



AMERICAN UNIVERSITY

2021

CAMPUS PLAN



ONCE AN EAGLE,  
ALWAYS AN EAGLE.  
1917-1918



**American University is an institution on the move.** Our momentum and purpose are cornerstones of our strategic plan, *Changemakers for a Changing World*, and are embodied in the meaningful impact we create in our community, in Washington, DC, and in the world. The *2021 Campus Plan* is an integral component in the implementation of our strategic plan recognizing that, while our reach and impact is global, the heart of AU is in Washington, DC.

Our Main Campus along Nebraska and Massachusetts Avenues has been our home for more than 125 years. And the nearby Tenley Campus, along with our facilities throughout the surrounding neighborhoods—including 4801 Massachusetts Avenue NW, 4200 Wisconsin Avenue NW, and 3210 New Mexico Avenue NW—all play a vital role in advancing AU’s educational and research missions.

We are proud to be an anchor institution in the District of Columbia. Our connection to the DC community is reflected in what we teach—from launching a dual-enrollment program to develop a pipeline of highly-skilled and diverse DC Public School teachers to partnering with businesses and universities in the region on a digital literacy credential that prepares students for the data-driven workforce. It is demonstrated in how we operate—two years after setting the standard for higher education by becoming the first university in the United States to achieve carbon neutrality, we have converted our campus-wide heating system to cut our carbon emissions even further. And it is embodied in how we effectively engage with members of our community—reflected in our commitment to working collaboratively with residents in the neighborhoods surrounding the university on a wide range of initiatives, partnerships, and planning endeavors, including this *2021 Campus Plan*.

As early as 2016, American University began the engagement process for the *2021 Campus Plan* by seeking input and advice from neighborhood leaders with the goal of developing a robust and collaborative planning effort dedicated to supporting the changing needs of the university and simultaneously respecting and enhancing the quality of life of those living in the neighborhoods surrounding campus. From the outset, it has been our fundamental goal that the *2021 Campus Plan* successfully accomplish both of those objectives. **We firmly believe that our significant and meaningful work together with the community—including the AU Neighborhood Partnership, whose members worked for two years to arrive at consensus on this 2021 Campus Plan—has lived up to that commitment. And we share with our neighborhood partners in the proud accomplishment of receiving support for the Plan from both ANC 3D and ANC 3E.**

The challenges of COVID-19 have informed our planning efforts but have not deterred them. As outlined in the *2021 Campus Plan*, our active collaboration with members of the community continued via new means throughout the pandemic. And while we have effectively focused our efforts to provide high-quality online instruction to our students in light of current public health considerations, we fully anticipate strong and ongoing demand for our on-campus, face-to-face academic programs, research opportunities, and vibrant residential experience—all of which will depend upon the high-quality facilities proposed in this 10-year Campus Plan.

We are proud of the collaborative work that has resulted in the *2021 Campus Plan*. And we are committed to ensuring that our work together continues to support AU’s institutional objectives and priorities while enhancing the quality of life for those who live in the neighborhoods surrounding campus. Together, we look forward to the opportunities the *2021 Campus Plan* will create.

A handwritten signature in black ink that reads "Sylvia M. Burwell". The signature is written in a cursive, flowing style.

President Sylvia M. Burwell



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THE AMERICAN UNIVER





Section 1

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# OVERVIEW AND EXECUTIVE SUMMARY

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*Given the rapidly shifting landscape and increasingly competitive marketplace of higher education, AU must remain flexible to respond to the changing needs and demands associated with educating students in a dynamic global society.*

The *2021 Campus Plan* is an integral component in the successful implementation of American University's strategic plan, *Changemakers for a Changing World*, setting forth a thoughtful approach to managing campus growth and development over the next 10 years in a manner that reflects the university's commitment to the communities of which it is a part. At the same time, the *2021 Campus Plan* will play a critical role in informing and incorporating the key priorities of an ambitious fundraising campaign that will capitalize on AU's momentum as an emerging global university to support the study and scholarship of American University students and faculty for generations to come. The fundamental components of the plan have been envisioned and developed—and will be collaboratively implemented over the next decade—in partnership with university and community stakeholders to ensure that the campus will adapt to and meet the changing needs of AU students, faculty, and staff while at the same time respecting and enhancing the quality of life of those who live within the neighborhoods surrounding campus. **It is AU's fundamental goal that the 2021 Campus Plan successfully accomplish both of these objectives.**

### 1.1 A PREDICTABLE YET FLEXIBLE PLAN

Given the rapidly shifting landscape and increasingly competitive marketplace of higher education, AU must remain flexible to respond to the changing needs and demands associated with educating students in a dynamic global society. At the same time, AU is cognizant of the impact that new campus development, student enrollment, and transportation capacity can potentially have—if not thoughtfully planned and managed—on the residential neighborhoods surrounding campus. Accordingly, over the past two years, the university has worked closely with the AU Neighborhood Partnership and a wide range of campus and community stakeholders to gather input and feedback on the various planning concepts and priorities considered by AU throughout the planning process. **As a result of this dedicated and collaborative effort, the university and the AU Neighborhood Partnership have reached consensus on the objectives, proposals, and commitments set forth in the 2021 Campus Plan,** including:

- strategic and measured enrollment management at a level *lower* than the student cap established in 2011, when adjusted to reflect the revised student count methodology set forth in the city's updated zoning regulations
- a balanced development program of academic/administrative, residential/campus life, and athletic uses, on a scale significantly reduced from the program proposed in the *2011 Campus Plan*, aimed at providing leading-edge research and teaching facilities and strengthening and invigorating a student-centered living and learning campus experience, including enhancing the landscape and open space elements that are distinctive to AU's urban campus—an accredited and award-winning arboretum—and actively advancing the university's culture of sustainability
- a focus on providing student housing opportunities that encourage more students to remain on campus during their time at AU, while also implementing robust engagement initiatives with students who choose to live off campus to equip them to be responsible members of the community and promote positive relationships between students and their neighbors

- continued commitment to effective Transportation Demand Management (TDM) strategies aimed at promoting sustainable transportation options that reduce the use of single-occupancy vehicles and the demand for on-campus parking, along with vigilant enforcement of AU's existing off-campus parking policies to preserve on-street parking capacity for members of the community

In its thoughtful approach to these key issues, the *2021 Campus Plan* provides a predictable yet flexible framework that embodies the priorities set forth in the strategic plan, allows AU to meet the changing needs and demands of the educational marketplace of the twenty-first century, reinforces the university's positive role as a leading educational institution in the nation's capital, and underscores AU's commitment to meaningful collaboration with the community to ensure the university remains an important contributor to enhancing the quality of life in the neighborhoods surrounding campus.

## 1.2 IMPACT OF COVID-19

The global COVID-19 pandemic has presented unprecedented challenges across the nation and around the world. Many institutions of higher education, including AU, have responded with focused efforts to temporarily transition instruction and operations to predominantly online platforms. AU's efforts are yielding positive results, providing students with continuity of high-quality academic opportunities while striving to address the social, emotional, financial, and related impacts associated with the disruptions caused by the pandemic. Certainly, the outcomes of this experience will shape decision making, inform policy decisions, and influence planning and operational models across all levels of education well into the future. Yet even before COVID-19 unexpectedly precipitated the rapid transition to university-wide distance learning, AU identified the development of leading-edge online programming as an area of strategic focus and a core component of the university's future vision. This institutional focus—coupled with the flexibility and resiliency grounded in the principles embodied in AU's strategic plan—has uniquely positioned the university to effectively navigate the uncertainties caused by the pandemic and adapt to the changing conditions impacting AU's operations and instructional programming. **While the COVID-19 experience has informed our thinking and influenced our planning effort, AU fully anticipates strong and ongoing demand for its on-campus, face-to-face academic programs, research opportunities, and vibrant residential student experience, all of which will support and depend upon the types of high-quality facilities proposed in this 10-year Campus Plan.**

AU's work on the *2021 Campus Plan* and collaboration with members of the community actively continued through the transitions in university operations brought about by COVID-19. As discussed more fully below, regular and consistent engagement continued on a variety of digital platforms, and the AU Campus Plan website provided access to a wide range of useful resources, including meeting summaries and presentations, preliminary planning frameworks and drafts, and a comprehensive community input portal which facilitated feedback and provided responses to more than 150 questions posed by community members. As a result of this focused effort, the university, together with its dedicated neighborhood partners, thoughtfully and effectively advanced the planning collaboration that resulted in this *2021 Campus Plan*.

*...AU is cognizant of the impact that new campus development, student enrollment, and transportation capacity can potentially have—if not thoughtfully planned and managed—on the residential neighborhoods surrounding campus.*





Section 2

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# AMERICAN UNIVERSITY IN THE DISTRICT OF COLUMBIA

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## 2.1 HISTORY

Since being chartered by Congress in 1893, American University has been a leader in higher education throughout the nation and around the world. A global outlook, practical idealism, and passion for public service define the changemaking institution, and its groundbreaking spirit inspires the university's legacy for making impact. Before women won the right to vote, they attended AU. Two pioneering women founded the Washington College of Law to provide opportunities for those historically excluded from the legal profession. For more than 50 years, AU has held its doors open to exceptional students from DC Public Schools through the Frederick Douglass Scholarship program. In 2018, AU became the first US university to reach carbon neutrality and stands committed to fostering a culture of sustainability to benefit the local and global communities. As the university continues to grow in reputation and stature, AU remains grounded in the ideals of its founders while boldly embracing opportunities to make an impact in this ever-changing world.

Today American University is a leading student-centered research university where passionate learners, bold leaders, engaged scholars, creative innovators, and active citizens unleash the power of collaborative discovery. AU partners with key organizations in the DC region and around the globe to better the human condition, learn from a vast array of experiences and internships, create meaningful change, and address society's current and emerging challenges.

### A LEGACY OF LEADERSHIP

The footsteps of changemakers echo throughout our history and reverberate through campus today. The land that university founder John Fletcher Hurst chose for AU was on what was then the rural fringe of the nation's capital, but it was already rich with Washington history—and the campus has hosted notable leaders ever since. Abraham Lincoln visited troops at Fort Gaines, which perched on the ground now held by Ward Circle and the Katzen Arts Center. In 1902, President Theodore Roosevelt

laid the cornerstone of McKinley Hall, named for President William McKinley. At the groundbreaking for the School of International Service in 1957, President Dwight Eisenhower urged the new school to remember that “the waging of peace demands the best we have.” A few years later, President John Kennedy spoke at the 1963 AU commencement to deliver the pivotal foreign policy speech widely known as “A Strategy of Peace,” calling on the Soviet Union to work with the United States on a nuclear test ban treaty. And 52 years later, President Barack Obama recalled Kennedy's historic speech at AU during his own 2015 campus address urging diplomatic resolution to prevent international conflict, noting that, “It is surely the pursuit of peace that is most needed in this world so full of strife.” Presidents came to AU with messages that challenged our thinking and affected the course of history. They charged us to make the world a better place and helped us to lay the foundation of who we are as a community and educational institution.



## GROWING WITH WASHINGTON

AU's ties to its home city were evident from its inception and only became stronger with the growth of the university. Undergraduates were first admitted in 1925, by which time graduate students had relocated to a downtown campus on F Street near the White House. It was there in the heart of downtown that in 1934, at the start of the New Deal, AU launched a program to help train federal employees in new methods of public administration. President Franklin Roosevelt, who spoke at the event launching the program, promised it would have the "hearty cooperation" of all branches of his administration. The program would evolve into today's School of Public Affairs.

During World War II, students shared the campus with the Navy, which used it for research and training and a barracks for Women Accepted for Volunteer Emergency Service (WAVES) including those responsible for encoding and decoding messages in the Office of Naval Operations. It was not the first

time that war impacted AU directly; during World War I, the still largely undeveloped campus had been turned over briefly to the War Department for use as a military camp, testing, and training site.

The period after World War II was a time of growth and innovation. The Washington Semester Program, founded in 1947, began drawing students from around the nation—and, ultimately, the world—to participate in what was then a new concept: a semester internship in the nation's capital. In 1949, the Washington College of Law merged with AU, adding its rich history—and founders' belief that lawyers had a crucial role to play in the development of society, business, government, and individual freedoms—to the pioneering spirit of the university.

By 1955, the business program, first launched in 1924, experienced substantial success and growth and became a separate school, now known as the Kogod School of Business, and ground was broken for the School of International Service in 1957. Over the next decades, issues of the day continued to engage faculty and students as new centers, institutes, and programs were launched, and schools and departments expanded. In 1984, the School of Communication was established, reflecting the growth of the journalism program from its first courses in the 1920s.

## A NEW CENTURY

AU entered the twenty-first century with a reputation for shaping a rapidly changing world. Academic programs continuously gained high national rankings, and the exceptional quality of AU's students was reflected in an increasing number of merit awards and prestigious national scholarships and fellowships, such as Fulbright Awards and Presidential Management Fellowships. The university's growing role in fostering the creative arts was underscored with the opening of the 296-seat Harold and Sylvia Greenberg Theater in 2003 and the Katzen Arts Center in 2005.

The *2011 Campus Plan* resulted in several notable development projects that transformed key campus assets. The construction of Cassell Hall and an addition to Nebraska Hall created new on-campus residential space in competitive and marketable unit configurations. In 2016, the Washington College of Law relocated from the Spring Valley Building to a 300,000 square foot LEED Gold-certified facility at the Tenley Campus, providing a prominent identity for the law school while honoring the legacy of the historic structures that continue to contribute to the character of the campus. New and renovated buildings form a connected complex of instructional spaces, conference facilities, legal clinic resources, teaching courtrooms, law library, alumni center, faculty and staff offices, and multiple student study and meeting spaces.

In 2017, AU replaced a 900-space surface parking lot at Nebraska and New Mexico Avenues with a new and vibrant collection of LEED Gold-certified buildings, including three residence halls (Duber, Constitution, and Federal), an academic building (Don Myers Technology and Innovation Building) and abundant, accessible green space. Finally, the Hall of Science, completed in 2020, is a state-of-the-art facility that consolidates the university's biology, environmental science, chemistry, and neuroscience departments into a modernized, centralized location. The groundbreaking space will converge award-winning scientists and students across disciplines to empower life-changing discovery.

In 2017, Sylvia Mathews Burwell became the 15th president of American University and the first woman to hold the highest leadership position at AU. A visionary leader with extensive experience in both public and private sectors, President Burwell brought to American University a commitment to education and research, the ability to manage large and complex organizations, and experience helping to advance solutions to some of the world's most

pressing challenges. President Burwell's focus on leading AU forward is outlined in her administration's strategic plan *Changemakers for a Changing World*, which underscores the key goals and objectives of the *2021 Campus Plan*. A fundamental priority of her change-making agenda is actively engaging in purposeful and impactful ways with the District of Columbia. For example, President Burwell served as co-chair for the committee that advised the mayor on the selection of the chancellor of DC Public Schools, and under her leadership, AU also launched the *District Scholars Program*, which provides full scholarships for high-achieving students attending the city's public and public charter schools.

- Exhibit A: Existing Campus Conditions**
- Exhibit B: AU Charter and Act of Incorporation**
- Exhibit C: AU Strategic Plan | Changemakers For A Changing World**

## 2.2 ACADEMIC AND RESEARCH PROGRAMS

As noted in the strategic plan, AU's wide range of academic and research programs take full advantage of the university's location in the nation's capital, which offers one of the most robust environments for scholarship and experiential learning available anywhere. AU's excellence in teaching is the foundation for its growing academic reputation, and the university's connections to leaders and organizations across the nation and around the world have elevated AU's profile and serve as a platform for scholarly impact. At AU, *how* students learn is as important as *what* they study. The university's scholar-teachers lead by example, and AU students learn through dynamic experiences. When students come to AU, they grow not just as global-minded citizens but as changemakers in a changing world.



### ACADEMIC PROGRAMS

With eight schools and more than 170 programs including bachelor's, master's, and doctoral degrees as well as executive and certificate programs, American University students choose a personalized curriculum of theoretical study and experiential learning taught by internationally recognized faculty in courses that take them from the

classroom to the nation's capital and all around the globe:

- *College of Arts and Sciences.* The largest school at American University, the College of Arts and Sciences features more than 100 degree programs that span the arts, humanities, science, and social sciences. Its diverse scholarly community offers outstanding opportunities for hands-on interdisciplinary research, internships, and creative expression.
- *Kogod School of Business.* A top ranked institution accredited by the *Association to Advance Collegiate Schools of Business*, the Kogod School of Business offers undergraduate degrees and graduate programs, including an MBA. Students gain real-world experience through programs grounded in experiential learning and expert faculty that prepare them to lead in all sectors of business, including public, private, and nonprofit enterprises.
- *School of Communication.* From journalism to strategic communication to independent filmmaking and games, the School of Communication inspires tomorrow's digital storytellers. Students learn to produce media that matter with the support of faculty who have received the highest honors in their professional fields, including Academy and Emmy awards and the Pulitzer Prize.
- *School of Education.* With a vibrant community and passion for change, AU's School of Education is dedicated to creating and ensuring excellent learning experiences for every child, utilizing cutting-edge research, innovative outreach programs, and the development of inspiring coursework to address the most challenging issues in the field. The School of Education has deep ties with DC Public Schools, including the *Teacher Pipeline Project*, an education-focused dual-enrollment program for high



school seniors aimed at creating a pipeline of highly skilled and diverse teachers.

- *School of International Service.* A top-10 institution of international affairs, the School of International Service prepares graduate and undergraduate students for global service in government, nonprofits, and business while connecting them to an active international network of more than 20,000 alumni. AU students graduate prepared to combine knowledge with practice and wage peace in the world.
- *School of Professional and Extended Studies.* Dedicated to professional and experiential learning, the School of Professional and Extended Studies offers an array of options for lifelong learners spanning the applied social sciences. Programs range from undergraduate internship-based semester programs to market-driven online master's degrees for professionals at critical junctures in their careers.
- *School of Public Affairs.* Taking advantage of its location in the heart of our nation's capital, the School of Public Affairs is a top-ranked school of public administration and policy, government, and justice. From AU's politically engaged campus, students gain access to world-class faculty members, influencers, and internship opportunities where they can have a meaningful impact on the world.
- *Washington College of Law.* Today's economic, political, and social challenges require innovative legal solutions. As one of the most diverse law schools in the country, the Washington College of Law equips students to navigate this new reality. Programs include international law, law and government, trial advocacy, and business, with



experiential opportunities through nationally recognized clinics and externships.

Courses run on a 15-week semester basis in fall and spring, with shorter summer-term classes. In addition, AU offers study abroad programs and alternative breaks. Ninety-one percent of AU undergraduates participate in at least one internship during their time at AU, and 70 percent of students participate in study abroad. AU students are globally diverse, with all 50 states, the District of Columbia, and more than 140 countries represented.

Faculty at AU are both world-class academics and serious practitioners who teach, mentor, and invest in the success of every student. Among full-time faculty, 94 percent hold the highest degree in their fields, and the university's adjunct faculty is made up of policy makers, diplomats, journalists, artists, writers, scientists, and business leaders.

## RESEARCH

American University is home to more than 30 centers and institutes that support collaborative and innovative research

in scholarly fields that bring together thought leaders, policy makers, and industry leaders to investigate complex problems and create actionable solutions. As part of the strategic plan, AU is committed to establishing additional centers in areas of strategic focus where there is significant potential for impact that is aligned with the university's mission and goals. These areas of focus include health, data analytics, security, and social equity—all of which will build upon a strong foundation across AU's schools, and which each present opportunities for attracting external resources and support. In addition to building out each area of strategic focus, AU will explore the intersections of these four areas, particularly where the overlap presents opportunities for cutting-edge research.

## 2.3 CAMPUS LIFE

Experiences outside the classroom play an integral part in the growth and development of all AU students. To that end, the university places great emphasis on intentionally guiding, challenging, and supporting its students as they grow and thrive as members of the AU community on campus and beyond.

Coordinated by the vice president of campus life and inclusive excellence, AU offers a range of intersecting student-focused programs that together strive to integrate students into a diverse university community; promote their intellectual, social, and spiritual development; and, in collaboration with faculty, prepare students for lifelong learning and global citizenship. The wide spectrum of departments within the Office of Campus Life and other departments within AU divisions that support the campus life experience include:

- Dean of Students
- Center for Community Engagement and Service
- Center for Diversity and Inclusion
- Center for Student Involvement
- Counseling Center
- Health Promotion and Advocacy Center
- Housing and Residential Life
- International Student and Scholar Services
- Kay Spiritual Life Center
- Orientation, Transition and Retention
- Student Conduct and Conflict Resolution Services
- Student Health Center
- University Center (Mary Graydon Center)
- University Conference and Guest Services
- Equity and Title IX
- Dining Services

The Mary Graydon Center is centrally located on the Friedheim Quadrangle and connected to the Butler Pavilion, where the Office of Campus Life, the Career Center, Athletics and Recreation Department administrative office, and Bender Arena are located. The center currently houses university dining operations and serves as the main hub of student life activity.

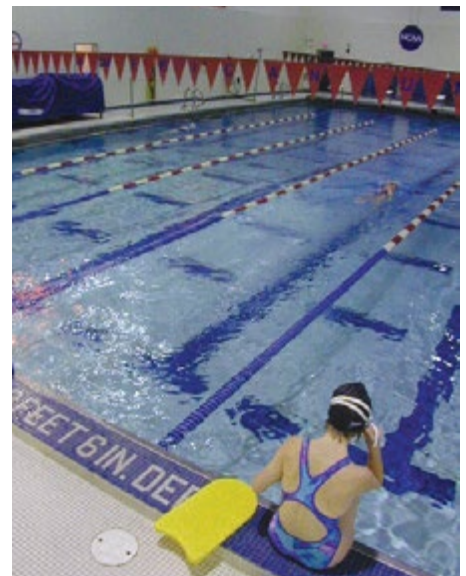
## ATHLETICS AND RECREATION

Athletics and recreation are important components in the overall education and development of AU students. At the intercollegiate level, AU fields 16 NCAA Division I teams (men's basketball, cross country, soccer, swimming and diving, indoor and outdoor track and field, and wrestling; women's basketball, cross country, field hockey, lacrosse, soccer, swimming and diving, indoor and outdoor track and field, and volleyball), many of which have enjoyed multiple Patriot League titles and post-season appearances. As has become a tradition at American University, the academic accomplishments of AU scholar-athletes are equally as impressive, with many teams and individual athletes garnering Division I academic honors.

Recreational Sports and Fitness, a unit within the Department of Athletics and Recreation, provides a wide range of health, fitness, and recreational programs—including club sports, intramurals, group exercise classes, aquatics programs, and personal training sessions—to meet the variety of needs and interests of AU's diverse campus population. These dynamic programs foster broad participation and encourage active lifestyles, provide a healthy release from academic rigor, and help develop lifelong habits of physical activity.

Campus athletic facilities include:

- *Bender Arena*. Located in the Sports Center, Bender Arena is the major sports venue on campus and is host to a variety of events including commencement and NCAA athletic games.
- *Greenberg Track and Reeves Athletics Complex*. Located on the west side of campus, Reeves Field is a premier soccer facility used for intercollegiate women's and men's soccer games; the complex also features a six-lane track.
- *William I. Jacobs Recreational Complex*. The Jacobs Recreational Complex includes a multi-use turf surface used for intercollegiate



women's lacrosse and field hockey games, along with a softball diamond and two outdoor sand volleyball courts.

- *Massachusetts Avenue Field.* An athletic field at the corner of Massachusetts Avenue NW and 45th Street NW is primarily used for intramurals and athletic practices.
- *Tennis Courts.* Six unlit tennis courts and two outdoor basketball courts are located on the northwest side of campus.
- *Jacobs Fitness Center.* Located within the Sports Center, Jacobs Fitness Center is the primary fitness facility on the Main Campus, housing the Athletics Strength and Conditioning and Wrestling rooms, a variety of cardio and weight training equipment, and group exercise studios.
- *Reeves Aquatic Center.* Located within the Sports Center, the aquatic center includes an eight-lane, 25-yard lap pool and a three-lane, 20-yard teaching pool.
- *Cassell Fitness Center.* Located in Cassell Hall on the north side of the Main Campus, the facility houses both cardio and weight training equipment and two fitness studios.
- *Duber Fitness Center.* Located within Duber Hall, the multi-use facility includes personal training and program space during the academic year and a small fitness center during the summer semester.
- *Campus Fitness Trail.* Launched in fall 2016, the two-mile campus fitness trail highlights achievements of the campus, faculty, students, and alumni, providing a unique opportunity to discover and explore the university.

Members of the residential neighborhoods surrounding campus have access to the track and tennis courts when they are not scheduled for use by AU and may purchase a membership to the Jacobs Fitness Center and participate in programs at the Reeves Aquatics Center.<sup>1</sup>

## STUDENT HOUSING

The residential experience at American University is based on the understanding that much of what students learn happens outside of the classroom setting. Accordingly, AU's Office of Housing and Residence Life is committed to providing and supplementing quality programs and services that enhance the academic pursuit of all resident students, including facilitating the holistic development of AU students in living-learning communities and incorporating faculty and staff in out-of-classroom collaborative learning opportunities.

The residence life team within the Office of Housing and Residence Life is comprised of the director of residence life, the assistant director for residence life, a case manager, an associate director for each campus neighborhood, community directors, and assistant community directors. The staff collaborate with student staff to create a myriad of opportunities for residents to gain a better sense of self, community, and the world.

American University's residence halls are dynamic communities that promote student learning and positive and affirming atmospheres. Each building has unique features and special communities aimed at fostering student success.

Traditional-style halls include:

- Anderson Hall
- Clark Hall
- Hughes Hall
- Leonard Hall
- Letts Hall
- McDowell Hall
- Roper Hall

Suite-style halls include:

- Cassell Hall
- Centennial Hall
- Constitution Hall
- Duber Hall
- Federal Hall

Apartment-style halls include:

- Nebraska Hall

Together, these residence halls provide an on-campus housing capacity of 4,152 beds<sup>2</sup>. In addition, approximately 200 beds of undergraduate student housing are available at the Frequency Apartments in nearby Tenleytown through an off-campus master lease. The housing at the Frequency is subject to AU residence hall regulations and is intended to meet the needs of upperclass students who desire to live in a vibrant commercial location close to public transportation and retail amenities without adversely impacting the residential neighborhoods surrounding campus.

## 2.4 ARTS AND CULTURE

American University honors the arts and culture as an essential part of higher education and strives to share that vision with the AU and broader DC communities in numerous ways.

Specifically designed to foster interdisciplinary collaboration in the arts, the Katzen Arts Center on Massachusetts Avenue NW provides more than 130,000 square feet of state-of-the-art instructional, exhibition, and performance space. The Katzen features the 30,000 square-foot American University Museum, with a variety of gallery and exhibition spaces including AU's permanent Watkins Collection, the Rothfield Collection of Contemporary Israeli Art, and other national and international contemporary art. The university's commitment to the arts expanded dramatically with the acquisition of the Corcoran Legacy Collection, which encompasses several works by both modern and contemporary artists of Washington, DC, including members of the Washington Color School.

The American University Museum maintains a long-standing commitment to supporting artists in the Washington, DC, community and takes an active role in the formation of the region's contemporary arts culture. The museum's Alper Initiative for Washington Art promotes the understanding and appreciation of the art and artists of the DC metropolitan area through its dedication to



preserving, presenting, and creating the art history of Washington, DC.

The Greenberg Theater at 4200 Wisconsin Avenue NW and the Studio Theater in the Katzen Arts Center serve as leading venues for the DC community to experience live performances in music, theater, and dance. AU's Department of Performing Arts produces five mainstage theater shows each school year where students participate in performances ranging from classics to contemporary works and traditional book musicals to innovative new productions.

The DC Humanities Truck is a unique, fully customized delivery truck that serves as an experimental mobile platform for AU faculty and students to travel throughout the District and interview residents in their own neighborhoods to document the stories of diverse, underserved communities throughout the DC region. The web-based projects are then exhibited and circulated within and beyond the communities where they were created. One of the truck's first projects focused on stories of communities and individuals experiencing homelessness, recent immigration, and the difficulties of living in neighborhoods undergoing significant transitions and dislocations.

WAMU (88.5 FM) is American University's public news and talk radio station and serves the greater

Washington, DC, metropolitan area as the region's primary National Public Radio station. WAMU is member-supported and committed to producing regular and special programming that reflects, supports, and celebrates the diverse and dynamic communities of Washington, DC.

## 2.5 COMMUNITY SERVICE AND OUTREACH

American University is deeply rooted in community and service and continues to make strategic efforts to expand and strengthen its connections to the DC community and beyond. Many of these programs are featured in the university's 2020 community impact report *AU in the District*. Notable examples include:

- *The Washington Tax Initiative* connects AU's Kogod School of Business undergraduate and graduate students with Community Tax Aid, a nonprofit that provides free income tax preparation to low-income individuals.
- *The Eagle Endowment for Public and Community Service* supports community service projects in the DC area by helping students turn ideas into action and action into service, awarding students grants

of up to \$1,000 and providing them with mentors who assist in implementing their projects. The program garnered recognition as the *Top College Philanthropic Organization in the USA*, along with the Brandeis University Silverman Center's *A Generous U* title and accompanying grant funding for its work in student philanthropy.

- *The Center for Community Engagement and Service (CCES)* is one of the leading platforms promoting AU's commitment to advancing social justice and civic responsibility and improving the lives of people both in the DC community and globally. CCES programs and projects include the following:
  - *CCES One-Day Service Events:* This program provides AU faculty, staff, students, and alumni with myriad opportunities to connect with diverse DC communities, focusing on facilitation of short-term and longer-term community service projects.
  - *Community-Based Learning (CBL):* An academic, course-based initiative, CBL allows students to collaborate with community agencies, nonprofit organizations, and schools to address community-identified goals and needs.
  - *Explore DC:* Held during Welcome Week, the *Explore DC* program allows incoming students to participate in one day of community service and one day of immersion in the District to learn about neighborhoods and wards, city government, history, the city's culture, and how to use public transportation. During summer 2019, 405 students participated in the program, partnering with 50 different community service opportunities.
  - *Martin Luther King Jr. Day of Service:* During 2019, 163

students and staff volunteered at six sites throughout the city, including Ron Brown High School, IDEA Public Charter School, Kelly Miller Middle School, Deanwood Recreation Center, A Wider Circle, and Campus Kitchen.

## DISTRICT OF COLUMBIA SCHOOLS

AU's School of Education has deep ties with DC Public Schools (DCPS), including the *Teacher Pipeline Project* that launched in fall 2018. Under this initiative, AU offers an education-focused dual-enrollment program for high-school seniors—the only such offering on AU's campus. The program provides high school students exposure to the education field while earning early college credits alongside undergraduate education students preparing to be teachers. The eventual goal of the dual-enrollment program is to create a pipeline of highly skilled and diverse teachers between AU and DCPS. In addition to this successful initiative, the broader university community engages directly with District public and public charter schools through many collaborative and impactful projects, including:

- *DC Reads*, a joint effort of AU, its students, DCPS, and community-based organizations that provide off-campus literacy programs and quality tutoring to children in need.
- *Marshall-Brennan Constitutional Literacy Project*, which celebrated its 20th anniversary in 2019, sends WCL students to area schools to teach constitutional law and youth justice; as part of the program, volunteers reframe issues present in the daily lives of youths as constitutional issues and engage students in hands-on civics activities that encourage them to be creative and develop problem-solving, collaborative, and critical thinking skills.
- *The Sports Analytics Club at Woodrow Wilson High School*

promotes interest in math by bringing students together to learn analytics through sports analytics research projects that are approved and supervised by a STEM teacher advisor and an AU professor advisor.

