turn onto 46th Street		A	B
Massachusetts Avenue/Wesley Circle (North)	Overall Intersection	signalized	C	B

Table 8A indicates the following changes from Existing Conditions (Table 2A):

- ♦ The Nebraska Avenue/New Mexico Avenue intersection is expected to improve from a LOS "C" to a LOS "B" during the PM peak hour. This improvement will occur because of the proposed left-turn lane onto New Mexico Avenue and into the proposed University entrance.
- ♦ The Nebraska Avenue Lot Driveway, and the Nebraska Avenue Building Driveway approaches will go from a LOS "B" to a LOS "C" during the AM peak hour as through traffic on Nebraska Avenue may increase. This will not affect the Level of Service for through traffic on Nebraska Avenue passing by these intersections.

Table 8B
Year 2010 Intersection Level of Service - Tenley Campus

Intersection		Type	Level of Service	
			AM Peak Hour	PM Peak Hour
Warren Street/42nd Street	Northbound Approach	unsignalized	A	A
	Westbound Approach		A	B
Nebraska Avenue/Warren Street	Eastbound Approach	unsignalized	D	D
	Westbound Approach		C	E

Nebraska Avenue/Tenley Circle	Overall Intersection	signalized	B	D
Tenley Circle/Yuma Street	Eastbound Approach	unsignalized	C	B
Yuma Street/Campus Drive	Driveway Approach	unsignalized	B	B
Yuma Street/42nd Street	Overall Intersection	unsignalized	B	B

As Table 8b indicates, all of the intersections adjacent to the Tenley Campus continue to operate at Levels of Service "D" or better. Approaches at the Warren Street/42nd Street, Yuma Street/42nd Street, and Campus Driveway/Yuma Street intersections go from LOS "A" to LOS "B". The Warren Street/Nebraska Avenue intersection goes from a LOS "C" to a LOS "D". In each case all intersection near the Tenley Campus continue to operate at acceptable Levels of Service.

Future Public Transportation and Alternative Mode Choice Opportunities

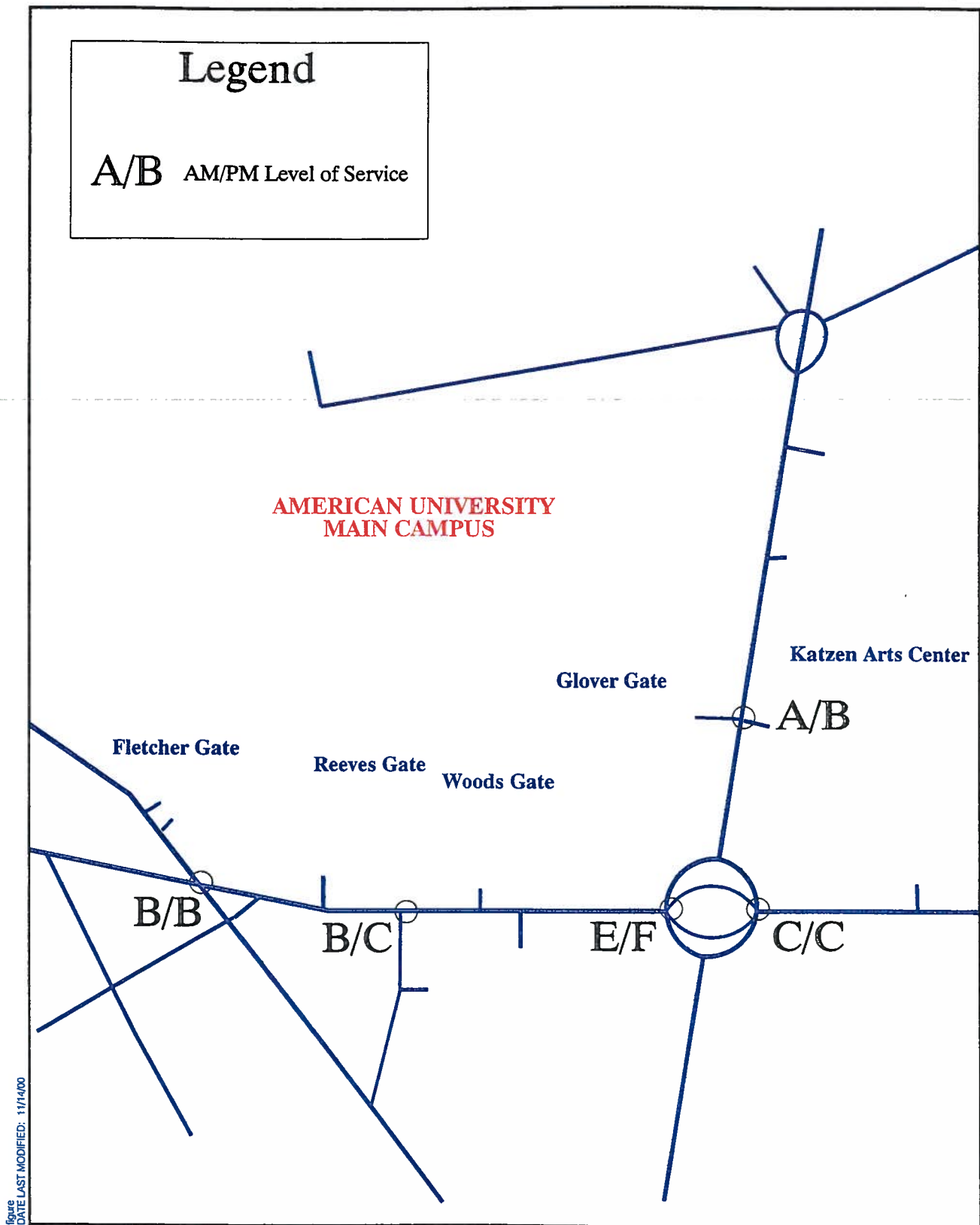
In the future, the Washington Metropolitan Area Transit Authority (WMATA) public transportation system will continue to provide the University with convenient alternatives to single occupancy vehicles. In addition, the University will continue to encourage the use of other modes of transportation (See the Transportation Management Plan portion of this report for examples of AU's effort to encourage the use of other modes of transportation).

