

EXHIBIT 1.1
CAMPUS AERIAL VIEW LOOKING
NORTH



GOVERNMENT OF THE DISTRICT OF COLUMBIA
Zoning Commission



ZONING COMMISSION FOR THE DISTRICT OF COLUMBIA
ZONING COMMISSION ORDER NO. 11-02/11-02A

Z.C. Case Nos. 11-02 and 11-02A

**Application of the University of the District of Columbia for Special Exception Approval of
a New Campus Plan for the Van Ness Campus and Further Processing of an Approved
Campus Plan
June 27, 2011**

This case is an application by The University of the District of Columbia (the "University" or "UDC" or "Applicant") requesting special exception approval under the campus plan provisions of the Zoning Regulations at 11 DCMR §§ 3104.1 and 210 for a new campus plan for the University's Van Ness campus and further processing under the approved new campus plan to allow the construction and use of a new student center. In accordance with § 210 of the Zoning Regulations, this case was heard and decided by the Zoning Commission for the District of Columbia (the "Commission") using the rules of the Board of Zoning Adjustment at 11 DCMR §§ 3100 *et seq.* The zoning relief requested in this case was self-certified, pursuant to 11 DCMR § 3113.2. For the reasons stated below, the Commission hereby approves the applications, subject to conditions.

FINDINGS OF FACT

Applications, Parties, and Hearing

1. The property that is the subject of this application is located at 4200 Connecticut Avenue, N.W. It is known as part of Lot 803 in Square 1964 (the "Property" or the "Van Ness Campus"). Jurisdiction over the Property was transferred to the University of the District of Columbia from the federal government.
2. When the UDC campus was first constructed in the 1970s and 1980s, District of Columbia properties were not subject to zoning and accordingly there is no existing campus plan. Once the University received funding from the D.C. Council for a new student center, it embarked on a formal process to develop its campus plan pursuant to § 210 of the Zoning Regulations as well as to secure further processing approval for the proposed student center.
3. On February 8, 2011, the University submitted an application seeking special exception review and approval of a new campus plan for the Van Ness Campus (the "2011 Plan").

The 2011 Plan was assigned Case No. 11-02 and the public hearing was scheduled for May 2, 2011.

4. On February 28, 2011, the University submitted an application for further processing of an approved campus plan in order to construct a new student center (the "Student Center"). The Student Center was assigned Case No. 11-02A and the public hearing was also scheduled for May 2, 2011.
5. Notice of the public hearing was published in the *D.C. Register* on February 18, 2011 (58 DCR 1467) and March 4, 2011 (58 DCR 1653) and was mailed to Advisory Neighborhood Commission ("ANC") 3F and to owners of all property within 200 feet of Lot 803, which encompasses the campus boundaries.
6. Notice of the public hearing was also provided by posting of the Property pursuant to § 3113.14 of the Zoning Regulations. By affidavit, the University submitted evidence that its initial posting was made in excess of the minimum number of days required by the Zoning Regulations, but only advertised Case No. 11-02. By further affidavit, the University submitted evidence that the posting was updated to include Case No. 11-02A two days after the posting deadline. As a preliminary matter, the Commission concluded that such notice was adequate given the alternate forms of notice provided and the substantial evidence that actual notice had been provided to nearby property owners and neighbors in advance of the public hearing.
7. The public hearings on the application were conducted on May 2, 2011 and May 25, 2011. The hearings were conducted in accordance with the provisions of 11 DCMR §§ 3022 and 3117.
8. In addition to the Applicant, ANC 3F was automatically a party in this proceeding. The representative for ANC 3F submitted a report requesting postponement and, in the alternative, in opposition to the 2011 Plan. The ANC also provided oral testimony at the public hearing. (Exhibits 22, 41.¹)
9. On April 18, 2011, the Commission received a request for party status from Brenda Viehe-Naess. On April 25, 2011, the Commission received an amended party status request from Brenda Viehe-Naess on behalf of the Van Ness Street Residents' Association ("VNRA") to be the representative of VNRA and residents in the 3600 block of Van Ness Street. The Commission granted party status to the VNRA. (Exhibits 15, 20.)

¹ Unless otherwise indicated, all exhibit references are to Case No. 11-02.

10. On April 18, 2011, the Commission received a request for party status from the Van Ness South Tenants' Association ("VNSTA"). The VNSTA represents tenants of the Van Ness South apartment building. The Commission granted party status to the VNSTA. (Exhibit 16.)
11. On April 18, 2011, the Commission received a request for party status from Stephanie and Douglas Kinney. The Commission denied party status to the Kinneys and reasoned that their interests could be sufficiently represented by the VNRA. The Commission encouraged the Kinneys to join the VNRA. (Exhibit 14.)
12. At the May 2 hearing, the University presented evidence and testimony from Barbara Jumper, the University's Vice President for Facilities and Real Estate; Douglas McCoach, qualified as an expert in planning; Erik Thompson, Capital Project Manager for the University; Michael Marshall, qualified as an expert in architecture; Jeff Lee, qualified as an expert in landscape architecture; and Dan Van Pelt, qualified as an expert in traffic engineering.
13. At the public hearing the Commission heard testimony and received a report and supplemental submission from the Office of Planning ("OP") in support of the application. (Exhibits 21, 24.)
14. The Commission received a report and supplemental submission from the District Department of Transportation ("DDOT") conditionally supportive of the application. (Exhibits 26, 47.)
15. The Commission received a letter of concept approval for the 2011 Plan and Student Center from the U.S. Commission of Fine Arts. (Exhibit 30.)
16. The Commission heard testimony and received evidence from persons in support of the application, including students and neighbors.
17. On May 25, 2011, the University filed a submission at the request of the Commission in response to issues raised during the May 2, 2011 public hearing. The University included a revised and updated set of proposed conditions of approval in this submission. (Exhibit 39.)
18. Following the public hearing, on June 13, 2011, the University filed a post-hearing submission to provide additional information in response to the requests of the Commission. (Exhibit 52.) In response to the direction of the Commission, the University also filed a post-hearing submission containing revised plans for the Student Center. (Case No. 11-02A, Exhibit 37).

19. At a public meeting on June 27, 2011, the Commission approved the applications in Case Nos. 11-02 and 11-02A, subject to conditions.

The Van Ness Campus and Surrounding Property

20. The Property is located in Northwest Washington, contains an area of approximately 21 acres, and is bounded generally by Yuma Street to the north; Connecticut Avenue to the east; Van Ness Street to the south; and a portion of the International Chancery Complex to the west. (Exhibit 7.)
21. The University was created in the mid-1970s when Federal City College, Washington Technical Institute, and District of Columbia Teachers College were consolidated. The University currently offers 75 undergraduate and graduate academic degree programs through the College of Arts and Sciences, School of Business and Public Administration, School of Engineering and Applied Sciences, and the UDC David A. Clarke School of Law. (Exhibit 7.)
22. The core of the Van Ness Campus is located at its southern end, and consists of 10 academic and administrative buildings organized around Dennard Plaza, a large hardscaped plaza that connects many of these buildings. To the east of the campus core, at the intersection of Connecticut Avenue and Van Ness Street, existing campus development is set back from the main roadway and a large hardscaped plaza sits adjacent to the Van Ness Metrorail entrance. North of the campus core are buildings and space devoted to performing arts, including an auditorium, amphitheater, and music, dance, and theater space. Further to the north and west are athletic facilities, which include the athletic center, fields, and tennis courts. (Exhibit 7.)
23. The campus site slopes from west to east, dropping over 40 feet from the athletic fields on the west side of campus to the portions near Connecticut Avenue, and the central plaza accommodates the change in grade. Because of the significant natural topography change, there are several bridge components that connect Dennard Plaza with buildings further to the north. (Exhibit 7.)
24. Dennard Plaza and the surrounding buildings sit above a central underground campus parking garage and loading facility. Parking for the Campus is accessed from Van Ness Street, while loading is accessed from Connecticut Avenue via Veazey Terrace. The Van Ness Campus is also accessed from Connecticut Avenue via Windom Place. (Exhibit 7.)
25. Immediately to the south of the Van Ness Campus is Intelsat's administrative headquarters, and immediately to the west is the International Chancery Center, which contains nearly 20 diplomatic buildings. Further to the north and west of Van Ness Campus are low-density single family dwellings. To the east across Connecticut Avenue

are medium-density commercial buildings and high-density residential apartment buildings.

26. The Van Ness Campus is zoned D/R-1-B. The adjoining portion of the Connecticut Avenue corridor is zoned C-3-A, and surrounding residential areas are zoned R-1-B, R-2, and R-5-D. The Van Ness Campus is located in the Local Public Facilities and Moderate Density Commercial land use category on the Future Land Use Map of the Comprehensive Plan.

Campus Plan Application

27. In its 2011 Plan, the University sets forth its vision to transform the Van Ness Campus into a flagship institution that will be competitive with other top tier academic institutions, while continuing to meet the comprehensive post-secondary education needs of the residents of the District of Columbia. The 2011 Plan calls for establishing the UDC Van Ness Campus as a landmark main campus hub emerging as an important economic engine for the District of Columbia and the region. The goals of the 2011 Plan are as follows: improve campus visibility from Connecticut Avenue, while improving the entry points to the University; create opportunities to enhance the student experience while creating revenue-generating activities; establish campus zones within the campus to provide distinct yet connected areas that improve convenience, enhance orientation and improve operational effectiveness; accommodate future growth by establishing a commitment to the environment and new technologies; reduce parking need; improve campus open space to effectively maximize the utilization of open space; and strengthen the campus image and character by enhanced public entry to the campus while improving security by establishing a secured campus edge. (Exhibit 7.)
28. The 2011 Plan incorporates four main changes to the Van Ness Campus: (1) construct a new Student Center; (2) provide on-campus student housing; (3) improve environmental sustainability; and (4) increase the population of students. Sustainability goals include the first LEED Platinum Student Center in the country and green roof retrofits on existing buildings. Initially, the University proposed to increase enrollment to 8,000 full-time equivalent ("FTE") or 10,000 headcount students. In response to community concerns about the extent of the increase, the original enrollment projections were later reduced to 5,000 FTE or 6,500 headcount. (Exhibit 7.)
29. The University presented evidence and testimony that the 2011 Plan was developed through a community-based planning process. The University hosted a series of four open houses, starting in fall 2010. These community forums, which were advertised through community newspapers and websites as well as on the University's website, allowed direct public input at each stage of the campus plan's development. Following the filing of the campus plan and further processing applications, the University

presented to the community both the filed campus plan and the design for the Student Center at an ANC "town hall" on March 30, 2011. The University provided a draft of the campus plan and certain exhibits to the community on April 13, 2011, to provide additional time for consideration and review prior to the hearing. (Exhibits 7, 17.)

30. Pursuant to 11 DCMR § 210.1, The University of the District of Columbia is an academic institution of higher learning pursuant to D.C. Law 1-36, which consolidated the Federal City College, Washington Technical Institute, and District of Columbia Teachers College.
31. As required by 11 DCMR § 210.2 and as described in greater detail below, the University demonstrated that the proposed use was located so as not likely to become objectionable to neighboring property because of noise, traffic, number of students, or other objectionable impacts. Specifically, the University submitted 25 conditions of approval to avoid the creation of adverse impacts as a result of the location of university uses in a residential zone. (Exhibit 39, Tab A.) These conditions of approval were supplemented and refined in response to community and agency comments. The 2011 Plan also incorporated revised transportation demand management commitments to alleviate any traffic impacts. (Exhibit 39.)
32. The Applicant submitted a plan for developing the campus as a whole, showing the location, height, and bulk of all present and proposed improvements, as required by 11 DCMR § 210.4. (Exhibits 7, 17, 39, 52.)
 - a. Buildings and parking and loading facilities. The 2011 Plan identifies two areas for proposed new construction: a new Student Center at the southeast corner and a new student housing facility containing approximately 600 beds in the western portion of the Van Ness Campus. (Exhibit 7.) UDC's architects and planners considered and studied four alternate sites for the on-campus housing, but the designated site presented the fewest challenges. During the course of the public hearings, UDC expanded the originally designated housing zone in response to the concerns of the community. That adjustment will provide an opportunity to address community concerns about setbacks from Van Ness Street. In addition to the Student Center and housing, the 2011 Plan provides for additional improvements and renovations to Dennard Plaza. (Exhibit 17.) The 2011 Plan does not add any parking spaces or loading facilities to the Van Ness Campus; the proposed new buildings will use the existing parking and loading. (Exhibit 17, Tab H.)
 - b. Screening, signs, streets, and public utility facilities. The 2011 Plan features several improvements and enhancements both interior to and on the streets immediately surrounding the campus. The 2011 Plan recommends a thorough

review of the perimeter conditions for the development of landscape, hardscape, security, and access specific to the various conditions that surround the campus. (Exhibit 7.) In addition, the 2011 Plan recommends a unified system of signage for the campus and the adjacent commercial area. (Exhibit 7.) The 2011 Plan also recommends pedestrian improvements to the intersection of Veazey Terrace and Connecticut Avenue. (Exhibit 17, Tab K.)

- c. Athletic and other recreational facilities. The 2011 Plan anticipates modest changes to the existing range of athletic facilities on campus: the University is in the process of renovating the natatorium. (Exhibit 7.)
- d. Description of all activities conducted or to be conducted on the campus, and of the capacity of all present and proposed campus development. The 2011 Plan divides the campus into six zones:
 - Academic: includes classrooms, laboratories, libraries, faculty offices, administrative offices, auxiliary services and related support functions.
 - Student Center: includes the new Student Center, which will provide student government/activity offices, assembly/ballroom space, student lounges, and food service.
 - Athletic: includes athletic facilities and related support functions.
 - Campus Infrastructure: includes infrastructure and related facilities necessary to support University operations.
 - Student Housing: includes student residences, auxiliary services and related support functions.
 - Arts/Culture: includes performing arts facilities and related support functions.

New construction for the entire 2011 Plan will provide approximately 345,000 square feet of gross floor area, of which approximately 65,000 will be for the new Student Center. (Exhibit 17.)

33. Under § 210.3, the total bulk of all buildings and structures on the Van Ness Campus shall not exceed 1.8 floor area ratio ("FAR"). As required under § 210.8, the University submitted evidence that the development plan would result in an FAR of 1.54, within the FAR limit for the campus as a whole. (Exhibit 17.)
34. The proposed 2011 Plan calls for building heights that are complementary to the surrounding residential context. Proposed buildings would be three or four stories in height. The new Student Center will have a height of approximately 56 feet, not including the architectural embellishment. (Exhibit 17, Tabs A & M.) All buildings will fully comply with the Zoning Regulations.