- *DCPS Adopt-a-School Program* is a pipeline program that provides a structured pathway for partnerships between DCPS and local corporate and community organizations interested in building relationships that support student success.
- *The Ethics Bowl*, a College of Arts and Sciences-sponsored debate competition, helps DC-area high school students cultivate the virtues central to democratic citizenship. The competition allows students to explore the challenging ethical and political issues of our time in a systematic and open-minded way through respectful, supportive, and rigorous discussion.
- *In My Backyard Day of Service* is offered through the Washington College of Law Office of

Admissions and Diversity and Inclusion to focus on fostering pipeline efforts that expose students to the impact and opportunities that exist within legal careers. As part of its partnership with Truesdell Education Campus, law students and staff participants work with Truesdell Elementary School to perform beautification projects and building maintenance to prepare the school for the start of the academic year.

- *The AU District Scholars Program* was launched by the university in December 2019 to enhance high-quality education and support the Washington, DC, community through the dedication of \$3 million in full scholarships for high-achieving students attending District public and public charter high schools and who have significant financial need. Eleven student recipients for the 2020–2021 academic year are the first cohort of AU District Scholars.



## LAW CLINICS AND EXTERNSHIP PROGRAMS

Each year more than 200 students take part in one of the Washington College of Law's 10 in-house clinics. As part of their work in this nationally ranked program, student attorneys advocate on behalf of underserved individuals and organizations in the DC region in venues ranging from local and federal courts and agencies to negotiating tables in corporate boardrooms. Each year, student attorneys provide tens of thousands of hours of pro bono legal services. Notable clinic programs include:

- *Janet R. Spragens Federal Tax Clinic* represents low-income individuals being audited by the IRS.
- *Immigrant Justice Clinic* provides representation to DC-area immigrants seeking asylum and humanitarian protection, naturalization, permanent residence, and other forms of relief.
- *Civil Advocacy Clinic* helps low-income clients solve legal problems and provides representation in civil matters in the courts and administrative agencies of DC and Maryland.
- *Community and Economic Development Law Clinic* provides legal assistance to small businesses, worker cooperatives, and nonprofit organizations in DC and Maryland.
- *Pro Bono Honors Pledge Program* promotes voluntary, uncompensated work undertaken by law students on behalf of low-income and underrepresented populations or for the public good. The program is designed to encourage students to continue engaging in pro bono service throughout their careers.
- *Washington College of Law Externship Program* provides thousands of hours of high-quality, unpaid legal assistance for government agencies, courts, public interest organizations, and law firms engaged in pro bono work, including



organizations such as the World Bank, US Agency for International Development, US Department of Justice, Federal Communications Commission, US Senate and House of Representatives, Securities and Exchange Commission, and nonprofit organizations including Kids in Need of Defense, Washington Lawyers' Committee for Civil Rights, Public Defenders' Services, and Campaign for Youth Justice.

## LOCAL OUTREACH

Maintaining positive relationships with members of the communities surrounding campus is a priority for AU, and the university welcomes the opportunity to be a valuable and valued community partner. The Office of Community Relations actively facilitates efforts to work with neighbors, local community organizations, and the Advisory Neighborhood Commissions (ANCs) in the neighborhoods surrounding campus

to address issues of mutual concern. As an active member of the community, AU participates in many local neighborhood-based efforts, including:

- working with *Tenleytown Main Street*, a community-based nonprofit organization, in its efforts to strengthen the economic vitality of Tenleytown
- supporting beautification efforts at local parks such as *Friendship Park* (also known as Turtle Park)
- sponsoring and participating in community events including *Jazz at Turtle Park*, *Palisades Village Home and Garden Tour*, and the *Northwest Little League*
- working with teachers and children at neighborhood schools *Horace Mann* and *Janney Elementary* on special events and initiatives

AU also provides many community-centric programs and welcomes the public to use many of on-campus facilities and resources<sup>3</sup>, including:

- *Bender Library* to study and access the library catalog, print materials, and databases
- various outdoor campus recreational facilities and membership opportunities at *William I. Jacobs Fitness Center*
- a variety of *summer athletic programs* on campus for neighborhood youth
- *Kennedy Political Union* lectures and seminars
- *Community Audit Program*, designed for community members ages 55 and older who live in the neighborhoods near campus, which allows individuals to audit university courses for a nominal fee
- creative activities and summer camps through *Kids at the Katzen*
- educational events and programming associated with AU's accredited and award-winning *campus arboretum*, which supports one of the most diverse collections of plant material of any urban campus in the country

## 2.6 ECONOMIC CONTRIBUTIONS

As the fifth largest non-government employer in Washington, DC, American University has a significant impact on the region's economy. The university offers highly competitive wages and benefits to its employees—many of whom are DC residents—and is a major purchaser of goods and services from area businesses. The university's capital improvements in new buildings, large-scale renovations, and infrastructure projects also stimulate job creation and spending in the local construction sector.

AU's estimated economic impact on the metropolitan DC region totals approximately \$1.7 billion<sup>4</sup>, based on total annual spending of \$941 million, including:

- \$672 million in annual institutional spending (salaries; consultants and

contractors; supplies and payments to local vendors; income, sales, and property taxes)

- \$212 million annual spending by students (room and board)
- \$5.7 million annual visitor spending (sports events, museum visitors, admissions prospects and their families)
- \$51 million annual research impact spending (federal and private grants and contracts)

In addition, AU's spending on capital projects from 2013–2018 totaled more than \$441 million.

### Exhibit D: AU in the District

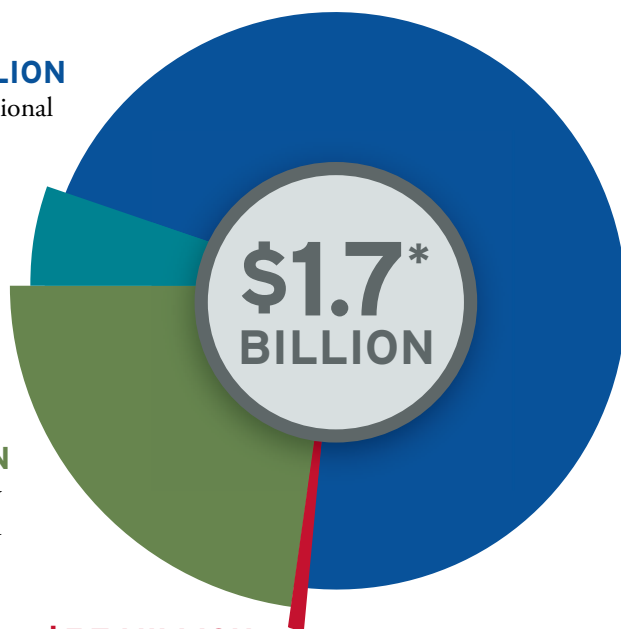
#### IMPACT ON THE METROPOLITAN DC ECONOMY

**\$672 MILLION**  
annual institutional  
spending

**\$51 MILLION**  
annual research  
impact spending

**\$212 MILLION**  
annual spending by  
students (room and  
board)

**\$5.7 MILLION**  
annual visitor  
spending



<sup>4</sup>AU's total economic impact on Washington, DC, was derived by multiplying its estimated annual spending of \$941 million with a multiplier of 1.88. The multiplier, a measure of how money put into the community is respent and leads to additional economic activity was calculated by the Consortium of Universities of the Washington Metropolitan Area, in a report titled, *The Economic Impact of the Consortium of Universities*. All figures based on financial year ending April 30, 2018.







## Section 3

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# PLANNING THE PATH FORWARD

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## 3.1 THE SHIFTING LANDSCAPE AND COMPETITIVE MARKETPLACE OF HIGHER EDUCATION IN THE TWENTY-FIRST CENTURY

As a community of changemakers, AU is actively and purposefully identifying and responding to the myriad challenges throughout higher education—at a time when the demand for change and opportunities for institutions of higher education are both expanding exponentially. AU is actively meeting this challenge by combining its core strengths—because the university is not content with being an either-or institution. AU faculty are scholars *and* teachers. AU students are learners *and* researchers. AU pursues imperative research *that also* leads to real-world solutions. And as AU adapts to this shifting landscape, we teach our students to do the same. This approach has created a culture of institutional agility that allows AU to remain flexible to boldly engage the changing needs and demands in a dynamic global society. As AU prepares for tomorrow's opportunities, the university's mission to advance knowledge and foster intellectual curiosity remains its constant guide.

## 3.2 AMERICAN UNIVERSITY'S PLANNING FRAMEWORK

### BUILDING ON THE STRATEGIC PLAN

AU's strategic plan, *Changemakers for a Changing World*, focuses on addressing the formidable issues facing higher education. It draws on AU's legacy of scholarship, learning, and community while taking advantage of the university's strengths—a campus located in the nation's capital, a robust environment for scholarship and experiential learning, a growing academic reputation with a

foundation in teaching excellence, and worldwide connections with leaders and organizations that are a platform for scholarly impact. Through the strategic plan, the university is not only rethinking the rising costs of higher education but also how to prepare students to lead change, provide a lifetime of dynamic learning opportunities, elevate the discovery of knowledge with global impact, and develop multifaceted approaches to inclusive excellence. AU is an institution deeply rooted in community—on a global, national, and local level—and the strategic plan outlines the university's commitments to connecting with the communities surrounding campus and throughout the District of Columbia to effectively advance educational opportunities, enrich arts and culture, and promote economic development in a manner that benefits a wide range of stakeholders and enhances AU's position as an anchor institution in the District. Built around the values and purpose of creating meaningful change to respond to and address the most pressing issues facing the community, nation, and world, AU's strategic plan has effectively positioned the university to thoughtfully navigate challenges and uncertainties—including those brought about by the impacts of the COVID-19 pandemic—while at the same time maintaining focus on AU's forward thinking and long-term objectives and priorities.

### SHAPING THE FUTURE

The *2021 Campus Plan* is an integral component in the successful implementation of the strategic plan, setting forth a thoughtful approach to managing campus growth and development over the next 10 years in a manner that reflects the university's commitment to the communities of which it is a part. At the same time, the Campus Plan will play a critical role in informing and incorporating the key priorities of an ambitious fundraising campaign that will capitalize on AU's momentum as an emerging global university to support the study and scholarship of American University students and faculty for generations to come. As detailed below, the

fundamental components of the plan have been envisioned and developed—and will be collaboratively implemented over the next decade—in partnership with university and community stakeholders to ensure that the campus will adapt to and meet the changing needs of AU students, faculty, and staff while at the same time respecting and enhancing the quality of life of those who live within the neighborhoods surrounding campus. **It is AU's fundamental goal that the 2021 Campus Plan successfully accomplishes both of these objectives.**

## 3.3 DEVELOPMENT OF THE CAMPUS PLAN: A TRANSPARENT AND CONSENSUS-BASED APPROACH

AU embarked on this Campus Plan effort with an intentional focus on engaging effectively with members of the community who reside in the neighborhoods surrounding the campus. Over the past two years, the university worked closely with the AU Neighborhood Partnership and a wide range of campus and community stakeholders to gather input and feedback on various planning concepts and priorities as they were developed. **As a result of this dedicated and collaborative effort, the university and the AU Neighborhood Partnership have reached consensus on the objectives, proposals, and commitments set forth in the 2021 Campus Plan.** The following sections outline the comprehensive planning process which led to this successful result.

### 3.3.1 AMERICAN UNIVERSITY IN THE CONTEXT OF ITS COMMUNITY

American University is located within several established residential neighborhoods, including AU Park, Fort Gaines, Spring Valley, Tenleytown, Wesley Heights, and Westover Place. Residents in these neighborhoods have a strong interest and involvement in activities



on and around campus, and, for many years, have demonstrated a commitment to working collaboratively with the university on a wide range of initiatives and partnerships. These neighbors share a common interest in the long-term vitality of the university and in ensuring that its impacts are appropriately addressed and effectively managed, and, as detailed more fully below, have been integral partners in the development of the *2021 Campus Plan*.

### **Exhibit E: Campus Neighborhood Context**

#### **3.3.2 AMERICAN UNIVERSITY NEIGHBORHOOD PARTNERSHIP**

The American University Neighborhood Partnership is a collaborative forum connecting AU and leaders in the communities surrounding the university, focused on improving university and neighborhood relations through discussion, information sharing, and problem-solving. Since its inception in 2018, representatives of all engaged stakeholder

groups have actively participated in effective discussions to evaluate existing planning and programming efforts, identifying creative solutions to address neighborhood quality-of-life issues and sharing information and insight regarding matters of mutual concern.

Members of the Neighborhood Partnership take its charge seriously and are committed to its purposes and objectives as an effective and established forum for transparent engagement and the development of mutually beneficial solutions. Senior leadership and key staff of the university (including five members of the president's cabinet) are actively involved in the partnership, along with numerous neighborhood leaders who make substantial commitments of their own time to ensure that effective dialogue is maintained through continuity of meeting attendance, constructive discourse, and active communication with their constituents. In recent months, the parties' level of effort and engagement has increased significantly to ensure thoughtful and collaborative review and discussion of

AU's priorities and objectives in the development of this consensus-based *2021 Campus Plan*.

#### *Partnership Steering Committee.*

The Partnership Steering Committee is comprised of AU staff and administrators and representatives of community organizations and ANCs who were signatories to the March 18, 2018, letter expressing the intent and vision of the partnership that was submitted to and recognized by the Zoning Commission. These founding members include the Fort Gaines Citizens Association, Spring Valley Neighborhood Association, Ward 3 Vision, Westover Place Homes Corporation, ANC 3D, and ANC 3E. Since the inception of the partnership, neighborhood leaders of the steering committee have conducted direct outreach to actively recruit community members to serve on working groups to provide a collection of perspectives and viewpoints that help shape balanced and well-informed alternatives and solutions. AU hosted an open house for the partnership in February 2019 and regularly shares information about

the partnership on AU's community relations website and at community events (e.g., Community Liaison Committee meetings and Planning 101 sessions).

The steering committee generally meets quarterly—but has met monthly throughout 2020 as the Campus Plan frameworks and drafts have been developed—and receives reports from and provides guidance to various partnership working groups.

#### *Partnership Working Groups.*

The partnership includes five working groups that meet regularly to support university planning efforts and address shared goals for promoting positive relationships and neighborhood quality-of-life issues. Each working group has a community and university co-chair, and members include neighborhood residents, AU administrators, staff, faculty, students, and consultants. The five working groups include:

- *Facilities Planning.* The Facilities Planning Working Group collaborates on issues related to physical campus facilities including existing and proposed development and renovation projects.
- *Student Life and Safety.* The Student Life and Safety Working Group addresses neighborhood quality-of-life issues including off-campus student conduct, noise and trash management matters, student safety in the community, and on-campus student life.
- *Transportation and Parking.* The Transportation and Parking Working Group addresses issues concerning travel to, from, and around the campus and provides input on efforts to mitigate the impacts of university-related traffic on the community.
- *Engagement and Communications.* The Engagement and Communications Working Group ensures that neighbors are aware of and are encouraged to participate in campus events and activities and promotes

opportunities for engagement and the benefits associated with having the university as a neighbor.

- *Data and Metrics.* The Data and Metrics Working Group provides guidance on the development and review of metrics for compliance and assessment associated with various components of the Campus Plan.

### 3.3.3 THE COMMUNITY LIAISON COMMITTEE (CLC)

The CLC, comprised of individuals from neighboring community organizations and representatives from the university, was affirmed in the *2011 Campus Plan* for the purpose of fostering consistent communication between the university and the surrounding neighborhoods, discussing issues of mutual interest, and proposing solutions to problems that exist or arise in implementing the Campus Plan. CLC meetings are held at least quarterly, and AU provides reports on various topics of interest to members of the community including enrollment, off-campus student conduct, construction projects, and community relations.

AU representatives provided updates on the *2021 Campus Plan* at regular CLC meetings and also hosted special Campus Plan-focused CLC sessions on April 28 and 30, 2020, and on August 6, 2020, to solicit community input and feedback with respect to the key components of the *2021 Campus Plan*.

### 3.3.4 DEVELOPMENT OF THE 2021 CAMPUS PLAN

American University has utilized several venues and forums to broadly engage neighborhood residents and community stakeholder groups in the development of the *2021 Campus Plan*. These opportunities included meetings with the Neighborhood Partnership and CLC, Planning 101 sessions that engaged the entire campus community and neighbors on various facets of

planning, and numerous discussions with internal stakeholders and community organizations. This collaborative planning effort addressed major Campus Plan components including student enrollment, campus development, on-campus life, off-campus neighborhood quality-of-life issues, and parking and transportation—all through the lens of the unique challenges of long-term planning in the shifting global climate of higher education—and more recently, in the context of the COVID-19 pandemic. As noted above, this planning effort continued in earnest notwithstanding the impacts of COVID-19, as meetings and review sessions were successfully moved to online collaboration platforms.

#### **Exhibit F: Community Engagement Process**

### CAMPUS PLAN WEBSITE AND COMMUNITY INPUT PORTAL

The AU *2021 Campus Plan* website was launched in March 2020 to provide a wide range of information and materials, including meeting agendas, notes, and presentations; reports and data; and comprehensive FAQ resources. The website also includes an online [community input portal](#) for neighbors and interested stakeholders to submit questions or feedback about the Campus Plan. Responses to more than 150 questions submitted through the portal (or posed at public meetings, such as CLC sessions) were posted on the website for public review to allow all community members the benefit of seeing responses to issues raised by their neighbors. The website will continue to be updated regularly, and the portal will remain active throughout the remainder of the review and approval process for the *2021 Campus Plan*.

## CAMPUS PLAN FRAMEWORK

In early 2020, AU developed a *Preliminary 2021 Campus Plan Framework* that outlined the university's institutional objectives with respect to key campus plan components. While the proposals included in the preliminary framework were developed by AU, they reflected significant input received from members of the community throughout the collaborative planning process. The *Preliminary 2021 Campus Plan Framework* was circulated at the March 3, 2020, CLC meeting and posted on AU's Campus Plan website for public review. Interested stakeholders provided extensive feedback on the preliminary framework through a variety of channels including several partnership meetings throughout spring 2020, internal stakeholder discussions (including a special session focused on AU student interests), two special Campus Plan CLC sessions on April 28 and April 30, 2020, a Planning 101 session open to all members of the community on May 19, 2020, and the online community input portal.

On June 1, 2020, the university released an updated version of the *2021 Campus Plan Framework* that reflected the substantial input and feedback received throughout spring 2020 and included many significant updates and changes in response to issues raised by members of the community. In particular, all key components outlined in the *2021 Campus Plan Framework* were the subject of focused and detailed review by the relevant partnership working groups to collaboratively address issues and concerns that were identified by neighborhood representatives. The working groups communicated their comments and perspectives directly to members of the steering committee, who remained actively engaged and involved in the planning process, providing input and direction as issues were explored and solutions developed. **As a result of this dedicated and focused collaborative planning effort, the AU Neighborhood Partnership Steering Committee affirmed its consensus support of the**

**June 1, 2020, 2021 Campus Plan Framework.** AU presented the *2021 Campus Plan Framework* to the CLC at its quarterly meeting on June 9, 2020, and it was the subject of a special CLC meeting on August 6, 2020. The framework also was presented and discussed at ANC 3D and ANC 3E meetings in July and September 2020, as part of a comprehensive review timeline established and adopted by the ANC commissioners.

## PROPOSED CAMPUS PLAN DRAFT

Over summer 2020, the terms set forth in the *2021 Campus Plan Framework* affirmed by the Neighborhood Partnership were incorporated into a full draft of the 2021 Campus Plan document, including a set of proposed conditions of approval which were also reviewed and affirmed by the partnership. AU posted the draft *2021 Campus Plan* on its Campus Plan website for public review on September 8, 2020. Members of the AU community, including students, faculty and staff, as well as residents of the neighborhoods surrounding campus, including the CLC and all other interested stakeholders, were encouraged to review the draft *2021 Campus Plan* and submit questions or comments through the online community input portal.

Following review and consideration of the feedback and input received on the proposed draft document, the *2021 Campus Plan* was finalized and submitted for review to ANC 3D and ANC 3E for their consideration prior to filing with the DC Zoning Commission for public hearing and subsequent review and action by the commission. ANC 3D and ANC 3E each voted to support the *2021 Campus Plan* on November 4 and December 10, 2020, respectively.

## 3.3.5 IMPLEMENTATION OF THE 2021 CAMPUS PLAN

Following approval of the *2021 Campus Plan*, the Neighborhood Partnership and its working groups will provide a collaborative forum for the day-to-day

implementation of the objectives and priorities outlined in the *2021 Campus Plan*. For example, the Facilities Planning Working Group will evaluate development projects as they move from conceptual proposals to detailed submissions for further processing review. The Student Life and Safety Working Group will play a key role in developing enhanced off-campus student orientation programs and neighborhood outreach efforts as described in Section 4.4, as well as evaluating the efficacy of those programs over the term of the plan. The Transportation and Parking Working Group will continue to evaluate the key performance metrics which they helped develop with AU and DDOT as part of the Campus Plan Comprehensive Transportation Review (CTR) process. The Engagement and Communications Working Group will actively work with members of the community to identify programs and opportunities of mutual interest and benefit and promote positive engagement between AU and its neighbors. The Data and Metrics Working Group will help support the work of the steering committee and other working groups by providing and reviewing relevant data and developing appropriate metrics associated with various components of the plan. And finally, the Partnership Steering Committee will remain an important forum for active collaboration, information sharing and problem-solving, promoting positive and mutually-beneficial programmatic opportunities between AU and the community and ensuring that the commitments and obligations set forth in the *2021 Campus Plan* are appropriately managed throughout the plan's 10-year term.

In addition, it is anticipated that the CLC will continue to serve as a venue for regular communication between the university and its neighbors. AU administrators will provide reports on various topics relevant to Campus Plan issues and of interest to members of the community including enrollment, off-campus student conduct, construction projects, and community relations at regularly scheduled meetings of the CLC over the term of the Campus Plan.





Section 4

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# THE 2021 CAMPUS PLAN

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The *2021 Campus Plan* sets forth a thoughtful and measured approach to managing campus growth and development over the next 10 years in a manner that reflects the university’s commitment to the communities of which it is a part. Pursuant to the 2016 Zoning Regulations, the scope of the *2021 Campus Plan* has expanded from prior campus plans and now includes university-owned properties at 4801 Massachusetts Avenue NW, 4200 Wisconsin Avenue NW, and 3201 New Mexico Avenue NW, along with the Main Campus and Tenley Campus. This expanded scope provides a more comprehensive perspective of university activities within the surrounding neighborhood context, and the impact of these regulatory changes is directly reflected in several aspects of the *2021 Campus Plan*, including student and staff populations, parking inventory, and transportation considerations.

Envisioned and developed in close partnership with neighborhood stakeholders, the *2021 Campus Plan* sets forth a flexible yet predictable framework for future growth and development of the university in the context of its surrounding communities based on the following objectives:

- strategic and measured enrollment management at a level *lower* than the student cap established in 2011 when adjusted to reflect the revised student count methodology set forth in the city’s updated zoning regulations
- a balanced development program of academic/administrative, residential/campus life, and athletic uses, on a scale significantly reduced from the program proposed in the *2011 Campus Plan*, aimed at providing leading-edge research and teaching facilities and strengthening and invigorating a student-centered living and learning campus experience, including enhancing the landscape and open space elements that are distinctive to AU’s urban campus—an accredited and award-winning arboretum—and actively advancing the university’s culture of sustainability
- a focus on providing student housing opportunities that encourage more students to remain on-campus during their time at AU, while at the same time implementing robust engagement with students who choose to live off campus to equip them to be responsible members of the community and promote positive relationships between students and their neighbors
- continued commitment to effective TDM strategies aimed at promoting alternative transportation options that reduce the use of single-occupancy vehicles and the demand for on-campus parking, along with vigilant enforcement of AU’s existing off-campus parking policies to preserve on-street parking capacity for members of the community

Underscoring all of these objectives and key to the long-term success of the plan, AU will continue its dedicated efforts to work collaboratively with members of the community through the AU Neighborhood Partnership to effectively address impacts associated with AU students on the neighborhoods surrounding campus. In so doing, the *2021 Campus Plan* will ensure that AU effectively adapts to and meets the changing needs of its students, faculty, and staff while at the same time enhancing the quality of life for those who live within the neighborhoods surrounding the university.



## 4.1 CAMPUS POPULATIONS: MEASURED GROWTH, A REDUCED ENROLLMENT CAP, AND A FOCUS ON MANAGING IMPACTS

### 4.1.1 STUDENT ENROLLMENT

A wide range of complex factors drive the continually changing dynamics of enrollment management in higher education. The profile of students entering degree-seeking, certificate, and continuing education programs and the demand for these programs are in rapid flux, influenced by shifts in demographics and economic and market forces that impact the notion of a “traditional” student. Even before the COVID-19 pandemic, online education programs were experiencing dramatic growth and actively transforming the landscape of higher education. Consistent with the priorities set forth in AU’s strategic plan, the university is adapting to these changes

and providing a range of dynamic lifetime learning opportunities utilizing traditional face-to-face and leading-edge online platforms. While these rapidly changing conditions can pose challenges for long-range institutional planning, they also present opportunities for universities that can remain flexible to respond to emerging trends and offer unique programs to attract and retain high-quality students. To remain competitive and thrive as a vibrant educational institution in the nation’s capital, AU is focused on the need to maintain this responsive flexibility and institutional agility; this is more important now, as AU effectively navigates the immediate and long-term impacts of the COVID-19 pandemic.

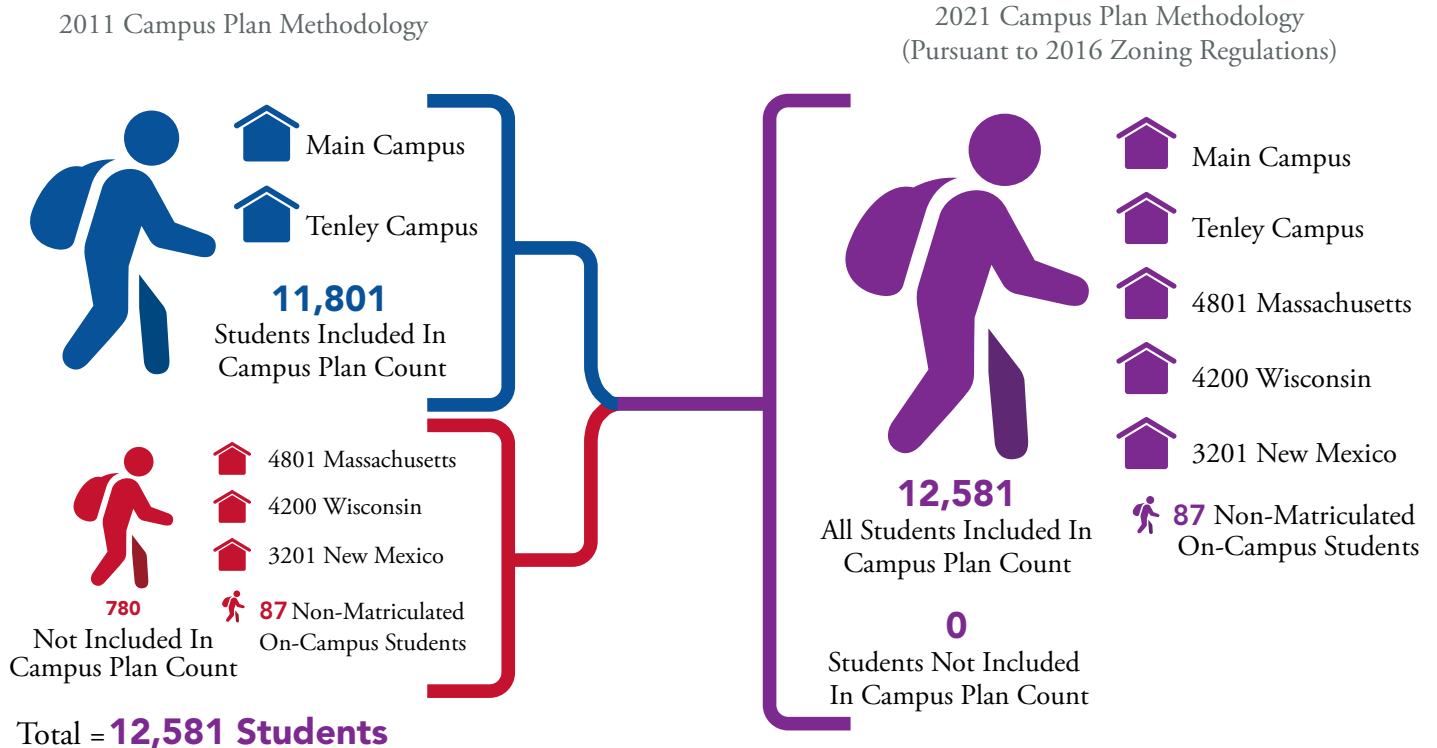
### 2016 ZONING REGULATIONS

In the context of the *2021 Campus Plan*, the university’s approach to enrollment management is further influenced by changes brought about by the 2016 update to the DC Zoning Regulations, which impact the way AU and other universities throughout the District

must count students. For AU, this approach expands the scope of students included in the enrollment count—as the new regulations require that a broader range of students and students in a greater number of locations be counted.

Student enrollment has been reported on an annual basis to the CLC based on the student count definition set forth in the *2011 Campus Plan*. However, Subtitle Z, Section 302.10(d) of the 2016 Zoning Regulations includes a specific directive regarding the types of students to be counted, and Subtitle X, Section 102 calls for the inclusion of three university facilities that were not previously subject to the campus plan regulations—specifically 4801 Massachusetts Avenue NW (Spring Valley Building), 4200 Wisconsin Avenue NW, and 3201 New Mexico Avenue NW. As a result of these regulatory changes, the same student population results in different student counts under the methodology established in the *2011 Campus Plan* and the new approach that meets the requirements of the 2016 Zoning Regulations.

### IMPACT OF 2016 ZONING REGULATIONS ON FALL 2019 AMERICAN UNIVERSITY STUDENT POPULATION COUNT



## IMPACT ON STUDENT POPULATION

The additional students included under the 2016 Zoning Regulations methodology include those enrolled in the School of Professional and Extended Studies, non-credit, and pre-sessional students, most of whom currently take their classes at the Spring Valley Building. As illustrated on page 33, while the identical fall 2019 AU student population is represented in the headcount numbers under both methodologies, the new, expanded methodology under the 2016 Zoning Regulations yields an additional 780 reported students or an increase of 6.61 percent. The vast majority of students accounting for this increase is attributable to the additional university locations included in the *2021 Campus Plan*.