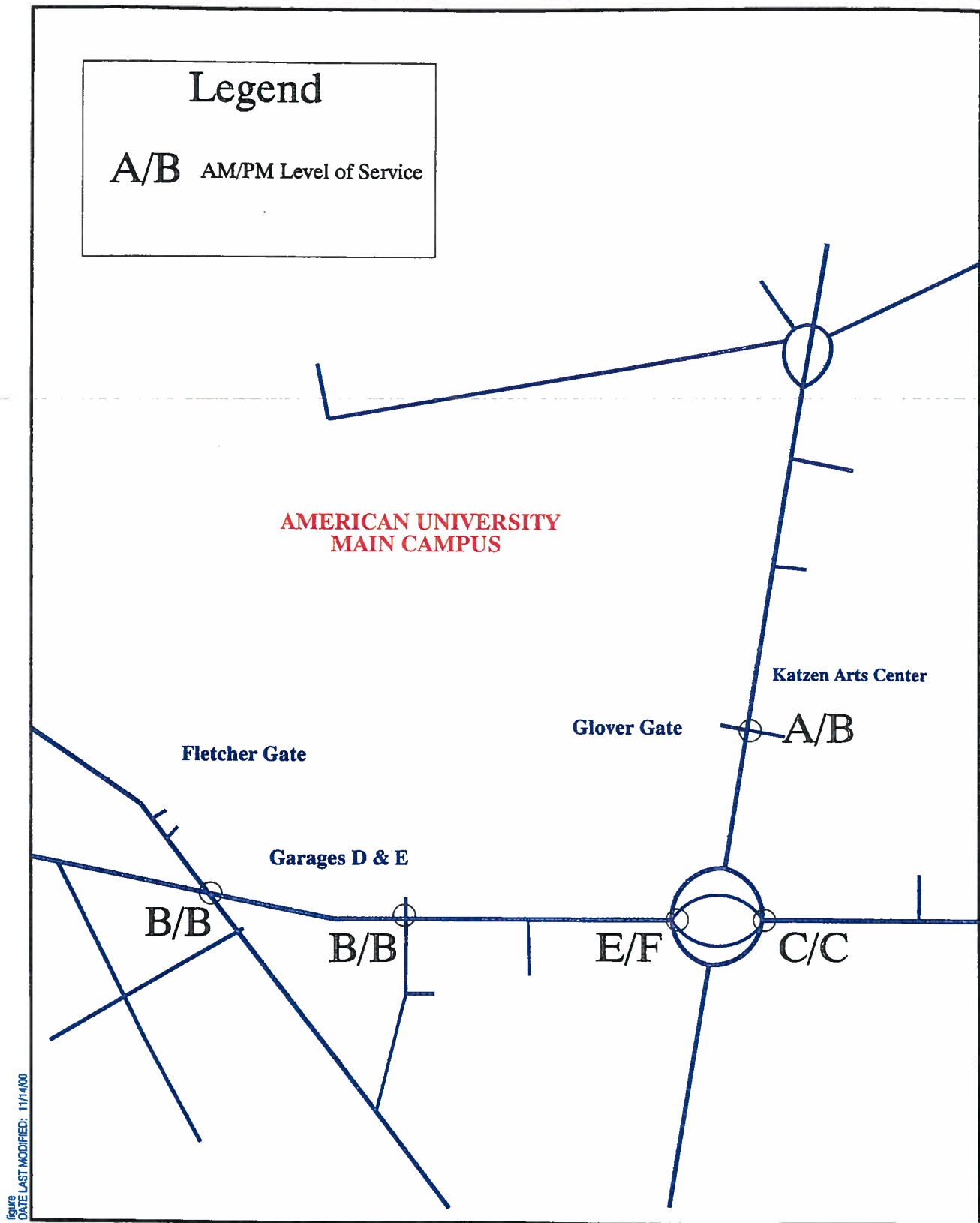
Future Pedestrian Activity

The future pedestrian activity associated with the AU Campus Plan developments is expected to increase similar to student, faculty and staff growth rates. Many of these pedestrians will be accommodated in the pedestrian open space areas such as the University "Quad" on the AU Main Campus. Pedestrians will also continue to use sidewalks along the internal campus road, Nebraska Avenue, Massachusetts Avenue, and New Mexico Avenue, and cross intersections at crosswalks in the vicinity of the Main Campus and Tenley Campus. Future potential high volume pedestrian crossing locations include:

- ♦ Massachusetts Avenue/Glover Gate intersection, between the Katzen Arts Center and Main Campus
- ♦ Massachusetts Avenue/Ward Circle intersections (westside and eastside)
- ♦ Nebraska Avenue/Ward Circle intersections (northside and southside)
- ♦ Nebraska Avenue/New Mexico Avenue intersection, between the Nebraska Lot and Main Campus and across New Mexico Avenue
- ♦ Nebraska Avenue/Nebraska Lot drive intersection, between the Nebraska Lot and Main Campus

Pedestrians will cross the Massachusetts Avenue/Glover Gate/Katzen Arts Center intersection at a crosswalk that will be repainted in conjunction with the development of the Katzen Arts Center project. Pedestrians will be able to cross Massachusetts Avenue during the same signal phase that motorists will use to exit Glover Gate and the Katzen driveway. Additional pedestrian locations will be studied as part of the University's commitment to improve pedestrian safety.





Mid-Block Crossings