35. Under the proposed development plan, the University will occupy approximately 36% of the Campus lot. (Exhibit 17, Tab M.)
36. Pursuant to 11 DCMR § 210.5, the University did not propose an interim use of land.
37. Pursuant to 11 DCMR § 210.7, the University provided evidence that the 2011 Plan was not inconsistent with the Comprehensive Plan, including the designation of the Van Ness Campus as “Local Public Facility” and “Institutional” and related provisions endorsing change and infill on university campuses consistent with campus plans. The University also provided evidence that the 2011 Plan was not inconsistent with other elements of the Comprehensive Plan, including the Education Element and the Rock Creek West Area Element. In particular, the Van Ness Campus provides an opportunity for new educational opportunities, which is specifically endorsed by the Comprehensive Plan. The Commission finds that the proposed 2011 Plan will further the goals and policies of the Comprehensive Plan. (Exhibit 7.)
38. Pursuant to § 210.9, the Commission received reports in support from OP and DDOT regarding the campus plan. (Exhibits 21, 24, 26.)

Section 210 Evaluation

Noise

39. Activities within the campus plan boundaries are located to minimize objectionable impacts due to noise. The bulk of the campus to the west, south, and east is surrounded by commercial and institutional uses that are generally not sensitive to noise. Further, these buildings are largely devoted to academic and administrative uses that, by and large, do not generate noise levels that have the potential to become objectionable.
40. As part of the 2011 Plan, the University has incorporated a series of campus perimeter improvements that will improve landscaping, buffering, and wayfinding at the campus edges. (Exhibit 17.) Specifically, the University proposes to improve upon the sound buffers of mature trees and dense landscaping along the northern and western edges of the Van Ness Campus through the extension of the sidewalks along Yuma Street and introduction of additional trees along the streetscape to buffer this side of the Van Ness Campus from the nearby residential uses. Representatives for the University testified that landscaping around the student housing site would be constructed in conjunction with the student housing itself.
41. The University selected sites for both the Student Center and the new housing that have minimal impact on nearby residential areas. (Exhibit 17, Tab E; Exhibit 52.) At the public hearing and in its post-hearing submission, the University presented evidence that

the adjacent property to the west is located at least 30 feet higher than the University due to a significant topographic change. Furthermore, the University presented evidence that the closest residential properties to the west are hundreds of feet away.

42. The Commission does not credit the ANC's testimony regarding potential objectionable noise impacts. At the public hearing, representatives for the ANC and parties generally alleged that the campus plan could generate objectionable impacts due to noise. The ANC and parties did not, however, present evidence that current University operations generated adverse noise impacts. Instead, the noise complained of was generated by embassy events, which are located (1) closer to the residential neighborhood and (2) at an elevation significantly higher than the University campus. Furthermore, the ANC representative testified that to the extent that the University did generate noise, any concerns were quickly addressed.
43. Service activity generally occurs in the interior of the campus, north of Building 38 where Veazey Terrace meets the Van Ness Campus. This area is directly accessible from Connecticut Avenue and is behind commercial development and removed from residential areas. (Exhibit 17, p. 9.)
44. The Student Center will be located along a commercial corridor, adjacent to commercial and high-density residential property. The majority of the mechanical equipment for the Student Center will be located in the cellar of the proposed building and will not generate objectionable noise impacts.
45. For the reasons set forth above, the Commission finds that the 2011 Plan and the proposed Student Center are not likely to become objectionable to neighboring property due to noise.

Traffic

46. The Campus is located immediately adjacent to the Van Ness Metrorail station, which provides an alternative transportation mode for students, faculty, and staff. Metrobus, Capital Bikeshare and Zipcar serve the Van Ness Campus as well. The entrance to the parking facility is located on the institutional side of campus off Van Ness Street, which is directly accessed from Connecticut Avenue. (Exhibit 17.)
47. The University testified at the public hearing that the 2011 Plan's transportation goals are to improve pedestrian safety, to promote transit and reduce auto-dependency, and to reinforce sustainable practices.

48. The University's traffic expert testified, and the Commission finds, that the 2011 Plan will not generate significant changes to nearby roadway volumes and operations, so its impact on traffic will be minimal. (Exhibit 17, Tab I.)
 - a. The University will implement a transportation demand management ("TDM") program, which includes commitments and goals intended to improve mode choice, encourage alternatives to driving, and ensure that impacts of university operation will not become objectionable. Key features of the TDM program include increasing on-campus parking rates for faculty, staff and students; providing preferred parking for carpools and alternative fuel vehicles; providing an electric vehicle charging station; maximizing the SmartBenefit commitment; charging a student fee for transportation; and increasing the availability of bike parking throughout the campus. (Exhibit. 17, Tab I.)
 - b. The Commission agrees with the conclusion of the University's traffic expert and finds that approval of the 2011 Plan is not likely to become objectionable to neighboring properties with respect to traffic because of the TDM program, the campus location among many transit options, and the proposal to provide more on-campus services. The Commission credits the testimony of the University's traffic expert regarding the sufficiency of the proposed TDM program, as detailed in Tab A of the University's June 13, 2011 post-hearing submission.
 - c. The Commission also credits the testimony of DDOT at the public hearing that the agency was generally supportive of the campus plan and that the University's efforts to enhance its TDM were laudable.
49. The Commission finds that approval of the 2011 Plan will not create conditions objectionable to neighboring property because of parking. The Commission finds that the Van Ness Campus will provide an adequate number of parking spaces for the proposed uses. The Commission also finds that University operation will not create objectionable impacts on residential neighborhood streets due to parking.
 - a. The 2011 Plan includes new parking provisions that will discourage driving to Campus. All students, staff, faculty, and visitors to the Van Ness Campus who drive are required to park in University or other commercial parking facilities on or near the Van Ness Campus. In addition, the University will prohibit, to the extent permitted by law, students from parking on residential streets surrounding the Van Ness Campus, and will encourage all visitors attending special events at the Van Ness Campus to use transit or park in University facilities or other nearby parking facilities. (Exhibit 39.)

- b. The 2011 Plan also includes new parking policies that will optimize the use of the University's parking supply by University students, faculty, and staff, and discourage use of the parking supply for non-University related parking, through adjustments to pricing and the introduction of automated control.
- c. No additional parking or vehicle infrastructure is proposed as a part of the 2011 Plan, in light of its provisions intended to minimize the number of vehicle trips to and from the site. Parking is available on the Van Ness Campus as well as at a University facility across Yuma Street. The new Student Center will add services for students and staff, which will reduce the number of daily trips to the site. Existing parking will accommodate events in the ballroom of the new Student Center. Further, the provision of student housing on campus will decrease the number of students commuting to campus for class or other activities. (Exhibit 17.)
- d. The Commission does not credit the testimony of the ANC and parties in opposition regarding alleged objectionable impacts due to parking. The Van Ness Street neighborhood is located between two major commercial corridors and adjacent to multiple uses other than the University that generate potential on-street parking impacts. Some neighborhood residents testified that their property contained off-street parking. The neighborhood's street parking supply is managed through a residential permit parking program that restricts non-residents from parking for over two hours without a valid permit. The Commission credits testimony by DDOT that any spillover parking would be occasional and could be mitigated by the University through measures that addressed special events. Finally, the Commission credits the multiple efforts proposed by the University as likely to minimize the potential impacts of the University due to parking, particularly during special events.

Number of Students

- 50. Under the 2011 Plan, the University originally proposed a maximum full-time equivalent ("FTE") of 8,000 students or 10,000 headcount students, which is the number the Campus was originally designed to accommodate. (Exhibit 17.) However, in response to community concerns and based on the University's projections, the University has agreed to limit enrollment to 6,500 students on a headcount basis and 5,000 students on a FTE basis. (Exhibit 39.)
- 51. The Commission finds that the approval of the 2011 Plan will not tend to create conditions objectionable to neighboring properties because of the number of students. During the hearing, the University demonstrated that the proposed number of students will not result in objectionable impacts due to the many existing and proposed measures implemented by the University to mitigate noise, lighting, traffic, parking, and other impacts. The Commission finds that this Campus has previously accommodated the

requested number of students. The Commission also finds that the University's proposed method of counting headcount and FTE students is adequate.

Other Objectionable Conditions

52. On-Campus Housing. The location for the proposed on-campus housing is in the western portion of the Campus, adjacent to other institutional uses and away from the residential neighborhood. This location is also proximate to the core of the Campus and most student activity, which will direct student activity into the heart of the campus, rather out towards the perimeter of the Campus. The University will improve buffering from neighboring institutional uses through the re-establishment of a woodland edge condition. Prior to constructing the residence facility, the University will return to the Commission for further processing approval, which will provide agencies and neighbors an opportunity to provide further feedback during the planning and design of the housing itself. (Exhibit 17, pp. 4, 5.)
53. Off-Campus Housing. Because the proposed new on-campus housing facility will not be constructed immediately, the University will continue to provide some off-campus student housing. In the near term, the University will continue to master lease approximately 31 units with beds for approximately 86 students in the nearby Van Ness South apartment building. The University monitors student activity within these units to ensure they do not become objectionable to neighboring residents due to noise or other impacts, and maintains an administrative presence in the building through resident assistants ("RAs") who reside in the building to monitor behavior and respond to issues. Complaints are referred to and addressed by University staff, and the Student Code of Conduct applies to off-campus student behavior. At the public hearing, representatives for the University testified that disciplinary actions were taken against students who violated the code. In response to some residents' objections, the University has agreed to refrain from entering into any new leases at the Van Ness South and to end all of its master leasing activity once the new on-campus residence project is completed. UDC's leases for any off-campus units will be phased out prior to the first full semester following the completion and occupancy of the new residence project. If necessary before completion of the new on-campus residence facility, the University may lease additional apartment units in buildings other than the Van Ness South within one mile of the Campus and will provide RAs for those buildings. However, the University will not lease more than a total of 100 off-campus apartments within a one-mile radius. (Exhibit 39.)
54. Student Behavior. The 2011 Plan incorporates many new policies relating to student conduct, both on- and off-campus, to address any objectionable impacts that may arise from student misconduct. (Exhibit 39.)

55. Perimeter. The 2011 Plan incorporates many enhancements to Van Ness Campus edges over a phased implementation schedule. Enhancements include new trees, ornamental plantings, bioinfiltration plantings, evergreen hedges to hide ramp walls, and new woodland plantings. The campus plan incorporates additional landscaping along Connecticut Avenue and Van Ness Street as part of the new Student Center. (Exhibit 17, Tab G.)
56. Sustainability. The University incorporates sustainability elements into the 2011 Plan, including pervious pavers, rain gardens, bioswales, and 95,000 square feet of green roofs. More than two acres of pervious area will be added to the Campus. In addition, the new Student Center will contain a geothermal well field to reduce energy use for heating and cooling. The campus plan incorporates additional landscaping features as well. (Exhibit 17, p. 7.)
57. Trash. In its presentation, ANC 3F alleged that the University created objectionable impacts due to trash. However, the Commission was not persuaded by the ANC's testimony, in part because the alleged "objectionable" impacts were not large and did not affect neighboring property.
58. The Commission finds that approval of the proposed campus plan will not create other conditions objectionable to neighboring property due to multiple features of the 2011 Plan that address the student housing, student behavior, and environmental features of the Campus.

Further Processing for the New Student Center

59. Along with the 2011 Plan, the University submitted a further processing application for the construction of a new on-campus Student Center. Located at the corner Connecticut Avenue and Van Ness Street, the facility is anticipated to be a hub of student activity and to provide resources for the local community. The Student Center will contain a mix of uses, including a welcome center, a ballroom, space for student government and activity offices, assembly space for university programs, and spaces for student leisure and socializing. It will also contain restaurants intended to cater to a planned mix of residential and commuter customers, undergraduate and graduate students, as well as faculty, staff, and visitors. (Exhibits 7, 17.)
60. The proposed Student Center will contain approximately 65,000 square feet of gross floor area and will attain LEED Platinum standards. (Exhibit 17.)
61. The proposed new Student Center will be a signature building that will improve the relationship of the campus to the Connecticut Avenue commercial corridor and will be the gateway to the Van Ness Campus. The building will meet Derinard Plaza via a grand

staircase up the 20-foot grade change with a front lawn and an informal amphitheater in the front. Along Connecticut Avenue, the new building will be marked by a clock tower. The all-glass Connecticut Avenue façade will be light to counter the concrete of the other buildings, with transparency to invite people inside. The building will be clad in terra cotta metal panels with some parts in dark grey metal. Clear glass and spandrel glass will complement the metal, and any new brick will match the existing buildings. The building and streetscape design will animate the public realm at ground level through activity related to the Student Center, and it will create a strong visual, functional, and symbolic connection between the campus core and Connecticut Avenue. The proposed location of the Student Center will permit easy interconnection to existing campus parking and loading facilities, resulting in no change in vehicular and truck circulation patterns that use Van Ness Street and Connecticut Avenue. (Exhibit 17.)

62. The Commission finds that the proposed Student Center is not likely to become objectionable because of noise, traffic, number of students, or other objectionable impacts. The Student Center will be located and designed to harmonize with existing campus development and will enhance the Van Ness Campus.

Office of Planning

63. By report dated April 25, 2011, and by testimony at the public hearing, OP conditionally recommended approval of the University's application for a new campus plan and further processing to permit the construction of the Student Center. OP reviewed the application under the standards for special exception approval for a campus plan and further processing under § 210, as well as the general standards for special exception approval under § 3104. OP concluded that the University satisfied the burden of proof but recommended that the University satisfy eight additional conditions. Many of OP's conditions recommended clarifications and modifications to the 2011 Plan. (Exhibit 21.)
64. By supplemental report dated April 29, 2011, OP indicated that the University satisfactorily addressed all but the fourth condition in the original report. In addition, OP recommended changes to the 2011 Plan and to the University's proposed conditions of approval. (Exhibit 24.) By further testimony at the May 25, 2011 public hearing, OP stated that all conditions proposed by OP had been satisfied.
65. The Commission credits OP's report and testimony. The Commission concludes that the University satisfied the additional campus plan modifications recommended by OP in its April 29th report and that the University has included them in their proposed conditions of approval.