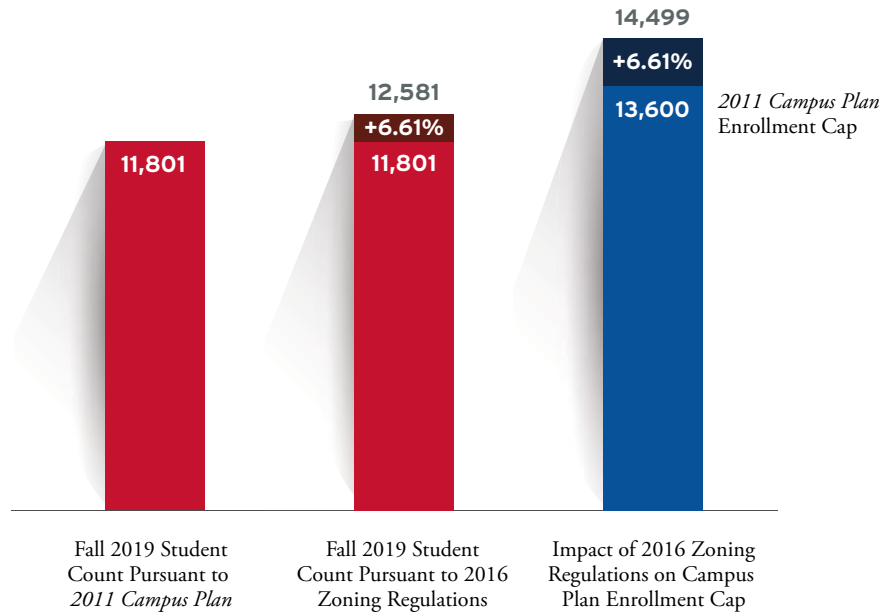
## IMPACT ON ENROLLMENT CAP

The student enrollment cap established in the *2011 Campus Plan* is 13,600 students. Based on the impact of the new enrollment parameters set forth in the 2016 Zoning Regulations, it logically follows that the cap would also increase accordingly to correspond to the expanded scope of students being counted. As illustrated in the bar chart, when the enrollment cap is adjusted by 6.61 percent to reflect the impact of the new methodology, the result is an increase from 13,600 to 14,499 students.

## 2021 CAMPUS PLAN ENROLLMENT PROJECTIONS: A FOCUS ON MANAGING IMPACTS

As noted above, AU's outlook for the next 10 years is premised on the need to maintain flexibility with respect to the types of students AU attracts—and how and where they are educated—to remain competitive and thrive as a vibrant educational institution. Owing to the fluidity of market conditions throughout higher education, enrollment projections made 10 years ago as part of the *2011 Campus Plan*

## IMPACT OF 2016 ZONING REGULATIONS ON CAMPUS PLAN ENROLLMENT CAP



process did not materialize as AU had anticipated. Specifically, the university's stated goal of enrolling 1,000 additional graduate students over the term of the *2011 Campus Plan* was not met. While undergraduate enrollment increased at a measured pace over that period of time, the overall number of enrolled students remained relatively consistent and well below the approved enrollment cap.

Accordingly, AU has taken a different approach to addressing student enrollment over the term of the *2021 Campus Plan*; specifically, one focused around managing impacts rather than attempting to project specific enrollment figures for defined programs. That being said, AU has established directional guidance in terms of anticipated undergraduate, graduate, and online program growth. Specifically, it is AU's intent that traditional full-time undergraduate enrollment will likely remain close to current levels, owing to a range of factors including constraints associated with facilities, the services needed to support additional undergraduate students, as well as the size of current and anticipated future applicant pools. As was the case in the *2011 Campus Plan*, AU will endeavor

to increase on-campus enrollment in face-to-face graduate programs, subject to the limitations of the proposed overall enrollment cap. In response to emerging trends, areas targeted for anticipated growth include leveraging AU's strengths in online instruction and lifelong learning initiatives, which include specially designed, high-quality programs that utilize off-campus locations (e.g., downtown DC or other sites throughout the metro region) and do not bring students to the AU campus for their coursework.

Importantly, as part of the *2021 Campus Plan*, AU will continue its dedicated efforts to work collaboratively with members of the community through the AU Neighborhood Partnership to effectively address impacts on the neighborhoods surrounding campus associated with AU students. While the scope of the reported impacts is relatively small compared with other universities in DC, AU is firmly committed to a results-oriented approach to reduce these impacts further by:

- revising student policies to more explicitly reference standards for off-campus living

- providing additional on-campus housing in marketable unit configurations to encourage more students to remain on campus beyond their freshman year and reduce the number of undergraduates living in the neighborhoods surrounding campus
- enhancing on-campus opportunities for student activities and social engagement
- evaluating programs and efforts over the term of the *2021 Campus Plan* to ensure their efficacy

## UNDERGRADUATE HOUSING REQUIREMENT

In support of AU’s focus to manage the impacts of its student population and strengthen the living and learning experience on campus and also to provide an appropriate measure of predictability and control with respect to the number of undergraduate students enrolled, the university will continue to maintain a supply of housing for 67 percent of the full-time undergraduate student population. As discussed more fully in Section 4.3.3 below, and consistent with the *2011 Campus Plan*, AU plans to meet this requirement over the 10-year term of the plan through a combination of housing resources, including existing and proposed on-campus residence halls as well as off-campus master-leased beds in strategic locations that do not adversely impact the residential neighborhoods surrounding campus.

## PROPOSED ENROLLMENT CAP

While committed to an approach to enrollment that is focused on managing impacts, the university is mindful of the desire for predictability among residents of the neighborhoods surrounding campus with respect to the number of students enrolled at the university. To that end, AU has carefully evaluated various enrollment considerations and believes it can manage enrollment over the term of the *2021 Campus Plan* without requiring a major shift from the student population projected in historical planning models.

The *2011 Campus Plan* established a student enrollment cap of 13,600, including a maximum of 2,000 students at the Tenley Campus. Given that the current and anticipated enrollment of the Washington College of Law is substantially less than the existing Tenley Campus enrollment cap, the university is seeking flexibility to allow students enrolled in other academic programs, including those that present opportunities for interdisciplinary collaboration, to attend classes at the Tenley Campus subject to the existing 2,000-student cap.

In terms of the overall student enrollment cap for the *2021 Campus Plan*, AU proposed in the March 3, 2020, *Preliminary 2021 Campus Plan Framework* to accommodate potential growth in the on-campus student population over the 10-year term of the *2021 Campus Plan* within the same cap established in 2011 when adjusted for the revised counting methodology set forth in the 2016 Zoning Regulations.

Members of the community advocated for a more limited alternative to the *2021 Campus Plan* enrollment cap. This approach would increase the enrollment cap by the number of additional students that would be counted under the 2016 Zoning Regulations methodology in fall 2019 (i.e., 780), rather than the percentage of the total number of students represented by those additional students (i.e., the 6.61 percent or 899 students proposed by AU). In light of the need to remain flexible to respond to the aforementioned shifting dynamics of higher education—and particularly in the wake of the COVID-19 pandemic—AU firmly believes that its enrollment proposal is appropriate to provide the capacity to pursue a wide range of programmatic initiatives that will help ensure the vitality and financial viability of the university—many of which may bring students to campus for a limited period of time and will have minimal impact on the neighborhoods surrounding campus.

*Nonetheless, after extensive discussion, review, and collaboration, the university has modified its approach to the enrollment cap for the 2021 Campus Plan to reflect the methodology favored by several community members of the Neighborhood Partnership and other neighborhood stakeholders engaged in the planning process.*

The impact of the 2016 Zoning Regulations on the fall 2019 campus student population and *2011 Campus Plan* enrollment cap, and the relationship between the *2011 Campus Plan* cap, AU’s initially proposed cap, and the revised cap proposed for the *2021 Campus Plan* are summarized in the table below:

	2011–2021 CAMPUS PLAN			2021–2031 CAMPUS PLAN			
	UNDER 11-07 ZONING ORDER METHODOLOGY	ADJUSTED FOR 2016 ZONING REGULATIONS	IMPACT OF 2016 ZONING REGULATIONS	AU PROPOSED ENROLLMENT CAP 03.03.2020	DIFFERENCE FROM 2011 ADJUSTED CAP	AU REVISED PROPOSED ENROLLMENT CAP	DIFFERENCE FROM 2011 ADJUSTED CAP
FALL 2019 ENROLLMENT	11,801	12,581	+780 (6.61%)				
CAMPUS PLAN ENROLLMENT CAP	13,600	14,499	+899 (6.61%)	14,499	+0	14,380	-119

As shown in the table on page 35, the proposed *2021 Campus Plan* enrollment cap, which would be in effect through 2031, **is lower than** the student enrollment cap established in the *2011 Campus Plan* when adjusted for the new methodology for counting students mandated under the 2016 Zoning Regulations.

**Exhibit G: Student Enrollment**

This comprehensive consensus-based approach to enrollment management over the term of the *2021 Campus Plan*—encompassing AU’s focus on actively addressing and effectively minimizing adverse impacts on the neighborhoods surrounding campus, including the continued commitment to maintaining a supply of housing for 67 percent of the full-time undergraduate student population; retaining the 2,000 student enrollment cap at the Tenley Campus established in the *2011 Campus Plan*; and adopting an enrollment cap that is lower than the cap established in the *2011 Campus Plan* when revised to reflect the impact of the city’s updated Zoning Regulations—represents a balanced and thoughtful set of considerations aimed at meeting AU’s institutional needs and objectives while at the same time respecting and enhancing the quality of life for those who live within the neighborhoods surrounding campus.

**4.1.2 EMPLOYEE POPULATION**

The AU employee population is similarly impacted by the above-referenced changes to the 2016 Zoning Regulations. Given that 4801 Massachusetts Avenue NW (Spring Valley Building), 4200 Wisconsin

Avenue NW, and 3201 New Mexico Avenue NW will now be included in the Campus Plan, the university employees that work at these locations will also be included in the employee count and any cap established in the *2021 Campus Plan* order of approval.

The impact of the 2016 Zoning Regulations on the current employee population and *2011 Campus Plan* employee cap, and the relationship between the current cap and the cap proposed for the *2021 Campus Plan*, are summarized in the table below.

As shown in the table, the proposed *2021 Campus Plan* employee cap, which would be in effect through 2031, reflects no change from the employee cap established in the *2011 Campus Plan*, when adjusted to count employees who work at the additional properties included in the *2021 Campus Plan* pursuant to the 2016 Zoning Regulations.

**Exhibit H: Employee Population**

**4.2 DEVELOPMENT PLAN AND CAMPUS CHARACTER: PROVIDING HIGH-QUALITY FACILITIES AND CREATING SPECIAL CAMPUS PLACES THAT REINFORCE AU'S CULTURE OF SUSTAINABILITY**

Consistent with AU’s intent to maintain enrollment below the cap established in 2011 (when adjusted to reflect the 2016

Zoning Regulations methodology), proposed new development in the *2021 Campus Plan* is not aimed at accommodating increases in approved enrollment levels, but rather providing the types of high-quality and forward-thinking facilities that are required to further the university’s academic and research missions—including space for additional research labs and right-sized classrooms that promote the types of specialized instruction that is fundamental to the AU experience and differentiates the university from other peer institutions. These spaces include leading-edge teaching labs, interactive classrooms, media studios, facilities to support the visual and performing arts, and study spaces that foster cross-disciplinary collaboration and provide opportunities for independent and small group study. Additional proposed residential, campus life, and athletic space will support efforts to strengthen and invigorate a student-centered living and learning campus experience for every AU student and also provide a thriving campus environment that benefits the entire university community as well as the neighborhoods surrounding campus.

Reflecting this measured and strategic approach, potential new development opportunities included in the *2021 Campus Plan* total approximately 747,500 square feet of new gross floor area (GFA), significantly less than the 892,000 square feet of new GFA proposed in the *2011 Campus Plan*. Based on feedback gathered throughout the planning process, AU made several notable updates to the potential development sites included in the March 3, 2020, *Preliminary 2021*

	2011–2021 CAMPUS PLAN			2021–2031 CAMPUS PLAN
	ZC 11-07 ORDER METHODOLOGY	2016 ZONING REGULATIONS	IMPACT OF 2016 ZONING REGULATIONS	2016 ZONING REGULATIONS
FALL 2019 EMPLOYEE COUNT	<b>2,461</b>	<b>2,843</b>	<b>+15.52%</b>	
EMPLOYEE POPULATION CAP	<b>2,900</b>	<b>3,350</b>	<b>+15.52%</b>	<b>3,350</b>

*Campus Plan Framework.* In particular, community members provided helpful guidance that influenced the selection of the most suitable sites for residential use to meet AU’s target for additional on-campus beds (see Section 4.3.3 for additional discussion regarding on-campus housing objectives); the appropriate siting and massing of proposed academic facilities; potential circulation and open space improvements; and identification of areas of the campus that are more suitable for long-range planning beyond the term of this Campus Plan—all of which are described more fully below.

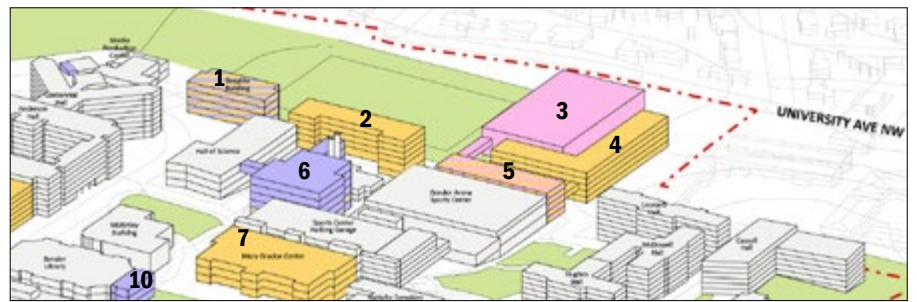
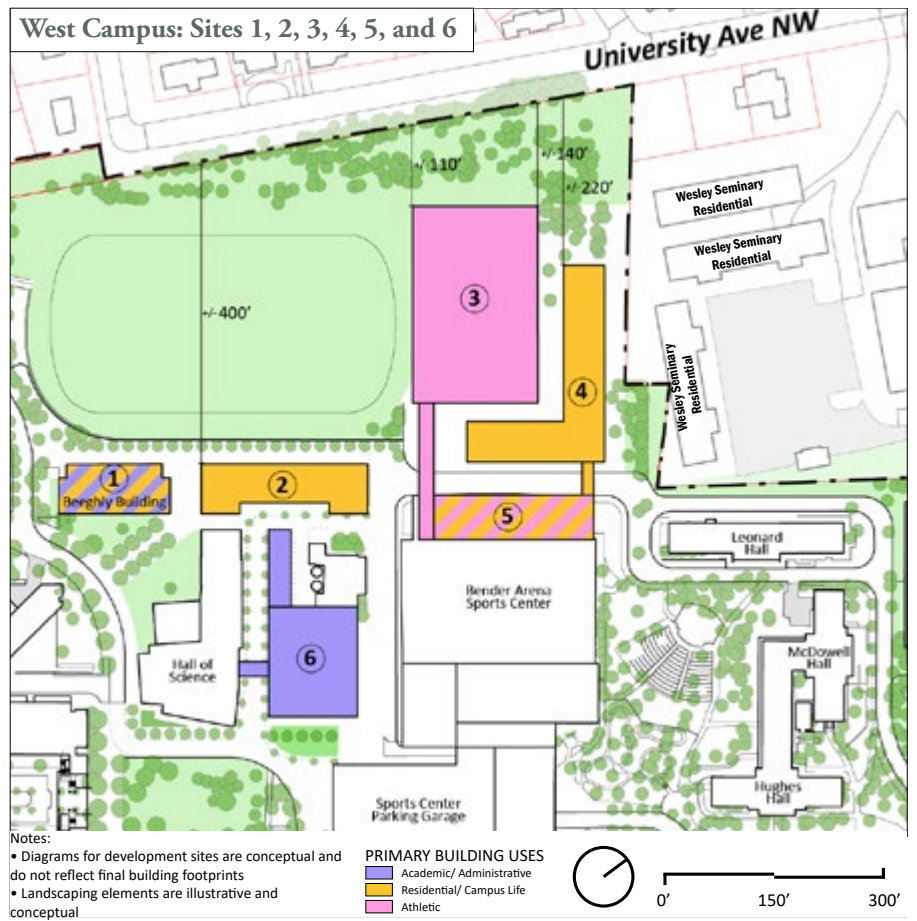
The comprehensive and balanced development proposals outlined in the *2021 Campus Plan*—informed and shaped by extensive community input and feedback—effectively address AU’s residential/campus life, academic/administrative, and athletic space needs in a manner that reinforces the unique campus scale of AU, with heights and densities that correspond to the surrounding built environment, and setbacks, buffers, and design considerations that effectively mitigate potential adverse impacts and respect neighboring residential properties. In addition to these development proposals, AU will also continue to pursue strategic renovation and maintenance projects that reinvest in existing facilities but do not require the addition of any new gross floor area.

- Exhibit I: Existing Building Uses**
- Exhibit J: Proposed Building Uses**
- Exhibit K: Proposed Development Sites**
- Exhibit L: Development Program Summary**
- Exhibit M: Floor Area Ratio Analysis**

### 4.2.1 PROPOSED MAIN CAMPUS DEVELOPMENT

#### WEST CAMPUS (SITES 1, 2, 3, 4, 5, AND 6)

Proposed development on the northwest quadrant of campus (West Campus) will create an athletic, residential, and campus life village, including a new Center for Athletic Performance (detailed more fully in Section 4.3.2), consolidated and

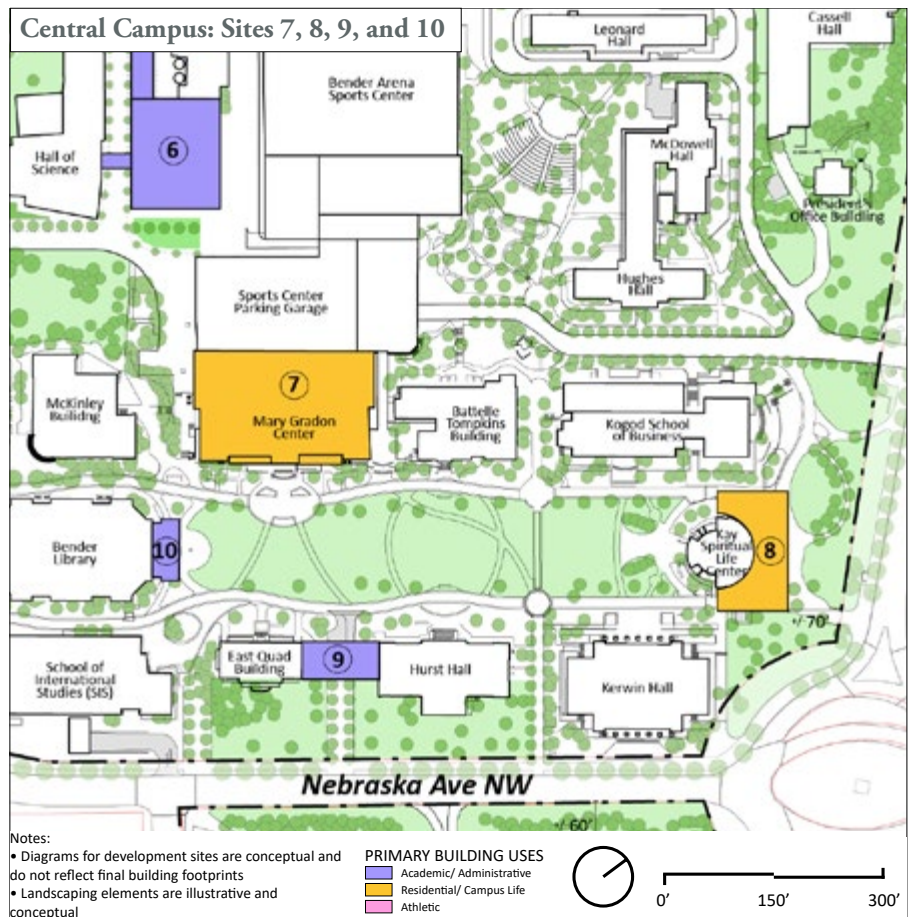


enhanced student health and wellness facilities, and additional student housing opportunities in competitive and marketable unit configurations to encourage more students to remain on campus during their time at AU. This collection of new development will effectively transform what is now “back of house” and service areas of campus into a vibrant campus destination, while maintaining a substantial distance (e.g., approximately 400 feet from Site 2, 220 feet from Site 4, and 110 to 140 feet from Site 3 to the western campus boundary) and appropriate buffers (e.g., landscaping and trees along both sides

of the university’s fence line adjacent to University Avenue) from neighboring residential properties. *Given this transformational campus opportunity, and after extensive consultation and discussion with representatives of the community, AU has identified Site 2 and Site 4 (as well as any residential uses that may be incorporated in Site 5) as priority residential sites for the 2021 Campus Plan.* These development opportunities would together yield approximately 500 new beds of on-campus housing to meet the housing target established by AU (and discussed more fully in Section 4.3.3).

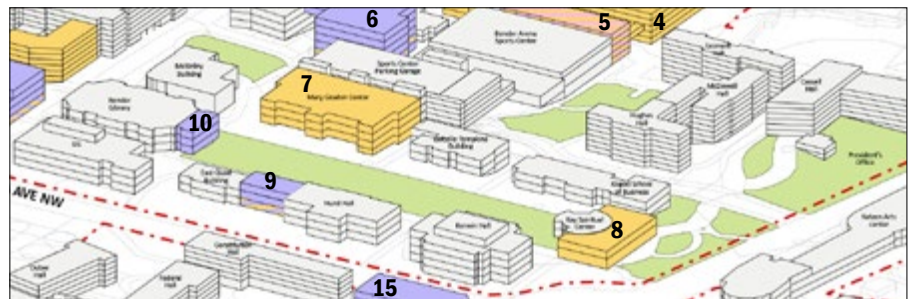
In addition, the potential redevelopment of Asbury Hall (Site 6) would provide leading-edge academic and research space to support the sciences and other synergistic disciplines (e.g., psychology and health studies, and possibly programs from the School of Education and Kogod School of Business and other academic units) adjacent to the new Hall of Science and proximate to other key academic buildings along the Friedheim Quadrangle. The Beeghly Building could be used for either academic/administrative or residential/campus life use over the term of the 2021 Campus Plan depending on campus needs; accordingly, Beeghly has been designated as a secondary residential site.

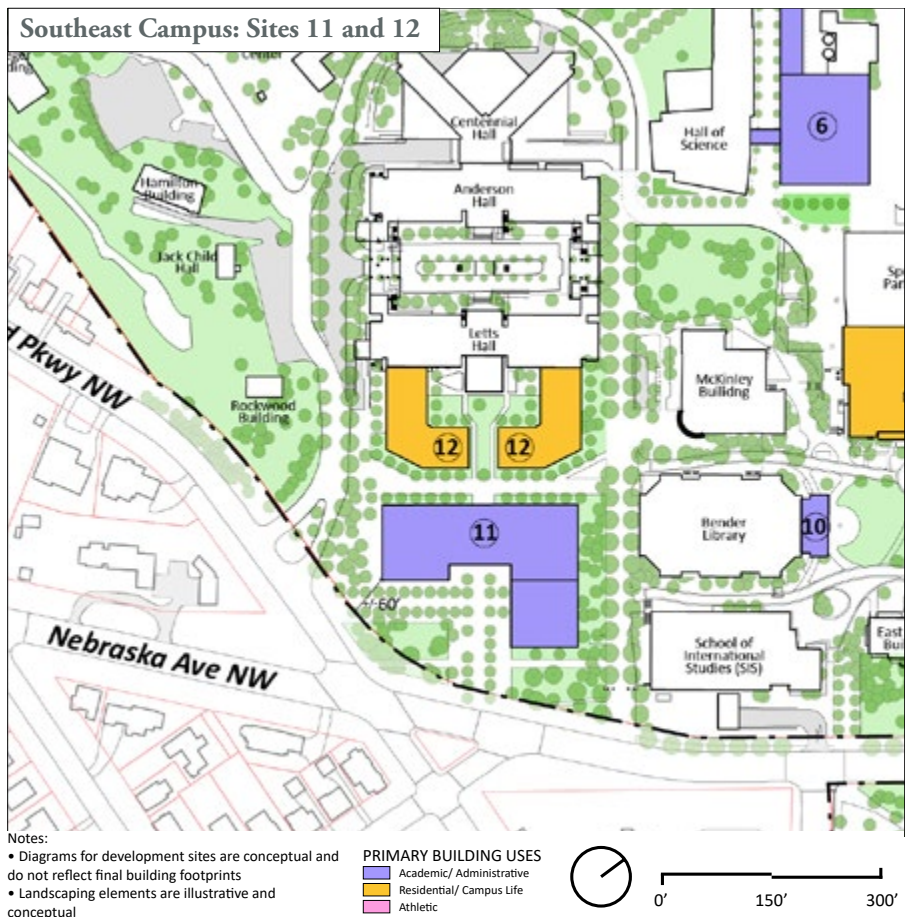
As part of the further processing review and approval process for each of these proposed development sites, the university will work with members of the community, and particularly in consultation with the Facilities Planning Working Group, to ensure that vegetative buffers along the campus boundary at University Avenue are provided and maintained and that lighting impacts associated with the projects are addressed and appropriately mitigated.



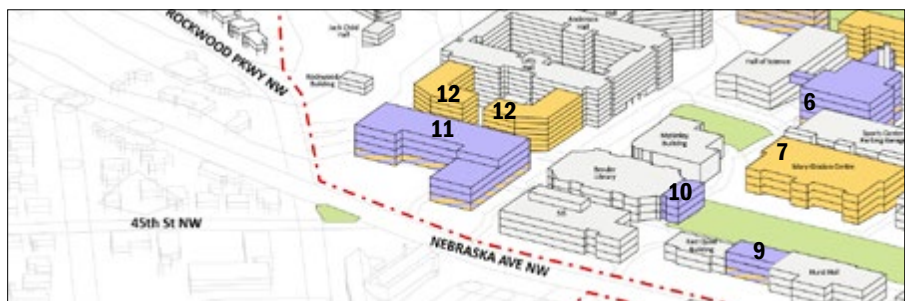
### CENTRAL CAMPUS (SITES 7, 8, 9, AND 10)

The collection of properties around the Friedheim Quadrangle (Central Campus) represent the vibrant core of AU's campus. In support of the fundamental Campus Plan goal to strengthen and invigorate a student-centered living





the initial visual impression of the AU campus to those arriving from the south and west. Redevelopment of this underutilized area of campus provides the opportunity to create a signature academic building that underscores the prominence of the location and also appropriately aligns with the height and scale of the adjacent School of International Studies Building, Bender Library, and other academic uses surrounding the Friedheim Quadrangle. Identified as Site 11, the conceptual massing and orientation of the potential project has been reconfigured after extensive community input to provide a substantial courtyard area along the campus perimeter (as discussed and illustrated more fully in Section 4.2.3) and a deeper set back from the surrounding residential community. Site 12, which has been significantly reduced in height and overall massing from AU's initial concept proposal in direct response to feedback from members of the community, is proposed as a student housing site. Given the desirability of its central campus location and considering the positive impact the site could have in reinforcing important campus pedestrian and open space connections, *AU has identified Site 12 as a secondary residential site.*



Two levels of below-grade parking totaling up to 360 spaces could potentially be incorporated as part of the development of Sites 11 and 12 and approximately 24 surface parking spaces along the existing Letts Roadway would be displaced. The determination of whether or not to include below-grade parking would be evaluated at the time AU moves forward with further processing for either or both of the sites. If AU desires to include below-grade parking, additional study including environmental impact and geotechnical analysis and evaluation of potential garage access alternatives would be conducted and reviewed with members of the community, and particularly in consultation with the Facilities Planning Working Group and the Transportation and Parking Working Group, prior to the submission of a further processing application for the project.

and learning campus experience, the university intends to renovate Mary Graydon Center over the term of the Campus Plan to serve as a re-envisioned hub of student life and activity (see also Section 4.3.1). While it is not intended that this effort would modify the exterior footprint of the Mary Graydon Center, some interior improvements (e.g., enclosing existing lightwell penetrations) could create up to approximately 5,000 square feet of additional gross floor area. Potential new development around Friedheim Quadrangle includes a modest addition to Bender Library, expansion of Kay Spiritual Life

Center to provide additional space for interfaith services and programming, and new administrative/academic space that could potentially connect the East Quad Building and Hurst Hall, addressing accessibility needs for the existing buildings as well as providing opportunities for programmatic connectivity.

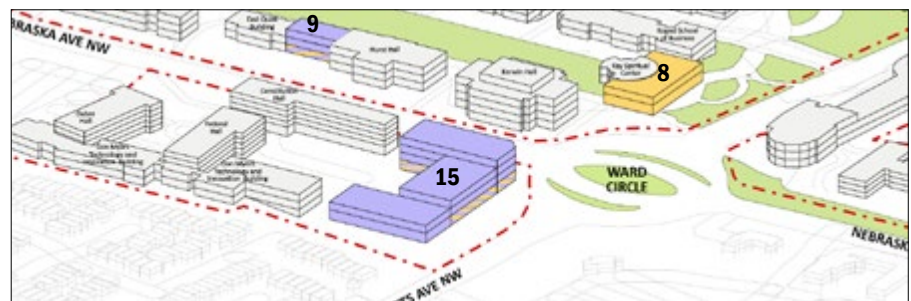
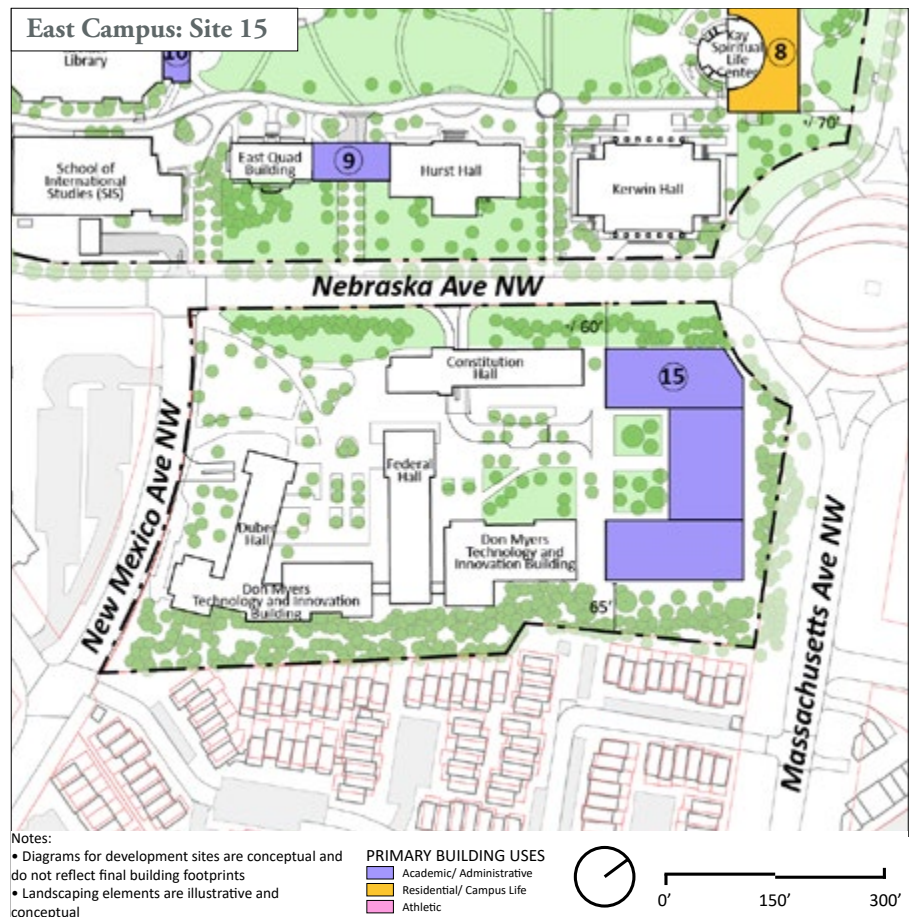
### SOUTHEAST CAMPUS (SITES 11 AND 12)

The southeast quadrant of campus bounded by Nebraska Avenue and Rockwood Parkway (Southeast Campus) is an important location that provides

## EAST CAMPUS (SITE 15)

Site 15 is a uniquely prominent campus location along Ward Circle. A signature academic building of approximately 135,000 square feet is proposed for the site, including ground floor campus life uses along Nebraska Avenue and Ward Circle. In response to input from members of the community (and particularly residents of the nearby Westover Place community), the height and massing of the building has been modified to step down from four stories along Nebraska Avenue, to three stories along Massachusetts Avenue, to two stories at the back of the site closest to Westover Place. As part of the further processing review and approval process for Site 15, the university will work with members of the community, and particularly in consultation with the Facilities Planning Working Group, to ensure that a landscaped buffer along the boundary with Westover Place will be provided and maintained and that lighting and noise impacts associated with the project are addressed and appropriately mitigated. In addition, given the close proximity of several Westover Place homes to the proposed development site, AU will work directly with Westover Place residents along the common property boundary line adjacent to Site 15 to document baseline conditions prior to commencing excavation or construction activity associated with the project.