Some pedestrians currently cross Nebraska Avenue between the Nebraska Avenue Lot and Main Campus. There are several measures currently being studied and coordinated with DCDPW to improve pedestrian safety across Nebraska Avenue, which include the following:

- ♦ Relocating the WMATA/AU Shuttle bus stop from its existing location on the eastside of Nebraska Avenue, between the Nebraska Avenue/Ward Circle and Nebraska Avenue/New Mexico Avenue intersections to another potential location along Nebraska Avenue, such as south of the Nebraska Avenue/New Mexico Avenue intersection (south of its current location).
- ♦ Posting pedestrian crossing signs to warn motorists of pedestrians crossing Nebraska Avenue between the lot and Main Campus.

Future Parking Conditions

The off-street parking occupancy surveys conducted in November 1999 indicated that existing parking inventory is more than adequate to meet existing parking needs. Projected increases in students, faculty, and staff will create an additional demand for off-street parking spaces in the future. Table 9 summarizes the expected increase in parking that may be needed in the future if the student, and faculty/staff projections are realized.

Table 9
Campus Plan Development Parking Projections

Existing Peak Parking Demand (on-campus)	2,048
Increase due to students*	259
Increase due to faculty & staff**	336
Increase due to visitors***	25
Subtotal	2,668
10% Increase to allow for turnover and easy location of spaces	267
Total	2,935

* 22% growth rate used, **43% growth rate used, ***25% growth rate used

The development of the Campus Plan projects will provide the University with an additional 436 spaces for a total of 2,959 spaces. The allocation of these additional spaces is summarized in Table 10.