District Department of Transportation

66. By report dated April 20, 2011, DDOT conditionally recommended approval of the University's application. DDOT recommended three conditions in its approval: establishments of safeguards to protect neighborhood parking; provision of a transportation performance monitoring study; and an immediate increase in the rates for parking on the Campus. (Exhibit 26.) At the May 25, 2011 public hearing, DDOT testified that it was generally supportive of the campus plan and that the University had proposed laudable action items as a part of its efforts to enhance its TDM.
67. By supplemental report dated May 27, 2011, DDOT submitted data about the number of parking citations for streets near the Van Ness Campus. (Exhibit 47.)
68. The Commission credits DDOT's report and testimony. The Commission finds that University's TDM commitments are sufficient to address any possible objectionable traffic and parking conditions.

ANC 3F

69. At a regularly scheduled meeting on April 25, 2011, with a quorum present, ANC 3F voted to request postponement of the University's campus plan public hearing. (Exhibit 22.) ANC 3F requested postponement to allow: (1) ANC 3F's further review of the 2011 Plan; (2) ANC 3F's hiring of a traffic expert; (3) UDC's amendment the 2011 Plan; and (4) UDC's supplementing of the 2011 Plan with additional information that would meet the expectations of ANC 3F. (Exhibit 22.)
70. Also at its April 25, 2011 meeting, ANC 3F voted in the alternative to oppose the 2011 Plan. The ANC's opposition was based on the following objections: UDC's alleged non-compliance with zoning procedures by not showing specific locations of proposed buildings, UDC's alleged inability to maintain the grounds of the campus, UDC's alleged inadequate planning for additional parking and traffic, the potential for increased noise, the potential for adverse impacts related to the proposed enrollment cap, and the size of the proposed student residence. In addition, the ANC requested that the campus plan include the commercially zoned Building 52. (Exhibit 22.)
71. After hearing the concerns of the ANC, the Commission voted to deny the request for postponement of the campus plan hearing. The Commission found that the University reached out to the community in drafting the campus plan and provided sufficient and timely information to the ANC to review before the hearing. In denying the postponement request, the Commission decided to provide the ANC's traffic consultant adequate time to review the 2011 Plan.

72. David Fields of Nelson/Nygaard, a traffic consultant, provided oral testimony behalf of ANC 3F. Mr. Fields raised the following traffic and parking issues: students and faculty will park legally in residential areas at parking meters; Metro cannot handle additional capacity for more students; and traffic at intersections around the Van Ness Campus is already unacceptably busy. Mr. Fields provided suggestions that the University should adopt to address his concerns.
73. In response to ANC 3F's objections and concerns, the University agreed to make significant changes to the 2011 Plan. The University provided a campus map with refined "zones" for proposed uses, a plan for landscaping and perimeter improvements; proposed additional TDM commitments and conditions for parking and traffic; and reduced the originally proposed enrollment cap. The University also agreed to implement several measures to engage the community and ANC 3F in further processing and amendments to the 2011 Plan as well as the creation of a University-Community task force. The University did not, however, agree that conditions specifically relating to noise were necessary since the 2011 Plan incorporates measures to limit the impacts of noise on nearby residences. In addition, the University did not agree that Building 52 should be included in the 2011 Plan because it is commercially zoned, where university use is permitted as a matter of right. Further, the University enlarged the area for the proposed new student residence to allow for maximum flexibility in addressing potential concerns. (Exhibit 39.)
74. The Commission finds that the University's responses to ANC 3F's concerns adequately address the issues raised by ANC 3F. The University has provided details on proposed building placement sufficient for a campus plan and has incorporated landscaping plans. Further, the University's revised TDM commitments and reduced enrollment cap incorporate the majority of the suggestions from the ANC's traffic consultant and address objections raised by ANC 3F. The University incorporated measures to continue community involvement in the future development of the Campus. The Commission concludes that proposed 2011 Plan, as revised by the University's changes and proposed conditions of approval, is not likely to become objectionable to neighboring property, so no additional restrictions relating to ANC 3F's objections are necessary.

Other Testimony in Support

75. At the hearing, the Commission heard testimony in support of the application from students and from a resident of Veazey Terrace, who stated that the University made efforts to keep the community informed of its intentions and that the campus plan will benefit the community.

Testimony in Opposition

76. The VNRA presented written and oral testimony in opposition to the 2011 Plan. In its written testimony VNRA objected to the University's alleged failure to satisfy § 210, inadequate notice and neighbor engagement, inadequate parking, inadequate traffic planning, increased noise, off-campus housing, on-campus housing issues with access to the Metro, and the University's failure to include data supporting expansion goals. During oral testimony, VNRA stated that it supports the ANC's traffic recommendations and would like a trigger for enrollment increases. VNRA also requested massing studies for the proposed residences, stated that the neighborhood cannot support "group houses," and testified that noise from athletic events will be an issue.
77. The VNSTA presented written and oral testimony in opposition to the 2011 Plan. The VNSTA's written testimony concerned the following: UDC modified units in Van Ness South to allow four people to live in one-bedroom units; the modification proceeded without proper permits, resulting in fines to UDC; units are not contiguous or even on the same floor; students do not lease from the building owner, so different rules apply to students; leasing to UDC takes rent-stabilized units away from low-to-moderate income renters; and the units provided to students benefit students primarily from outside the District; Building 52 should be part of the campus plan; more study is needed regarding traffic planning and management; and UDC has a poor facilities maintenance record. The VNSTA's oral testimony concerned objections based on the following: the apartments were converted to dorms, which removed in-apartment living spaces and resulted in excessive use of the building's common areas; neither Archstone (the building's owner) nor UDC police accepted responsibility for dealing with complaints; and UDC did not have discussions with the tenants before they placed students in the building. VNSTA noted that they support on-campus housing.
78. The Commission received written testimony from individuals opposing the 2011 Plan. Much of this written testimony concerned the same issues: inadequate community engagement and notice; concerns about activities at the Student Center; insufficient traffic analysis; parking availability; traffic, noise and quality of life impacts; off-campus student behavior; and expense to the District. Many of those who submitted written testimony in opposition also supported on-campus housing. (Exhibits 19, 25, 35, 36, 37, 38.)
79. Some individuals provided oral testimony in opposition to the 2011 Plan at the public hearing. They opposed the 2011 Plan based on such issues as lack of notice, lack of community involvement, insufficient parking, and off-campus housing at Van Ness South and other apartment buildings.

80. The Commission finds that the University made reasonable modifications to and adopted reasonable policies and conditions in the 2011 Plan. The University adopted most of the suggestions from ANC 3F's traffic consultant. The University adequately studied VNRA's proposed housing locations on the Campus and found its own expanded housing zone proposal to be the most viable. The University's changes to the 2011 Plan ensure that it is not likely to become objectionable to VNRA or VNSTA or other nearby property owners.
81. No other testimony in opposition was presented at the hearing.

CONCLUSIONS OF LAW

1. The Applicant requested special exception approval, pursuant to 11 DCMR §§ 210, 3035, and 3104, of a new campus plan for a term ending December 31, 2020 and further processing of the approved campus plan for a new Student Center. The Commission is authorized under the aforementioned provisions to grant a special exception when, in the judgment of the Commission based on a showing through substantial evidence, the special exception will be in harmony with the general purpose and intent of the Zoning Regulations and Maps and will not tend to affect adversely the use of neighboring property in accordance with the Zoning Regulations and Zoning Maps. A special exception to allow use as a college or university in a residential zone district may be granted subject to the provisions contained in § 210, including that the university use must be "located so that it is not likely to become objectionable to neighboring property because of noise, traffic, number of students, or other objectionable conditions," and that maximum bulk requirements may be increased for specific buildings, subject to restrictions based on the total bulk of all buildings and structures on the campus. (11 DCMR § 210.2 – 210.9.)
2. Based on the above Findings of Fact, the Commission concludes that the University has satisfied the burden of proof for special exception approval of the proposed new campus plan in accordance with § 210. The 2011 Plan will provide limited new development that is not likely to become objectionable because of noise, traffic, number of students, or other objectionable impacts. The 2011 Plan is also consistent with many provisions of the Comprehensive Plan. The University has made reasonable accommodations in the 2011 Plan to address the concerns of parties and persons in opposition. Finally, the 2011 Plan will include conditions of approval to avoid creation of adverse impacts or objectionable conditions and in response to community and agency comments.
3. Based on the above Findings of Fact, the Commission concludes that the University has satisfied the burden of proof for special exception approval of further processing of the 2011 Plan in accordance with § 210. The 2011 Plan is modest in scope and is not likely

to become objectionable due to noise, traffic, number of students, or other objectionable conditions. The Student Center is consistent with the 2011 Plan and has been sited and designed to serve as a prominent and functional addition to the Campus. The Commission concludes that the location and design of the project is not likely to become objectionable due to noise, traffic, number of students, or other objectionable conditions.

4. The Commission accorded the recommendation of OP the “great weight” to which it was entitled pursuant to D.C. Official Code § 6-623.04 (2001). As discussed in this Order, the Commission generally concurred with the recommendation of OP to grant the University’s applications, subject to conditions. The University has satisfactorily addressed all of OP’s conditions.
5. The Commission accorded the issues and concerns raised by ANC 3F the “great weight” to which they are entitled pursuant to D.C. Official Code § 1-309.10(d) (2001). In doing so, the Commission fully credited the unique vantage point that ANC 3F holds with respect to the impact of the proposed campus plan on the ANC’s constituents. However, the Commission concludes that the University has made significant changes to the originally proposed 2011 Plan to address the ANC’s issues and concerns. The ANC has not offered persuasive evidence that would cause the Commission to find that the University’s revised 2011 Plan does not adequately address ANC 3F’s objections. Under the 2011 Plan, the University’s planned landscaping/perimeter improvements, student enrollment maximum, plan for community involvement, locations of planned buildings, plans for on- and off-campus student housing, student conduct measures, and TDM commitments result in a campus plan that is not likely to become objectionable due to noise, traffic, number of students, or other objectionable impacts.
6. The Commission concludes that § 2106 of the Zoning Regulations permits parking for college or university uses approved by the Commission pursuant to § 210 to be established by the university as a part of its campus plan. Additional parking is not required for specific buildings.
7. The Commission notes that § 210 applies to university uses in a Residence zone, and does not apply to commercially zoned property or preclude a university’s use of property, consistent with the Zoning Regulations, outside the boundaries of a campus plan. *See Glenbrook Rd. Ass’n v. D.C. Bd. of Zoning Adjustment*, 605 A.2d 22 (D.C. 1992); *Watergate West, Inc. v. D.C. Bd. of Zoning Adjustment*, 815 A.2d 762 (D.C. 2003). The Commission also notes that the Board of Zoning Adjustment has voted to deny an appeal alleging that the University’s use of apartment units in Van Ness South for student housing turned those units into a dormitory. *See Appeal No. 18151* (vote taken April 5, 2011).

DECISION

In consideration of the Findings of Fact and Conclusions of Law contained in this Order, the Zoning Commission for the District of Columbia **ORDERS APPROVAL** of the 2011 University of the District of Columbia Campus Plan for the Van Ness Campus (the "2011 Plan") and the level of University operation it describes until December 31, 2020 as well as **APPROVAL** of the further processing of the approved Campus Plan to allow construction and use of a new Student Center, subject to the following conditions:

Enrollment

1. For the duration of the 2011 Campus Plan, the maximum enrollment on the Van Ness Campus shall not exceed 6,500 students on a headcount basis, and shall not exceed 5,000 students on a FTE basis:
 - a. For purposes of the above, headcount shall include all students enrolled in a course that is offered at the Van Ness Campus;
 - b. For purposes of the above, FTE shall be determined by assigning a fraction to part-time students based on the number of credits they are taking on the Van Ness Campus compared to a full-time course load (currently, 12 credits) and adding the number of full-time students; and
 - c. The University shall provide ANC 3F with its Van Ness Campus enrollment by November 1st (for fall semester enrollment), April 15th (for spring semester enrollment), and August 1st (for summer enrollment).

Housing

2. The University may construct the proposed on-campus housing as described in the 2011 Campus Plan, subject to further processing review and approval pursuant to § 210 of the Zoning Regulations:
 - a. The location shall be within the area identified on Tab B of the University's May 25, 2011 supplemental submission;
 - b. The number of stories, gross floor area, and lot coverage shall be generally consistent with the development summary indicated on Tab C of the University's June 13, 2011 post-hearing submission; and
 - c. As a part of the further processing application, the University shall provide the following documentation:

- i. Interim report on student enrollment and faculty/staff counts;
 - ii. Interim report on the implementation of the student conduct measures detailed in conditions 7-12;
 - iii. Interim report on transportation issues, including:
 1. Information on implementation of the transportation demand management plan detailed in condition 14, including mode split data;
 2. Information regarding utilization of campus parking resources as well as implementation of the parking policy detailed in condition 14; and
 - iv. Interim report on perimeter improvements detailed in conditions 19 and 20.
3. The University shall provide the community with notice and an opportunity to review the proposed design of the on-campus housing at least 60 days prior to filing of the application for further processing:
 - a. Notice of the University's intent to file the application ("Notice of Intent") shall be provided by U.S. Mail to ANC 3F and all owners of all property within 200 feet of the campus. In addition, the Notice of Intent shall be provided by U.S. Mail to all residents within approximately one block of Lot 803.² The Notice of Intent shall state that the University intends to file an application to secure further processing approval to construct dormitories on University property, and shall provide the proposed number of beds, maximum square footage, description of common areas, and planned pedestrian and vehicular access to the dormitories. In addition, the Notice of Intent shall provide a website address (URL) where more information about the proposed dormitories may be found, and the contact information (name, phone, and email) for a University representative that can be contacted for additional information. Finally, the Notice of Intent shall indicate the date, time, and location of the Preliminary Design Review meeting described below; and
 - b. At least 45 days prior to the filing of the application for further processing, the University shall hold an open community meeting to review the preliminary design of the housing with interested community members ("Preliminary Design Review"). This meeting shall be specifically noticed in the Notice of Intent, and shall also be noticed in the *Northwest Current*, on neighborhood listservs, and on the University's website.