Potential below-grade parking of up to two levels (400 spaces) could be incorporated as part of the development of Site 15, and approximately 200 existing surface parking spaces would be displaced. The determination of whether or not to include below-grade parking would be evaluated at the time AU moves forward with further processing for the site. If AU desires to include below-grade parking, additional study including environmental impact and geotechnical analysis would be conducted and reviewed with members of the community, and particularly in consultation with the Facilities Planning Working Group and the Transportation and Parking Working Group, prior to the submission of a further processing application for the project.



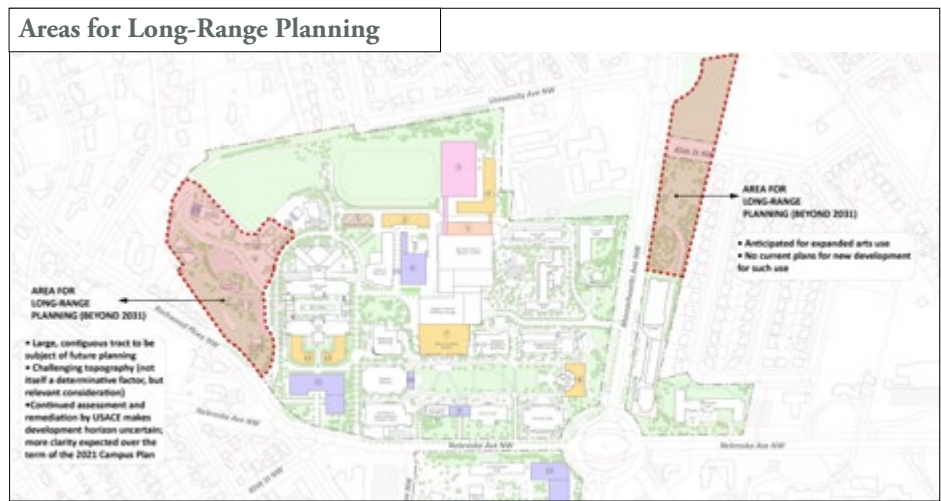


## AREAS FOR LONG-RANGE PLANNING

Given the *2021 Campus Plan's* 10-year planning horizon, the university has not proposed a full campus build out plan but has instead focused on strategic infill and redevelopment opportunities, targeting areas that are underutilized (e.g., Sites 11 and 12); or that help resolve challenging physical conditions (e.g., Sites 2, 3, 4, 5, and 6); or that complete a clearly defined pattern of development (e.g., Site 15). Accordingly, in addition to identifying potential development sites, the university has also noted two areas of campus that do not include any major development sites and are instead considered as appropriate for long-term planning. The first is the area adjacent to the Katzen Arts Center, which would likely be suitable for expanded arts uses in the future. The second is the area of campus along Rockwood Parkway, extending from Fletcher Gate west to Jacobs Field. As the largest remaining contiguous area of undeveloped or underdeveloped campus space (other than athletic fields), this area will be the subject of thoughtful consideration and evaluation for future planning efforts beyond the 10-year scope of the *2021 Campus Plan*. Two minor projects are contemplated over the term of the Campus Plan in this general area of campus, including an addition to Watkins Hall to accommodate a vehicle maintenance shop (associated with relocation of Osborn Hall that would be necessitated by the redevelopment of Site 2), and a storage area at the base of the existing communications tower.

### 4.2.2 TENLEY CAMPUS, 4801 MASSACHUSETTS AVENUE NW, 4200 WISCONSIN AVENUE NW, AND 3201 NEW MEXICO AVENUE NW

While significant new development is not anticipated at the Tenley Campus, improvements to the Dunblane House to address accessibility requirements and accommodate academic and



administrative needs are contemplated. No significant modifications or redevelopment projects are currently planned for 4801 Massachusetts Avenue NW (Spring Valley Building), 4200 Wisconsin Avenue NW, or 3201 New Mexico Avenue NW. AU will continue to evaluate the appropriate mix of university, commercial, and retail uses of these facilities over the term of the *2021 Campus Plan*, consistent with each property's existing underlying zoning.<sup>5</sup>

### 4.2.3 LANDSCAPE, STREETScape, AND OPEN SPACES

For decades AU has prioritized enhancing the campus landscape and open space elements that are distinctive to the university's urban campus environment—an accredited and award-winning arboretum with a diverse collection of over 3,800 trees, more than 385 species and varieties of woody plants, and countless perennials, annuals, bulbs, and ornamental grasses. On the Main Campus, these special areas and features—including Woods Brown Amphitheatre, the President's Garden, Battelle Hillside, the Katzen Sculpture Garden, and the Labyrinth Garden to name only a few—range from peaceful and contemplative pockets of campus to areas that serve as lively hubs of social activity. The grounds of the eight-acre Tenley Campus are anchored by a collection of mature plantings that form

an inviting interior courtyard encouraging outdoor engagement and activity. The entrance plaza at the Spring Valley Building at 4801 Massachusetts Avenue NW is always vibrant with activity, with a granite tiered fountain that serves as a comfortable gathering spot for students, visitors, and neighbors.

### Exhibit N: Existing Landscape, Streetscape, and Open Spaces Exhibit O: Existing Landscape, Streetscapes, and Open Spaces: Special Campus Features

The *2021 Campus Plan* introduces new landscape and open space features, in addition to these thoughtfully designed and carefully maintained spaces, to ensure that members of the AU and surrounding community can enjoy the unique opportunities for outdoor recreation and social interaction as well as study and peaceful respite amidst an otherwise urban setting. To enhance access to these special places and throughout campus generally, AU will pursue efforts to strengthen pedestrian circulation, particularly opportunities that reinforce east-west connections through campus from Reeves Field to Nebraska Avenue, improve conditions in and around buildings on the west side of campus, and enhance the campus streetscape (e.g., in connection with the proposed development along Nebraska Avenue). In addition, the university will explore efforts to improve its visual

and graphic communication on campus through coordinated wayfinding and signage elements.

**Exhibit P: Proposed Landscape, Streetscape, and Open Spaces**

**Exhibit Q: Proposed Landscapes, Streetscape, and Open Spaces: Illustrative Concepts**

**Exhibit R: Campus Signage and Wayfinding Concepts**

Maintaining and nurturing a vibrant and healthy tree canopy is an important priority for AU, as evidenced by the university's recognition by the Arbor Day Foundation for 10 consecutive years as a Tree Campus USA. Proposed development sites have been located and oriented to minimize the impact on existing campus trees, and new trees and landscape elements will be included as part of proposed development projects and at other key locations around campus, enhancing the campus tree canopy and serving as natural buffers at campus edges. Details regarding the impact of each proposed development site on existing Heritage Trees and Special Trees, including any necessary permitting and protection mechanisms to be employed, will be provided as building footprints are confirmed during the further processing review process that is required for each development project.

**Exhibit S: Campus Special and Heritage Trees**

**Exhibit T: Campus Topography**

#### 4.2.4 SUSTAINABILITY AND PRESERVATION

##### A CULTURE OF SUSTAINABILITY

American University is a proud leader in sustainability, both locally and nationally, and actively focuses on integrating a culture of environmental awareness, intention, and purpose throughout all facets of the university experience—from scholarship and teaching, to



construction and infrastructure, to operations and transportation, to engagement both within and outside the university. Reflecting this institutional priority, AU signed the *American College and University Presidents' Climate Commitment* in 2008 and launched its journey toward carbon neutrality. **Two years ahead of an ambitious target date of 2020, AU became the**

**first university, first higher-education research institution, first urban higher-education campus, and the largest higher-education institution to achieve carbon neutrality.** Since reaching that noteworthy milestone, AU has worked to expand its commitment to a wide range of sustainability endeavors, developing a comprehensive sustainability plan that includes more than 50 individual goals across various sectors of university life centered around three key areas of focus: engagement, environment, and administration. As goals are achieved, the plan evolves as well—providing a dynamic set of objectives that will guide AU's efforts to expand the integration of sustainable practices into all aspects of the university experience and the everyday life of all members of the university community.

The ongoing impact of AU's commitment to sustainability is evident throughout campus. Green buildings incorporate energy-efficient technologies, utilize green roofs, and focus on human health. Environmentally conscious grounds management practices reduce stormwater runoff and prioritize planting local and adaptive species which decreases irrigation and fertilizer use. Solar energy powers university buildings as members of the AU community strive for zero waste and actively work with community partners to offer sustainable transportation options. And, in 2020, the university divested all public fossil fuel investments from its endowment, making AU one of the few universities in the country to fully divest both direct and indirect fossil fuel holdings.

With respect to campus development, American University uses the US Green Building Council's LEED (Leadership in Energy and Environmental Design) rating system for all new construction projects to evaluate the environmental impact and performance of campus buildings. In 2013, AU adopted a *Green Building Policy*, which outlines the university's

commitment to achieve a minimum of LEED Gold certification for all new construction projects and manage all campus buildings to *LEED Existing Buildings: Operations and Maintenance Standards*. Since 2011, 11 AU buildings have achieved (or are anticipated to achieve) LEED certified status, including:

- School of International Service (SIS) (LEED Gold BD+C, 2011)
- McKinley Hall (LEED Gold BD+C, 2015)
- Gray Hall (LEED Silver EB O+M, 2016)
- Tenley Campus/Washington College of Law (LEED Gold BD+C, 2016)
- Cassell Hall (LEED Silver BD+C, 2016)
- 4401 Connecticut NW WAMU (LEED Gold CI, 2017)
- Constitution Hall, Federal Hall, Duber Hall, and Don Myers Technology and Innovation Building (LEED Gold BD+C, 2020)
- Hall of Science (Expected LEED Gold BD+C)

#### **Exhibit U: Campus Sustainability Features**

### **HISTORIC PRESERVATION CONSIDERATIONS**

As discussed in Section 2.1, AU’s rich history in the District of Columbia extends back more than 125 years. Although the original plan for the Main Campus developed by Frederick Law Olmsted was significantly modified due to financial constraints, the northern part of the planned quadrangle (now the Friedheim Quadrangle) serves as the most prominent open space on the campus. Early university buildings, including Hurst Hall and McKinley Hall, remain as key academic buildings and important architectural resources. At the

Tenley Campus, Washington College of Law students study in a state-of-the-art 300,000 square-foot LEED Gold-certified facility that was intentionally and thoughtfully designed to honor the history and the legacy of the site, as the 1904 Capital Hall, 1921 Chapel, and circa 1839 Dunblane House all continue to contribute to the character of the campus. Further information detailing the history of Main Campus and Tenley Campus buildings is included in **Exhibit V: Historic Resources**.

### **4.3 ON-CAMPUS LIFE: SUPPORTING STUDENT SUCCESS IN A VIBRANT AND INCLUSIVE CAMPUS COMMUNITY**

The *2021 Campus Plan* includes a strong and purposeful emphasis on campus life and student housing, focusing on efforts to provide attractive and functional spaces that encourage students to spend more time on campus during their years at AU. This approach is not only aimed at enhancing the living and learning experience of AU students but also will benefit a wide range of stakeholders, including residents of the surrounding community.

#### **4.3.1 STUDENT LIFE**

As noted above, the plan calls for reinvigorating Mary Graydon Center as a campus hub for a myriad of student-focused activities (e.g., Center for Student Involvement, Center for Diversity and Inclusion, Academic Support and Access Center, Center for Community Engagement and Services, and all student organizations), and repurposing existing and developing new space to accommodate integrated student health and wellness programs, particularly those focused on supporting students’ mental health (including counseling services, health promotion and advocacy, and expanded fitness programs). A range of dining options and social gathering

places also will be pursued to provide a wider variety of choices at convenient locations around campus.

#### **4.3.2 ATHLETICS AND RECREATION**

Competitive intercollegiate athletics, robust recreational sports, and comprehensive fitness programs are all integral components of the AU student experience, yet AU’s current facilities do not adequately serve the needs of the university community. Facility limitations are a significant challenge to recruiting and retaining high-level student-athletes, and club, intramural sports, and recreational and fitness programs compete for field and studio space on campus. Accordingly, the *2021 Campus Plan* proposes additional space and facilities to support a range of athletics and recreational activities, including the new Center for Athletic Performance (CAP), which would provide training and support areas for AU athletics as well as varsity, club, and intramural competition venues. As a new, state-of-the-art facility, the CAP would serve as a catalyst to recruit and retain world class student-athletes and inspire increased competitive excellence, enhance the university’s national profile, and heighten alumni and community engagement. Additional athletic and recreation projects include a filming tower at Jacobs Field, a replacement video scoreboard at Reeves Field, and turf fields at Reeves Field and the park at 45th Street and Massachusetts Avenue NW.

In response to conditions included in the *2011 Campus Plan* order (Zoning Commission Order 11-07) and addressed throughout the implementation of the *2011 Campus Plan* regarding the noise impacts associated with the use of Jacobs Field on neighboring properties, and to allow for greater access to the field for a wider range of uses than are currently permitted under the conditions of Zoning Commission Order 11-07 (including, but not limited to, events with local public schools), the *2021 Campus Plan* includes a proposed acoustical sound barrier wall along the

campus boundary adjacent to Jacobs Field. The university will work with members of the community, including the residents of 4710 Woodway Lane NW and other residents in the vicinity of Jacobs Field as specified in Zoning Commission Order 11-07, to further evaluate the details of specific impacts, the scope of permitted uses of the field, and any potential alternative mitigation measures prior to the submission of a further processing application for the project.

**Exhibit W: Athletics and Recreation Facilities**

**4.3.3 STUDENT HOUSING**

Student housing continues to be an important focus in the *2021 Campus Plan*. To support this effort, the university will prioritize renovations to existing housing inventory and has also proposed new facilities that will provide unit configurations and amenities that respond to student preferences. In addition, AU will support the creation of learning communities, affinity housing, and other community-oriented housing experiences to encourage more upper-class students to live on campus beyond their freshman year. The prioritization of proposed new housing facilities as discussed below has been informed by input from and collaboration with neighborhood stakeholders to ensure that impacts associated with student housing are appropriately addressed and effectively mitigated.

**STUDENT HOUSING REQUIREMENT**

AU will continue to maintain a supply of housing for 67 percent of the full-time undergraduate student population through a combination of housing resources, including those approved in the *2011 Campus Plan*—e.g., on-campus housing inventory (including 330 triples) and off-campus master-leased beds that are subject to AU residence hall regulations. In addition to the

proposed development of the housing sites identified below, AU will also continue to explore off-campus student housing opportunities that provide students with housing alternatives that do not adversely impact the residential neighborhoods surrounding campus, including opportunities that meet many students’ desire to live in vibrant commercial locations close to public transportation and retail amenities.

**NEW BEDS PROPOSED IN 2021 CAMPUS PLAN**

AU’s target number of new on-campus beds over the term of the plan will depend upon the number of off-campus master-leased beds that are counted toward the 67 percent housing requirement. Assuming the current status is maintained and off-campus master-leased beds continue to be counted toward the requirement, the university proposes to add up to 500 additional beds on campus over the term of the plan. These new housing facilities would be designed in marketable and competitive unit configurations that meet student preferences, while also taking into consideration the implications of cost on students’ housing decisions. The additional housing capacity proposed would support the university’s goal of encouraging more students to live on campus beyond their freshman year;

allow AU the necessary flexibility in inventory to renovate existing residence halls over time to make less desirable—and more densely populated—facilities more competitive in unit type and configuration; and would also provide AU the opportunity to offer on-campus graduate student housing.

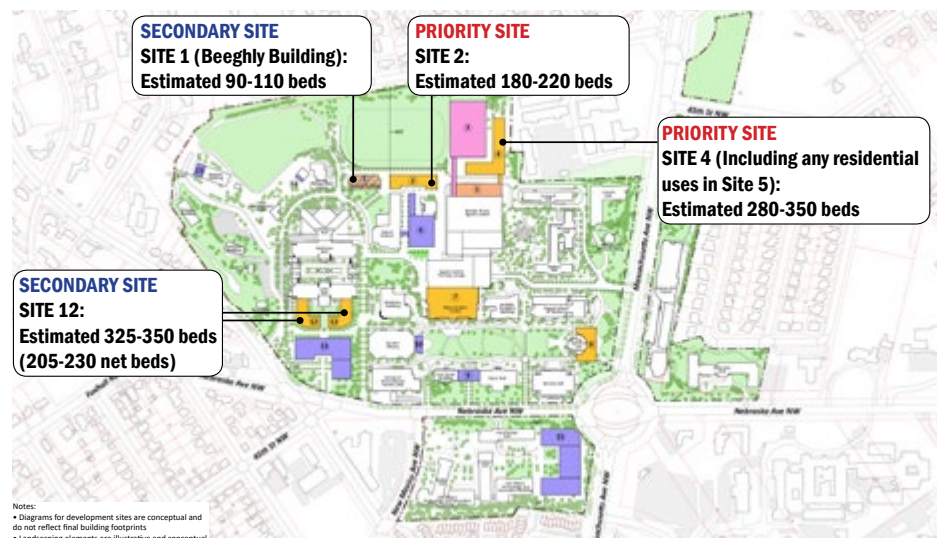
**PRIORITIZATION OF RESIDENTIAL SITES**

Based on stakeholder feedback coupled with AU’s institutional priorities regarding the residential sites identified in the March 3, 2020, *Preliminary 2021 Campus Plan Framework*, AU prioritized the various residential sites under consideration to meet its target for additional on-campus beds over the term of the *2021 Campus Plan*.

*Priority Residential Sites.* Sites 2 and 4 (and any residential uses that may be incorporated in Site 5) on West Campus would together meet AU’s target of approximately 500 beds. As noted above, these residence halls, along with the proposed Center for Athletic Performance and consolidated student health and wellness facilities, would effectively transform an underutilized area of campus into a vibrant athletic, residential, and campus life village, while maintaining a substantial distance and appropriate buffers from neighboring residential properties.

*Secondary Residential Sites.* While

**Prioritization of Residential Sites**





it is AU's desired intent to maintain at least 200 master-leased beds off campus—to meet the needs of students who desire to live in vibrant commercial locations close to public transportation and retail amenities without adversely impacting residential neighborhoods surrounding campus—AU has noted throughout the planning process that, in the event the current 200 off-campus master-leased beds are no longer counted toward the 67 percent housing requirement, the university's target for additional on-campus beds would increase accordingly, up to approximately 700 total beds. Site 12 would provide for this additional capacity in the event the master-leased beds cannot be counted toward the housing requirement, are not available, or if additional housing capacity is otherwise necessary over the term of the plan. As noted above, the Beeghly Building could also potentially be considered for residential use over the term of the plan depending on campus needs (as an example, in the event Site 11 is developed and Site 12 is not, which would result in the loss of approximately 120 existing beds at Roper and Clark Halls).

#### 4.4 OFF-CAMPUS LIFE AND NEIGHBORHOOD QUALITY OF LIFE EFFORTS: COMMITMENT TO A COLLABORATIVE AND PROACTIVE APPROACH TO PREVENTING AND MANAGING IMPACTS

American University prides itself on its many contributions to the District of Columbia and the neighborhoods surrounding the AU campus. The university works closely with students to educate them about their rights and responsibilities as residents of the District, as members of the AU community, and as neighbors within the residential communities near campus. Understanding that many students live off campus at some point during their time at AU, the university has implemented a series of proactive measures to address off-campus student behavior. These measures include offering an enhanced off-campus orientation program that provides undergraduate

students with an overview of the *Student Conduct Code* and guidance on how to be a good neighbor, covering issues such as excessive noise connected to social gatherings, home and yard maintenance, and other standard neighbor customs.

##### 4.4.1 STUDENT CONDUCT CODE

AU's *Student Conduct Code* is designed to “support a safe, honest, and inclusive community with a shared commitment to acting with mutual respect and forming the highest standards of ethics and morals among its members.” All American University students are obligated, as a condition of enrollment, to abide by the *Student Conduct Code* and all relevant university policies and guidelines including the *Good Neighbor Guidelines*. This obligation is applicable to all conduct whether it occurs on or off campus.

The *Student Conduct Code* prohibits:

- conduct which threatens or endangers the health or safety of any person

- disorderly conduct that interferes with the rights of others
- sexual assault, exploitation, or harassment
- use or possession of a weapon
- possession or use of alcohol by persons under 21 years of age
- possession or use of controlled substances (including marijuana)
- violation of local, state, or federal law

The conduct listed above is not exhaustive; the AU *Student Conduct Code* in its entirety can be reviewed online at <https://www.american.edu/policies/students/student-conduct-code.cfm>, and relevant provisions and updates to the Student Conduct Code are also included as part of **Exhibit X: Updates to Off-Campus Student Conduct Policies**.

#### 4.4.2 GOOD NEIGHBOR GUIDELINES

In addition to the *Student Conduct Code*, all AU students are required to abide by all relevant university policies, including the *Good Neighbor Guidelines*. As members of the AU community, the behavior of students living in the community or commuting to classes reflects directly on the university. The purpose of the *Good Neighbor Guidelines* is to summarize the university's expectations and educate AU community members on how to become active and responsible members of the surrounding community in which they live while maintaining their involvement and connection to the university.

The AU *Good Neighbor Guidelines* informs students of their responsibility to be aware of and abide by applicable DC laws and regulations regarding noise, disorderly conduct, alcohol and marijuana consumption,

winter sidewalk safety, and weed control around their residences. The guidelines also inform students that violations of the policy may be subject to disciplinary action under the *Student Conduct Code*.

#### 4.4.3 ORIENTATION PROGRAMS

To better inform and educate students who choose to live off campus of their rights and responsibilities, the university, in consultation with the AU Neighborhood Partnership Student Life and Safety Working Group, will implement an improved off-campus living orientation program. Managed by the Office of Campus Life, this program will include an online training module developed in consultation with the AU Neighborhood Partnership Student Life and Safety Working Group that students living in the 20016 or 20008 zip codes must complete. The *Pledge to Uphold*



*Community Standards*, which details the responsibilities and obligations associated with living off campus, will be developed in consultation with the AU Neighborhood Partnership Student Life and Safety Working Group and incorporated in the in-person and online training. Following the training, students must affirmatively acknowledge that they have fulfilled the training and understand the university's expectations. The Office of Campus Life will track participation and compliance with this program, and students not in compliance may be subject to adjudication under the *Student Conduct Code*.

In addition, AU will expand its in-person off-campus housing orientation program to include a larger collection of student organization members and athlete groups. The university will also continue to periodically distribute a letter to students from the Office of the Dean of Students that specifically



reminds them of the university's expectation that they maintain the condition of their properties and manage the behavior of their guests. It will also state that AU expects students to know, understand, and abide by the Disorderly Conduct Amendment Act of 2010 and the District of Columbia Noise Control Act of 1977, both of which address noise disturbances. Students will also be informed of the details of both ordinances during the orientation programs.

#### 4.4.4 COMMUNITY OUTREACH

To remain engaged with the broader residential community, AU will continue its practice of making annual or more frequent visits to major apartment complexes and condominium communities where students live. The Office of Community Relations will also create, in consultation with the AU Neighborhood Partnership Student Life and Safety Working Group, a neighbor education tool that informs residents of the university's strategies for student training and includes resources and directions on how to contact the university or file a complaint in the event of an undesirable incident. The university will also create and distribute, in consultation with the AU Neighborhood Partnership Student Life and Safety Working Group, an *AU Eagle Living Guide* that will include good neighbor tips, resources, and a copy of the *Pledge to Uphold Community Standards*.

### 4.5 TRANSPORTATION AND PARKING: COMPREHENSIVE PLANNING AND FORWARD-THINKING STRATEGIES

As part of the Campus Plan review and approval process, American University has worked in close coordination with members of the community, specifically the Neighborhood Partnership Transportation and Parking Working Group, and the DC Department of

Transportation (DDOT) to prepare a Comprehensive Transportation Review (CTR). The CTR consists of the multi-modal evaluation and assessment of current and future transportation operations with a focus on high-quality site design, transit accessibility, and effective Transportation Demand Management (TDM) planning. The university's parking and transportation objectives and priorities, while detailed more fully in the CTR, are outlined below.

#### 4.5.1 PARKING

Consistent with the requirements of the *2011 Campus Plan*, the university currently maintains an inventory of 2,316 parking spaces on Main Campus and Tenley Campus. As a result of AU's commitment to a range of TDM strategies, on a typical semester weekday, AU's parking demand is only approximately 73 percent of the available parking inventory, demonstrating that the university is effectively managing its parking supply to accommodate demand.

#### IMPACT OF 2016 ZONING REGULATIONS

As noted above, in response to changes included in the 2016 update to the DC Zoning Regulations, three university properties—4801 Massachusetts Avenue NW (Spring Valley Building), 4200 Wisconsin Avenue NW, and 3201 New Mexico Avenue NW—are included in the *2021 Campus Plan*. Adding these properties results in an increase to AU's potential parking inventory of approximately 725 spaces, of which approximately 385 are currently dedicated to university use.

#### 2021 CAMPUS PLAN PARKING REQUIREMENT

The *2011 Campus Plan* requires that the university "maintain an inventory of approximately 2,200 parking spaces on campus" (with "campus" including only Main Campus and Tenley Campus). In light of the current parking inventory of 2,701 university-use spaces associated with all of the properties included in the *2021 Campus Plan* (specifically



Main Campus, Tenley Campus, 4801 Massachusetts Avenue NW, 4200 Wisconsin Avenue NW, and 3201 New Mexico Avenue NW), AU has modified its approach to the parking requirement for the *2021 Campus Plan*. Specifically, the university has proposed a **parking inventory ceiling** of 3,000 spaces for AU use, which would allow for up to 299 additional university-use parking spaces to be added to AU’s parking inventory over the term of the Campus Plan. Given that the aggregated university-use and non-university-use parking space capacity of all Campus Plan properties totals 3,045 parking spaces, AU would not necessarily be required to construct any additional parking infrastructure over the term of the Campus Plan to accommodate potential increases to university-use parking inventory within the proposed ceiling.

Proposed Sites 11 and 12 and also Site 15 include the potential for below-grade parking, providing up to approximately 336 and 200 net new parking spaces, respectively. While this additional inventory may not be necessary based on existing parking inventory as noted above, potential below-grade parking has been included for those sites to be considered at the time of further processing review. Future planning considerations beyond the scope of this Campus Plan could impact the determination of whether below-grade parking would be included at either or both of these locations; for example, while there is no proposal in this Campus Plan for changing the use of the Sports Center Garage, if it is determined later in the term of this plan that demolition of the facility may be contemplated for the next Campus Plan, then construction of additional below-grade parking to replace

the anticipated loss of the Sports Center Garage parking spaces may be pursued. This measured approach to restricting parking supply for university use to no more than 3,000 spaces will ensure that AU provides an adequate parking supply from its inventory across all properties included in the Campus Plan to meet the needs of its current population and any potential growth over the term of the plan and, importantly, to also provide parking capacity for special events to mitigate any potential adverse impacts on the on-street parking supply throughout neighborhood streets surrounding campus. The proposal also reflects the university’s continued commitment to effective TDM policies that reduce the number of single occupancy vehicles (SOVs) arriving to campus and, in turn, limit the need for additional parking resources. To confirm that the parking is appropriately priced and



the supply adequately meets the needs of the AU population, the university will continue to regularly monitor and annually report utilization of its exclusively university-use parking facilities.

**Exhibit Y: Existing Parking and Loading Facilities**

**Exhibit Z: Proposed/Potential Parking and Loading Facilities**

**4.5.2 CAMPUS CIRCULATION, SERVICE, AND LOADING**

As part of the campus planning process, the university has explored potential circulation changes that may occur as campus development projects are advanced to help improve the pedestrian campus experience and support alternative modes of transportation without adversely impacting university operations and services. These modifications could result in the bifurcation of campus vehicular traffic, creating north (Glover Gate) and south (Fletcher Gate) vehicular routes, limiting cross-campus vehicular traffic to transit, schedule-restricted service, emergency response vehicles, and special events. As discussed in the CTR, such a change to campus circulation patterns would be implemented over time and in conjunction with various enabling campus development projects. Any modifications to campus access and associated transportation impacts would be subject to further study and analysis in connection with the further processing review associated with the related enabling project.

Existing campus circulation patterns as well as the proposed concepts for campus circulation are illustrated in **Exhibit AA: Existing Campus Circulation** and **Exhibit BB: Proposed/Potential Campus Circulation**.

**4.5.3 TRANSPORTATION DEMAND MANAGEMENT (TDM)**

Comprehensive TDM planning will remain a priority for the university over the term of the *2021 Campus Plan*. Specifically, the university will maintain its robust shuttle service program that

connects the Main Campus, Spring Valley Building, and Tenley Campus with the AU-Tenleytown Metrorail station and has in recent years supported ridership of more than one million trips annually. In addition, the AU-WMATA U-PASS® Program, which allows for unlimited student rides on all Metrorail and Metrobus routes throughout the region, significantly reduces the number of vehicle trips to campus by students.<sup>6</sup> Between July 2018 and June 2019, AU students logged more than 1.4 million system rides through the U-PASS® Program. The university will continue to maintain an active and comprehensive [transportation programs website](#) that outlines various transportation options and encourages the community to ride share, use transit, walk, or bike to campus. AU also offers a mobile app that provides members of the university community real-time information on various mobility options.

The university will continue to work closely with DDOT and the community, particularly the members of the Transportation and Parking Working Group, to ensure that AU’s TDM policies and programs effectively support and incentivize sustainable travel modes—including walking, biking, and transit—for students, faculty, staff, and campus visitors over the 10-year term of the *2021 Campus Plan*.

**4.5.4 ENFORCEMENT AND MONITORING**

As noted above, AU will continue to maintain and enhance the *Good Neighbor Parking Policy*, which effectively deters AU-related parking on neighborhood streets through vigilant enforcement efforts. The *Good Neighbor Parking Policy* was developed to achieve and maintain compliance with requirements established in both the *2001 Campus Plan* and *2011 Campus Plan* that the university “prohibit, to the extent permitted by law, students, faculty, staff, and vendors from parking on streets adjacent to and surrounding the campus.”