Table 10
Future Parking Space Allocation

	Resident Student Spaces	Commuter Student Spaces	Fac./Staff Spaces	Visitor Spaces	Total Spaces
North Hall	180	0	220	0	400
Katzen Arts Center	200	150	100	100	550
Nebraska Lot	0	900	0	0	900
Parking Garage D	0	0	260	0	260
Parking Garage E	0	0	260	0	260
Centennial Garage	0	0	143	0	143
Nebraska Building	0	0	40	0	40
Building A Lot	0	0	35	0	35
Tenley Campus	0	0	250	0	250
Broadcast Building	0	0	8	0	8
Metropolitan Church	0	0	33	80	113
TOTAL	380	1,050	1,349	180	2,959

As Table 9 indicates, approximately 2,935 parking spaces will be adequate to meet the University's parking needs in the future if student, faculty, and staff forecasts reach their maximum projections. The 2,935 projected parking requirement is less than the 2,959 spaces that will be available in the future. Therefore, the proposed University parking supply will be sufficient.

TRANSPORTATION MANAGEMENT PLAN

The major objectives of the Transportation Management Plan (TMP) are to minimize the traffic demand on campus, maximize the effective use of available parking on campus to serve the anticipated parking demand, address the traffic operations associated with the Campus Plan development, and promote the utilization of the shuttle bus service for intercampus travel. The AU TMP consists of the following components to address these objectives:

- ♦ Traffic Demand Management consists of applying program measures in association with the Campus Plan to reduce the single occupancy vehicle traffic demand generated by the AU campus.
- ♦ Traffic Operations Management consists of managing University related traffic in order to minimize unnecessary circulation and reduce pedestrian/vehicular conflicts. This also includes the effective management of the AU shuttle system.
- ♦ Parking Demand Management consists of reducing the demand for parking spaces on campus by reducing the number of single occupancy vehicles that need to park. Parking demand management has a significant effect on the resulting traffic demand generated by AU.
- ♦ Parking Operations Management consists of managing the operation of the off-street parking supply through means such as designating the acceptable users of the supply, increasing parking rates, or allocating (faculty/staff, student, and visitor) spaces to mitigate the peak hour impact of University-related traffic on adjacent roadways.

Existing Transportation Management Plan

The University currently has the following Transportation Management Plan programs in place:

1. **Metrochek** - AU employees can purchase up to \$65 in transit benefits on a pre-tax basis.
2. **Commuter Connections** - AU is active with Commuter Connections in planning car or vanpools for University employees.
3. **Shuttle Bus Service** - The University shuttle bus has had an increasing ridership since its start in the early 1990's. To date, American University's shuttle system ridership has increased dramatically and currently carries approximately 1.2 million riders, annually.

Future Transportation Management Plan

AU plans to continue using and enhancing the existing TMP programs that are currently in place. In addition, AU plans to expand the TMP which may include the following additional programs:

1. **Alternate Work Schedule** - A number of informal arrangements currently exist, under which employees vary their work hours or work from home. Employees' desire to better accommodate work and home responsibilities and reduce commuting times motivate many of these arrangements. Advances in information technology

have also facilitated work from home arrangements. While university policy currently allows these arrangements, it is not actively encouraged. Personnel policies are being reviewed to be more explicit in the university's support of alternative work arrangements.

2. **Shuttle Service** - The success of the university's shuttle service is due to the university's responsiveness in accommodating passenger requests. The university has expanded its routes and hours of operation on numerous occasions to respond to a growing desire to use the service. This flexibility and expansion will continue into the future as new opportunities to better serve passengers are identified.
3. **Commuter Connections** - While the university participates in the Commuter Connections car/van pool program it is not particularly well known, especially by students. The university plans to more actively encourage student use of the program and will promote it more aggressively in student programs and publications.
4. **Parking Space Allocation** - Parking spaces in the Katzen Arts Center garage will be primarily reserved for resident students and visitors, neither of which, tend to use their vehicles during the AM or PM peak hours. This will minimize the traffic volume entering/exiting the garage during these hours.

CONCLUSIONS

The purpose of this report is to provide traffic and parking information to support the Campus Plan for The American University (Main Campus and Tenley Campus) for the years 2000 through 2010. This document presents the results of an assessment of the existing roadway network, traffic conditions, public transportation opportunities, shuttle service, pedestrian activity, parking conditions, and the University's existing Transportation Management Plan (TMP). This report also presents the results of an existing level of service analysis and parking demand analysis. In addition to presenting existing conditions, this document outlines the proposed Campus Plan improvements to the campus, the traffic and parking implications associated with future population projections, and the various elements of the Transportation Management Plan (TMP) to address the traffic and parking impacts of the Campus Plan recommendations. The following are the findings of this report:

Existing Conditions

- All of the intersections within the study area currently operate at acceptable Levels of Service except the Reeves Gate and Cassell Center driveway egress from the University, and the Nebraska Avenue/Ward Circle East and Massachusetts Avenue/Wesley Circle East intersections. The Nebraska Avenue/Ward Circle and Massachusetts Avenue/Wesley Circle intersections fail because of the high volume of commuter related traffic.
- A recent transportation mode choice survey revealed that 23% of students, 69% of faculty/staff, and 93% of visitors drive or ride automobiles to campus. The remaining population arrives by metrorail, metrobus, walking, or other means.
- The existing shuttle bus system currently operates six shuttle buses traveling on two routes scheduled 15-30 minutes apart. This varies according to the route and day of the week.
- In accordance with the 1990 Campus Plan, the University is required to maintain an off-street parking inventory of 2,490 spaces. Currently, AU has an inventory of 2,523 parking spaces.
- An off-street parking occupancy survey indicated the University experienced a peak parking demand of 2,048 spaces. This peak occurred at 1:00 PM on a Monday.

Campus Plan Development Conditions

- University population numbers have the potential to increase by a maximum of: 22% (students) and 43% (faculty/staff) by the year 2010. This gives the University an overall traffic growth rate of 25% during the life of this Campus Plan.
- Traffic-related recommendations associated with this study include adding a left-turn lane on Nebraska Avenue at New Mexico Avenue and the proposed University driveway located across the street, and operating the Massachusetts Avenue/Glover Gate/Katzen Arts Center intersection with a split-phase traffic signal.
- All intersections that currently operate at acceptable levels of service continue to operate at acceptable levels of service with future projected traffic volumes and University parking reallocation.
- Pedestrians currently cross Nebraska Avenue at a mid-block location. In an effort to make this mid-block crossing area safer for pedestrians, safety measures will be studied to protect

pedestrians at this location; One potential measure involves the installation of pedestrian crossing warning signs along Nebraska Avenue.

- An off-street parking inventory of 2,959 spaces will accommodate the maximum future population growth allowed in the University Campus Plan.

Transportation Management Plan

The University currently has the following Transportation Management Plan programs in place:

1. Metrochek
2. Commuter Connections
3. University Bicycle Registration

AU plans to continue using and enhancing the existing TMP programs that are currently in place. In addition, AU plans to expand the TMP, which may include the following additional programs:

1. Alternate Work Schedule
2. Enhanced Shuttle Service
3. Enhanced Commuter Connections

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AMERICAN UNIVERSITY
Existing and Campus Plan Areas

Exhibit 19

Existing	Gross Floor Area	Campus Plan 2000		
ANDERSON HALL	212,047	Project A	30,000	
ANNEX I	4,792	Project B	50,000	
ASBURY HALL	44,944	Project C	2,000	
AUTO SHOP	1,379	Project D	100,000	
BATTELLE-TOMPKINS	34,228	Project E	80,000	
BEEGHLY	33,849	Project F	100,000	
BENDER LIBRARY	90,334	Project G	20,000	
BUTLER PAVILION	50,110	Project H		
CAPITAL HALL	57,411	Project I	20,000	
CASELL CENTER	41,718	Project J	10,000	
CASELL CENTER ANNEX	4,001	Project K	15,000	
CENTENNIAL HALL	94,931	Project L-Arts Center	80,000	
CENTENNIAL HALL GARAGE	56,800	Project M	75,000	
CHILD DEVELOPMENT CENTER	2,690	Demolished Facilities	(118,700)	
CLARK HALL	10,737	Total Potential Additions	463,300	
CONGRESSIONAL HALL	41,844	Total With Potential Additions	2,439,676	
CONSTITUTION BUILDING	19,022			
COSTUME SHOP	576	Proposed Limit on Development	400,000	
DUNBLANE HOUSE	10,959	Total With Proposed Additions	2,376,376	
FEDERAL HALL	31,559			
FINANCIAL AID BUILDING	2,915	LAND AREA		
GRAY HALL	15,068	Acres	83.80	
HAMILTON	10,721	Square feet	3,650,306	
HUGHES HALL	74,939	Current Floor Area Ratio	0.54	
HURST HALL	42,006	Proposed Floor Area Ratio	0.65	30%
KAY SPIRITUAL	6,045	Permitted Floor Area Ratio	1.8	36%
KOGOD SCHOOL OF BUSINESS	18,768			
KREEGER	14,534			
LEONARD HALL	91,128			
LETTTS HALL	139,834			
MARY GRAYDON CENTER	131,596			
McCABE HALL	15,226			
McDOWELL HALL	89,055			
McKINLEY HALL	34,266			
MEDIA PRODUCTION CENTER	9,737			
NEBRASKA HALL	44,045			
NEW LECTURE HALL	10,417			
OSBORN BUILDING	6,331			
PRESIDENT'S OFFICE BUILDING	5,500			
PUBLIC SAFETY BUILDING	4,391			
ROCKWOOD BUILDING	1,895			
ROPER HALL	10,540			
SCHOOL OF INTERNATIONAL SERVI	11,586			
SPORTS CENTER	98,397			
SPORTS CENTER PARKING GARAGE	156,972			
SPORTS CENTER ANNEX	12,000			
TENLEY GARAGE	1,860			
WARD CIRCLE BUILDING	61,141			
WATKINS ART BUILDING	11,534			
TOTAL	1,976,376			