² The "Nearby Residents" shall include all addresses along Upton, Van Ness, and Warren Streets, Veazey Terrace, and Windom Place between Reno Road/36th Street and 37th Streets; all residents along 36th Street and Reno Road between Upton Street and Yuma Street; all residents along Yuma Street between Connecticut Avenue and 37th Street; and all residents of 35th Street between Yuma Street and Alton Place. Notice shall also be provided to the Van Ness South Tenants Association, Van Ness North Condominium Association, and Van Ness East Cooperative Association.

4. The proposed on-campus housing shall be limited to no more than 600 beds. The University shall end its off-campus leasing program no more than one semester after the completion and occupancy of the on-campus housing. The University shall be permitted to continue to provide referrals for off-campus living options to students who are interested in living off-campus in privately owned or leased properties.
5. Prior to the completion and occupancy of the on-campus housing, the University agrees to take the following measures regarding its off-campus leasing program:
 - a. The University shall lease no more than 31 units in the Archstone Van Ness apartment complex. The University shall continue to monitor and address complaints regarding student behavior and maintain at least four resident advisors as an administrative presence in the apartment complex;
 - b. The University shall be permitted to lease additional units in other buildings, up to a total of no more than 100 units within a mile of the Van Ness Campus. The University shall provide at least one resident advisor for every eight units to serve as an administrative presence;
 - c. The University shall provide to ANC 3F, on an annual basis, an accounting of the number of leased residential units and number of students housed in those units. The University shall also identify the building or buildings in which these units are located; and
 - d. In multifamily residential buildings where the University intends to acquire a leasehold interest for use as student housing, the University shall provide notice to the building management and tenant association of such intent at least 60 days prior to the actual occupancy of such units by students.
6. The University shall not lease any additional units at Van Ness South beyond what it is currently leasing for off-campus student housing.
7. The University shall terminate its leasing of units at Van Ness South in coordination with the completion of the on-campus housing:
 - a. The University shall end its leases prior to the first full semester during which the on-campus housing is in operation; and
 - b. If permitted under the terms of its lease, the University shall remove the internal walls that were constructed by the University within those units.

Student Conduct

8. All students at the Van Ness Campus, whether living on campus, off campus in housing leased directly by the University, or off campus in privately owned or leased property, shall be required to comply with the University Code of Conduct. Within three months of approval of the campus plan, the University shall evaluate and collect input from the Task Force on revisions to the Code of Conduct that will address the impacts of students living on or near campus.
9. The University shall use disciplinary intervention for acts of misconduct committed by students (i.e., violations of the Code of Conduct) in the surrounding community, regardless of whether the student lives on campus or off campus, and even if the students are not in properties owned or controlled by the University. The University shall act on incident reports submitted by persons including residents, ANC 3F, community associations, tenant associations, building management, University security officers, and the Metropolitan Police Department.
10. The University shall establish and maintain an outreach program with neighboring apartment buildings occupied by University students (including but not limited to apartment buildings in which the University leases residential units), to educate management companies and tenant associations on the University's disciplinary program and its reporting requirements, to facilitate effective use of its program.
11. The University shall establish and publicize (through appropriate written and/or electronic communications) a hotline to receive calls about student conduct issues and safety and security concerns. The University shall maintain a log of all calls received and all actions taken, including referrals made to the appropriate University departments for their attention. A quarterly report summarizing the hotline efforts shall be provided to ANC 3F.
12. The University shall establish and maintain a mandatory program for all students living on-campus or off-campus within one mile of the Van Ness campus that will address "good neighbor" issues, educating students about appropriate conduct in the off-campus community. This program will especially emphasize objectionable noise both inside and outside of buildings, restricted parking in the surrounding residential neighborhoods, illegal underage drinking, and respect for personal and real property of the residential and private business communities.
13. The University shall establish and maintain an outreach program with the Metropolitan Police Department to secure referrals on all reports of complaints, infractions, or arrests of University students living on-campus or in off-campus housing near the University. The University shall maintain a log of all referrals received and all actions taken.

Transportation and Parking

14. The University shall manage its on-campus parking supply and encourage all students, faculty, staff, and visitors to use transit and other alternatives to single-occupancy vehicles through the implementation of the TDM measures detailed in Finding of Fact No. 48 and in Tab A of the Applicant's June 13, 2011 Post-Hearing Submission (Exhibit 52), which reflects all of the commitments made by the University.
15. The University shall require all students, faculty and staff to park in University or other commercial parking facilities on or near the Van Ness Campus:
 - a. The University shall prohibit, to the extent permitted by law, students from parking on the residential streets adjacent to and surrounding the Van Ness campus. To accomplish these purposes, the University shall employ a system of administrative actions, penalties, and fines for violations of this policy; and
 - b. All students residing on campus shall not be permitted to garage their vehicles on the Van Ness campus. The University shall work with the Department of Motor Vehicles to prohibit students residing on campus from applying for residential permit parking stickers for the residential neighborhoods surrounding the Van Ness Campus.
16. The University shall encourage all visitors attending special events on campus to use transit or park in University or other area parking facilities. The University shall work with area institutions and commercial parking operators as well as use attendant parking to provide additional parking as needed during these events. Non-University events in the Student Center ballroom shall be subject to the following additional conditions:
 - a. For weekday non-University events that are likely to draw more than 100 persons, the University shall direct potential users to notify event guests that parking will not be available on campus or in the surrounding community and that driving is therefore discouraged. The University shall direct potential users to encourage event guests to travel to the Van Ness Campus by other means such as transit, bus, walking, or taxi:
 - i. For purposes of this condition, "weekday events" are events that begin between 8:00 am and 4:00 pm, Monday through Friday; and
 - b. For weeknight non-University events that are likely to draw more than 100 persons, such events shall not be permitted to begin between the hours of 5:00 p.m. and 7:00 p.m.

- i. For purposes of this condition, “weeknight events” are events that begin after 5:00 pm, Monday through Friday.
17. The University shall work with area institutions regarding the scheduling of special events expected to draw more than 100 visitors to the Van Ness Campus.
18. The University shall direct all construction traffic to avoid routes through the adjacent residential neighborhoods through contract provisions or similar mechanisms.

Perimeter Improvements

19. Subject to availability of funding and other required approval from or coordination with District agencies, the University shall undertake the improvements detailed on Exhibit G of the University’s April 18, 2011 pre-hearing submission, and as modified by the University’s June 13, 2011 submission, in accordance with the implementation schedule detailed on said exhibit. The University shall have the flexibility to modify the final design and layout of these improvements based on approval from or coordination with District agencies.
20. Following the issuance of a Certificate of Occupancy for the Student Center, the University shall use good faith efforts to work with District agencies and other stakeholders to promote the construction of improvements to the intersection of Veazey Terrace with Connecticut Avenue as shown in concept on Exhibit K of the University’s April 18, 2011 pre-hearing submission.

Community Outreach

21. University-Community Task Force: Within one month of approval of the campus plan, the University shall establish a Task Force that includes representatives of the University officials, ANC 3F, residents of the surrounding Van Ness and North Cleveland Park neighborhoods (including residents of both the single-family neighborhoods and high-rise buildings near campus):
 - a. The Task Force shall meet quarterly in order to encourage dialogue regarding campus planning, student conduct, traffic and parking, construction activity, and similar issues;
 - b. The meetings shall be open to the public and shall be noticed at least two weeks prior through advertisements in the *Northwest Current*, on neighborhood listservs, and through the University’s website. Notice of such meetings shall also be provided to authorized representatives of neighborhood community associations, tenant associations, or other building associations. Said notice shall identify the

preliminary agenda for each meeting, though this preliminary agenda shall not preclude the discussion of additional issues or concerns;

- c. The University shall keep minutes of all Task Force Meetings as well as a log of all attendees; and
- d. Within one month of each Task Force meeting, the University shall circulate the minutes of the meeting to ANC 3F, authorized representatives of neighborhood or building associations, and any other participant requesting the minutes at the meeting. The University shall also post the minutes on its website.

22. Notice Regarding Future Zoning Applications:

- a. The University shall provide Nearby Residents (as defined in footnote 2) and ANC 3F with notice of its intent to file any future application for an amendment to the campus plan at least 60 days prior to the filing of the application. Such notice shall describe the proposed amendment, including any relevant new construction, alteration, or change in use associated with the amendment. The notice shall also identify the name, phone number, and email of a University representative that may be contacted for further information. Finally, the Notice of Intent shall indicate the date, time, and location of the Preliminary Review meeting described below; and
- b. At least 45 days prior to the filing of the application for amendment of the campus plan, the University shall hold an open community meeting to review the proposed amendment ("Preliminary Review"). This meeting shall be specifically noticed in the Notice of Intent, and shall also be noticed in the *Northwest Current*, on neighborhood listservs, and on the University's website.

23. Notice Regarding Future Campus Plan:

- a. The University shall provide Nearby Residents (as defined in footnote 2) and ANC 3F with its notice of intent to commence the planning process for any future campus plan at least 60 days prior to the community kickoff meeting for the planning process;
- b. The community kickoff meeting shall take place at least six months prior to the filing of the future campus plan; and
- c. The notice shall indicate the date, time, and location of the community kickoff meeting, as well as include a preliminary schedule for future community meetings and an estimated date for filing of the campus plan.

24. The University shall offer an hourly rate for the use of tennis courts and the natatorium for non-University users who do not want to purchase an annual membership for use of these facilities.

Student Center Design

25. The Student Center shall be constructed in accordance with the plans included as Exhibit A of the University's April 18, 2011 pre-hearing submission, as modified by the plans filed by the University on May 25, 2011, and as further modified by the plans filed by the University on June 13, 2011, provided that the University shall have flexibility to modify the design as follows:
- a. Modify the design of all interior components of the building;
 - b. Vary the final selection of exterior materials within the color ranges and materials types proposed based on availability at the time of construction;
 - c. Vary the size, location, and design features of building entrances, including the size, location, and design of windows, doors, awnings, canopies and similar features, to accommodate the needs of specific tenants and uses;
 - d. Vary the size, location, and other features of proposed building signage;
 - e. Make minor refinements to exterior details and dimensions to comply with Construction Codes or that are otherwise necessary to obtain a final building permit;
 - f. Modify the exterior design of the building as required to address field conditions such as the presence of WMATA-related facilities below grade; and
 - g. Modify the exterior design as required to address comments from the National Capital Planning Commission ("NCPC"), the Commission of Fine Arts ("CFA"), and the Historic Preservation Review Board ("HPRB").

Such flexibility may include changes to the building footprint, height, and density, provided that the building design shall remain substantially the same and continue to comply with all relevant provisions of the Zoning Regulations

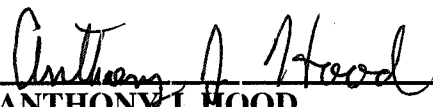
26. The Student Center shall be designed to the LEED Platinum standard.
27. The University shall not be permitted to lease space in the Student Center to a tenant seeking to operate such space as a nightclub, lounge, or similar use.

28. In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Official Code §§ 2-1401.01 et seq. (Act), the District of Columbia does not discriminate on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business. Sexual harassment is a form of sex discrimination which is prohibited by the Act. In addition, harassment based on any of the above protected categories is prohibited by the Act. Discrimination in violation of the Act will not be tolerated. Violators will be subject to disciplinary action.


On June 27, 2011, upon motion of Chairman Hood, as seconded by Commissioner Selfridge, the Zoning Commission **ADOPTED** the Order in Case No. 11-02 at its public meeting by a vote of **4-1-0** (Anthony J. Hood, Peter G. May, Greg M. Selfridge, and Michael G. Turnbull to adopt; Konrad W. Schlater to oppose by absentee ballot).

On June 27, 2011, upon motion of Commissioner Turnbull, as seconded by Commissioner Selfridge, the Zoning Commission **ADOPTED** the Order in Case No. 11-02A at its public meeting by a vote of **5-0-0** (Anthony J. Hood, Peter G. May, Greg M. Selfridge, and Michael G. Turnbull to adopt; Konrad W. Schlater to adopt by absentee ballot).

In accordance with the provisions of 11 DCMR § 3028, this Order shall become effective upon publication in the *D.C. Register*; that is on July 29, 2011.



ANTHONY J. HOOD
CHAIRMAN
ZONING COMMISSION



JAMISON L. WEINBAUM
DIRECTOR
OFFICE OF ZONING

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of Zoning




Z.C. CASE NO.: 11-02/11-02A

As Secretary to the Commission, I hereby certify that on **JUL 26 2011** copies of this Z.C. Order No. 11-02/11-02A were mailed first class, postage prepaid or sent by inter-office government mail to the following:

1. *D.C. Register*
2. Dave Aitable, Esq.
Allison Prince, Esq.
Goulston Storrs
1999 K Street, N.W. Suite 500
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3. ANC 3F
4401-A Connecticut Avenue, N.W.
Box 244
Washington, DC 20008
4. Commissioner Adam Torpe
ANC/SMD 3F01
3F01@anc.dc.gov
5. Commissioner Karen Lee Perry
ANC/SMD 3F02
3003 Van Ness Street, N.W. #W-118
Washington, D.C. 20008
6. Gottlieb Simon
ANC
1350 Pennsylvania Avenue, N.W.
Washington, D.C. 20004
7. Councilmember Mary M. Cheh
8. DDOT (Martin Parker)
9. Melinda Bolling, Acting General Counsel
DCRA
1100 4th Street, S.W.
Washington, DC 20024
10. Office of the Attorney General (Alan Bergstein)
11. Van Ness Street Resident's Association
c/o Brenda Viehe-Naess
3625 Van Ness Street, N.W.
Washington, D.C. 20008
12. Van Ness South Tenant's Association
c/o David Wilson
3003 Van Ness Street N.W.
Washington, D.C. 20008

ATTESTED BY:


Sharon S. Schellin
Secretary to the Zoning Commission
Office of Zoning

The Equity Imperative

A STRATEGIC PLAN TO REGENERATE THE UNIVERSITY OF
THE DISTRICT OF COLUMBIA AS A PUBLIC HIGHER EDUCATION
MODEL OF URBAN STUDENT SUCCESS 2019-2022



The University of the District of Columbia believes that the opportunity to gain an excellent education and thrive as a member of the middle class should be available to everyone.