Specifically, the policy applies to on-street parking around the Main Campus at 4400 Massachusetts Avenue NW; Tenley Campus at 4300 Nebraska Avenue NW; Spring Valley Building at 4801 Massachusetts Avenue NW; 3201 New Mexico Avenue NW; and the athletic field in the 4500 block of Massachusetts Avenue NW. The policy states that all members of the university community—including students, faculty, staff, vendors, and guests—are required to park their vehicles on campus or use publicly available transportation while attending classes, working, or visiting AU-owned properties. They are not permitted to park in the neighborhood.

Compliance with the *Good Neighbor Parking Policy* is a condition of both enrollment and employment at the university, and failure to abide by the provisions of the *Good Neighbor Parking Policy* results in administrative fines and actions. The university proactively patrols the adjacent neighborhood streets and cites vehicles believed to be parking in violation of the policy. The policy and citations **do not** apply to individuals not affiliated with American University.

AU takes the obligation to comply with this condition of the *2011 Campus Plan* seriously and has over the past several years demonstrated a commitment to the vigilant enforcement of the *Good Neighbor Policy* to prevent university-related vehicles from parking on neighborhood streets and preserve on-street parking capacity for members of the community. AU will continue to work with the community to enhance this program.

In addition to continued enforcement of the *Good Neighbor Parking Policy*, the university will work directly with members of the Transportation and Parking Working Group and DDOT to evaluate appropriate monitoring methods and performance metrics to ensure that the transportation-related impacts of any future growth over the term of the *2021 Campus Plan* are effectively managed and, to the extent necessary, appropriately mitigated.





## Section 5

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# COMPLIANCE WITH THE CAMPUS PLAN REGULATIONS

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## 5.1 SUBTITLE X SECTION 101.1: EDUCATIONAL USE BY A COLLEGE OR UNIVERSITY

As discussed in Section 2 and as detailed in Exhibit B, American University was established as a “university for the promotion of education [with the] power to grant and confer diplomas and the usual college and university degrees, and honorary degrees, and also such other powers as may be necessary fully to carry out and execute the general purposes of the [university]” by virtue of a Special Act of Congress of the United States, February 24, 1893 (27 Stat. 476), as amended by the following Acts of Congress: March 3, 1895 (28 Stat. 1814); June 30, 1951 (65 Stat. 107); August 1, 1953 (67 Stat. 359); October 31, 1990 (104 Stat. 1160); September 9, 1996 (110 Stat. 2378).

## 5.2 SUBTITLE X SECTION 101.2: THE USES SHALL BE LOCATED SO THEY ARE NOT LIKELY TO BECOME OBJECTIONABLE TO NEIGHBORING PROPERTY BECAUSE OF NOISE, TRAFFIC, PARKING, NUMBER OF STUDENTS, OR OTHER OBJECTIONABLE CONDITIONS

As noted in Section 4, the *2021 Campus Plan* sets forth a thoughtful and measured approach to managing growth and development over the next 10 years. Envisioned and developed in close partnership with neighborhood stakeholders, the *2021 Campus Plan* establishes a flexible yet predictable framework for future growth and development of the university in the context of its surrounding communities.

*Noise.* As detailed in Section 4.2, the comprehensive and balanced development proposals included in the *2021 Campus Plan* effectively address the university’s residential/campus life, academic/administrative, and athletic space needs in a manner that reinforces AU’s unique campus scale with locations, heights, and densities of buildings and structures that correspond to the surrounding built environment. University policies regarding on-campus and off-campus student life, described in Sections 4.3 and 4.4, also support an environment that is respectful of neighboring residential communities. Through the use of significant setbacks, buffers, design considerations, and student conduct policies, the university will effectively mitigate potential adverse noise-related impacts on neighboring residential properties.

*Traffic and Parking.* As discussed in Section 4.5, the university has proposed to maintain a parking inventory of no more than 3,000 spaces (inclusive of all *2021 Campus Plan* properties, specifically Main Campus, Tenley Campus, 4801 Massachusetts Avenue NW, 4200 Wisconsin Avenue NW, and 3201 New Mexico Avenue NW) over the term of the *2021 Campus Plan*. This proposed inventory ceiling, which would allow AU to utilize approximately 300 additional parking spaces for university use over the term of the plan, is not expected to create adverse traffic and parking impacts on neighboring properties. The *2021 Campus Plan* also proposes significant improvements to the pedestrian campus experience without adversely impacting university operations and services. Importantly, the university will maintain its commitment to effective TDM strategies and vigilant enforcement of off-campus parking policies.

*Number of Students.* As discussed in detail in Section 4.1.1, the university is proposing an enrollment cap of 14,380 students. This enrollment cap is **lower** than the student enrollment cap established in the *2011 Campus Plan* when



adjusted for the new methodology of counting students mandated under the 2016 Zoning Regulations. In addition, AU will continue to maintain a supply of housing for 67 percent of the full-time undergraduate student population through a combination of housing resources, including on-campus housing inventory and off-campus master-leased beds.

*Other Objectionable Conditions.* The *2021 Campus Plan* does not create any other objectionable conditions on neighboring properties. However, in order to mitigate any potential impacts, Section 6 details proposed conditions of approval for the 10-year term of the plan. In addition, Section 3.3.5 sets forth the university’s commitment to continued active collaboration with neighborhood stakeholders in the implementation of the goals and objectives of the *2021 Campus Plan*.

For the reasons noted above, the proposed uses and their locations are



not likely to become objectionable to neighboring properties because of noise, traffic, parking, number of students, or other objectionable conditions.

### **5.3 SUBTITLE X SECTIONS 101.3 AND 101.4: ANALYSIS OF INCIDENTAL USES**

In order to support the operation of the university, a small number of commercial uses customarily incidental to university uses operate on campus, including a convenience market, UPS store, and campus bookstore located at the Butler Pavilion and several food service venues throughout campus.

Any future commercial uses are expected to be at locations discussed during the planning process (including campus life use spaces on the ground floor of buildings proposed at Sites 2,

5, 6, 7, 11, and 15) and will not have objectionable impacts on non-university residential neighbors. More specific information and scope of these uses and the mitigation of their related impacts (if any) will be addressed in further detail with the AU Neighborhood Partnership and other university and community stakeholders, including at the time of a further processing application if such use is associated with a project proposed in this Campus Plan.

The total floor area of all commercial uses, including basement or cellar space, shall occupy no more than 10 percent (10%) of the gross floor area of the total campus floor area. All proposed commercial activities or developments generally described herein and more specifically proposed as part of a further processing application will be related to the educational mission of the university and none will be inconsistent with the Comprehensive Plan.

### **5.4 SUBTITLE X SECTIONS 101.5 THROUGH 101.7 AND 101.12: CAMPUS DEVELOPMENT STANDARDS**

The properties included in the *2021 Campus Plan* are located within the RA-1, RA-2, R-1-B, MU-3A, and MU-4<sup>7</sup> Zone Districts.

*Density.* As set forth in the Zoning Regulations, the maximum total density allowed for all building and structures within the RA-1 and R-1-B zoned areas of campus cannot exceed a floor area ratio (FAR) of 1.8. Pursuant to the Zoning Regulations, in calculating FAR the land area shall not include public streets and alleys, but may include interior private streets and alleys within

the campus boundaries. The university certifies that the additional gross floor area proposed in the *2021 Campus Plan*, together with the gross floor area of the campus as set forth in the *2011 Campus Plan* and the gross floor area constructed since the approval of the *2011 Campus Plan*, total a floor area ratio (FAR) of .91, just over 50 percent of the 1.8 FAR permitted under the Zoning Regulations (See *Exhibit M: Floor Area Ratio Analysis*). As discussed more fully in Section 4, this low level of density reflects the university's interest in maintaining the unique scale and character of the campus.

*Height.* Subtitle X, Section 101.5 permits a base height of 50 feet for campus buildings; under Subtitle D, Section 207.6 and Subtitle F, Section 203.3, the height may be increased to a maximum of 90 feet provided that each building is set back from adjacent lot lines at least one foot for each foot of building height exceeding 50 feet. As described in *Exhibit K: Development Program Summary* and consistent with these regulations, all proposed campus buildings are within the 90 feet requirement.

## 5.5 SUBTITLE X SECTION 101.8: PLAN FOR CAMPUS AS A WHOLE, SHOWING THE LOCATION, HEIGHT, AND BULK, WHERE APPROPRIATE, OF ALL PRESENT AND PROPOSED IMPROVEMENTS

As described in Section 4, and illustrated in *Exhibits K and L*, the *2021 Campus Plan* includes a plan for developing the campus as a whole, showing the location, height, and bulk, where appropriate, of all present and proposed improvements.

### 5.5.1 SECTION 101.8(A): BUILDINGS, PARKING, AND LOADING FACILITIES

*Buildings.* As set forth in Section 4.2 and *Exhibits K and L*, the *2021 Campus Plan* calls for new building development as set forth below:

- Academic/Administrative—  
289,064 square feet of GFA<sup>8</sup>
- Residential/Campus Life—  
355,936 square feet of GFA<sup>8,9</sup>
- Athletic—  
102,500 square feet of GFA<sup>9</sup>

*Parking and Loading.* The location of all existing and proposed parking and loading facilities are provided in *Exhibits Y and Z*.

### 5.5.2 SECTION 101.8(B): SCREENING, SIGNS, STREETS, AND PUBLIC UTILITY FACILITIES

As detailed in Section 4.2.3, the *2021 Campus Plan* recognizes the importance of the landscape and open space elements that are distinctive to AU's urban campus—an accredited and award-winning arboretum—and introduces new features to further enhance the campus environment. Development sites have been located and oriented to minimize the impact on existing campus trees, and new trees will be planted in connection with proposed development projects and at other key locations around campus, expanding the tree canopy and serving as important buffers along campus edges. Vehicular circulation will be improved and pedestrian connections strengthened to enhance the use and enjoyment of the campus by members of the university community and residents of the neighborhoods surrounding campus. The university will also explore efforts to improve its visual and graphic communication on campus through coordinated wayfinding and signage elements.

AU's Department of Energy and Engineering is focused on operating and maintaining safe and reliable utility

services for all campus facilities and driving the university toward intelligent and sustainable energy usage. As a result, the university continues to make strides to decrease carbon emissions by investing in its utilities infrastructure, increasing onsite power generation, and improving central plant efficiency. In 2019 the university completed a campus-wide conversion from steam to a low-temperature hot water heating system. The new cutting-edge system is expected to serve the campus for the next several decades in a cost-and-energy-efficient manner—creating long-term savings and reducing campus carbon emissions by 50 percent. In April 2020, five new natural gas micro-turbines began generating onsite electricity and providing heat and power to the university. By co-generating energy onsite, AU's central plant becomes more efficient, and the university's offsite electrical energy generation, purchasing, and delivery is reduced significantly. In support of AU's comprehensive commitment to sustainability, the university will continue to evaluate emerging energy technologies and resource conservation opportunities over the term of the *2021 Campus Plan*, maintaining AU's leadership in green technologies both regionally and nationally and aligning with the District's energy efficiency goals.

### 5.5.3 SECTION 101.8(C): ATHLETIC AND OTHER RECREATIONAL FACILITIES

As detailed in Section 4.3.2 and *Exhibit W*, the *2021 Campus Plan* proposes additional space and facilities to support a range of athletic and recreational activities, including the new Center for Athletic Performance, which would provide training and support areas for AU athletics as well as varsity, club, and intramural competition venues. Additional projects include a proposed acoustical sound barrier wall and filming tower at Jacobs Field, a replacement video scoreboard at Reeves Field, and turf fields at Reeves Field and the park at 45th Street and Massachusetts Avenue NW.

#### **5.5.4 SECTION 101.8(D): DESCRIPTION OF ALL ACTIVITIES CONDUCTED OR TO BE CONDUCTED ON THE CAMPUS AND THE CAPACITY OF ALL PRESENT AND PROPOSED CAMPUS DEVELOPMENT**

The properties included in the *2021 Campus Plan* accommodate a range of university uses and activities that not only fulfill AU's core academic and research missions, but also provide a supportive and engaging on-campus residential experience for AU students and create substantial opportunities and benefits for residents of the neighborhoods surrounding campus and throughout the District of Columbia. The capacity of all present and proposed campus development is sufficient to meet the needs of these activities for the term of the *2021 Campus Plan*.

#### **5.5.5 SATISFACTION OF FILING REQUIREMENTS ENUMERATED IN SUBTITLE Z SECTION 302.10**

The information provided in this *2021 Campus Plan* meets all of the requirements set forth in Section 302.10.

#### **5.6 SUBTITLE X SECTION 101.9: FURTHER PROCESSING FOR SPECIFIC BUILDINGS, STRUCTURES, AND USES**

As required by Section 101.9, the university will submit applications for further processing for specific buildings and uses set forth in the *2021 Campus Plan*. In addition, the university requests flexibility to process, following review by the AU Neighborhood Partnership, minor building additions related to campus accessibility-related renovations

as a modification of consequence (that is, without further processing approval). These minor renovation projects will not result in an appreciable increase in the impact of the buildings and uses with which they are related and which have been subject to prior further processing review and approval.

#### **5.7 SUBTITLE X SECTION 101.10: NO INTERIM USE OF LAND OR IMPROVED PROPERTY PROPOSED**

No interim use of property is proposed under the *2021 Campus Plan*.





## 5.8 SUBTITLE X SECTION 101.11: COMPLIANCE WITH THE COMPREHENSIVE PLAN

The AU Main Campus and Tenley Campus are both located in the Institutional Land Use Category on the Future Land Use Map (FLUM) of the Comprehensive Plan and are designated as an Institutional site on the Comprehensive Plan's Generalized Policy Map<sup>10</sup>. The continued use of the AU campus and the proposed new development and facility modernizations are consistent with these map designations, which provide for “change and infill” on university campuses consistent with campus plans; see 10 DCMR § 223.22.

The *2021 Campus Plan* continues to encourage and foster many of the Land Use Elements of the Comprehensive Plan. Policy 2.3.5 of the Land Use Element, regarding Institutional Uses, recognizes the importance of universities to the “economy, character, history, and future of the District of Columbia.”

As detailed in Section 2, AU has a long history of providing economic, artistic, and community service support to the District of Columbia and the surrounding community. Land Use Policy 2.3.5 also calls for “institutions and neighborhoods to work proactively” to address issues such as traffic, parking, and facility expansion. As noted in Section 3, AU has worked closely with the AU Neighborhood Partnership, the CLC, and a wide range of university and community stakeholders to gather input and feedback on the *2021 Campus Plan*. That process has resulted in the university and the AU Neighborhood Partnership reaching consensus on the objectives, proposals, and commitments set forth in the *2021 Campus Plan*.

Land Use Policy 3.2.1 supports the ongoing efforts by “District institutions to mitigate their traffic and parking impacts by promoting ridesharing, carpooling, public transportation, shuttle service and bicycling, providing on-site parking, and undertaking other transportation demand management measures.” (See also Education Element Policy EDU 3.3.5). In addition, Policy T-3.3.1 of the Transportation Element

provides support for the use of programs that reduce the number of car trips. AU's compliance with these Elements of the Comprehensive Plan are addressed in Section 4.5.

Land Use Policy 3.2.3 seeks to ensure that colleges and universities that are located within residential areas are planned, designed, and managed in a way that minimizes objectionable impacts on adjacent communities. As discussed extensively above, the *2021 Campus Plan* minimizes objectionable impacts on the surrounding communities.

The *2021 Campus Plan* will also help further important policies and goals of the Economic Development Element of the Comprehensive Plan. The Economic Development Element notes that educational services are a “core” District industry (See Policy ED 1.1.2) and Policy ED 2.4.1 “supports growth in the higher education” sector based on its potential to create jobs and income opportunities as well as enhance District cultural amenities. While this language is from the 2006 Comprehensive Plan, it is still very relevant today. As noted in Section



2.6, American University is the fifth largest non-government employer in Washington, DC, and has annual total economic impacts of \$1.7 billion.<sup>4</sup>

The Educational Element of the Comprehensive Plan includes policies that encourage university growth and development through the campus plan process and attention to community issues and concerns (See Policies EDU 3.3.2 and 3.3.3). As noted above, the *2021 Campus Plan* sets forth a predictable, balanced, and flexible plan that accommodates AU's growth while respecting and enhancing the quality of life of those who live within the neighborhoods surrounding campus, and the comprehensive planning process has allowed for a wide range of university and community stakeholders to provide meaningful input and feedback.

The *2021 Campus Plan* also continues to be consistent with Policies of the Rock Creek West Area, in particular Policy RCW 1.1.8 *Managing Institutional Land Uses and Policy RCW 1.1.12 Congestion Management Measures*. Policy RCW 1.1.8 notes that redevelopment or expansion of institutional land uses needs to be compatible with the physical character of the community, states that the density of future institutional development should reflect surrounding land uses as well as input from the local community, and encourages the minimization of potential adverse effects. Policy 1.1.12 seeks to ensure that land use decisions do not exacerbate congestion and parking problems in already congested areas. As noted above, the *2021 Campus Plan* proposes development on sites that are compatible with the physical character of the community at appropriate densities. The plan has been the subject of significant community input, and the university has proposed conditions of approval which further minimize any potential adverse effects. Finally, the significant TDM measures proposed by the university address Policy RCW 1.1.12.

## **5.9 SUBTITLE X SECTION 101.13: REFERRAL TO THE DISTRICT OF COLUMBIA OFFICE OF PLANNING, DEPARTMENT OF TRANSPORTATION, AND DEPARTMENT OF ENERGY AND ENVIRONMENT**

The *2021 Campus Plan* will be referred by the Office of Zoning to the Office of Planning, Department of Transportation, and Department of Energy and the Environment for their review and written reports.

## **5.10 SUBTITLE X SECTION 101.14: APPLICATION IS IN HARMONY WITH THE ZONING REGULATIONS**

The *2021 Campus Plan* is in harmony with general purpose and intent of the Zoning Regulations and Zoning Maps and will not tend to affect adversely the use of neighboring property.

## **5.11 SUBTITLE X SECTION 101.16: A FURTHER PROCESSING OF A CAMPUS BUILDING SHALL NOT BE FILED SIMULTANEOUSLY WITH A FULL CAMPUS PLAN APPLICATION**

No further processing application shall be filed simultaneously with the *2021 Campus Plan* application.

## **5.12 SUBTITLE X SECTION 102: SPECIAL EXCEPTION FOR USE OF COMMERCIAL PROPERTY BY A COLLEGE OR UNIVERSITY**

Section 102.1 requires that any property located in a low-density mixed-use zone (which includes the MU-3 and MU-4 Zones) used by a university or college for academic and administrative uses shall be permitted as a special exception, subject to review and approval by the Zoning Commission. However, Section 102.5 allows an applicant to request that the use of such property under Section 102 be reviewed as part of a campus plan application and that such use be subject to conditions of the campus plan approval. The university is requesting that its continued use of the properties located at 3201 New Mexico Avenue NW (located in the MU-3A Zone District), 4801 Massachusetts Avenue NW (located in the MU-4 Zone District), and 4200 Wisconsin Avenue NW (located in the MU-4 Zone District) be reviewed and approved as part of the *2021 Campus Plan*.

As noted in Section 4, by expanding the scope of the *2021 Campus Plan* to include these properties, the plan provides a more comprehensive understanding of the university's activities in the university buildings near the Main and Tenley Campuses, and the student and employee populations that study and work at the locations are now included in the total student and employee population count. Similarly, the traffic and parking impacts of these properties also are included in the transportation and TDM measures that are proposed by the university. All of these properties currently include AU academic/administrative uses, and 4200 Wisconsin Avenue NW also houses the Greenberg Theater (campus life use), consistent with the requirements of the 1958 Zoning Regulations<sup>11</sup>. The continued use of these properties for such university activities by AU will not create objectionable effects on the character of the surrounding neighborhoods or because of noise, traffic, lighting, or other conditions.





Section 6

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# PROPOSED CONDITIONS OF APPROVAL

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As part of their collaborative work in connection with the development of this consensus *2021 Campus Plan*, the American University Neighborhood Partnership has reviewed and affirmed the following proposed conditions of approval to guide the implementation and enforcement of the objectives and commitments set forth in the plan.

### TERM AND SCOPE

1. The Campus Plan will be approved for a term of 10 years beginning with the effective date of this Order as indicated below. [Consistent with *2011 Campus Plan* Condition 1]
2. The approved Campus Plan boundary shall include the Main Campus (including the area known as East Campus), the Tenley Campus, 4801 Massachusetts Avenue NW, 4200 Wisconsin Avenue NW, and 3201 New Mexico Avenue NW as shown in the American University *2021 Campus Plan* and marked as Exhibit [TBD] in the record. For the purposes of these conditions, all references to “on campus” include Main Campus, Tenley Campus,

4801 Massachusetts Avenue NW, 4200 Wisconsin Avenue NW, and 3201 New Mexico Avenue NW. [Revised *2011 Campus Plan* Condition 2 to include additional properties as required under the 2016 Zoning Regulations]

### COMMUNITY ENGAGEMENT

3. The University shall continue to work with the American University Neighborhood Partnership (Partnership), a joint forum between AU and leaders in the communities surrounding the University that is focused on improving University and neighborhood relations through discussion, information sharing, and problem-solving. The Partnership shall be co-chaired by a member of the University’s senior leadership and a neighbor leader who shall both serve on the AU Neighborhood Partnership Steering Committee. The Steering Committee is comprised of University administrators and representatives of community organizations and ANCs who were signatories to the March 18, 2018, letter submitted to and recognized by the Zoning Commission expressing the intent and vision of the

Partnership (specifically Fort Gaines Citizens Association, Spring Valley Neighborhood Association, Ward 3 Vision, Westover Place Homes Corporation, ANC 3D, and ANC 3E.) The Partnership is supported by Working Groups that meet regularly to address key issues of shared concern (e.g., Facilities Planning, Student Life and Safety, Transportation and Parking, Engagement and Communications, and Data and Metrics). Each working group has a community and University co-chair, and members include neighborhood residents, AU administrators, staff, faculty, students, and consultants. As detailed in the *2021 Campus Plan* and throughout these conditions, the Partnership and its Working Groups will provide a collaborative forum for the implementation of the objectives and priorities outlined in the *2021 Campus Plan*. [New Condition]

4. The University shall continue to work with community representatives to maintain the Community Liaison Committee (CLC) created in the *2001 Campus Plan*, with the enhancements to the composition, structure, purpose and leadership proposed by the University

for the *2011 Campus Plan* for the purpose of fostering consistent communication between the University and the surrounding neighborhoods, discussing issues of mutual interest, and proposing solutions to problems that exist or arise in implementing the approved Campus Plan. It is recommended that the CLC be composed of an equal number of representatives of the University and the community and meet as necessary but at least quarterly; separate meetings may be held to discuss matters of particular interest to the Main Campus or Tenley Campus or other campus locations, if desired. Upon request, the University shall provide timely data relevant to Campus Plan issues to the CLC, provided that the data is not confidential or overly burdensome to produce. [Consistent with *2011 Campus Plan* Condition 16]

### STUDENT ENROLLMENT AND EMPLOYEE POPULATION

5. Student enrollment (headcount) shall not exceed 14,380, including every University student on campus including full-time, part-time, foreign, certificate/non-degree, single course, night programs, and executive program students. The number of students enrolled in courses at the Tenley Campus (including but not limited to Washington College of Law students) shall not exceed 2,000 students. Enrollment shall be determined annually on a headcount basis and shall be reported to the CLC and AU Neighborhood Partnership. [Revised *2011 Campus Plan* Condition 3 to reflect student count definition and adjustment to cap based on 2016 Zoning Regulations, students who may be enrolled at courses at Tenley Campus, and to confirm reporting requirement]

6. The number of University employees shall not exceed 3,350 employees. [Revised *2011 Campus Plan* Condition 4 to reflect adjustment to cap based on 2016 Zoning Regulations]

### DEVELOPMENT PLAN AND CAMPUS CHARACTER

7. Campus facilities may, from time to time, be used for conferences; however, any purpose-built conference facility proposed to be constructed by the University on campus shall require amendment of the Campus Plan and specific approval of the conference-facility use through the special exception process. [Consistent with *2011 Campus Plan* Condition 7]

8. Following review with the AU Neighborhood Partnership Facilities Planning Working Group and discussion with members of the community, the University shall submit to the Zoning Commission for further processing review each individual request to construct a building or structure described in the Campus Plan. Along with each request, the University shall submit information as to how this building or structure complies with the Campus Plan. [Revised *2011 Campus Plan* Condition 10]

9. At the time the University files a permit application with the Department of Consumer and Regulatory Affairs for ground clearance, excavation, or other major construction that would implicate remedial work performed at or around the campus by the Army Corps of Engineers, the University shall provide notification to the DC Department of Energy and the Environment (DOEE) or other appropriate agency, the Army Corps of Engineers (Baltimore Office), and the US Environmental Protection Agency, Region 3, that the University intends to undertake such activities. [Consistent with *2011 Campus Plan* Condition 11]

10. No special exception application filed by the University for further processing under this Campus Plan may be granted unless the University proves that it has consistently remained in substantial compliance with the conditions set

forth in this Order. Any violation of a condition of this Order shall be grounds for the denial or revocation of any building permit or certificate of occupancy applied by, or issued to, the University for any University building or use approved under this Campus Plan, and may result in the imposition of fines and penalties pursuant to the Department of Consumer and Regulatory Affairs Civil Infractions Act of 1985, DC Official Code §§ 2-1801.01 to 2-1803.03 (2001) [Consistent with *2011 Campus Plan* Condition 12]

### STUDENT HOUSING AND ON-CAMPUS LIFE

11. The University shall maintain a supply of housing sufficient to make housing available for 100 percent of its full-time freshman and sophomore students and for 67 percent of all full-time undergraduates. Housing provided by the University through a master lease of all or almost all of a residential building that is subject to AU residence hall regulations may be considered “on-campus” housing for the purpose of calculating the housing percentages noted above through the term of this Campus Plan. In the event the University pursues an off-campus student housing opportunity that does not comprise all or almost all of a residential building, the AU Neighborhood Partnership Steering Committee may approve that such off-campus beds be included in the housing calculations through the term of this Campus Plan, but only after the University has notified ANC 3D and ANC 3E of the housing opportunity in writing and at least 45 days prior to seeking such approval from the AU Neighborhood Partnership Steering Committee. The University will also be able to continue to use 330 on-campus triples in the calculation of the number of beds that it is required to make available to full-time undergraduate students through the term of this Campus Plan. [Revised *2011 Campus Plan* Condition 5, as updated in ZC 11-07F]

12. In support of the University's goal of providing new student housing opportunities in competitive and marketable unit configurations to encourage more students to remain on campus beyond their freshman year, all residence halls may be occupied by all levels of undergraduate and graduate students with the exception of Cassell Hall, Nebraska Hall, and all East Campus residence halls, which may only be occupied by sophomores, juniors, seniors or graduate students. The University shall continue to enforce its residence hall regulations in all University-provided housing. [New Condition; also incorporates *2011 Campus Plan* Condition 6 language regarding enforcement of residence hall regulations]

13. The area of the Main Campus identified as East Campus (bounded by New Mexico Avenue NW; Nebraska Avenue NW; Massachusetts Avenue NW, and Westover Place) shall contain a maximum of 590 beds for undergraduate students. [Consistent with ZC 11-07 Condition 38, as updated in ZC 11-07F]

14. To resolve issues raised in ZC Order 11-07 and addressed throughout the

implementation of the *2011 Campus Plan*, the University has proposed to construct an acoustical sound barrier wall adjacent to Jacobs Field as part of the Campus Plan. Until such time as the Zoning Commission takes specific action on the proposed acoustical sound barrier wall, the conditions set forth in ZC Order 11-07 with respect to Jacobs Field (specifically conditions 17 through 25) will remain in effect and enforceable. [New Condition referencing *2011 Campus Plan* Conditions 17 through 25]

### OFF-CAMPUS LIFE AND NEIGHBORHOOD QUALITY OF LIFE EFFORTS

15. The University shall continue to provide a reporting mechanism to address issues and concerns raised by members of the community in order to effectively implement and enforce the terms of the *Student Code of Conduct*, which applies to student behavior both on and off campus, and shall also implement the enhanced *Good Neighbor Guidelines* that have been developed in consultation with the AU Neighborhood Partnership Student Life and Safety Working Group to address

off-campus conduct by students living in residential neighborhoods adjacent to campus. Over the term of the Campus Plan, the University will take a number of proactive steps to address off-campus student behavior, including the following:

- a. To better inform and educate students who choose to live off campus of their rights and responsibilities, the University, in consultation with the AU Neighborhood Partnership Student Life and Safety Working Group, will implement an improved off-campus living orientation program that will include an online training module developed in consultation with the AU Neighborhood Partnership Student Life and Safety Working Group that must be completed by students living in the 20016 or 20008 zip codes. Both online and in-person training sessions will include the *Pledge to Uphold Community Standards*, detailing the responsibilities and obligations associated with living off campus, which will be developed in consultation with the AU Neighborhood Partnership Student Life and Safety





Working Group. Following the training, students must affirmatively acknowledge that they have fulfilled the training and understand the university's expectations. The Office of Campus Life will track participation and compliance with this program, and students not in compliance may be subject to adjudication under the *Student Conduct Code*.

b. The University will continue to periodically distribute a letter to students from the Office of the Dean of Students that specifically reminds them of the University's expectation that they maintain the condition of their property and manage the behavior of their guests. It will also state that the University expects students to know, understand, and abide by the Disorderly Conduct Amendment Act of 2010 and the District of Columbia Noise Control Act of 1977, both of which address noise disturbances. Students will also be informed of the details of both ordinances during the orientation programs.

- c. To remain engaged with the broader residential community, the University will continue its practice of making annual or more frequent visits to major apartment complexes and condominium communities where students live.
- d. The University's Office of Community Relations will create, in consultation with the AU Neighborhood Partnership Student Life and Safety Working Group, a neighbor education tool that informs residents of the University's strategies for student training and includes resources and directions on how to contact the University and/or file a complaint in the event of an undesirable incident.
- e. The University will create and distribute, in consultation with the AU Neighborhood Partnership Student Life and Safety Working Group, an *AU Eagle Living Guide* that will include good neighbor tips, resources, and a copy of the *Pledge to Uphold Community Standards*.