2000 Campus Plan

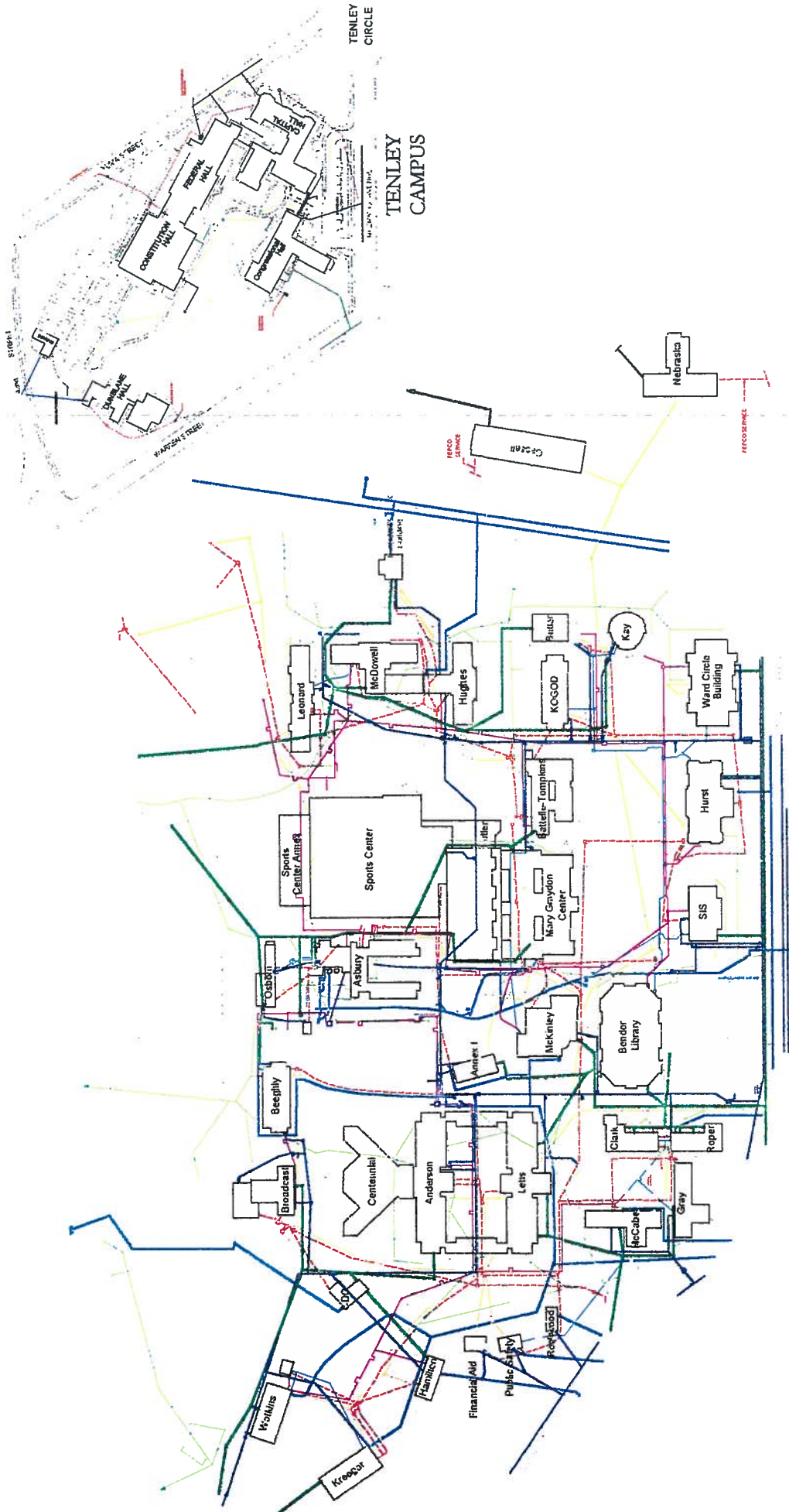
Existing Utilities

AMERICAN UNIVERSITY
WASHINGTON, D.C.