What to Expect from UDC By 2022

UDC WILL BE A PUBLIC HIGHER EDUCATION MODEL OF URBAN STUDENT SUCCESS BY:

- Offering effective and affordable academic and workforce programs
- Launching nationally recognized urban research and scholarship
- Strengthening links to government and community stakeholders

UDC WILL AWARD MORE DEGREES AND WORKFORCE CREDENTIALS BY:

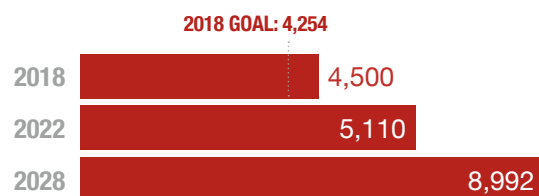
- Charting seamless pathways between training, education, and employment
- Ensuring students succeed by providing coaching, tutoring, and financial aid
- Creating environments conducive to learning

UDC WILL GRADUATE PASSIONATE LEARNERS AND LEADERS WHO WILL TRANSFORM OUR LIVES AND URBAN SPACES AS WE:

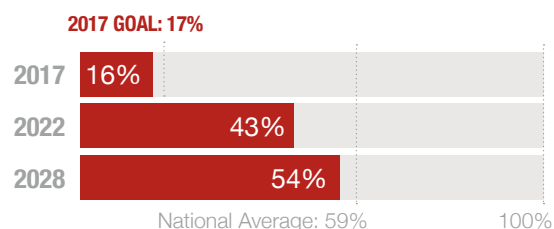
- Encourage multicultural engagement
- Enrich our curriculum with experiential learning
- Equip students with self-awareness tools and senses of empowerment

Outcomes

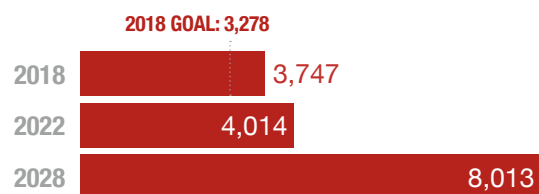
DEGREE ENROLLMENT



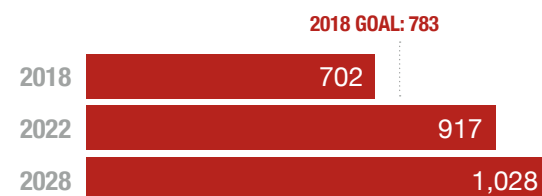
GRADUATION RATE



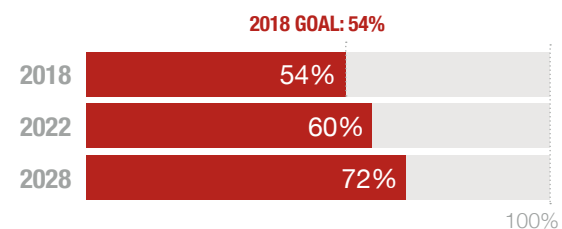
WORKFORCE ENROLLMENT



DEGREE COMPLETIONS



RETENTION RATE



INDUSTRY CERTIFICATIONS

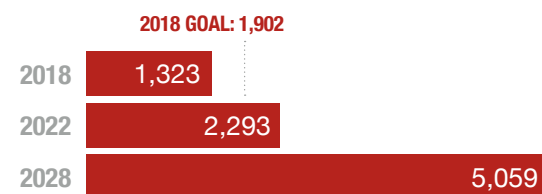




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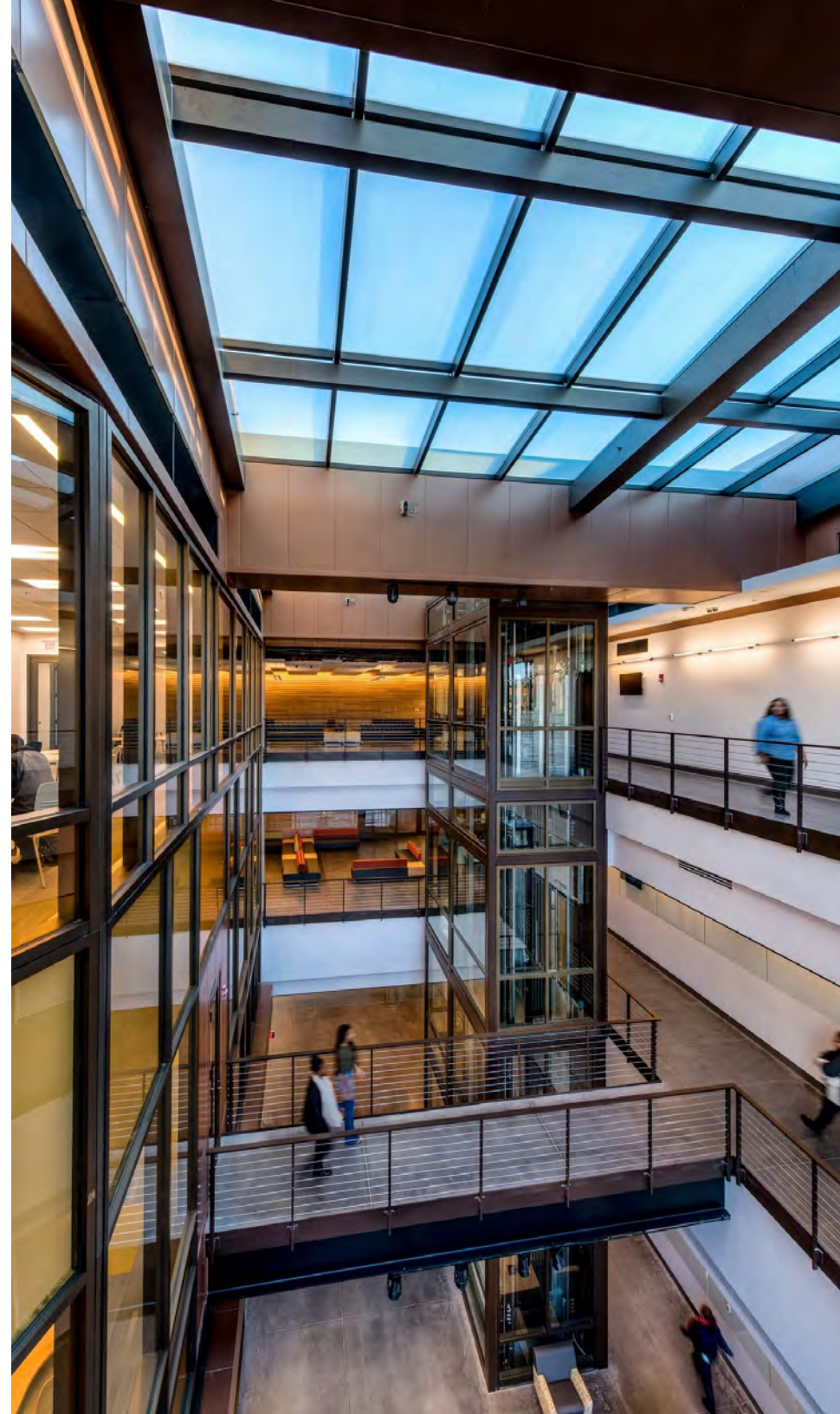
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Overarching Strategy

As the pinnacle of the District of Columbia's public system of education, the University of the District of Columbia will support the District in its continuing effort to be the model of a sustainable, resilient, and equitable community. The University will create solutions to urban challenges, train and support an exemplary workforce at all levels and in all sectors, and develop transformative, ethical leaders, thus improving access to economic opportunity for all.

Academic Structure

UDC awards undergraduate, graduate, and professional degrees at four colleges (Arts & Sciences; Business & Public Administration; Agriculture, Urban Sustainability & Environmental Sciences; and Engineering & Applied Sciences) and a School of Law located at its flagship Van Ness campus. It also specializes in developmental learning and early college instruction, and confers workforce credentials, professional certifications, and associate's degrees at a branch campus which is a Community College.



UDC Ideals

VISION

All students will achieve their highest levels of human potential.

MISSION

Embracing its essence as a public historically black urban-focused land-grant university in the nation's capital, UDC is dedicated to serving the needs of the community of the District of Columbia, and producing lifelong learners who are transformative leaders in the workforce, government, nonprofit sectors and beyond.

MOTTO


Aspire. Accomplish. Take on the World.

PILLARS

Quality • Location • Affordability • Diversity • Community Focus

CORE VALUES

Excellence • Innovation • Integrity • Sustainability • Collaboration

A photograph of three students, two men and one woman, looking at a red folder on a desk. The man on the left wears a red and white plaid shirt and glasses. The woman in the middle has long dark hair and is wearing a purple top. The man on the right is wearing a grey t-shirt and is pointing at the folder. A water bottle is visible on the left side of the desk. The background is a blurred library or study area with bookshelves.

“There were deep cuts
at the University of the
District of Columbia
and, in retrospect, they
were too deep.”

Alice Rivlin, D.C. Control Board Chair, 1998 - 2001

Executive Summary

INTRODUCTION

The Equity Imperative is a streamlined, focused and refined Strategic Plan designed to regenerate the University of the District of Columbia as a Public Higher Education Model of Urban Student Success. UDC's last strategic plan—Vision 2020—recommended four years ago that many of the University's courses be discontinued, largely because of tolls the school's financial challenges had taken, the origins of which are described below.

Others of Vision 2020's major recommendations, such as converting many of UDC's courses into online classes, proved to be impractical, given the University's aged and outmoded digital infrastructure, and the lack of funds to upgrade or replace its operating systems.

At this point in time, the Equity Imperative is a plan that is right for UDC, for its students, and for the District of Columbia. The strategies it lays out—which were informed by input from town halls held around the city and suggestions gathered internally from students, faculty, staff, and our Board of Trustees—will transform the University into a powerful source of hope, education, creativity, research, and urban resilience as it guides many members of our community toward the middle class. Its tactics are affordable and its mission is essential to the future health and stability of the District.

THE CASE FOR INVESTMENT

Faced with a fiscal crisis in the mid-1990s, then-Mayor of the District of Columbia, Marion Barry, asked the federal government for more than \$700 million to balance the books. Instead, Congress appointed a financial control board to straighten out the District's fiscal affairs. Its first order of business was to shrink the size of the District government, severely slashing payrolls and other spending. The budget for the University of the District of Columbia was cut in half, and then cut again. As a result, a student population of over 10,000 students quickly dwindled to 5,000, and a third of the faculty was abruptly terminated.

With strong oversight from the control board, Anthony Williams served as Chief Financial Officer for the District during that time, then succeeded Barry for two terms as mayor. By the time he left office, the *Washington Post* was able to state:

Williams leaves in his wake a city with a good bond rating, sizable cash reserves, a more accessible health-care system for the underserved, several promising neighborhood projects, a major league baseball team, a new stadium under construction and a home town that is no longer the laughingstock of the nation... On his watch, the District underwent its most profound transformation in generations. Williams promoted an investment climate that led to the sprucing up of a city that had gone to seed.

Today, the District has well-funded and rapidly improving public schools, well-groomed parks and recreation facilities, and community-oriented state-of-the-art libraries. All of these necessary components for a sustainable, resilient, equitable community have been regenerated in ways that are widely acclaimed. Yet the one asset that is most crucial as we struggle to ensure thorough, lasting, and balanced vitality in the District—the public university—has been neglected.

Education is the key to equity—a fair shot at success. If you are born poor in the United States, you are almost certain to die poor. Education offers just about the only escape there is from poverty. Employment training can help many begin climbing the income ladder by qualifying for better jobs. It can be a start. But the odds against entering the middle class are nearly insurmountable for workers who do not hold a bachelor's degree.

In the District, the median income for our white households is \$127,369, more than three times the \$37,891 median for our black households. Also in the District, 92 percent of white residents have college degrees, compared to 25.6 percent of black residents. Many D.C. public high school and public charter school graduates are unable to take advantage of the federally funded Tuition Assistance Grant (DCTAG) program—which pays up to \$10,000 per year toward tuition at public colleges and universities and up to \$2,500 per year for enrollment at HBCUs nationwide (with the exception of UDC) and private schools in the Washington Metropolitan area—because their families can't afford to send them away to college, or they are not sufficiently prepared academically to gain admission to selective schools. UDC must be the life-changing alternative for those students.

The strategies recommended in this plan will equip UDC to offer nationally competitive programs that are affordable and accessible to District citizens who are seeking pathways to the middle class, whether in the form of professional certification or academic degrees. The plan will empower the University to be a leader in public higher education—an example of resilience and equity in our nation's capital, where disturbing disparities in income and opportunity often overshadow the storied symbols of our democracy.

The foundation is already in place. As the only exclusively urban land-grant institution in our predominantly urban nation, UDC is already researching solutions to newfound urban challenges. As an HBCU (Historically Black College and University), we master the kinds of nurturing methods required to reveal and refine the vast amounts of talent that are hidden in poor black and brown communities. In short, we are becoming a model of the kind of public system of higher learning and urban student success that the nation requires now more than ever.

During the past decade, D.C. has made substantial investments in many of its public services and assets. By contrast, investment in the University of the District of Columbia has seriously lagged. As a result, its roofs leak, its elevators fail, its technology is outdated, and its salaries trail behind the competition. UDC urgently needs major repairs, renovation of critical facilities, and funds to attract and maintain quality personnel. While D.C. Mayor Muriel Bowser recently pledged a significant “down payment” on the funds needed to achieve the University's Equity Imperative Strategic Plan, UDC also requires an ongoing oath of allegiance from the District in order to complete its journey of regeneration, and fulfill its mission as the only public institution of higher learning in the nation's capital.

If you are born poor in the United States, you are almost certain to die poor. Education offers just about the only escape there is from poverty.





Goal One

Establish in the District of Columbia a Public Higher Education Model of Urban Student Success

The District of Columbia is not a bastion of equity when it comes to education, student success, or employment opportunity. In many ways it is highly polarized, and the distances between its extremes can be alarming. The University of the District of Columbia plans to work toward changing that—in large part in conjunction with its mission as a land-grant institution, one of scores of universities and colleges created by a federal law passed during the Civil War that was intended to “democratize” education by making it available to ordinary citizens. Up until that time, for the most part, higher education was available only at expensive, exclusive, private schools which focused on the liberal arts. The federal government set up land-grant colleges in states across the country to educate students of average means in small towns and rural areas, teaching practical skills and performing research mainly related to agriculture, science, and engineering.

The University of the District of Columbia was awarded land-grant status in 1967 in order to serve an area that is exactly coterminous with the nation’s capital, making UDC the only exclusively urban land-grant institution in the country. According to the spirit of the federal act that initially created land-grant colleges, UDC’s primary purpose is to “democratize” education by extending it to citizens who are not able to afford it, or otherwise gain access to it.