[Revised 2011 *Campus Plan* Condition 8]

## TRANSPORTATION AND PARKING

16. The University shall continue to implement Transportation Demand Management (TDM) measures to minimize any adverse impacts of University-affiliated traffic and will work with the Transportation and Parking Working Group of the AU Neighborhood Partnership to evaluate the efficacy of these measures over the term of the Campus Plan. On an annual basis, the University shall provide DDOT with a Transportation Performance Monitoring Plan Report detailing the transportation mode split of AU students and employees and the utilization of exclusive university-use parking facilities (Main Campus, Tenley Campus, and 4801 Massachusetts Avenue NW) on a typical semester weekday. [Revised 2011 *Campus Plan* Condition 13]

17. The University shall maintain a parking inventory of no more than 3,000 spaces for University use inclusive of all Campus Plan properties. The University shall continually evaluate its pricing policies for parking with the intention of discouraging

single-occupancy vehicle trips to campus without generating demand for off-campus parking by University-affiliated vehicles. Parking utilization analysis will be included in the annual Transportation Performance Monitoring Plan Report as detailed in Condition 16. [Revised 2011 Campus Plan Condition 14]

18. The University shall continue to implement, and will work in consultation with the AU Neighborhood Partnership to enhance, its *Good Neighbor Parking Policy* regarding enforcement of student, faculty, staff, and vendor off-campus parking:

a. The University shall use its best efforts to require all students, faculty, staff, and vendors servicing the campus to park on the campus and shall prohibit, to the extent permitted by law, students, faculty, staff, and vendors from parking on the streets adjacent to and

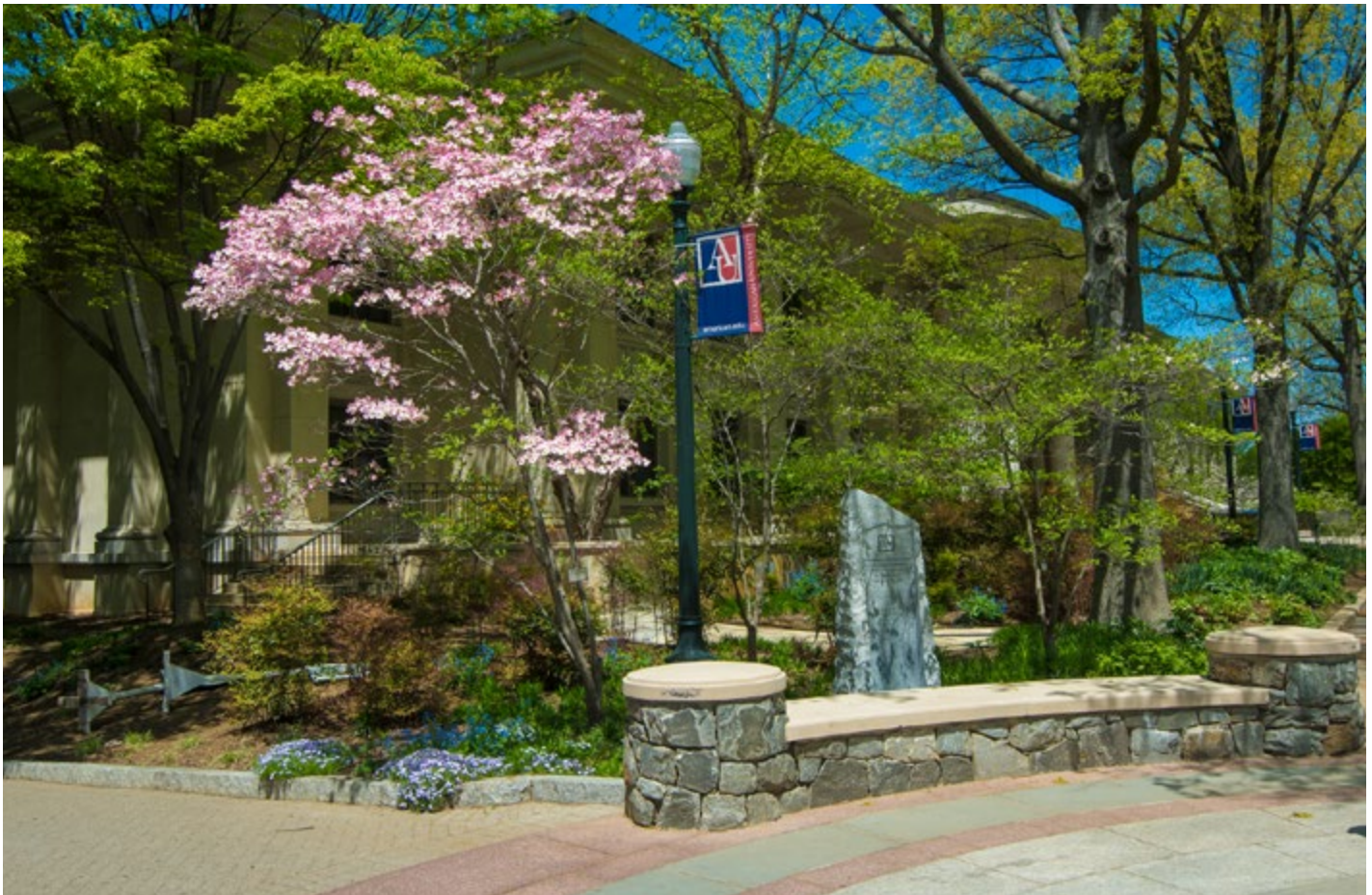
surrounding the campus. The University shall use its best efforts to cause other University-related vehicles to park on the campus. To accomplish these purposes, the University shall have in place a system of administrative actions, contract penalties, fines—which may be adjusted from time to time as needed—and/or termination of contracts for violations.

b. Construction employees, contractors, and subcontractors shall by contract be prohibited from parking on residential streets, subject to contractual penalties of termination. Visitors to the campus, including attendees of all conferences, shall be encouraged to utilize non-single occupant vehicle modes of transportation and/or use on-campus parking and, where feasible, notified in advance to do so.

c. For conferences and large special events, the University shall encourage participants and attendees to utilize non-single occupant vehicular modes of transportation where possible and work with area institutions in order to provide additional parking as needed.

d. The University shall direct its students to register their vehicles in the District of Columbia or obtain a reciprocity sticker if eligible to do so. The University shall withhold parking privileges from students who do not comply with DC registration requirements. Failure to abide by District law concerning registration of student vehicles shall constitute a violation of the *Student Conduct Code*.

[Revised 2011 Campus Plan Condition 15]





# FOOTNOTES

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1. In March 2020, access to campus athletic facilities was temporarily restricted due to the COVID-19 pandemic.
2. Pursuant to DC Zoning Commission Order No. 11-07E, the university may also use up to 330 on-campus triples in addition to the 4,152-bed capacity.
3. In March 2020, access to campus facilities was temporarily restricted due to the COVID-19 pandemic.
4. AU's total economic impact on Washington, DC, was derived by multiplying its estimated annual spending of \$941 million with a multiplier of 1.88. The multiplier, a measure of how money put into the community is respent and leads to additional economic activity was calculated by the Consortium of Universities of the Washington Metropolitan Area, in a report titled, *The Economic Impact of the Consortium of Universities*. All figures are based on financial year ending April 30, 2018. Since March 2020, AU's economic impact, like the economic impact of other universities and enterprises, has been affected by the significant impacts associated with COVID-19 on the university and the metropolitan DC region.
5. In addition to the university uses addressed in this Campus Plan, 3200 New Mexico Avenue NW and 4200 Wisconsin Avenue NW also currently include non-university related uses that are not subject to this Campus Plan.
6. Due to the impact of COVID-19, WMATA temporarily suspended the U-PASS® Program for the fall 2020 semester.
7. The properties located in the MU-3A and MU-4 Zones were not previously required to be included in the Campus Plan review and approval process. The uses of these properties are addressed in section 5.12. However, the land area and the GFA of the buildings on these MU-3A and MU-4 properties have not been included in the aggregated density calculations for the R and RA portions of the campus property.
8. Site 1 (Beeghly Building addition) has been designated for either academic/administrative or residential/campus life use; for the purpose of these development program summary totals, the proposed 5,000 square-foot addition has been allocated to residential/campus life use.
9. Site 5 (SCAN replacement) has been designated for either residential/campus life or athletics use, or a combination of both; for the purpose of these development program summary totals, the proposed GFA of the site has been allocated equally to each use.
10. The 3201 New Mexico Avenue NW property, the 4801 Massachusetts Avenue NW property, and the 4200 Wisconsin Avenue NW property are all located in the Low Density Commercial FLUM category.
11. In addition to the university uses addressed in this Campus Plan, 3200 New Mexico Avenue NW and 4200 Wisconsin Avenue NW include non-university related uses that are not subject to this Campus Plan.





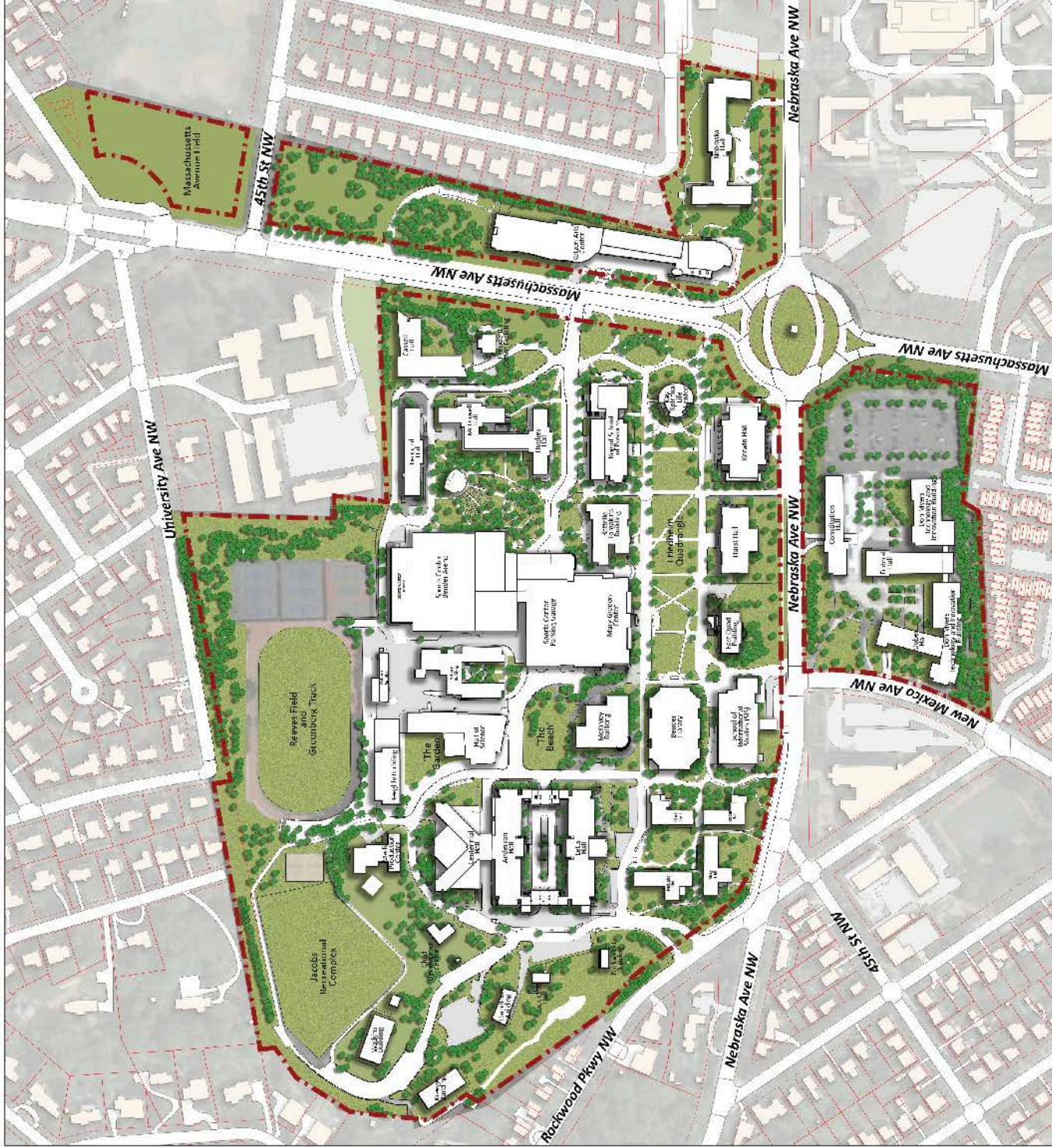
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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT A**  
EXISTING CAMPUS  
CONDITIONS



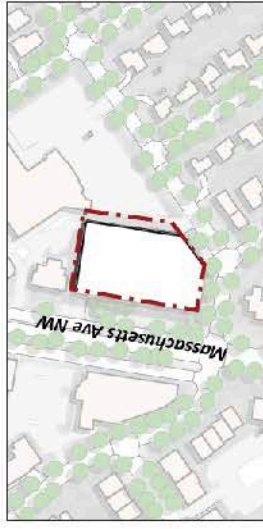


**MAIN CAMPUS**

Note:  
 • Campus tree locations based on ArcGIS – AU Tree Inventory



**TENLEY CAMPUS**



**4801 MASSACHUSETTS AVE NW**



**4200 WISCONSIN AVE NW**



**3201 NEW MEXICO AVE NW**





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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT B**  
AU CHARTER AND  
ACT OF INCORPORATION





# EXHIBIT B

## AU CHARTER AND ACT OF INCORPORATION

### H.R. NO. 10304

Fifty-Second Congress of the United States, At the Second Session, Begun and held in the City of Washington, in the District of Columbia, on Monday, the fifth day of December, eighteen hundred and ninety-two.

#### **An Act To Incorporate The American University**

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That John H. Vincent, John E. Andrus, James M. Buckley, Mark Hoyt, Jesse L. Hurlburt, James M. King, Charles C. McCabe, Charles H. Payne, John E. Searles, junior, John S. Huyler, of New York; Charles W. Buoy, J.A.M. Chapman, G.P. Hukill, Robert E. Pattison, Charles Scott, Mrs. Matthew Simpson of Pennsylvania; Julian S. Carr, of North Carolina; David H. Carroll, Jacob Tome, Alpheus W. Wilson, of Maryland; Charles H. Fowler, of Minnesota; William M. Springer, J.B. Hobbs, of Illinois; John P. Newman, of Nebraska; Job H. Jackson, of Delaware; Redfield Proctor, of Vermont; W.W. Smith, of Virginia; D.B. Wesson, M. Burnham, of Massachusetts; Thomas Bowman, of Missouri; and John F. Hurst, Louis E. McComas, Benjamin Charlton, Andrew B. Duvall, Matthew G. Emery, Charles C. Glover, S.S. Henkle, Benjamin F. Leighton, John E. Beall, Aldis B. Browne, Mrs. John A. Logan, H.B. Moulton, Hiram Price, Mrs. Elizabeth J. Somers, Brainard H. Warner, and S.W. Woodward of the District of Columbia, their associates and successors, two thirds of whom shall at all times be members of the Methodist Episcopal Church, are hereby constituted a body politic and corporate by the name The American University, with power to sue and be sued, plead and be impleaded, and have perpetual succession; to acquire, take by devise, bequest or otherwise, hold, purchase, encumber, and convey such real and personal estate as shall be required for the purpose of its incorporation; to make and use a common seal, and the same to alter at pleasure; to choose a board of trustees consisting of not more than fifty, of whom fifteen shall constitute a quorum to do business, and which board shall be authorized to fill any vacancies in their number, to appoint such officers and agents as the business of the corporation shall require, and to make by-laws for the accomplishment of its purposes, for the management of its property, and for the regulation of its affairs. Said corporation is hereby empowered to establish and maintain within the District of Columbia a university for the promotion of education. The said corporation shall have power to grant and confer diplomas and the usual college and university degrees, and honorary degrees, and also such other powers as may be necessary fully to carry out and execute the general purposes of the said corporation as herein appearing.

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

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

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

**Approved February 24th, 1893**

**Benjamin Harrison**

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

# AN ACT TO INCORPORATE THE AMERICAN UNIVERSITY (CURRENT, REVISED CHARTER)

## **Section 1.**

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That John H. Vincent, John E. Andrus, James M. Buckley, Mark Hoyt, Jesse L. Hurlburt, James M. King, Charles C. McCabe, Charles H. Payne, John E. Searles, junior, John S. Huyler, of New York; Charles W. Buoy, J.A.M. Chapman, G.P. Hukill, Robert E. Pattison, Charles Scott, Mrs. Matthew Simpson of Pennsylvania; Julian S. Carr, of North Carolina; David H. Carroll, Jacob Tome, Alpheus W. Wilson, of Maryland; Charles H. Fowler, of Minnesota; William M. Springer, J.B. Hobbs, of Illinois; John P. Newman, of Nebraska; Job H. Jackson, of Delaware; Redfield Proctor, of Vermont; W.W. Smith, of Virginia; D.B. Wesson, M. Burnham, of Massachusetts; Thomas Bowman, of Missouri; and John F. Hurst, Louis E. McComas, Benjamin Charlton, Andrew B. Duvall, Matthew G. Emery, Charles C. Glover, S.S. Henkle, Benjamin F. Leighton, John E. Beall, Aldis B. Browne, Mrs. John A. Logan, H.B. Moulton, Hiram Price, Mrs. Elizabeth J. Somers, Brainard H. Warner, and S.W. Woodward of the District of Columbia, their associates and successors, including individuals who are members of the United Methodist Church, including (subject to their acceptance) the Bishop of the Washington Episcopal Area and General Secretary of the General Board of Higher Education and Ministry of the United Methodist Church, are hereby constituted a body politic and corporate by the name The American University, with power to sue and be sued, plead and be impleaded, and have perpetual succession; to acquire, take by devise, bequest or otherwise, hold, purchase, encumber, and convey such real and personal estate as shall be required for the purpose of its incorporation; to make and use a common seal, and the same to alter at pleasure; and incorporators aforesaid, their associates and successors, who shall possess the qualifications herein required, shall constitute a board of trustees, by which the business of said corporation shall be transacted, which board shall hereafter consist of not less than twenty-five or more than fifty persons, eleven of whom shall constitute a quorum to do business, and which board shall be authorized to fill any vacancies in their number, to appoint such officers and agents as the business of the corporation shall require; and to make by-laws for the accomplishments of its purposes, for the management of its property, and for the regulation of its affairs. Said corporation is hereby empowered to establish and maintain within the District of Columbia a university for the promotion of education. The said corporation shall have power to grant and confer diplomas and the usual college and university degrees, and honorary degrees, and also such other powers as may be necessary fully to carry out and execute the general purposes of the said corporation as herein appearing.

## **Section 2.**

a. After the date of enactment of this section

1. no person shall be elected to the board of trustees of the corporation unless the election of such person has been approved by the General Board of Higher Education and Ministry of the United Methodist Church; members of the board of trustees shall hold office until their successors are elected;
2. all property, both real and personal, of the corporation shall be held in perpetuity for educational purposes under the auspices of the United Methodist Church;

3. the board of trustees of the corporation shall not propose any amendment by the Congress to this Act unless the proposal of such amendment has been previously approved by the General Board of Higher Education and Ministry of the United Methodist Church.

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

**Section 3.**

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

\* \* \* \* \*

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





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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT C**

AMERICAN UNIVERSITY  
STRATEGIC PLAN

*Changemakers for a Changing World*



AMERICAN  
UNIVERSITY  
 WASHINGTON, DC

# CHANGE MAKERS FOR A CHANGING WORLD

2019-2023

A FIVE-YEAR STRATEGIC PLAN  
FOR AMERICAN UNIVERSITY





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# MISSION

To advance knowledge, foster intellectual curiosity, build community, and empower lives of purpose, service, and leadership.

# VISION

American University is a leading student-centered research university where passionate learners, bold leaders, engaged scholars, innovators, and active citizens unleash the power of collaborative discovery. We partner with key organizations in the Washington, DC, region and around the globe to better the human condition, learn from a vast array of experiences and internships, create meaningful change, and address society's current and emerging challenges.

# VALUES

- » Integrity
- » Excellence
- » Human dignity
- » Community
- » Diversity, equity, accessibility, and inclusive excellence
- » Free inquiry and seeking truth
- » Impact

# CHANGEMAKERS FOR A CHANGING WORLD



## AN OVERVIEW

American University's purpose and values have always drawn changemakers to our institution. We have built a legacy of leadership, scholarship, and service, fueled by passionate commitment to use our knowledge and skills to expand understanding, better the human condition, and create meaningful change on the most pressing issues facing our community, nation, and world. At this transformational moment, how will this legacy inform our vision for the future?

AU has many strengths to draw upon. We take full advantage of our location in the nation's capital, which offers one of the most robust environments for scholarship and experiential learning available anywhere, and which attracts the most politically active students year after year. Our excellence in teaching is the foundation for a growing academic reputation, and our connections to leaders and organizations across the nation and around the world have elevated our profile and served as a platform for scholarly impact.

These strengths and advantages will be more important than ever as the university steps into the third decade of the 21st century, when the issues to be addressed will be formidable. For example, how will we:

- » Produce graduates whose education, experience, and commitment prepare them to lead change in their local, national, and global communities?
- » Offer and encourage a lifetime of learning so that graduates succeed in careers that will take many paths?
- » Enhance learning, deepen understanding, and elevate the discovery of knowledge to benefit our community and keep us connected with the world?
- » Cultivate partnerships that create dynamic learning opportunities and engage in cutting-edge research for greatest impact?
- » Lead in developing transformative approaches to inclusivity?
- » Rethink and address the unsustainably rising cost of education?

To realize our vision, AU's five-year plan will build on our legacy of leadership, scholarship, and service, and boldly embrace the opportunities for greater impact and enhanced reputation presented by this rapidly changing world.



Our plan is organized into three strategic themes—scholarship, learning, and community—with key imperatives to guide our focused efforts.

## SCHOLARSHIP

- » Invest in areas of strategic focus that enhance understanding and have the power to make an extraordinary impact on our world.
- » Grow sponsored research and expand faculty-student research collaborations.

## LEARNING

- » Provide a first-rate student experience that promotes access, thriving, retention, and graduation.
- » Focus on learning that prepares undergraduate, graduate, and professional students to learn from and engage in the world.
- » Excel in providing traditional and emerging forms of education to promote lifelong learning.

## COMMUNITY

- » Lead and model inclusive excellence.
- » Be a responsive partner to our local community, ensuring that we are a part of, not apart from, Washington.
- » Form and expand partnerships to leverage our strengths and extend our reach.
- » Improve how AU works to cultivate a work environment that enables our faculty and staff to thrive.



Defined outcomes will guide our work on the strategy so, as a community, we can collectively learn from our challenges, celebrate our successes, and ensure we are doing the best for our university.

This strategy defines where we as an institution will focus during the next five years, over and above the important and impactful work that AU does every day to advance our missions of teaching, scholarship, and service. From our classrooms, where our scholar-teachers are bringing their research to educate the next generation of leaders; to our schools and library, where AU's faculty and staff are advancing knowledge and bringing that knowledge to our local, national, and international communities; to our athletic fields, where our student-athletes make us proud every season; and well beyond, the members of the AU community are doing the critical work of the university, the nation, and the world in a myriad of ways.

We are committed to continually supporting this work, while also focusing on priority areas outlined in this strategy, to ensure the enduring strength of AU and to take the institution to the next level as we navigate a future full of opportunities and challenges.



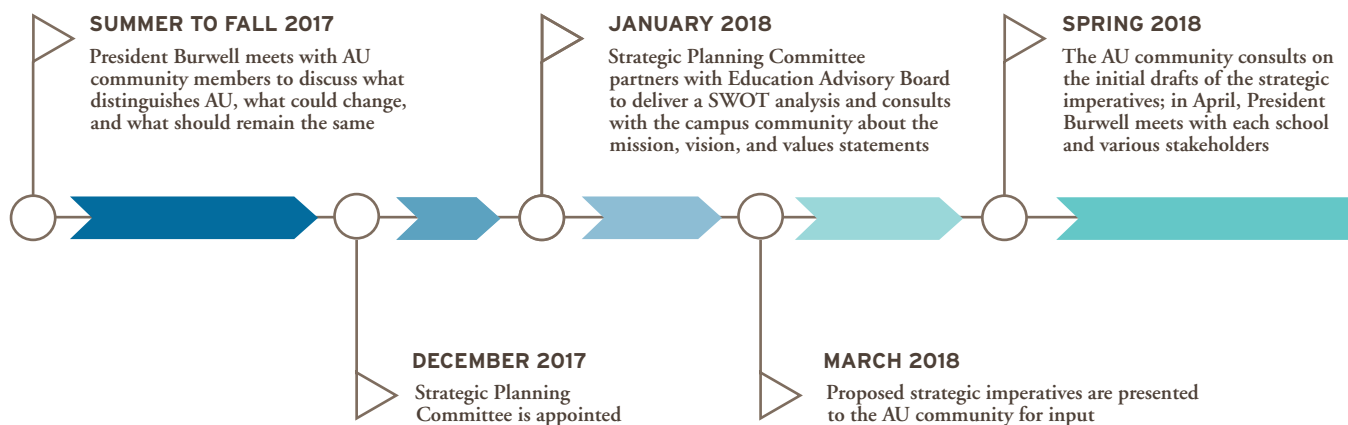
# THE STRATEGIC PLANNING PROCESS



## SUMMARY

This strategic plan is the product of a robust process that involved teams of faculty, students, staff, alumni, Board of Trustees members, and administrators developing an ambitious path to guide the university for the next five years. The plan is rooted in AU's existing strengths while embracing the future, with all the opportunities and challenges that future presents. The plan draws on an extensive analysis of AU's current strengths, opportunities, and positioning relative to our peers; an examination of best practices and trends in higher education; and, most importantly, robust input and feedback from a wide range of AU community members at all stages of development.

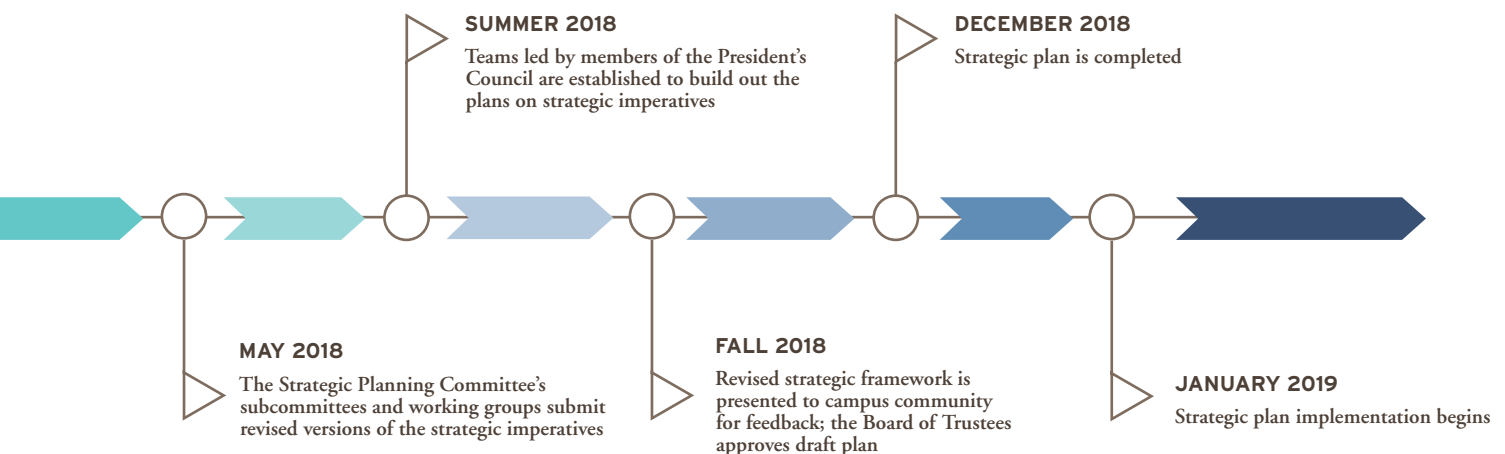
The planning process began with a series of conversations by President Sylvia Burwell that focused on understanding where American University stands at this important time in our history. Over the summer and fall of 2017, President Burwell spoke with more than 1,000 faculty, students, staff, alumni, and other AU community members about what distinguishes AU, what AU should consider changing, and what needs to stay the same. At the fall 2017 Board of Trustees meetings, President Burwell consulted with the board about these three topics, and the board received a presentation on how AU compares to its peers—another key input for the strategy. In October 2017, more than 160 faculty members, staff, and student leaders from across the university provided input on these three topics at a leadership retreat. In December 2017, President Burwell appointed a Strategic Planning Committee, made of representatives from the faculty, students, staff, alumni, deans, the board, and the President's Cabinet.





Next, the university's mission, vision, and values statement was developed after President Burwell, then provost Scott Bass, and other senior leaders held a series of consultation sessions to obtain feedback from a wide cross-section of senior leaders and faculty members. Mary Clark, then dean of academic affairs, provided strong leadership through the project's development. Using the input gathered through January 2018 and information on broader higher-education trends, the Strategic Planning Committee partnered with the Education Advisory Board (EAB) to analyze AU's strengths, weaknesses, opportunities, and threats (SWOT). The board and the President's Council reviewed and provided input on this SWOT analysis.

These inputs and the Strategic Planning Committee's own analyses and discussions became the pillars for the strategy. In March 2018, President Burwell, other university leaders, and members of the Strategic Planning Committee presented the proposed strategic imperatives to the cabinet, President's Council, Faculty Senate Executive Committee, and Staff Council to receive their feedback, while student members of the Strategic Planning Committee conducted focus groups with student leaders.





Subcommittees and working groups were established to build out the strategic imperatives, which were then the subject of another round of consultation with the AU community. President Burwell discussed the draft plans with the board at their May meeting. At the end of May, the subcommittees and working groups revised their plans to incorporate this input and submitted new drafts. In the summer, work on the strategy transitioned from the Strategic Planning Committee to the President's Council, which then revised proposed plans for these imperatives. Using the input from sessions at the cabinet's retreat in July and the President's Council retreat in August, President Burwell discussed the strategy framework with the Board of Trustees at their retreat in September and revised it accordingly. In the fall of 2018, the revised strategic framework was presented to the campus community. Then, President Burwell held consultation sessions with faculty, staff, and students; Interim Provost Mary Clark and Chief Financial Officer Doug Kudravetz conducted presentations at each school; and Interim Provost Clark and the Faculty Senate conducted focus groups with a wide range of faculty. This input informed ongoing revisions to the draft strategic plan.

During this time, the Strategic Planning Committee reconvened to integrate the work of the subcommittees with that of the President's Council. The Strategic Planning Committee partnered with the President's Council to undertake the final phase of the strategic plan development. Using all the work done over the last several months, they developed a focused set of priorities within each strategic imperative and identified the desired impacts, needed resources, measurements to evaluate process, and parties responsible for implementation in each area.

Using the latest round of input from the faculty/staff retreat and the consultation sessions, combined with the work of the Strategic Planning Committee and the President's Council, American University developed its new strategic plan, *Changemakers for a Changing World*. It coalesced around three strategic themes that emerged from the work described above: scholarship, learning, and community.





Below, we explain the three strategic themes that make up our new strategic plan—scholarship, learning, and community—and the strategic imperatives within each theme. This plan builds on American University’s manifold existing strengths in the context of an exciting and dynamic future. It will guide AU through the opportunities and challenges the university faces over the next five years toward bright horizons in 2023 and beyond.

- OVERARCHING MEASURES**
- » Enhance reputation
  - » Improve retention and graduation rates
  - » Diversify and grow revenue
  - » Achieve operational excellence throughout AU

**STRATEGIC THEME:**

# SCHOLARSHIP



Since AU is a research university on the rise, scholarship is central to its future. Over the next five years, we will develop areas of strategic focus, drawing on fields where AU already excels, fields where AU's expertise crosses schools and disciplinary boundaries, and fields that hold promise for the future. In addition to establishing centers in the areas of strategic focus, we will support centers in other scholarly areas. AU will significantly expand external support of all faculty efforts—scholarly, creative, and professional. We will pursue endowed chairs to bolster the work of faculty members in the areas of strategic focus and beyond. We will assess the current incentives for conducting research and enhance our incentive structures to support our strategic goals. We will strengthen relationships with external partners (including foundations, corporations, and leading nonprofits). And we will expand opportunities for student-faculty research collaborations, reflecting AU's commitment to the scholar-teacher ideal. These efforts will attract high-performing faculty, spur the creation of knowledge, effect change, enhance our reputation, and generate new revenue. We will pursue these endeavors while maintaining our focus on the scholar-teacher ideal and recognizing the heterogeneity of our faculty, the dynamic landscape of scholarly output, and the contributions made by those working outside the specified areas of strategic focus.