Key

-  Chilled Water Line
-  Water Line
-  Steam Line
-  Electric Line
-  Telephone Line
-  Gas Line
-  Sewage - Sanitary Line
-  Storm Drain Line





UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF MANAGEMENT

JUL 18 2002

Ms. Deborah B. Baum
Shaw Pittman LLP
2300 N Street, NW
Washington, D.C. 20037

Dear Ms. Baum:

This is in response to your letter of July 11, 2002, regarding the Family Educational Rights and Privacy Act (FERPA). You asked for guidance regarding a possible conflict between an Order issued on December 21, 2001, by the District of Columbia Board of Zoning Adjustment (BZA) and FERPA. You also noted that you were writing in follow-up to informal e-mail correspondence earlier this year on the same subject between this Office and Mr. Charles Barber, Senior Counsel, George Washington University (University). This Office administers FERPA and is responsible for investigating complaints and providing technical assistance under the statute and its implementing regulations. 20 U.S.C. § 1232g; 34 CFR Part 99.

Specifically, you state that the University has challenged, in an action in the United States District Court for the District of Columbia, a condition set forth in the Order. That condition requires the University Registrar to "maintain an accurate record of the license plate numbers of motor vehicles kept by students, updated annually at the beginning of the Fall semesters." The condition also requires the University to consult with the District's Department of Motor Vehicles (DMV) to determine whether University students (both graduates and undergraduates) with vehicles in the District have complied with District law requiring students to register their vehicles or obtain a reciprocity sticker for their vehicles. You believe that compliance with this condition would necessarily require the University to violate FERPA. You state that the BZA has argued that the condition did not violate FERPA because any information that had to be given to the DMV by the University would be either "law enforcement records" or "directory information."

You asked that we answer the following questions:

1. Are license plate numbers and/or other motor vehicle information collected by the University's Registrar pursuant to the BZA's Order protected "education records" under FERPA?
2. In order to obtain a student's consent to release his or her education records under FERPA and 34 CFR § 99.30, what process must be followed in order to obtain the consent?

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3. What is the purpose of 34 CFR § 99.61? Does it authorize the Department to grant waivers from FERPA or to exercise its discretion not to enforce its requirements, when the Secretary determines that there is a conflict between those requirements and state law?

General Overview of FERPA

FERPA protects eligible students'¹ privacy interests in "education records," which are defined as "those records, files, documents, and other materials which –

- (i) contain information directly related to a student; and
- (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution.

20 U.S.C. § 1232g(a)(4)(i) and (ii). See also 34 CFR § 99.3 "Education records."

In general, an educational agency or institution may not disclose education records, or personally identifiable information from education records, unless the student has provided a signed and dated written consent in accordance with 34 CFR § 99.30, or the disclosure meets one of several exceptions to the written consent requirement set forth in § 99.31 of the regulations. Excluded from the definition of "education records" are records of the law enforcement unit of an educational agency or institution, but only under the conditions described in § 99.8 of the FERPA regulations.

One of these exceptions to FERPA's general prior consent rule permits the nonconsensual disclosure of information derived from education records that has been appropriately designated as "directory information" by the educational agency or institution. 20 U.S.C. § 1232g(b)(1); 34 CFR § 99.31(a)(11). FERPA defines directory information as information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. 20 U.S.C. § 1232g(a)(5)(A); 34 CFR § 99.3 "Directory information."

More specifically, FERPA provides that a school may disclose directory information if it has given public notice of the types of information which it has designated as "directory information," the student's right to restrict the disclosure of such information, and the period of time within which a student has to notify the school in writing that he or she does not want any or all of those types of information designated as "directory information." 20 U.S.C. § 1232g(a)(5)(B); 34 CFR § 99.37(a).

¹ "Eligible student" means a student who has reached 18 years of age or is attending an institution of postsecondary institution at any age. See 34 CFR § 99.3 "Eligible student." The rights under FERPA belong to the parents of students under the age of 18 at the elementary/secondary level and transfer to the student when he or she becomes an "eligible student."