Urban students are very diverse. UDC educates and trains a wide variety of people with many social and cultural identities, needs, and interests. The District that it serves is also diverse, and rife with opportunities to interact with all branches of government, business, community-based organizations, philanthropy, the arts, and more. Healthy and stimulating interactions occur on many levels and between many groups within this diverse population. But there are also striking divisions. D.C. contains some of the wealthiest neighborhoods in the country, as well as some of the poorest. Roughly half of its residents are among the best educated in nation, while a significant portion of the other half are notably undereducated. Many households bring in stellar amounts of income, while others barely scrape by. The District’s economy often looks like it’s booming from the perspective of pioneers on its newly redeveloped frontiers, even though there are vast expanses where unemployment rates are stuck in double digits. Many graduates of D.C.’s struggling K-12 public schools can’t find jobs that pay a living wage, while employers simultaneously have positions that are vacant because they can’t find sufficiently educated or trained applicants to fill them.

The University of the District of Columbia is committed to building bridges to span the educational gaps that divide our community. The strategies of our plan, the Equity Imperative, will ensure the success of our students, and prepare them to travel pathways that lead to membership in the middle class.

SUBGOAL ONE (A): DEMONSTRATE AND ADVOCATE THE VALUE OF PUBLIC HIGHER EDUCATION IN THE NATION'S CAPITAL

As the only institute of public higher education in the nation's capital, UDC will be instrumental in prompting interaction between many different kinds of District residents, leaders and stakeholders, thereby strengthening D.C.'s resiliency and improving conditions among all segments of our community. Public urban universities serve as secure roots for innovative and healthy growth. UDC will demonstrate and advocate the value of that kind of broadly principled growth by influencing conventional and familiar faces to make room for more diverse interests at tables where decisions are made.

Cross-sector communication will be crucial as broader groups of investors in the economies and cultures of the District are persuaded to back its cohesion and promote the expansion of equity within its borders. UDC is committed to undertaking the hard work entailed in building those relationships, for they are critical to ensuring D.C.'s social stability and long-range economic health.

Bridges between District agencies, the private sector, and nonprofits will support creation of solutions to social challenges and nurture entrepreneurial growth in business corridors. And effective, broad-based leadership which widely shares processes of planning will shape multidisciplinary strategies that lead to a steady lessening of the economic inequality that threatens the very fabric of our nation's capital.

UDC also will need to bring public perceptions of our operations and capabilities into alignment with our evolving identity as a Public Higher Education Model of Urban Student Success. Toward that end, UDC is establishing an external affairs unit whose marketing component will recreate the University's brand by affixing it firmly to our principles and qualities of excellence, innovation, integrity, sustainability, collaboration, and community focus.

OBJECTIVE ONE (A)(1): ACADEMIC MASTER PLAN

The University of the District of Columbia's new Academic Master Plan will establish a student-focused and learner-centered culture in which faculty members increasingly function more interactively in the educational process as coaches and guides, in addition to imparting information through lectures, thereby ensuring that students grasp knowledge and grow academically. The University will expand an array of high-impact educational practices that combine theory and practice with careerist and liberal arts projects in ways that will better enable students to thrive in our complex world. Small learning communities will be formed, for example, in which students can take several related courses that examine life's bigger questions from the vantage points of different academic disciplines, thereby integrating knowledge in innovative ways. Writing and effective oral communication requirements will be expanded across the curriculum, and a Writing Center will be established to motivate faculty and students alike to stretch their abilities and strengthen their skills.

Seamless academic pathways will offer learning opportunities from industry certification through to bachelor's degrees. Collaborative projects will develop expertise in problem-solving skills and prompt insights into new kinds of thought processes by listening to others. Undergraduate research will introduce students to key facets of empirical observation and analysis that will serve them endlessly in the workplace and throughout life. Courses that focus on elements of UDC's diversity will offer students opportunities to explore issues grounded in cultures, genders, races, and socio-economic standings other than their own. Instead of relying upon a vertically structured "core" curriculum, students will be encouraged to explore and acquire competencies that can be integrated to form various areas of individualized scholarship that inspire them to maintain interest in and commitment to their studies.

UDC also will foster a culture of assessment which continuously monitors the quality and quantity of learning being acquired by students, thereby giving faculty a real-time sense of which classroom (or out-of-the-classroom, or online) techniques, are working. The student feedback gathered in this process will probe much deeper and more effectively than other questionnaires often distributed at the end of courses which ascertain little more than whether students "liked" the course. Similar assessment tools will be leveraged to produce data that will drive improvement, innovation, and evaluation across the University. Effective teaching stimulates impassioned learning, which strengthens student success and leads to the completion of degrees.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Align viable programs with the University's vision and mission	100% of University programs assessed to ensure viability and alignment with University Mission and Vision	2022
Incentivize the creation of innovative new programs	4 new program proposals developed and presented to Faculty Senate for recommendation	2022
Infuse experiential and service learning throughout the curriculum	100% of academic programs have service learning components	2022
Incentivize the infusion of land-grant philosophy into research, teaching, and service	100% of program reviews will assess their departments' ability to incorporate urban-focused research, teaching and service within course instruction	2021
Implement board-approved General Education policy	100% of General Education courses reviewed and reengineered, ensuring they are practical, flexible and rigorous	2022
Establish cycle for academic program review	100% of programs evaluated	2022
Enhance Writing Center	80% of students receive additional writing skills support from the Writing Center	2021

OBJECTIVE ONE (A)(2): DEVELOP NATIONALLY RECOGNIZED URBAN RESEARCH AND SCHOLARSHIP

Scholarship is the hallmark of any educational institution. It distinguishes faculty in their fields, while their research activity creates learning environments which foster competencies that prepare students for success in the real world or as they pursue higher levels of education. As such, UDC's ability to advocate for the value of research and scholarship will grow as the amount of research it conducts expands and is further defined. To that end, the University plans to hire a Vice President for University Research and Graduate Studies to provide leadership and guidance for scholars who perform significant amounts of research at UDC. The vice president also will help shape graduate programs which spawn and buttress research activities, such as UDC's new doctoral program in Engineering and Computer Science.

The University also will expand its partnership with The Lab @ DC, a new research engine in D.C. Mayor Muriel Bowser's administration which works with a wide range of agencies, universities, industries, nonprofits, and community groups to design policy and program interventions that are tailored to the District, conduct sophisticated evaluations, and foster a scientific community of practice that engages experts and stakeholders across D.C.

Two fairly immediate measures of the success of these efforts would be an increase in the number of faculty who are published in scholarly publications, and an expansion in the amount of research activity at UDC.

Every state in the U.S. has at least one public research university. The District of Columbia should have one, too. According to the American Academy of Arts & Sciences, public research universities provide high-quality education to students of all income levels at costs that pay for themselves within five to seven years of post-graduate employment. They not only drive fundamental scientific and technological discovery, they educate and train "the skilled workforce of tomorrow."

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Develop Office of University Research	\$50 Million in funded research	2022

OBJECTIVE ONE (A)(3): CONTINUOUSLY ASSESS AND MAINTAIN CURRENCY OF ACADEMIC AND WORKFORCE OFFERINGS

UDC will ensure the quality of its courses and programs by continuously assessing their value and maintaining their currency regionally, nationally, and internationally, so that the worth of the University's degrees and other credentials equal or surpass those of its competitors when compared by reputation and efficacy in real-world settings. Student learning outcomes will be continuously measured against the intended goals of particular courses and programs, as well as industry standards. A University-wide and ongoing assessment and course review process will be standardized and instituted so that UDC examines and improves its educational effectiveness consistently and proactively, instead of reactively, and primarily as the product of accreditation demands, as has been the case too often in the past.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Establish University-wide academic and workforce programs/course review process	100% of courses are evaluated as high quality	2022
Sync University activities and assessment guidelines to student learning goals	90% of University activities aligned with student learning outcomes	2022
Standardize assessment process and Middle States Accreditation reporting	100% of division and department assessment plans include Middle States Standards	2021

OBJECTIVE ONE (A)(4): ENHANCE RELATIONSHIPS WITH GOVERNMENT AND OTHER MAJOR STAKEHOLDERS

UDC is in the process of building a broad constituency of public support by interacting particularly with these three groups:

District leadership—including the Mayor, Deputy Mayors, Councilmembers and their staffs—must be kept abreast of our goals through frequent, data-informed discussions which focus on our short- and long-term operating and capital funds needs as they relate to our strategic goals. UDC will improve its weekly monitoring and assessment of legislative, regulatory, and budgetary actions that directly or indirectly impact the University. Through discussions with agency heads, UDC will identify all services that the University may be able to deliver to the city (whether paid or not), such as pesticide testing and training, or an expansion in the variety of workforce credentials it offers. It also will explore the availability of funds, such as the use of DOEE money for roof repair, to address needs at UDC.

Advisory Neighborhood Commissions and other neighborhood associations such as Van Ness Main Street will be engaged more regularly and intensively, especially those which utilize UDC locations. The University will make its facilities available to all ANC's and neighborhood associations, and will give timely notice of all UDC events to their publications. UDC also is considering founding a Civic Leadership Institute, which through 10 to 12 weeks of practical coursework and interaction with District agencies, policy institutes, and associations, will familiarize residents with the workings of civic and governmental components, thereby transforming them into agents of positive change.

UDC will seek general or board membership in **leading civic and economic development organizations** in the District and the surrounding metropolitan area. The University also will offer to host at least one major event for each of these organizations (such as the D.C. Chamber of Commerce, the Board of Trade, and the Federal City Council), sponsor one of their signature events, or arrange for a senior figure from UDC to address their group.

OBJECTIVE ONE (A)(5): ENGAGE IN STRATEGIC MARKETING

We are in the midst of recreating our brand in ways that emphasize our principles and values of quality, location, affordability, diversity, and community focus. We also are emphasizing our core values of excellence, innovation, integrity, sustainability, and collaboration.

After securing our institutional brand in the minds of potential consumers and in the community at large, we plan to market UDC on a variety of media platforms, including publications such as the University magazine Legacy and television and social media campaigns like "Faces of UDC," which present short but cogent cameos of UDC students, professors, and research projects that reflect the diversity of the University's components and the dreams it makes come true. The "Faces of UDC" campaign also will present examples of alumni who have become transformative urban leaders across a range of industries and sectors.

The marketing will target adult learners who are eager to enhance their career opportunities, as well traditional high school graduates. It also will strive to build a reputation as an "employer of choice," thereby enticing well-trained and high-performing staff to work at UDC.

While establishing ourselves as the educational flagship of the District of Columbia, the only public university in and for the nation's capital, and as we graduate ever growing numbers of successful students, UDC also will compete for applicants in larger markets. The University will seek to increase the significant number of international students it already enrolls, as well as attract more students from our region, and from states that are farther afield.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Rebrand the University	40% increase in media advertisement of University (paid and unpaid)	2020
Establish UDC as an "Employer of Choice"	Identification of UDC as top 100 places to work in the District	2022

SUBGOAL ONE (B): WORK MORE CLOSELY WITH D.C. PUBLIC AND PUBLIC CHARTER SCHOOLS

Nearly 70 percent of UDC’s degree-seeking students are residents of the District, and the vast majority of those students attended public or public charter schools in D.C. In order for them to have the best chance of succeeding at the University, and achieving the bachelor’s degree that will put them on the path to the middle class, they should arrive at UDC ready for college. In addition to the objectives listed below, there are a number of ways the University can work with the District’s public schools to ensure the college readiness of their students, including expanding summer bridge programs, and helping to strategically plan approaches to P-16 public education that are best suited to all students, especially the 79.5 percent of the District’s public and public charter school students who are economically disadvantaged.

The University also is seeking an integration of its database with that of the Office of the State Superintendent of Education in order to improve and expand tracking of student mobility and growth over a student’s entire lifespan in District public education institutions. Joining those data banks will enable better planning, student placement, trend analysis, performance projections, program evaluation, stakeholder empowerment, and compliance. The partnership also will foster collaboration in recruitment, K-16 persistence programs, early access to postsecondary education, improved college readiness, professional development of teachers, continuing education programs, and enhanced relationships with school counselors.

UDC already is exploring the possibility of offering workshops to school counselors, and reasonably priced continuing education courses for the kinds of skills and credits that teachers are required to update and obtain regularly.

OBJECTIVE ONE (B)(1): STRENGTHEN DUAL ENROLLMENT PROGRAMS

There is strong demand for the University’s dual enrollment program, which is currently administered through the College Access and Readiness for Everyone Program (CARE). There were 409 applicants for the program in Fall 2017, and 135 seats available, but there was only enough funding to fill 124 of those seats, so more funding is being sought for the program and additional delivery options are being explored.

UDC has the largest dual enrollment program in the city, having served over 1,700 students from D.C. public and public charter schools since 2012. The program provides District high school students the opportunity to attend college-level classes and earn transferable college credits while they are still in high school, thus enabling students and their families to save time and money on more traditional journeys toward college degrees in the future. In addition to the coursework, CARE also provides an array of support services designed to make the transition between high school and college smoother.

Dual enrollment classes are currently held at the Community College, although the University hopes to expand classes to the Flagship campus, and if funding is allocated for additional instructors, classes also may be offered on the campuses of various high schools in the future.

CARE classes are free of charge, and are open to all qualified high school and GED program students in the District, including those enrolled in private schools and those who are homeschooled. The program began in 2012, working with students from two high schools. It now partners with 33 D.C. public schools and public charter schools.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Determine appropriate business model(s)	50% increase in CARE Funding	2022
Establish Dual Enrollment on Van Ness Campus	Establish first dual enrollment cohort of 20 students	2019

OBJECTIVE ONE (B)(2): COMPREHENSIVE PLANNING AND PARTNERSHIP WITH D.C. PUBLIC SCHOOLS (DCPS) AND PUBLIC CHARTER SCHOOLS (DCPCS)

UDC intends to begin strategically aligning itself with the District's Public Schools and Public Charter Schools through a continuing series of meetings with leaders from those entities that will foster genuinely collaborative relationships and forward thinking, instead of relying on periods of crisis to bring us together. The President of UDC will take the lead in coordinating meetings with the DCPC Chancellor, the Executive Director of DCPCS, and other influential actors and advisors. UDC also would like to include as many educators as possible in events such as UDC's annual teacher professional development forums.