Our work within the scholarship theme will encompass two strategic imperatives:

1. Areas of strategic focus
2. Research

## STRATEGIC IMPERATIVE 1:

# AREAS OF STRATEGIC FOCUS



## OVERVIEW

In an increasingly competitive, higher-education landscape, it is critical that universities establish zones of distinction. By pursuing areas of strategic focus, a university can establish a clear identity, thereby attracting and retaining students and faculty and generating more support for the university's research efforts.

AU will pursue a multipronged strategy to achieve this goal:

1. We will establish areas of strategic focus in cross-disciplinary fields involving some of the most significant issues of the present and the future, fields where AU is already strong and where there is significant potential for further growth.
2. We will develop a transparent, competitive process for launching new university-wide centers in these areas of strategic focus to determine where the university will make initial investments and dedicate funding to support these centers. In addition, we will establish criteria for supporting new or existing centers in other targeted areas, specifically where AU's strength in faculty research can meaningfully address important issues, while we simultaneously establish a clear process for approving and re-chartering centers.
3. We will aggressively seek support for endowed chairs to bolster the work and impact of individual faculty members in the areas of strategic focus and other areas of strength.

This three-pronged approach ensures that AU will take advantage of opportunities at all levels—from those that require a large, multi-school commitment to those that can be successfully pursued with more targeted resources. It also makes certain we have a clear and well-defined process for establishing and supporting university-wide centers within the areas of strategic focus and beyond. We will support the change-making work of faculty and others at the university as they continue AU's proud legacy of using scholarship to address the most pressing issues facing our local, national, and global communities.



## ACTIONS IN YEARS 1 AND 2

**Establish Areas of Strategic Focus:** In 2012, AU launched the AU 2030 initiative, a grassroots effort whereby AU faculty identified six emerging research areas in which the university could compete at the highest level. Following a second round of AU 2030 proposals in 2017, which eliminated some areas, changed others, and expanded the overall number of AU 2030 initiatives to 13, our provost and deans determined that a majority of those initiatives fell into four general areas of scholarly strength and opportunity—health, data science and analytics, security, and social equity.

Each of these areas builds on a strong foundation across AU's schools, and each presents promising opportunities for attracting external attention and support. AU will establish four areas of strategic focus and will, on a phased basis over the next five years, establish centers in these areas. Below, we describe the existing foundations of strength for each of these areas, the potential topics of focus going forward, the importance of the intersections among these areas, and the process for launching centers in these areas.

**Health:** The existing foundation for this area includes the Center on Health, Risk, and Society in the College of Arts and Sciences; the Health Law and Policy Program in the Washington College of Law; an emerging focus on women's brain health in the Center for Behavioral Neuroscience in CAS; health-related work in the School of Public Affairs; the Center for Media and Social Impact and the Center for Environmental Filmmaking in the School of Communications; and a Department of Health Studies and a thriving undergraduate major in public health in CAS.

**Topics for focus within this area include the social determinants of health, health inequities in the US and abroad, women's health, obesity and dementia, cancer, digital health technology, health communications, and health economics.**



**Data Science and Analytics:** The existing foundation for this area includes the Center for Data Studies in SPA, the Info-metrics Institute in CAS, the Kogod School of Business’s master’s in data analytics, a new cross-school master’s in data science, the AU Game Lab in SOC and CAS, and many recent strong faculty hires.

**Topics for focus within this area include data science for government, social science, health, and other policy implications; detecting patterns in incomplete or “fuzzy” data; data security and privacy law; and ethical issues around the use of big data.**

**Security:** The existing foundation for this area includes the Cybersecurity Governance Center in Kogod; the Internet Governance Lab in SOC, the School of International Service, and Kogod; the Center on New Technologies and Emerging Threats in SIS; the master’s program in terrorism and homeland security policy in SPA; the Investigative Reporting Workshop in SOC; and strong faculty across AU’s schools.

**Topics for focus within this area include cybersecurity and cyber policy, the security implications of new technologies, security threats beyond those traditionally associated with national security, conflict analysis, and data analytics.**

**Social Equity:** The existing foundation for this area includes the Antiracist Research and Policy Center in CAS and SIS; the Institute on Disability and Public Policy in SIS and Kogod; the Accountability Research Center in SIS; the Center for Post-Secondary Readiness and Success in the School of Education; the university-wide Center for Latin American and Latino Studies; the Institute for Innovation in Education in SOE; and WCL’s robust programs, including its top-ranked clinical programs, centers, and initiatives that address social equity locally, domestically, and internationally.

**Topics for focus within this area include antiracism; human rights in a multidisciplinary frame, including disability rights and inclusive development; college access and readiness; equity in education; women’s rights; immigration; and intersectional and critical studies.**



In addition to building out each area of strategic focus, we will explore the intersections of these four areas, particularly where the overlap presents opportunities for cutting-edge research. One notable example is AU's work on the environment and sustainability, which spans these four areas and involves faculty at CAS, SPA, SIS, SOC, KSB, and WCL. Pursuing the natural synergies and linkages among them should be an aspirational element of AU's brand—to bring to the surface areas of academic differentiation and to reinforce the university's vision, mission, values, and culture.

To build our research capacity in the areas of strategic focus, we will establish a transparent and competitive process for launching and seed-funding university-wide centers in those areas of focus during the first two years of the strategic plan.

A committee led by the provost will evaluate these proposals, with an eye toward how the proposed university-wide center will:

- » Bring together a critical mass of faculty across disciplines, schools, and colleges;
- » Connect to one or more of the four areas of strategic focus and the goals of AU's strategic plan;
- » Address a crucial question or questions for society;
- » Benefit from a strong impact plan;
- » Enhance the visibility and reputation of the university, often (but not necessarily) through the recruitment of a distinguished advisory board;
- » Attract new funding, both private and public;
- » Lend itself to solicitation of a naming gift and/or an endowed chair;
- » Allow AU to demonstrate thought leadership and knowledge creation;
- » Serve as an intellectual bridge, breaking down university silos, and bringing together thought leaders, policy makers, and industry leaders; and
- » Help to train the next generation.

We will also seek at least one naming gift for a center within one of the areas of strategic focus.



**Support Centers in Other Areas:** AU will also grow or establish centers in scholarly areas that are more targeted. The recently launched Sine Institute of Policy and Politics is one notable example. Like the areas of strategic focus, these centers will drive crucial research, convene important conversations, and support curricular and cocurricular experiences. To support this work, the provost will develop a process, with clear criteria, for providing support to centers outside the areas of strategic focus from a fund established for this purpose.

**Approve and Re-Charter Centers:** We will establish a clear process for approving and re-chartering centers, including the development of clear outcomes, both within the areas of strategic focus and beyond. All university-wide centers funded under this program will be required to submit—at the time of their initial proposal or their periodic re-chartering—a detailed impact plan outlining their multi-year goals. This plan will build upon a template of outcomes common to all such centers, adapted to highlight the specific ambitions of the center in question and taking its current state of development into account. The plan will also lay out outcomes for a formal evaluation of a center’s progress at the end of three years, then again at five years. Centers under this program that fail to meet the impact targets agreed upon at the time of their launch will be considered for sunseting.

**Secure Funding for Endowed Chairs and the Centers in the Areas of Strategic Focus and Other Areas:** We will undertake a dedicated effort through the comprehensive campaign to raise funds for endowed chairs that will support the work of faculty. AU will secure funding for at least three endowed chairs in the areas of strategic focus and endowed chairs in additional areas of focus to support the critical research of AU’s current and future faculty in a wide range of fields beyond those that will be addressed by the areas of strategic focus and the other centers.



## AREAS FOR EXPLORATION IN YEARS 3, 4, AND 5

### **Hold Competitions for Additional University-Wide Centers in the Areas of**

**Strategic Focus:** We will explore holding competitions for additional university-wide centers in each of the following years, resulting in at least one university-wide center in each of the four areas of strategic focus by 2022. The competitions in future years will be shaped by the lessons learned from the first-year competition.

**Pilot Data Literacy for Undergraduates:** As part of the efforts in the data sciences and analytics areas of strategic focus, we will explore creating a pilot program on data literacy for undergraduate students.

**Create a Center of Centers:** We will also explore creating a center of centers to allow for the sharing of leadership experience and administrative support among AU's different centers. This center can share best practices on issues like launch-related tasks, grant submissions, organization of student research experiences, event planning, and institutional processes and procedures.

**Consider Additional Areas of Strategic Focus:** AU will use the lessons from the launch of these efforts to determine whether to explore the establishment of additional areas of strategic focus.



## STRATEGIC IMPERATIVE 2: RESEARCH



### OVERVIEW

At the heart of AU is its dual strength in both research and teaching. AU places a premium on having top scholars who are also committed teachers. This approach, seen in AU’s embrace of the scholar-teacher ideal, creates a unique learning experience for our students. AU will continue to differentiate itself by being an “and” institution—one that strives for excellence in the production of new knowledge and creative output, an institution that helps faculty achieve distinction in both.

By building on its strengths in both scholarship and teaching, AU will create a learning and scholarly environment that attracts and retains faculty and undergraduate, graduate, and professional students. The growth in externally supported faculty work will diversify and grow our revenue sources, while creating new knowledge that connects our community to the world and the world to our community. These funds will enable meaningful and impactful scholarly work and sustain the infrastructure and services that underpin such work. Through their experiences inside and outside the classroom, AU’s graduates will be prepared to be changemakers in their own communities, across the nation, and around the world.

We recognize that our faculty are heterogeneous—and this is a great asset for AU. While, as an institution, we will continue to emphasize the “and”—meaning we do research and teaching—each faculty member will not be responsible for embodying this characteristic individually. Some will be more focused on teaching. Others may be devoted more to knowledge creation. Still others may pursue a balance of the two. Moreover, because the landscape of scholarly output is dynamic, we will ensure that AU supports and rewards scholarship and creativity in the varied fields in which our faculty work. As we look to expand our sponsored research support, we are cognizant that some of the high-impact research that AU’s faculty produce is not amenable to external research support.



## ACTIONS IN YEARS 1 AND 2

**Grow Sponsored Research Activities:** AU will double its indirect cost recovery over a period of five years. We will review and overhaul the university’s existing infrastructure for grant-seeking and administration so the support we provide to faculty is more agile and responsive, both to their concerns and to developments in the sponsored research context. As part of this review, we will convene a working group composed of existing principal investigators, program managers, those responsible for pre- and post-award work at the school level, and other relevant stakeholders to review progress since the last high-impact research report in 2015. This working group will provide recommendations on improving the research infrastructure. While this overhaul is taking place, AU will provide targeted support to the top recipients of sponsored research funding on campus as part of a surge of support to catalyze the growth of external research funding. AU will move toward a culture of “yes” around grants, and move away from a strict compliance-only culture. We will focus on how we can better leverage our location in the Washington, DC, region—proximate to many major funders—to support this expansion of sponsored research.

**Expand Faculty-Student Research Collaborations:** AU will substantially expand opportunities for faculty-student research collaboration.



## AREAS FOR EXPLORATION IN YEARS 3, 4, AND 5

**Assess Further Avenues of Support for Research:** AU will consider how to balance shared services and school-based resources as part of the new approach to pre- and post-award support. We will also explore mechanisms to bolster early-career researchers, like offering training on seeking external funding, establishing a mentorship program with senior faculty members, and creating “navigators” who will help professors navigate the process if they are new to sponsored research or encountering difficulties.

**Review Incentives for Faculty Research:** AU will review its practices around incentives for faculty research, including those incentives for faculty who already excel at obtaining external support.

**Implement Micro-Grant Programs for Faculty-Student Research:** We will explore implementing a micro-grant program to help faculty develop opportunities for students to collaborate with them on research projects, and providing no-cost summer housing options for undergraduate students if they are conducting research projects with faculty.

**Examine PhD Programs to Advance STEM Our Way:** As part of our efforts to advance “STEM our way,” AU will examine its existing PhD programs and explore opportunities for the development of new PhD programs in the sciences, particularly in interdisciplinary fields.

STRATEGIC THEME:

# LEARNING



Learning is at the core of AU. We are an institution that has always, and proudly, embraced the highest-quality teaching as a primary purpose. We have made this commitment manifest in undergraduate education led by scholar-teachers from a range of fields, where top researchers are also in the classroom sharing their cutting-edge work with our students. We demonstrate this commitment in our graduate and professional programs that train the next generation of scholars and leaders in business, law, policy, media, education, diplomacy, science, and many other fields. We exhibit it in our long history of experiential education. We reveal it in our long-standing commitment to educating executives in the federal, state, and local government, the private sector, and nonprofits through the Key Executive Leadership programs and the master of science in organization development.

As we move boldly into the future, we will both deepen and expand these existing strengths, while exploring new frontiers. We will develop a retention-to-graduation strategy to ensure that our students thrive in all aspects of their AU experience by creating, for example, inclusive communities that foster a strong sense of belonging. We will enhance our recruitment strategies to bring the next generation of students to AU. We will focus on development and support for our outstanding faculty; professional development for our terrific staff; implementation of AU's core curriculum; holistic, coordinated advising and support services for our dedicated students; experiential education opportunities; and removal of the barriers to interdisciplinary teaching, so we create even better experiences in undergraduate, graduate, and professional classrooms. We will develop our digital strategy and chart a course for AU's future in this area. And we will determine how to build on our existing lifelong learning programs and create new programs to educate nontraditional students at all levels of experience.

Our work within the learning theme will encompass three strategic imperatives:

3. The student experience
4. Learning for undergraduate, graduate, and professional students
5. Lifelong learning

## STRATEGIC IMPERATIVE 3:

# THE STUDENT EXPERIENCE



## OVERVIEW

Our students bring American University together. All members of the AU community share a commitment to ensuring that our students thrive while at AU and when they leave the university. Our goal is for our students to have strong curricular, cocurricular, extracurricular, social, and growth experiences at AU, to create mentoring relationships with faculty and staff, and to gain the skills that create a foundation for them to be employed, fulfilled, resilient, and productive members of society once they graduate.

As part of this commitment, we want to ensure that terrific students join the AU community, that they thrive when they are at AU, and that they graduate. Accordingly, AU will continue to enhance its recruitment strategies. AU will also implement a comprehensive retention-to-graduation strategy for both undergraduate and graduate students that prioritizes their academic experience, their experience outside the classroom, and their physical and mental health. As we undertake these new efforts, we will continue to emphasize experiential learning, including through internships and clinical opportunities, and continue offering holistic support services for all students.

One element of this work will be ensuring that the university continues to have a robust population of international students, who bring a global perspective to the campus. Given changes in the world and the United States that have affected international education, including increased competition from universities both at home and abroad, AU will pursue a new strategy for the recruitment of international students that will also enhance its engagement with alumni and parents and development internationally.

Through these efforts, AU will improve both the student experience and its economic security. As a tuition-dependent institution, our financial health depends on retaining and graduating students. Any increase in retention improves revenue. The combination of enhanced student recruitment and retention and the growth of research (and accompanying funding) will enhance AU's reputation, creating a virtuous circle.



## ACTIONS IN YEARS 1 AND 2

**Develop Retention-to-Graduation Strategy for Undergraduates:** AU will develop a comprehensive retention-to-graduation strategy to meaningfully increase the university's retention rates across all undergraduate years, with a particular focus on the first two years. This strategy will be multi-dimensional and grounded in data to address the various dynamics that drive our current retention and graduation rates. It will also integrate with the work of our Plan for Inclusive Excellence and with that of our Reinventing the Student Experience program.

**Examine Wellness Programs and Other Measures to Support Students:** As part of our commitment to our students, AU will examine the wellness and other student support measures necessary to create a thriving student body. The Office of Campus Life will lead an assessment of current resource allocations for services that address physical and mental health needs, academic support services, and disability support services—including impacts on retention and the student experience—and recommend adjustments.

**Assess Support for Graduate Students:** The Office of the Provost and the Office of Campus Life will conduct a needs assessment of gaps in support services for both face-to-face and online graduate students, such as whether critical services are open only during the day when many face-to-face graduate students are typically not on campus, in conjunction with the development of our digital strategy.

**Reorient International Student Recruitment and Global Engagement:** AU will implement a regional-focused hub structure to drive its international student recruitment and other aspects of its international engagement in priority global regions.

The hubs will focus on priority global regions. We have selected these regions based on the following criteria: a critical mass of alumni and parents, growth potential for future undergraduate and graduate students, AU's existing relationships in the region, the strength of AU's brand in the region, and development opportunities. The first hub will focus on the Middle East/Mediterranean region. We will establish it in the summer of 2019 to facilitate



anti-melt initiatives for the fall 2019 entering cohort and to begin recruitment for the class that will enter in fall 2020. (In international areas not covered by a regional hub, the Office of Enrollment will continue to be responsible for student recruitment.)

This model will be complemented by the continued use of Shorelight to recruit and diversify international students at both the undergraduate and graduate levels.

### **Develop Tailored Recruitment and Retention Strategies for Undergraduates:**

AU will develop tailored recruitment and retention strategies for other targeted populations of students, including Latinx, Black/African American, Asian, military-affiliated, and DC Public Schools students. These strategies will focus on the value proposition of an AU education for those populations, the support they will receive to help them successfully navigate AU, and the sense of belonging they can find at AU. Such efforts will help ensure that AU continues to achieve its student enrollment goals and that the student body reflects a wide range of backgrounds and experiences.



## AREAS FOR EXPLORATION IN YEARS 3, 4, AND 5

**Establish Gap-Year National Service Program:** The Office of the Provost, in partnership with the Office of Campus Life, will explore establishing a gap-year program in partnership with national service organizations, perhaps building on the foundation of the AU Gap Program. Before matriculating to AU, students in this program would spend the year engaged in an intensive service project, accompanied by an online learning module provided by AU.

**Improve Common Technology System for Supporting Undergraduate, Graduate, and Professional Students:** We will explore how best to broaden and mature the use of a common client relationship management (CRM) system for undergraduate, graduate, and professional students. We will also assess how to use the CRM system to integrate advising by academic advisors and faculty and all student support offices to holistically support students, including early intervention for those who struggle early on in their college experience. We will explore implementing a micro-grant program to help faculty develop opportunities for students to collaborate with them on research projects, and providing no-cost summer housing options for undergraduate students if they are conducting research projects with faculty.

**Implement Optional Mindfulness Program:** We will explore the possibility of developing an optional mindfulness program as a pilot for undergraduate and graduate students.

**Expand the Regional Hub Model for International Student Recruitment and Global Engagement:** Based on our experience with the first hub, we will explore launching the next hub in Asia in 2020 and an additional hub in Latin America in 2021–22.

**Expand Tailored Recruitment and Retention Strategies:** We will explore what steps are necessary to put AU on a path to becoming a Hispanic Serving Institution by 2030.



## STRATEGIC IMPERATIVE 4: LEARNING FOR UNDERGRADUATE, GRADUATE, AND PROFESSIONAL STUDENTS



### OVERVIEW

As previously noted, one of AU's key points of distinction is its commitment to faculty who excel at both research and teaching—and are committed to infusing their teaching with their research. This combination creates a unique learning experience for our students. By building on our existing strength in both research and teaching, AU will create a rigorous learning and scholarly environment that attracts and retains faculty, undergraduate students, graduate students, and professional students. Through their experiences inside and outside the classroom, AU's students will be prepared to be changemakers locally, nationally, and globally following graduation.

### ACTIONS IN YEARS 1 AND 2

**Develop World-Class Opportunities in Research, Writing, and Learning:** AU will build on the promise of the new AU Core, AU's portfolio of graduate and professional education, AU's PhD programs, and AU's leadership in experiential education to create world-class knowledge opportunities. As part of these efforts, we will provide greater support for faculty development and research on pedagogy across the university, including through continued investments in CTRL's capacity to support faculty development. The Office of the Provost will review the barriers to interdisciplinary teaching and provide recommendations for how best to remove those barriers at the end of 2019. The Office of the Provost will also explore whether there are ways to build on AU's existing strengths in internships by enhancing integration with students' classroom-based educational experiences, which may aid the retention-to-graduation strategy.

**Raise the Profile of the Scholar-Teacher Ideal:** We will emphasize the scholar-teacher ideal as a key differentiation point for AU throughout university communications.



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## AREAS FOR EXPLORATION IN YEARS 3, 4, AND 5

**Expand Experiential Learning Opportunities:** We will explore enhancing experiential learning opportunities for undergraduates throughout the Core Curriculum, in our living-learning programs, and in all relevant majors.

**Support Programs for PhD Students:** We will explore enhancing programming to provide support for PhD students across schools, including programming related to the academic and nonacademic job markets that our students will enter.

## STRATEGIC IMPERATIVE 5:

# LIFELONG LEARNING



## OVERVIEW

The demands on, and opportunities for, institutions of higher education are expanding exponentially. While the traditional four-year residential program will continue to be the core of AU, we must also evolve to encompass a future of learning and work that increasingly requires complementary approaches to education. For higher-education institutions, demand is growing for educational programs that can meet these needs, and AU will step up to be a leader for a new generation of lifelong learners. As part of our efforts, AU will develop a digital strategy to ensure that the university meets our learners where they are: on campus, online, and through evolving hybrid-learning modalities. This crucial step will help inform the development of new lifelong learning initiatives.

These learners range from working professionals seeking skills or knowledge, to children attending summer camps, to recent graduates completing online master's degrees, to alumni looking to take a short course in an area of nonprofessional interest. AU will provide a diverse range of programs—online and in-person, degree and nondegree—to serve these different populations, thereby developing new revenue streams and enhancing the reputation and visibility of AU. AU will also enable seamless transitions across programs to aid the student experience. In short, AU will serve as a changemaker in the delivery of lifelong learning during these changing times for higher education and society more broadly.

## ACTIONS IN YEARS 1 AND 2

**Development of AU's Digital Strategy:** AU will identify and onboard a point person to lead development of our digital strategy. The point person will undertake a market analysis of areas of demand and examine how they align with existing AU strengths. Based on this analysis, and in consultation with the deans, the point person will provide recommendations for where to expand existing online programs offered by AU and where to launch new programs. They will also assess what should—and can—be done in-house with respect to supporting digital offerings; what support should be provided by partners (including the development of online learning assets); and what adjustments to program assessment, other processes, incentives, and pricing are necessary for AU to be an effective and nimble actor in this space.



**Create a Digital Strategy Office:** Once the digital strategy is in place, we will create a central office to collaborate with academic units to coordinate marketing, enrollment, and learner support for nondegree/noncertificate learning; support coordination between cross-school programs; and provide ongoing research and analysis of webinar/program/course success. The central office will aid the schools but not inhibit their discretion to create and launch programs.

**Launch New Online Programs:** AU will launch the Washington College of Law/Kogod School of Business joint master's of legal studies degree, the Kogod master's in marketing analytics degree, and the School of Education's online education doctorate program, as well as other potential online programs. We will determine what lessons from the launches of these programs can be applied to the development of the digital strategy and the strategy for other lifelong learning programs.

**Develop a Nondigital Lifelong Learning Strategy:** AU will also conduct a market analysis of areas of demand for the nondigital lifelong learning programs and examine how they align with the university's existing strengths. We will use this analysis to determine what existing programs, such as the Key Executive Leadership programs and the Washington Semester program, should be expanded; what former programs should be brought back and in what form, such as the Cross-Cultural Preparation program; how to build on existing partnerships, such as that with the Osher Lifelong Learning Institute; and what new programs we should pursue. This analysis will also examine whether we need greater price flexibility to effectively compete in this area; whether and what adjustments we need to make to the traditional academic calendar to accommodate these programs; what steps are necessary to develop marketing campaigns capable of driving applications and enrollments; and how to accommodate the space needs of the expanded and new programs.



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## AREAS FOR EXPLORATION IN YEARS 3, 4, AND 5

**Expand Digital Strategy:** We will explore what additional steps should be taken to build the infrastructure and culture for AU to deploy an omni-channel approach to education (including with respect to registration, billing, a learning management system, and a campus-wide single video-conferencing system).

**Pilot New Programs:** We will explore developing and piloting at least two noncredit or hybrid programs with potential for visibility and high revenue (above \$750,000 net per year), at least one of which would focus on lifelong learners.

**Leverage Alumni of Nondegree Programs:** We will explore how to leverage the alumni of our existing nondegree programs, including the Washington Semester program and the Key Executive Leadership programs, to better support the university.

STRATEGIC THEME:

# COMMUNITY



AU is an institution deeply rooted in community—our local community, the national community, and the global community. We are committed, at all levels of the university, to building an inclusive community at AU and infusing every aspect of our mission and functioning with inclusive excellence. AU already is deeply connected to Washington, DC—both as a national capital and as a local community—and we are similarly connected to the Washington, DC, region. We will expand and deepen those relationships in three areas where we can have a significant impact and where we can create more opportunities for experiential education and scholarship: education, arts and culture, and economics. In addition to Washington, DC, we believe that working with other partners will be key to the future. Some of these partnerships will be internal, while others will be with institutions beyond our campus. Partnerships, whether internal or external, will be pursued to enhance our reputation, improve our graduation and retention rates, diversify and grow revenue, or achieve operational excellence—ideally a combination of these four—while also bolstering our communities and addressing the needs of our partners.

We recognize that reaching our ambitious goals, seeking out new opportunities, and continuing the excellent work that happens every day within our community at AU require that we make it easier for people to do their jobs. As a result, we are dedicated to assessing the university's current approaches to processes, policies, infrastructure, and people to remove unnecessary barriers and better support collaboration and innovation. We want to be sure that existing programs such as the Humanities Truck, the I-Corps, and the Sony partnership continue to thrive and that we create an environment conducive to launching new, creative endeavors that connect us to our community.

We are an institution defined by communities and one that helps shape our communities. Through our community-oriented strategic imperatives, we will make our communities stronger and become stronger ourselves.

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Our work within the community theme will encompass four strategic imperatives:

6. Inclusive Excellence
7. Working with Washington
8. Partnerships
9. How AU works

## STRATEGIC IMPERATIVE 6:

# INCLUSIVE EXCELLENCE



## OVERVIEW

AU cannot be excellent without being truly inclusive, and the university, at all levels, is committed to ensuring inclusive excellence as an integral part of a strong AU. We have developed a comprehensive plan, based on extensive input from students, faculty, staff, alumni, and other community members, that lays out concrete, specific steps we will take to improve inclusion on campus. Our plan requires everyone at AU to recognize their personal stake in making AU an inclusive campus community. This plan is not limited to building community—it is also deeply rooted in scholarship and learning.

We launched our Plan for Inclusive Excellence in January 2018. Our plan identified five areas of focus—training, learning, and development; campus climate, culture, and community; systems, policies, and procedures; access and equity in the way we recruit, hire, train, develop, evaluate, and recognize faculty, staff, and administrators; and curriculum and instruction. The plan includes immediate steps in each of the five areas through 2020. During this period, and based in part on the initial phase of implementation, we will develop the longer-term plans in each area for the following three years. Through this work, AU has demonstrated that it is a changemaker in this critical area—and will continue to evolve its approach over the next five years.

## ACTIONS IN YEARS 1 AND 2

**Implement Training, Learning, and Development:** AU community members will demonstrate cultural competency by learning key strategies that reduce bias; exploring personal identity; fostering diversity, equity and inclusion; and being equipped to lead change in a complex world.

**Improve Campus Climate, Culture, and Sense of Community:** We will work to develop a campus climate and culture where all community members feel safe and experience a sense of belonging and satisfaction. We will support overall well-being through respectful, authentic, and engaged relationships with each other.



**Implement Systems, Policies, and Procedures:** AU's systems, policies, and procedures will facilitate diversity, inclusion, transparency, equity, and accountability. We will evaluate, revise, and communicate changes in policies and protocols that will facilitate reports of bias and discrimination, improve clarity, provide transparency, promote fairness, and enhance accountability.

**Improve Access and Equity:** We will transform the way we recruit, hire, train, develop, evaluate, and recognize AU faculty, staff, and administrators to encourage the achievement of our diversity, equity, and inclusion goals.

**Offer Curriculum and Instruction:** We will offer an inclusive core curriculum that advances a holistic learning experience and demonstrates AU's values of critical inquiry, intellectual engagement, and respectful discourse across diverse perspectives.

## AREAS FOR EXPLORATION IN YEARS 3, 4, AND 5

**Implement Next Phase of Inclusive Excellence:** Based on the learning, assessment, and feedback from the first two years of implementation of the Plan for Inclusive Excellence, we will develop new, continued, or extended priorities for years 3 through 5. The process for building out the next phase of priorities will be developed by the President's Council on Diversity and Inclusion (PCDI), the Student Advisory Council (SAC) for the President's Council on Diversity and Inclusion, the Vice President of Campus Life and Inclusive Excellence, and others.



## STRATEGIC IMPERATIVE 7:

# WORKING WITH WASHINGTON



## OVERVIEW

The American University experience is synonymous with Washington. As the nation's capital and a growing business center, Washington provides unrivaled opportunities for experiential learning, research, and applying scholarship to some of the nation's most important policy questions. Washington is more than a center of government and of business, however. It also has a rich arts and culture tradition, and it is a vibrant, diverse community.

AU is committed to connecting with all the dimensions of the Washington region. We will partner closely with the District of Columbia on efforts to support local schools and improve engagement between AU and DC students in elementary and high schools. We will make AU a center for Washington art. We will ensure that we undertake our DC engagement in a culturally responsive manner. We will be a part of Washington, not apart from it—reflecting how AU faculty, staff, and students are changemakers dedicated to public service. Since understanding that our future and commitment to inclusive excellence are tied in part to those of our neighbors and physical surroundings, this strategic imperative expands and enhances our current efforts to be an “anchor institution” in Washington.

## ACTIONS IN YEARS 1 AND 2

**Advance Education:** AU will build out the School of Education's Dual Enrollment and Teacher Pipeline programs with DC Public Schools. The Dual Enrollment program allows DCPS high school students to take college-level education courses at AU during their senior year. The first cohort of 10 students began their classes in fall 2018. Our Dual Enrollment program is the only one in the DC area with an education/teacher-preparation focus.

Our efforts will continue with SOE's Teacher Pipeline program, a partnership between American University and DCPS to provide full scholarships to DCPS graduates who wish to become teachers and come back to teach in DCPS. Once fully funded, this program will allow students to earn a bachelor's degree in education at no cost to them in exchange for a commitment to teach in DCPS for at least five years. The Dual Enrollment and Teacher Pipeline programs are



important contributions to the District and will be a foundation of AU's efforts to grow its collaborative relationship with DC, enhancing the university's reputation as a valuable member of the Washington ecosystem.

**Enrich Arts and Culture:** AU will establish itself as a center for Washington arts and culture. AU's museum, for example, has a long-standing commitment to local artists. Its Alper Initiative for Washington Art is dedicated to preserving, presenting, and creating the art history of Washington, DC, and supports five new exhibits by Washington artists each year. This commitment expanded dramatically with the acquisition of the Corcoran Legacy Collection, which encompasses several works by both modern and contemporary Washington artists, including members of the Washington Color School and figurative artists Sarah Baker, Manon Cleary, and Claudia DeMonte. Through its Arts Management program, AU also has strong relationships with the Kennedy Center and Strathmore. AU's faculty are also important contributors to the DC arts community, including in theater and visual arts. With its strong and growing support for Washington art, AU is putting the District's arts and culture at the very heart of its engagement with the local community, creating a unique opportunity for AU to serve as a convening institution in DC.