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With respect to what information can be considered "directory information," FERPA states:

For the purposes of this section the term "directory information" relating to a student includes the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

20 U.S.C. § 1232g(a)(5)(A).

In administering FERPA, the Department recognizes that there are other similar types of information that an educational agency or institution may wish to designate and disclose as directory information. The regulations then specifically list those items set forth as "directory information" in the statute. The most recently amended regulations (published in the *Federal Register* on July 6, 2000) state that electronic mail address, grade level, and student status (part-time, full-time, graduate, undergraduate) can also be specified as directory information.

This Office has ruled on various occasions, in response to specific inquiries from school officials or in connection with the investigation of complaints of alleged violations of FERPA, whether a particular type of information can appropriately be considered directory information. In so doing, this Office fully considers the relationship of the potential new type of directory information to those types of information clearly specified by statute. For instance, a photograph or an e-mail address is very similar to those types of information listed in the statute. They identify the student or provide a means to contact the student, without disclosing to the individual receiving the directory information any additional data that the student would generally expect to be private or that he or she would perceive as harmful if others had access to it. In this regard, this Office has not made a determination that "license plate numbers" may be considered, as a matter of law, as a "directory information" item. Further, we believe that disclosure of a student's license plate number goes beyond the scope of the "directory-type" information this provision is intended to cover. That is, the use of the directory information is limited to identifying students and their successes and/or participation in school sponsored activities, not for compliance with vehicle registration laws.

Responses to Specific Questions Raised

Are license plate numbers and/or other motor vehicle information collected by the University's Registrar pursuant to the BZA's Order protected "education records" under FERPA?

License plate numbers and other motor vehicle information collected by the University's Registrar are protected as "education records" under FERPA because the records are "directly related" to students and maintained by the institution. See 20 U.S.C. § 1232g(a)(4)(i) and (ii) and 34 CFR § 99.3 "Education records." You note that the BZA's position is that license plate

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and other motor vehicle information that might be required to be reported to the DMV would constitute "directory information." However, this is not the case under FERPA. While FERPA does permit the nonconsensual disclosure of directory information, such information must be appropriately designated as such in compliance with specific requirements under FERPA. 20 U.S.C. § 1232g(b)(1); 34 CFR § 99.31(a)(11). As noted previously, we believe that the designation and disclosure of a student's license plate number goes beyond the scope of the "directory-type" information this provision is intended to cover.

In order to obtain a student's consent to release his or her education records under FERPA and 34 CFR § 99.30, what process must be followed in order to obtain the consent?

FERPA requires that a consent for disclosure of education records must be signed and dated and must specify the records that may be disclosed; state the purpose of the disclosure; and identify the party or class of parties to whom the disclosure may be made. 20 U.S.C. § 1232g(b); 34 CFR § 99.30. Consent for disclosure under FERPA does not have to be provided directly to the institution; rather, students can provide appropriate consent directly to the parties to which they are authorizing a disclosure of their education records. However, before making any disclosures pursuant to a consent provided to a party other than the institution itself, the institution should ensure that the consent has been signed and dated in accordance with the above discussed requirements.

What is the purpose of 34 CFR § 99.61? Does it authorize the Department to grant waivers from FERPA or to exercise its discretion not to enforce its requirements, when the Secretary determines that there is a conflict between those requirements and state law?

Section 99.61 of the FERPA regulations states the following:

If an educational agency or institution determines that it cannot comply with the Act or this part due to a conflict with State or local law, it shall notify the [Family Policy Compliance Office] within 45 days, giving the text and citation of the conflicting law.

This notification requirement is intended to provide an avenue for identifying potential conflicts and attempt to find ways to resolve the conflict so that educational agencies and institutions can remain in compliance with FERPA and not jeopardize losing Federal educational funding. In some instances, this Office has reviewed a State law reported by an educational agency or institution to find that a conflict did not exist and advised the agency or institution of that finding. In other instances, this Office has worked with State legislators and administrators to revise State statutes to ensure that they do not require actions by educational agencies and institutions that prevent them from complying with FERPA. This provision does not give the Department authority to grant waivers or otherwise decline to enforce FERPA.

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I trust that the above information is helpful in explaining the scope and limitations of FERPA as it relates to the issue you have raised. Please let us know if this Office can be of further assistance to you.

Sincerely,



for LeRoy S. Rooker
Director

Family Policy Compliance Office

cc: Charles Barber
Senior Counsel
George Washington University