The University additionally would like to encourage and track operational cooperation in areas such as UDC's Dual Degree Program and in components of customer service that are crucial to smoothing the transition for students from high school to college. UDC believes it can work with high schools to design and diversify computer science courses that will prepare students to succeed in college-level computer science classes which, in turn, will ready them to satisfy growing demand in the District's software workforce.

In Ward 7 or 8, specifically, UDC aims to form a PK-16 pilot program which will train teachers to deliver challenging STEM classes in an elementary, middle, and high school, thus developing a STEM pipeline that will equip a vanguard of students from one of the District's most challenged wards to make their way into college, and onto a pathway to the middle class. UDC will work with training and transformation partners in this endeavor, such as the Southern Initiative Algebra Project, which has a proven track record of achieving outstanding results in similar settings.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
UDC/DCPS Strategic Partnership	Quarterly strategic planning meetings between UDC Leadership and DCPS	2019
Develop PK-16 Pilot Program	100% implementation of PK-12 feeder system in Ward 8	2020
Pursue DCPS and UDC joint grant and funding models	5 UDC/DCPS joint grants and/or funding options	2021
Increase the utilization of UDC/OSSE SLED data for recruitment and student tracking	75% increase in data exports and analyzation of the OSSE data profiles for UDC and potential UDC students	2019
Explore additional data sharing opportunities with DC agencies	Increase data sharing with District agencies by 10%	2020

The strategies of our plan, the Equity Imperative, will ensure the success of our students, and prepare them to travel pathways that lead to membership in the middle class.



Goal Two

Increase the Numbers of UDC Degrees and Workforce Credentials Awarded

The more members of the workforce that the University educates and trains, the more resilient our community becomes. On average, college graduates in the District are able to earn salaries (\$65,886) that come within striking distance of the median middle-class household income (\$75,506). So if college graduates have other members of their household working, their combined incomes carry them across the threshold to the middle class. Similarly, credentialed workers who are trained to fill positions in fields where there is high demand, tend to earn more than those who are not. The more residents who enter the middle class, the less inequality in areas of income, education, health, and exposure to violent crime there will be, thereby reducing the most powerful threats to social and long-term financial stability in the District.

Studies by education-centered organizations such as the United Negro College Fund suggest that UDC graduates succeed in both life and at work because they learn to become critical and creative thinkers. They become both problem solvers and team workers. They develop the desire to be knowledgeable about their surroundings and engaged in civic activities. Their courses at the University require them to take on a healthy amount of responsibility for their own learning, a necessary habit for active citizens. And the more students succeed, the higher UDC's retention and graduation rates will climb.

The entire District of Columbia becomes both campus and laboratory for UDC students, focusing their abilities on meeting particular kinds of challenges that will continue to grow as the world rapidly becomes more urban.

The more residents who enter the middle class, the less inequality in areas of income, education, health, and exposure to violent crime there will be, thereby reducing the most powerful threats to social and long-term financial stability in the District.

SUBGOAL TWO (A): CHART SEEMLESS PATHWAYS TO DEGREES & EMPLOYMENT

It is not uncommon for students to graduate from institutions of higher learning without having mastered skills that are listed in job descriptions, or required on applications to graduate or professional schools. With that in mind, UDC plans to be more explicit in aligning expected learning outcomes, skills, and abilities, with course descriptions. The University also intends to map all of its offerings according to workforce competencies that will be acquired by students as they proceed through various programs. That kind of mapping also will enable students to better track their progress toward degree completion and work readiness.

During the 2018 academic year, 20 percent of the Associate’s Degrees in Applied Science will be converted to Associate’s Degrees in Arts and Sciences programs, which will allow students to transition from the Community College to bachelor’s degree programs at the Flagship campus without losing credits or being required to retake courses as they sometimes were previously because there wasn’t proper articulation between offerings on the two campuses. Additional courses will be converted as teams of deans, department chairs, and faculty from the Community College and Flagship align curriculum and program offerings to ensure that they are “stackable.” Clear academic road maps sometimes will begin even before students graduate from high school, which will speed their progress toward college graduation and employment.

Workforce Development programs at the Community College also will be offering students seamless pathways to credentials through stackable non-credit courses, as well as more efficient routes to degree programs at both campuses for those students wishing to matriculate further.

OBJECTIVE TWO (A)(1): DESIGN AND AWARD STACKABLE CREDENTIALS

By picking and choosing from a range of credentials that can be “stacked,” students would be able to plot their own pathways and create their own timetables by which to learn or train, accumulating skills, competencies, or blocks of knowledge that can be combined and customized to suit their needs and schedules. Students could attain certificates and degrees in manageable increments, as opposed to committing to consecutive, unbroken years of education before seizing upon employment opportunities that lead to upward mobility.

A student who initially enrolled at UDC’s Community College in order to earn a certificate, for example, would be able build toward further education and marketability in the form of an associate’s degree. Having completed that foundational work, the student might then eventually choose to progress toward a bachelor’s degree, or beyond.

In addition to serving as a gateway to degree programs in some instances, stackable credentials also might serve as documentation of skills, abilities, or academic competencies for non-matriculating students, which often is available only to degree-seekers.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Develop stackable credential programs	50% of workforce students awarded two or more stackable certifications (industry certified programs only)	2020
Increase AS to BA pathways	100% of AS to BA programs on seamless pathways	2022

The Equity Imperative is a plan that is right for UDC, for its students, and for the District of Columbia.

OBJECTIVE TWO (A)(2): E-PORTFOLIOS AND DIGITAL BADGING

The University of the District of Columbia is beginning to encourage students and faculty alike to utilize e-portfolios to digitally collect and track their academic progress and achievements, as well as co-curricular experiences and activities, in ways that measure and map outcomes and enable them to gain insights as learners and teachers that lead to growth and improvement. E-portfolios have been referred to as “internal conversations” and rich resources for self-reflection.

The University also is in the process of developing a system of awarding digital badges, which are easily stored in e-portfolios, and which students and graduates can use to track and demonstrate elements of their career readiness. Effective implementation of this system will earn UDC national recognition for innovative programming, as well as serve as a recruitment incentive to attract millennial students.

While transcripts and actual degrees will continue to serve as official validation of academic achievements, the digital badge offers new ways of symbolizing and communicating an individual’s knowledge, accomplishments, skills, competencies, professional activities and interests. The badge is portable proof of evidence-based assessment of mastery in areas that range from traditional scholarship to other kinds of abilities that are particularly valued in the 21st century, such as collaboration, teamwork, and leadership.

The badges can be earned in any learning environment that is managed online, and remain connected to sources that can validate them with data about the nature of an experience, assessment, or activity that led to the awarding of the credential, the issuer, and the date of issuance.

Employers increasingly appreciate the digital documentation of career readiness, while learners value the sense of ownership over their knowledge and growth that the badges provide. Badges also are easily integrated into e-portfolios.

Although digital badging is a relatively new phenomenon, it already is being employed by institutions such as the University of Maryland, the University of Wisconsin, Indiana University, and Purdue University.

During the implementation phase at UDC, success of the program will be measured by the numbers of students earning badges, and increased levels of student engagement in co-curricular learning.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Establish digital badging program	60% of University graduates attain three or more digital badges, which serve as digital documentation of career readiness	2022
Implement student e-portfolios	35% of UDC students will graduate with e-portfolios, which will include evidence-based student scholarship	2020

Employers increasingly appreciate the digital documentation of career readiness, while learners value the sense of ownership over their knowledge and growth that the badges provide.

SUBGOAL TWO (B): CREATE STUDENT SUCCESS MODEL

The University of the District of Columbia has begun transitioning from processes that merely collected and measured data from its past accomplishments and activities to conducting sophisticated kinds of analysis of data which suggest future directions and actions the University should take in order to best support its missions and realize its vision of enabling all students to achieve their highest levels of human potential. The use of this data analysis is particularly effective in lowering rates of attrition and improving retention on a year-to-year basis, best supporting the needs of students who transfer to UDC from other institutions, and refocusing students who return to their studies after breaks caused by family concerns or financial shortages.

The one asset that is most crucial as we struggle to ensure thorough, lasting, and balanced vitality in the District—the public university—has been neglected.

OBJECTIVE TWO (B)(1): RECRUITMENT AND ENROLLMENT

UDC is employing a number of recruitment strategies designed to enroll more FTIC and transfer students who are drawn from District, national, and international populations. One of our top current objectives is to cultivate a more positive perception of UDC among D.C. public school students in order to build a stronger pipeline of new applicants among high school graduates seeking college degrees. While there was a 13 percent drop in the number of applicants for admission to the Flagship last year, there was a 26 percent rise in the number of applicants to classes and programs at the Community College. The admission rate for FTIC students at the more selective Van Ness campus has been on an upward trend since 2015, however, by 54 percent, with the majority of those students coming from D.C. and the surrounding metropolitan area.

The University also plans to form partnerships with embassies that are located in the District, to expand the number of international students enrolled at UDC. Particular emphasis will be placed on recruiting students from China, Mexico, Taiwan, India, and Nepal, which have formed strong pipelines to institutions such as UDC. Being located in the nation’s capital is a particular advantage in that regard. Recruitment efforts also will extend to secondary growth markets for UDC, which include New York, Pennsylvania, Florida, New Jersey, Texas, and Georgia.

UDC currently aims to:

- Increase the efficiency and effectiveness of recruitment planning through effective management of profile development, academic differentiation, territorial assessment, and yield impact by geomarkets.
- Employ predictive and projection modeling to establish realistic goals tied to national, regional, and global enrollment trends.
- Annually assess market share to identify viability of UDC’s offerings.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Review and update student recruitment strategy	45% increase in applicant population	2022
Establish University-wide enrollment strategy	20% increase in student enrollment	2022



OBJECTIVE TWO (B)(2): TOOLS FOR STUDENT SUCCESS

The **Supplemental Instruction** program engages high-performing students in various courses to function as teaching assistants and academic coaches for classmates who are encountering academic difficulties, and are earning low grades. Study skills and critical thinking abilities are shared and transferred among students during weekly sessions that are peer-led. Students learn to approach and master course materials in ways that span disciplines and can be easily and automatically incorporated into other components of their academic careers. A pilot version of this program that operated during Fall 2016-Spring 2017 with 56 students involved, achieved a student retention rate of 99 percent. During the Fall 2018 semester, the program will expand from a self-selecting basis to a system of collaboration with the Office of Enrollment Services and the Student Success Center, to identify incoming First-Time-In-College and transfer students who would also be good candidates for the program. Tuition is remitted for supplemental instructors, who work 20 hours per week.

A pilot phase for the **Firebird Success Grant** is currently underway, offering one-time grants of emergency assistance of up to \$1,250 to undergraduate students who have completed a minimum of 30 credit hours and are suffering short-term hardships that threaten their enrollment. The students must be attending UDC full-time, registered for at least 12 hours of coursework, and seeking their degrees. So far, the program has achieved a 100 percent retention rate, with the exception of one student, who graduated. The grants are not required to be repaid.

The University's Division of Student Development and Success plans to use predictive analytics in a web-based advising platform developed by the **Education Advisory Board (EAB)** to communicate with students and leverage 10 years of data to show patterns that will indicate which courses may be problematic for certain students, suggest the likelihood of success for students performing at particular levels in specific courses or majors, and recommend suitable options to help various students succeed. In addition to providing early identification of problem areas and directing academic advisors in real time toward students who are in need of their services, EAB supplies student record managers with current curriculum information. EAB is positively affecting outcomes in powerful ways at Georgia State University, where it tracks 24,000 undergraduates on a daily basis, and functions as a seamless, fully integrated system of student support. Dubbed GPS (Graduation and

Progression Success), it predictively analyzes seven years of data from GSU—over 2 million grades earned by past and present students—to identify which students are falling off track academically and assigns advisors who intervene to restore their progress toward timely graduation. The system uses some 700 different kinds of alerts to indicate when student actions are putting them significantly at risk academically. During its first two semesters of operation, in 2012, GPS increased the probability that 64 percent of Georgia State’s sophomores would graduate within four years. By the end of that academic year, the total number of the school’s undergraduates on track for graduation within four years rose by 9 percent.

UDC also plans to employ another technological tool of institutional and academic intelligence—**DegreeWorks**—to audit students’ progress toward completing curricular requirements for degrees. When used at Florida State University, the program reduced the number of students graduating with excess credits by close to 50 percent. At Arizona State University, DegreeWorks increased the portion of students considered on track for timely graduation from 22 percent to 91 percent in three years.

Both EAB and DegreeWorks will be integrated with Banner, a digital resource planning system which jointly manages and monitors the University’s finances and student life cycles.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Implement supplemental instruction program University-wide	75% retention rate for students enrolled in SI program	2020
University-wide utilization of EAB campus platform	70% of underprepared students provided early intervention services	2022
Utilize DegreeWorks University-wide	80% increase student degree mapping in accordance with University program guidelines	2020
Engage academic coaches for students	55% of UDC students assigned an academic coach	2022
Establish holistic and seamless academic advising model	100% faculty and professional advisors utilizing advising platforms	2019
Develop a plan for health awareness and services	Establish “Let’s Talk” program	2020

One of our top objectives is to attract more D.C. public school students in order to build a stronger pipeline of new applicants among high school graduates seeking college degrees.

SUBGOAL TWO (C): CREATE ENVIRONMENTS CONDUCIVE TO LEARNING

Learning environments can be indoor physical settings that are very structured, or open outdoor landscapes. They can be designed to encourage eye contact between students and teachers, or focus attention on blackboards or other tools that are used to map out mathematical equations or electronic structures. They can invite interaction between students through circular seating, or motivate students to explore internal thought patterns by providing a wide range of seemingly unrelated props to react to. Simple sunlight can improve learning, some studies have shown. Digital devices can aid or distract, depending on the circumstances and the subject matter, other studies show. All learning environments are expressions of cultures, or approaches, to learning and teaching which continue to evolve, seeking additional and better ways to engage students and promote their consumption and analysis of knowledge.

Most of the University of the District of Columbia's infrastructure is 50 years old, and the bulk of its classrooms have remained static in their setups while education experts at large have experimented with many different kinds of learning environments. The field has advanced much beyond UDC's design, and the University is committed to improving the physical layouts in which its students learn, with the hope that such improvements will help students consume more knowledge, and at faster rates.

Learning environments also are defined by teaching styles, which the University is addressing with plans for the continuous professional development of its instructors. In addition, environments are affected by the tone and standards of management at educational institutions. UDC recognizes that there is much it can do to improve in these areas, and it is determined to move forward as rapidly as it can, according to the amount of resources it is able to access.



OBJECTIVE TWO (C)(1): DESIGN AND OPERATE SYSTEMS AND SPACES THAT MOST EFFECTIVELY SUPPORT TEACHING AND LEARNING

Many elements of the physical support systems for UDC's academic enterprise require significant overhaul. Critical components of the University's information and technology infrastructure are over 15 years old, and minimal investment has been made to hire and train the number of staff required to operate an IT system for an institution the size of UDC. On another front, facilities personnel are unable to strategically assign usage of University spaces because scheduling is not digitally tracked. The planned installation of Space Planning software will help in this regard. Data-informed management will be able to flexibly plan and continuously assess academic and administrative work, measuring effectiveness through the implementation of University-wide reporting dashboards. Such "frictionless" planning will ensure the most efficient integration of talent, resources, and technology, enabling optimal support for students, staff, and faculty.

UDC's support systems also are challenged by longstanding perceptions that there is a lack of professionalism in the management of the institution, and a lack of consistent and high-quality delivery of "back-office" functions. More robust tools are needed to integrate internal and external data sets in order to highlight correlations and develop necessary forecasts. Because of related inefficiencies, many policies and procedures appear to be inconsistent or unclear. By addressing these deficits, UDC aims to establish a culture of excellence in responding to service needs and requests.

The University also is revamping its department of talent management in order to holistically manage the entire life cycle of employees to ensure that all aspects of hiring, paying, promoting, developing, and coaching are handled respectfully and effectively as it works toward achieving the distinction of being a "Preferred Employer."

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Holistic Talent Management Life Cycle	Automate 80% of HR Life Cycle	2021
Responsive service excellence culture	Publish SLA performance measure for 100% of University operation units	2020
Transparent and available policies	99% of University policies reengineered and published	2022
Flexible, responsive and available IT systems and infrastructure	99.99% Uptime	2019
Ensure functional, well-allocated and efficient space	15% of all University spaces renovated to meet needs of University student success and academic requirements	2022
Provide opportunities for faculty and staff to enhance learning in and out of the classroom	Each staff and faculty member provided with two faculty and staff development sessions per year	2022

OBJECTIVE TWO (C)(2): DATA-INFORMED DECISION-MAKING

The University has been in a data crisis for many years as multiple systems have converged, creating data standardization challenges and data deficiencies. As “data-informed decision-making” has become a leading practice and a proven industry standard, UDC’s reliance on “clean” data has become crucial to institutional effectiveness. The University is taking data analytics to the next level using data to forecast and project student success needs and potential outcomes, as well as administrative needs for infrastructure support.

The following three strategies will be implemented over the next five years to ensure that UDC’s data is clean and available for internal and external stakeholders. These strategies will create a foundation for continued improvement in student success measures:

- Data Standardization** will determine rules by which data is described and recorded, enabling seamless exchange, defining each data element, and providing common understandings of individual data elements.
- Data Analytics and Reporting** can optimize applications in many key areas of the University. Data can be extracted from enrollment statistics and analyzed, or gleaned to monitor the progress of student learning or the development of faculty as they design courses and strategic plans. With analytics, the automated processing of data is faster and eliminates potential human error or oversight. Data are readily available anytime, enabling reports to be sent easily, and increasing collaboration and data sharing.
- University Dashboards** will be instrumental in providing data and metrics to senior leadership with just a glance at key indicators. That will eliminate the need to review variables from multiple sources, and speed the rate at which data-informed decisions are formulated. University-focused dashboards also will increase UDC’s capacity to focus on evidence and measurements in ways that allow optimal viewing of critical points of operations, enabling real-time and intuitive data visualization.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Full implementation of data standards, analytics, and reporting	85% of University core functions utilize data analytics for decision-making	2022

Roughly half of the District’s residents are among the best educated in nation, while a significant portion of the other half are notably undereducated.



Goal Three

Graduate Transformative Urban Leaders Who Are Lifelong Learners

Eighty percent of the U.S. population is now urban. By 2050, 75 percent of the world's population is expected to live in cities. Urban areas are facing increasing numbers of challenges that are new to residents as well as policymakers. Because the University of the District of Columbia serves an area that is entirely urban, it is uniquely positioned to educate students about the problems surrounding them, teach them how to research solutions to those problems, and prepare them to be leaders in the community as pressures of these new challenges grow.

The University's graduates must be taught strategies of encouraging communication and cooperation, creating alliances among the many stakeholders in the District, so that threats and stresses in our community can be addressed and managed. They must be able to both build power and share it, so that our vulnerabilities — whether health-related, economically based, or rooted in justice more generally — do not defeat us. They must be both reflective and resourceful, inspiring our community to recognize and utilize alternative solutions to our problems, if need be. They must be both strong and flexible.

Most importantly, UDC's graduates must have learned the necessity of becoming lifelong learners. They will have come to realize how crucial it is to motivate themselves to continue learning long after leaving the classroom. Leaders are active citizens, which requires the continuous pursuit of knowledge about their surroundings, their communities, and their elected representatives. In order to maintain their independence and growth in our increasingly complex world, they will understand that increasing their knowledge safeguards their employability.

Because the University of the District of Columbia serves an area that is entirely urban, it is uniquely positioned to educate students about the problems surrounding them, teach them how to research solutions to those problems, and prepare them to be leaders in the community as pressures of these new challenges grow.

SUBGOAL THREE (A): ENHANCE TEACHING AND LEARNING

One of UDC’s overarching goals is to develop and strengthen a student-focused, learner-centered culture that celebrates innovative and effective teaching and learning experiences, while encouraging both faculty and students to become active learners. That, in turn, will contribute to greater student success, faculty development and, ultimately, increased student engagement, retention and completion across the two-year, four-year, and graduate levels of the University of the District of Columbia.

The Learning Resources Division (LRD) will be a major vehicle in implementing this vision. The division is comprised of two units, Library Services and the Center for the Advancement of Learning (the Center). The Library Services unit supplies information resources and efficient support services to students, faculty, and staff. The Center for the Advancement of Learning unit offers a range of services, programs, and professional development activities to advance teaching and learning.

One of the Center’s major aims is to enhance a culture of learner-centered instruction through the use of active and transparent learning techniques and meaningful implementation of instructional technologies in online, hybrid, and face-to-face courses. The Center recognizes faculty engagement in these learning approaches through certificates and certifications for successful participation in Center offerings—such as trainings, faculty learning communities, and feedback sessions—and opportunities like the Myrtilla Miner Faculty Fellows Initiative. A core element of this work is through the Center’s certification process to teach and build online courses, which help mitigate barriers to learning.

CAL will also continue the work of individual/group consultations with faculty and staff tailored to the specific requests, strengthen instructor and learner success through Blackboard trainings and HelpDesk support, and increase institutional programming that focuses on scholarship and service, as well as teaching and learning.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Launch classroom observation program	80% of classrooms undergo direct observation	2022
Enhance the quality and breadth of online course offerings at UDC and continue training faculty to teach online courses.	With the support of divisions/ programs, 50% of faculty trained to teach online	2022
Support student learning and faculty development through consultations and offerings focused on teaching, scholarship, and service.	100% increase of Center offerings with outreach to at least 20% of instructional faculty	2022

Most importantly, UDC’s graduates must have learned the necessity of becoming lifelong learners.

OBJECTIVE THREE (A)(1): ENCOURAGE MULTICULTURAL ENGAGEMENT

UDC enjoys a very diverse student body which includes members of various socioeconomic groups, many ethnicities, traditional as well as individualized gender identities, residents of numerous parts of the District and the surrounding region, and citizens of 12 different countries. The University is tremendously enriched by the academic interaction and social exchanges that occur daily between these groups. Students would benefit much more, however, if UDC designated permanent spaces for people to associate, experience, and learn from each other.

Multicultural education promotes cognitive and moral growth by integrating knowledge of resources, lifestyles, and history. It sparks creative problem-solving skills by applying differing perspectives to shared challenges. It nurtures positive relationships across boundaries through the achievement of common goals, and increases respect, appreciation, and a commitment to equity in the process. It corrects stereotypes and encourages the rejection of prejudice while revitalizing our community and fostering more sophisticated views of the world.

The University intends to create a Multicultural Center which provides a safe and welcoming environment for students from diverse populations. The Center would help students explore and define their own identities, and those of others. It also would supply training and resources to address discrimination, bias, misconceptions, and stereotypes. Finally, the Center would function as a central office for various multicultural services that already are being offered by other programs and organizations across the campuses.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Establish Multicultural Center	25% of University students receive services from Multicultural Center	2022
Increase multicultural educational opportunities	10% increase in multicultural education experiences	2020
Establish multicultural professional development opportunities for faculty and staff	50% of faculty and staff participate in multicultural professional development workshops	2022
Increase programming about gender identity, socioeconomics and stereotype awareness	25% of multicultural programming will focus on gender identity, socioeconomics and stereotype awareness.	2021

Multicultural education promotes cognitive and moral growth by integrating knowledge of resources, lifestyles, and history. It sparks creative problem-solving skills by applying differing perspectives to shared challenges.

OBJECTIVE THREE (A)(2): ENRICH ENTIRE CURRICULUM WITH EXPERIENTIAL LEARNING

Experiential learning can occur in many guises, and can be gained through many models. It can nurture leadership abilities through interdisciplinary experiences that span civic engagement, career development, the expansion of consciousness about other cultures, or the building of business skills. It involves the application of course concepts in real-life, real-world situations. It typically requires reflection and analysis, and often involves trial and error. Lessons learned experientially, however, frequently teach students to seize opportunities, make decisions independently, and take responsibility for results.

UDC is committed to enhancing elements of experiential learning in its courses across its curriculum, as well as encouraging it by requiring more students to undertake “capstone” projects in which they showcase ways they have integrated knowledge from different disciplines gained in various courses. These comprehensive undertakings often function as the culmination of an academic pathway, and offer opportunities to apply multiple areas of competency. Capstones traditionally have been presented in written form, but educators and students also are experimenting with other media, such as film.

The University also is launching programs such as the Capital Builders Center, with the help of the Thurgood Marshall College Fund and the Clifton Foundation, which provides scholarships to summer boot camps and coursework in order to identify, encourage, and further educate students who have entrepreneurial skills.

UDC also spurs experiential learning through internships and apprenticeships. The University’s Office of Career Services facilitated more than 1,700 internships during the 2016-2017 academic year.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Develop new capstone model and plan	100% approval of capstone model and plan	2020
Implement Capital Builders Program	20 Capital Builder Scholars enrolled in program	2019
Increase Workforce Development Apprenticeships	30% of Workforce Students complete an apprenticeship program prior to program completion	2022
Increase internship opportunities for all students	50% of UDC students complete academic credit internship programs prior to graduation	2021

Lessons learned experientially, however, frequently teach students to seize opportunities, make decisions independently, and take responsibility for results.



SUBGOAL THREE (B): WIDEN AND DEEPEN LEARNING EXPERIENCES

In conjunction with its new Academic Master Plan, the University of the District of Columbia will widen and deepen students' learning experiences with the recommendations of a task force that will support UDC's General Education Program. Of particular importance will be the adoption of approaches and concentrations endorsed by the Association of American Colleges and Universities. Students will be prepared to function as responsible citizens and to thrive in our global economy by achieving the following Essential Learning Outcomes:

UDC currently aims to deliver:

- Knowledge of Human Cultures and the Physical and Natural World, to be achieved by engaging "big questions" that are both contemporary and recurrent;
- Intellectual and Practical Skills which will be applied extensively across progressively more challenging levels of the curriculum;
- Understanding of Personal and Social Responsibility, which will be grasped through active involvement with real-world challenges; and
- Integrative and Applied Learning that will be utilized by experiencing new settings and addressing complex problems.

Students will be taught Principles of Excellence that will function like compasses as they connect knowledge with choices and action, and integrate their college experiences and personas with those on their work sites, and in life in general.

OBJECTIVE THREE (B)(1): STRENGTHSFINDER

The University of the District of Columbia is in the process of becoming a Strengths Academy, using personal assessment tools developed by the Gallup Organization that have been adopted by more than 600 schools to better align students' educational experiences and staff activities with long-term outcomes. Beginning in the Fall 2017 semester, during a pilot study of implementation, a targeted group of new students underwent a 20-minute online process called a StrengthsQuest in order to determine their unique individual combination of positive qualities among 34 themes of talent. University faculty and staff also are being assessed to identify their strengths.

Such knowledge improves self-awareness and a sense of empowerment among students, according to Gallup. Focusing on the fact that everyone has strengths also promotes an atmosphere of equity.

UDC's Division of Student Development and Success foresees the Strengths Academy fostering more peer-to-peer advising, the active linking of talents to academics and student life, and the setting of career and occupational goals that are ideally tailored to students' strengths.

Shortly after undergoing strength-based training, faculty receive coaching that guides them in improving engagement with students, enhancing classroom management, and encouraging matriculation through positive affirmations.

UDC staff and administrative members increase efficiency and collaboration on shared projects, while their productivity and the quality of their work improves. They become better able to leverage one another's strengths, and recognize more opportunities for team-building.

A second phase of implementation for staff and administration will be launched in Fall 2018, and a third phase, for faculty and academic leadership, will begin in Fall 2019.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Implementation of StrengthsFinders Plan	100% of StrengthsFinders Plan Implemented	2022
Every FTIC student takes the SQ Assessment	100% of FTIC students receive a strengths-based coaching	2022
Utilize strengths to enhance employee performance	75% of UDC employees receive StrengthsFinders coaching	2022

OBJECTIVE THREE (B)(2): ENHANCE FIRST-YEAR SEMINAR

The University is preparing to require all freshman students to enroll in its First-Year Seminar. The main goal of the course is to make students’ transitions into college life and the responsibilities that come with more rigorous study more manageable. It also provides basic information and guides that students can use to map pathways toward their educational goals.

Because First-Year Seminars tend to be small in size, they also are opportunities for students to casually form learning communities which frequently boost their chances of academic success, form lasting friendships, and broaden their college experience and understanding of their options by comparing their choices and decisions with those of their classmates.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Require Freshman Seminar for all UDC Freshman	100% of all Freshman enrolled in Freshman Orientation	2021





Summary