In addition, the Humanities Truck is a mobile workshop, recording studio, and exhibit space that circulates stories, histories, and creative productions generated through community collaborations to help inform solutions to community-based concerns and priorities—another important way that AU can engage with the community through arts and culture.

**Promote Economic Development:** AU is committed to supporting the economic development of the local community. We are currently working with the Greater Washington Partnership to develop a digital credential to support the cultivation of a workforce with cutting-edge skills in Washington. We are also working to support the District's commitment to data-driven governance through our work with the Mayor's Lab at DC, and to deploy research to address pressing community problems through our Community-Based Research Scholars Program. The Kogod School of Business's Business in the Capital program and several programs in the School of Public Affairs also provide platforms for expanding the work in DC in this area.



**Work with the Community to Shape Our Priorities:** University leadership will engage the mayor, DCPS chancellor, other government officials in the District of Columbia and throughout the Washington region, businesses, nonprofits, the Chamber of Commerce, other Washington, DC, regional leaders, and community members to discuss the city and region’s needs in the three anchor areas—education, arts and culture, and economics—and where AU-Washington partnerships can make the biggest impact in addition to the endeavors outlined above. As part of our broader partnerships work (described further below), we will evaluate and map AU’s existing Washington-based partnerships to determine if there are opportunities to achieve greater coordination between programs, to improve communications and marketing around the collective Washington regional work underway and planned for the future, and to seek external funding based on AU’s collective DC regional work.

## AREAS FOR EXPLORATION IN YEARS 3, 4, AND 5

**Expand Education Partnerships:** Using these programs as a start, we will explore the basis for developing an expanded set of education-related partnerships with the District (including DCPS and the Department of Employment Services), such as programs related to summer education and workforce development. One goal of these partnerships would be increasing the number of DC students who attend AU.

**Expand Arts and Culture Partnerships:** We will explore the important model of AU’s Humanities Truck to determine whether deploying a related model in other areas would advance our work in the arts and culture and education contexts.

**Consider AU Downtown:** AU will explore opening “AU Downtown,” a dedicated, cutting-edge space in the center of the city that supports a range of activities that would raise AU’s profile and generate additional revenue. This space would be used for classes, including for new lifelong learning programs. In addition, this space would be used to host convenings and to bring together AU’s faculty and students with leaders in government, business, and other sectors who live in the Washington, DC, region or are visiting the District.

## STRATEGIC IMPERATIVE 8:

# PARTNERSHIPS



### OVERVIEW

In the changing world of higher education, no single institution will be able to thrive on its own. Partnerships—both across schools at AU and between AU and the public, private, and nonprofit sectors—will be critical to achieving excellence and meeting our ambitious goals for the next five years. While partnerships are not an end in and of themselves, effective partnerships will enhance AU’s reputation and provide important new revenue sources. They will also create opportunities that attract students, simultaneously supporting our efforts to increase retention. As an institution of higher education committed to service, AU is well positioned to make a valuable impact on society through the right partnerships.

By improving how AU partners internally, we will ensure that an already strong institution is greater than the sum of its parts. The type of cross-disciplinary work that will be central to the areas of strategic focus and the strategic imperatives will also be important to taking advantage of many other opportunities for research, teaching, and impact. As a result, removing obstacles that inhibit internal partnerships and implementing incentives that encourage the creation of such partnerships will be essential.

Equally important, AU must work with external partners to complement its areas of strength in order to explore opportunities to shape the future of work, learning, and citizenship. AU will develop the infrastructure and criteria to drive university partnerships in a way that is nimble and guides AU to the most impactful opportunities. We will also work with the many people at AU who have already developed effective external partnerships, to determine how to best support these existing efforts and to identify lessons to guide our future partnership efforts. We anticipate our partnerships could span research collaborations, community-based and experiential learning, career opportunities, advanced/professional education for employees, business development opportunities, international and domestic student recruitment, recognition and brand awareness opportunities, product commercialization, licensing and tech transfer, philanthropic investment, athletics, arts, event sponsorships, and access to faculty consultants, facilities, and labs.

Through placing partnerships at the center of AU’s work, American University will serve as a leading changemaker during this period of flux in higher education.



## ACTIONS IN YEARS 1 AND 2

**Expand AU's Partnership Infrastructure and Process:** We will identify and onboard a point person for the partnership start-up work. The point person will work with a task force appointed by the president to assess and build out AU's partnership efforts, including recommending what structure should be created to catalyze our partnership work. Their efforts will be guided by core principles: First, any proposed structure to support partnerships must be agile, rely on leveraging and coordinating—not replacing—existing partnership efforts at the university, and strike a balance between providing necessary support and ensuring that people throughout the university continue to feel empowered to propose and pursue partnerships. Second, the proposed structure must be cognizant that different kinds of partnerships will require different types and levels of support from the central partnership infrastructure.

## STRATEGIC IMPERATIVE 9:

# HOW AU WORKS



### OVERVIEW

For AU to take advantage of the many opportunities outlined in this strategy and to ensure our day-to-day operations are excellent—both in terms of outcomes and the experiences of our community members—we need to improve how the institution works. We need to ensure that faculty, staff, students, and other community members have the tools and support to excel at everything they do, including teaching, research, learning, athletics, and efforts to support those and other university activities.

We want our processes and infrastructure to support excellent work, collaboration, and innovation by our faculty and staff—not to be a barrier to these outcomes—and to create a service-oriented culture for administrative units in support functions. We are fully committed to reforming our processes and infrastructure to achieve this goal. We will continue our efforts to increase transparency and education around the university's budget so that all members of our community are aware of our financial opportunities and constraints and can contribute to charting a course forward. Our strategy will not succeed without a talented and properly supported team of faculty and staff, which is why we are committed to undertaking a workforce planning strategy to make sure we have the professional development, compensation and benefits, performance measures, incentives, and other tools for our people to succeed, and that our workforce is aligned to our strategic goals. And recognizing that it is critical that people both within and outside AU know of the terrific work of our faculty, staff, and students, we will commit to improving how we tell the story of AU's enduring and new strengths and accomplishments.

By the end of five years, our goal is that all faculty and staff members feel the ease with which they do their work has dramatically improved and that this has enabled them to focus on substantive priorities instead of navigating needlessly cumbersome processes and unwieldy infrastructure.



## ACTIONS IN YEARS 1 AND 2

**Evaluate Our Technology:** We will work toward having the technological and physical infrastructure that supports excellent work by our faculty, staff, and students. We will establish an executive committee to develop and then implement the process for deciding on what technology-based tools are needed to support our strategic goals. We will focus first on technology that supports HR practices (such as position creation, recruitment, hiring, onboarding, and promotion), finance practices (such as travel and expense, purchasing/accounts payable, accounts receivable, and budgeting and distributed financial management), and research administration practices (such as pre-award grant development and submission support and post-award financial management). As part of this effort, we will undertake a review of the key processes in these areas (described further below), recognizing that even the best technology will not succeed if it is built on top of flawed processes.

**Examine How We Use Space:** With respect to space, we will study how the university uses classroom and meeting spaces. Given the space constraints at AU and our ambitious vision for the next five years, improving space utilization is vital. Accordingly, we will review classroom scheduling procedures to determine whether there are ways to achieve more efficient utilization during the school year. We also will study ways to better use facilities year-round.



**Make Our Processes Simpler and More Effective:** Too many processes and policies at AU are needlessly unwieldy. They force our personnel to jump through a seemingly endless series of hoops instead of doing the critical work of deepening and discovering new knowledge, teaching, supporting students, and other mission-critical functions. We are dedicated to achieving a change of this culture by 2023.

To meet this ambitious goal, we will implement a phased approach to overhauling university policies and procedures over the next five years. Starting with the greatest pain points, a core team will systematically go through policies and procedures to assess their current operation and propose improvements. The core team will conduct this work in close partnership with the relevant stakeholders across campus, including those community members who deal with a policy or procedure on a regular basis. The core team will also rely on internal and external benchmarking to assess processes and provide recommendations for a process to review administrative programs and policies for potential sunseting of some of those programs.

The core team will also focus on change management to ensure that there is follow-through and successful adoption of new policies and procedures. Through this work, we will mature our use of project and portfolio management across the university.

As part of this review, we will seek to significantly reduce the excess layers of approval in the hiring and onboarding process and realign the support structure to a higher-performing, right-sized team, so that this process will be quicker and smoother for both the hiring office and the applicant. We will work with the Faculty Senate to assess whether the process for approving new programs can be streamlined to allow units to be more nimble in moving forward on key initiatives, while being conscious of avoiding redundancies across schools. In addition, we will pursue several new initiatives to better support sponsored research (detailed in the section on the research strategic imperative).





**Convene a Council of Assistant Vice Presidents/Cabinet Direct Reports:** To help further improve coordination and communication across units at AU, we will establish a regular convening of the direct reports of all cabinet members.

**Undertake Comprehensive Workforce Planning Strategy:** AU will undertake a comprehensive workforce planning strategy to ensure that we properly support our talent in their day-to-day work and career growth, that our practices appropriately reward effective performance, and that our allocation of personnel is aligned to our strategic goals.

**Develop Shared Goals:** We will work on a process of developing university-wide shared goals around the areas of strategic priorities—including collaboration across units (internal partnerships) and overarching measures of success (i.e., enhancing reputation, improving retention and graduation rates, diversifying and growing revenue, and achieving operational excellence)—and implementing these shared goals through the Performance Management Program.

**Empower the AU Community with Budget Information:** Our ambitions for AU for the next five years depend in significant part on the available financial resources. The development of additional revenue streams—including through the expansion of lifelong learning programs, increased sponsored research funding, and development—is central to our strategy. Expanding collaboration within AU—such as through cross-disciplinary research projects and on courses offered across units—and with external partners is also a core element of our strategy. We need to ensure that our budget processes and structures facilitate these goals. We will also build on our efforts to increase transparency and education around AU’s budget, so that all interested members of the AU community can fully participate in informed discussions about budgetary opportunities and constraints.



**Improve How We Tell AU's Story:** AU will undertake a concentrated effort to improve how we tell the story of the university's enduring and emerging strengths, both internally and externally. AU excels across a range of areas and these successes will only grow as we implement our strategic plan over the next five years. We will use a variety of tools and techniques to ensure we get the word out about these strengths to our own faculty, students, staff, alumni, parents, and others; to our long-term and new partners; to the higher-education community; and to other external sources. A centerpiece of this effort will be the new branding campaign, led by University Communications and Marketing, and a deeper focus on communications.

## AREAS FOR EXPLORATION IN YEARS 3, 4, AND 5

**Review Student-Support Technology:** Based on the outcome of the first phase of technology assessment in years 1 and 2, we will determine what technology-based tools are necessary for student support.

**Pilot Streamlined Approval for Credential Programs:** We will explore a pilot where new credential programs can be approved in an expedited process, allowing units to quickly test demand for areas of potential new degree programs in the market.

**Leverage the 21st Century Leadership Institute:** We will explore ways to draw on the alumni of the 21st Century Leadership Institute to surface issues that inhibit collaboration across units at AU and propose solutions.

**Develop New Approaches to Office Space Utilization:** We will explore a possible pilot for potentially moving toward the use of collaborative spaces instead of exclusively private offices in some circumstances.





AMERICAN UNIVERSITY  
WASHINGTON, DC

For information regarding the accreditation and state licensing of American University, please visit [american.edu/academics](http://american.edu/academics). An equal opportunity, affirmative action university. UP21-117



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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT D**  
AU IN THE DISTRICT



# AU in the District

## American University Community Impact Report 2020



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AT ALL TIMES ABOVE  
→


Greetings  
from

TENLEY



ENGINE HOUSE 20





The American University experience is synonymous with Washington, DC. Since its founding 125 years ago, the university campus as well as its faculty, staff, and students all have become an integral part of the Washington, DC-area's landscape and community. The university is one of the District's leading institutions for higher education and has evolved into an essential business partner and economic engine.

AU also contributes significantly to the social fabric and quality of life of the region by providing community outreach, social services, culture, and on-campus resources. One of the key tenets of its latest five-year Strategic Plan, *Changemakers For A Changing World*, is the university's commitment to strengthening its ties and partnerships with Washington, DC-area communities. To achieve this goal, AU focuses on:

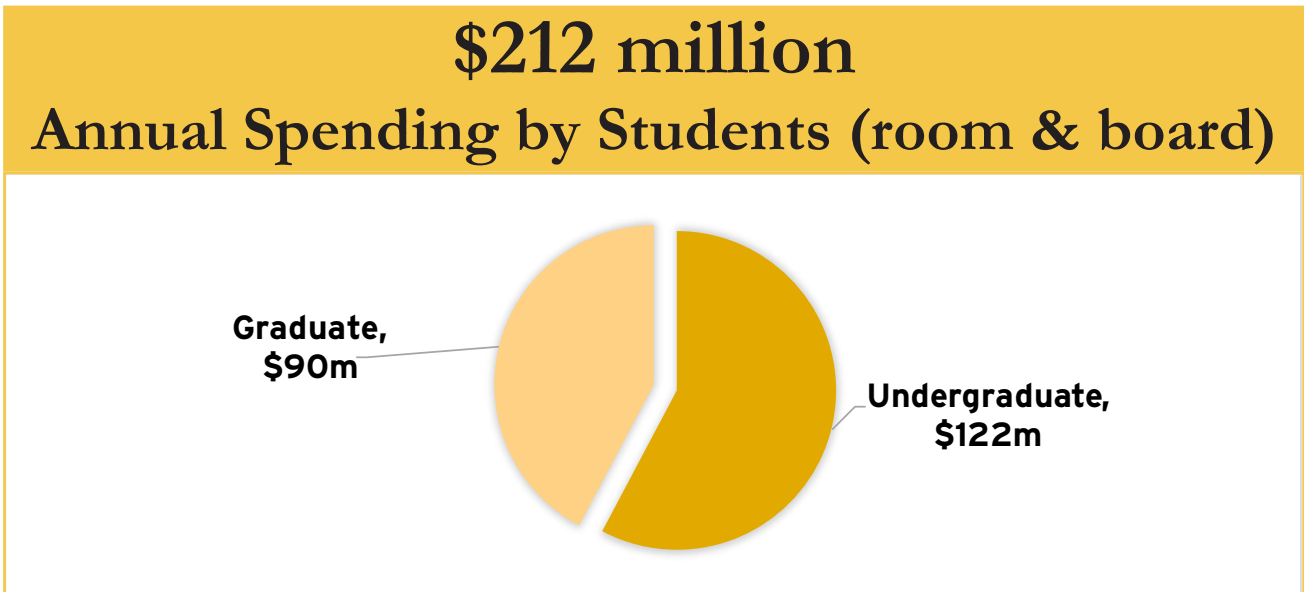
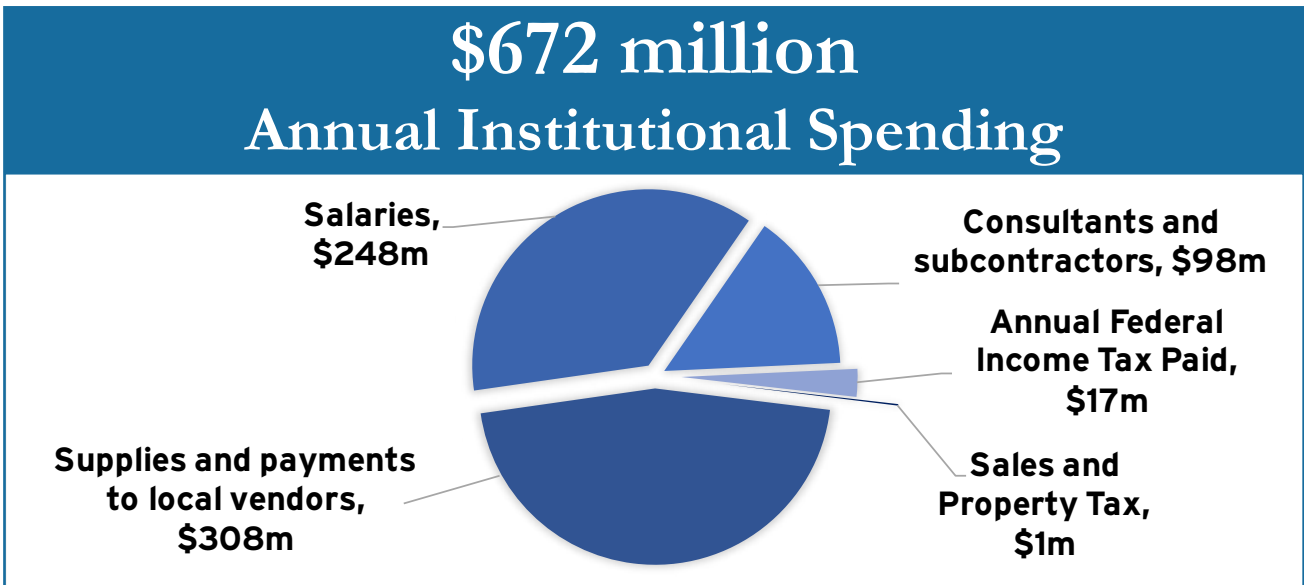
- Outreach to the community to help improve their lives
- Sustainability and minimizing its carbon footprint in the community
- Research initiatives to find solutions to issues that affect the lives of the community's residents and beyond
- The university's role as a center for DC-based art and celebrating and bringing diverse culture to the community.

AU views itself as a part of Washington, DC – not apart from it – both economically and socially.

# Impact on the Metropolitan DC Economy

As the fifth largest non-government employer in Washington, DC, American University casts an indelible impression on the region's economy. The university offers highly competitive wages and exceptional benefits to its employees, many of whom are DC residents. As a major purchaser of goods and services from area businesses, AU also serves as an engine that powers various sectors of the local economy. The university's capital investments in new buildings, large-scale renovations, and infrastructure projects also stimulate job creation and spending in the local construction sector.

**\$1.7 billion**  
Total economic impact\*

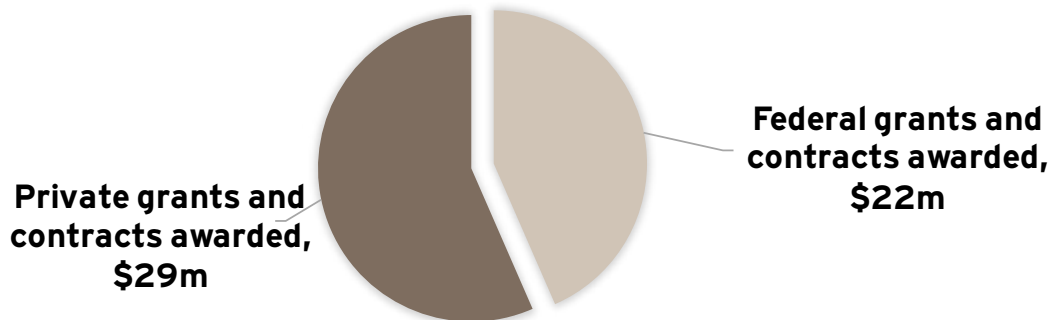


\*AU's total economic impact on Washington, D.C. was derived by multiplying its estimated annual spending of \$941 million with a multiplier of 1.88. The multiplier, a measure of how money put into the community is re-spent and leads to additional economic activity, was calculated by the Consortium of Universities of the Washington Metropolitan Area, in a report titled, "The Economic Impact of the Consortium of Universities." All figures based on financial year ending April 30, 2018. Since March 2020, AU's economic impact, like the economic impact of other universities and enterprises, has been affected by the significant impacts associated with COVID-19 on the university and the metropolitan DC region.

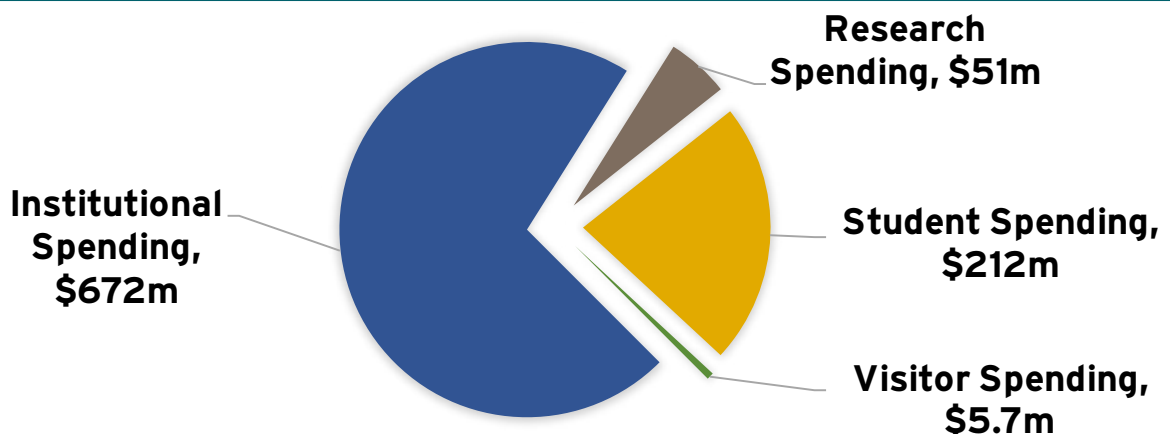
## \$5.7 million Annual Visitor Spending



## \$51 million Annual Research Impact Spending



## Total Annual Spending : \$941 million (\$1.7 billion total impact\*)



**\$441  
million**

**Capital projects  
spending  
2013-2018**



**5th Largest  
Non-government  
Employer**



**11,800  
AU Students**

# OUTREACH

## *Work With Schools*

- **DC Reads** is an umbrella of collaborative off-campus literacy programs that provide quality tutoring to children in need. It is a joint effort of AU, its students, DC Public Schools, and community-based organizations to support literacy in Washington, DC.
- AU's School of Education (SOE) worked with the District of Columbia Public Schools (DCPS) to provide **evidence-based, independent, and objective analysis** of how K-12 teachers' performance in the classroom is assessed. SOE examined the schools' evaluation program to target areas for improvement, while ensuring teachers get the support they need and are held to consistent and high teaching standards.

The analysis incorporated teachers' perspectives about the program, known as IMPACT, through qualitative interviews of 30 to 50 randomly selected teachers representing a cross section of wards, school levels, teacher experience, and teacher effectiveness, among other characteristics. As part of the review, AU also participated in DCPS's convening of national experts to discuss how to improve the program, with inclusion of a representative from the Washington Teachers' Union. To remain independent, the SOE did not receive any DCPS funding for this research.

- The **AU District Scholars Award** offers full scholarships covering tuition, room, and board to high-achieving students with significant financial need who attend the District's public and public charter high schools.
- Each year, about 40 students in the **Community-Based Research (CBR) Scholars Program** conduct a substantive research project in partnership with local community-based nonprofit organizations and schools in the District to inform solutions for a pressing community problem. Past project topics have included educational access and equity, housing and homelessness, and food insecurity. CBR



*An AU student volunteers at a DC school as part of the DC Reads initiative.*

**35,664 Volunteer Hours**  
**161 AU Students**  
**DC Reads**



*AU students volunteering at Bancroft Elementary School.*

Scholars also participate in service-learning with community partners. Each academic year, CBR Scholars volunteer on a weekly basis to provide direct service with organizations such as DC Reads, Community of Hope, Latin American Youth Center, LAYC Career Academy, Latino Student Fund, Horton's Kids, and Thrive DC.

The philosophy underpinning the community-based research approach is that community members are the experts on the problems and challenges that exist within their communities, and, therefore, are the best qualified to find solutions to the social issues that affect them. AU's role is to assist in facilitating the process to arrive at those solutions.

- **Marshall-Brennan Constitutional Literacy Project** sends Washington College of Law (WCL) students to area schools to teach constitutional law and youth justice. WCL students reframe issues present in the daily lives of youths as constitutional issues and engage students in hands-on civics activities that encourage them to be creative and develop problem-solving, collaborative, and critical-thinking skills. The long-running Project celebrated its 20<sup>th</sup> anniversary last spring.



*The Marshall-Brennan Constitutional Literacy Project sends WCL students to area schools to teach constitutional law and youth justice.*

**16 Volunteers**  
**500 Volunteer Hours**  
**7 DC Schools**

**Marshall-Brennan Project**

- **Sports Analytics Club** at Woodrow Wilson High School promotes student interest in math by bringing them together to learn analytics. Launched by SPExS Faculty Matt Winkler, the club identifies at least two sports analytics research projects per year that are approved and supervised by a STEM teacher advisor and AU professor advisor. Recently, as part of STEM's interdisciplinary approach to learning by combining academic concepts with real-world lessons, students in the club utilized analytical software and received programming training to compose a performance portfolio lobbying for Wilson alum Emmanuel Burriss' selection into the National Collegiate Baseball Hall of Fame.
- **Dual Enrollment Program** promotes and encourages interest in the teaching profession by allowing DC high school seniors to take college-level, teacher preparation-focused courses at AU. Overwhelming interest in the program has resulted in plans for AU to expand it further in DC schools.
- **The District of Columbia Public Schools (DCPS) Adopt-a-School Program** is a pipeline program that provides a structured pathway for partnerships between DC public schools and the local corporate and community organizations interested in building relationships that support student success for a minimum of one academic year. During the 2018 – 2019 academic year, WCL partnered with Truesdell Education Campus to concentrate its efforts on 6 – 8<sup>th</sup> grade students in the Brightwood Park, Crestwood, and Petworth neighborhoods. Partnered events included a School Supply Drive for 200 students, a DCPS Teachers Appreciation Breakfast, and a Law Day on the WCL campus attended by 75 Truesdell students who had the opportunity to meet members of the law school community to get a sense of the law school experience.
- **The Ethics Bowl**, a College of Arts and Science-sponsored debate competition, helps Washington, DC-area high school students cultivate the virtues central to democratic citizenship. The competition allows students to think

about the challenging ethical and political issues of our time in a systematic and open-minded way through respectful, supportive, and rigorous discussion. Students investigate and debate such issues as medical ethics, censorship, violence in schools, and the financial practices of world governments, all in a collaborative manner. The winning team advances to participate in the National Ethics Bowl competition.

- **In My Backyard Day of Service** is part of WCL's Offices of JD Admissions and Diversity and Inclusion's focus on fostering pipeline efforts to share with students the impact and opportunities that exist within legal careers. As part of its partnership with Truesdell Education Campus, WCL students and staff participants work with Truesdell Elementary School to perform beautification projects and building maintenance to prepare the school for its upcoming school year.



WCL "In My Back Yard Day of Service" students with Dean Camille Nelson.

## Community Service

American University is deeply rooted in community and community service and continues to make strategic efforts to expand and strengthen its ties to the DC community - and beyond.

- **Washington Tax Initiative** connects AU's Kogod School of Business undergraduate and graduate students with Community Tax Aid (CTA), a nonprofit that provides free income tax preparation to low-income individuals. With training and mentorship from CTA, AU student volunteers work directly with DC residents in need of help with their tax preparation.

The **Center for Community Engagement & Service** is one of the leading proponents in promoting AU's commitment to advancing social justice and civic responsibility and improving the lives of people both in the DC community and globally.

- The Eagle Endowment for Public & Community Service supports community service projects in the DC area by helping students turn ideas into action and action into service. The Endowment awards students grants of up to \$1,000 and provides them with mentors who assist in implementing their projects within a year. During the 2018-19 school year, grants totaling \$3,700 were awarded to students to work with nine community partners. The Eagle Endowment garnered AU the *2017 Top College Philanthropic Organization in the USA* recognition. The Endowment also was awarded Brandeis University's Sillerman Center's *A Generous U*



An AU student volunteering at the Common Good City Farm community garden.

**1,600 DC Residents assisted with their tax preparations by 32 AU students**

title with a grant of \$10,000 for its work in student philanthropy. Projects include:

- **STEM Education Curriculum for Columbia Heights:** This project, led by two DC Reads tutors, worked with 20 youths in the Columbia Heights Village subsidized apartments.
- **Latino Student Fund Bilingual Library:** This grant helped establish a Bilingual Library for the 80 – 100 English-language learner youths (1<sup>st</sup> – 12th grades).
- **Black Afterlives Matter:** This project collaborated with the Bethesda African Cemetery Coalition to preserve the legacy of communities through an exhibit that showcased the history of African-American community leaders buried at the Westbard Cemetery.
- **Pads 4 Learning:** In conjunction with ACESWorld and Howard University, this project funded 100 sustainable feminine hygiene products for women in Cartagena, Colombia.



*AU students volunteering at D.C. Central Kitchen.*

**75,522 Volunteer Hours**  
**2,621 AU Students**  
**315 Community Partners**

**CCES & CCES-supported Programs**

Other CCES programs and projects include:

- **CCES One-Day Service Events:** This program provides AU faculty, staff, students, and alumni with myriad opportunities to connect with diverse DC communities. The program focuses on the facilitation of short- and longer-term community service projects. For example, during Read Your World Day, AU students read multicultural literature to classrooms at three DC public schools.
- **Community-Based Learning (CBL):** An academic, course-based initiative, it allows students to collaborate with community agencies, nonprofit organizations, and schools to address community-identified goals and needs.
- **Explore DC:** This program, held during AU's Welcome Week, allows incoming students to participate in one day of community service and one of immersion in the District to learn about neighborhoods and wards, city government, history, the city's culture, and about how to use public transportation. During summer 2019, 405 students participated, partnering with 50 different sites, and offering 1,285 hours of volunteer service.
- **Martin Luther King, Jr. Day of Service:** 163 students and staff volunteered this past year at six sites in the city (Ron Brown High School, IDEA Public Charter School, Kelly Miller Middle School, Deanwood Recreation Center, A Wider Circle, and Campus Kitchen) offering 448 hours of service.

**21,820 Volunteer Hours**  
**1,041 Students**  
**158 Community Partners**

**Community Based Learning**



## *Local Outreach*

American University maintains a good neighbor policy by working with neighbors, local community organizations, and the Advisory Neighborhood Commissions in the campus area. Led by the Director of Community Relations, the university's outreach efforts also include maintaining ongoing contact with several District of Columbia offices and agencies. Representatives of AU also meet and interact with members of the neighboring community on a regular basis.

An integral part of its good neighbor policy includes making the campus a valuable asset for the local community, as AU welcomes the public use of many of its facilities, resources, and community-centric programs, including:

- **Bender Library** to study and access print materials, library catalog, and databases.
- **William I. Jacobs Fitness Center**
- Variety of **summer athletic camps** for area residents' children.
- **Osher Lifelong Learning Institute (OLLI)**, a nonprofit corporation affiliated with AU that offers educational opportunities for neighbors who want to remain intellectually active and involved.
- **Kennedy Political Union** lecture and seminar series.
- **Community Audit Program**, designed for individuals ages 55 and older who live in the neighboring communities, allows individuals to audit one university course each fall for a nominal fee.
- **Kids at the Katzen** presents creative activities and summer sports camps.

As an active member of the local community, AU participates in many local community-based efforts, including:

- **Working with Tenleytown Main Street**, a community-based nonprofit organization, in its efforts to strengthen the economic vitality of Tenleytown.
- Participating in beautification efforts of local parks such as Friendship Park (also known as Turtle Park).
- Working with teachers and children at neighborhood schools – Horace Mann and Janney Elementary – on special events.

## *Law Clinics And Externship Programs*

**More than 200 students** each year take part in one of WCL's **10 in-house clinics**. As part of their work in this nationally-ranked program, student attorneys advocate on behalf of underserved individuals and organizations in the DC region in venues ranging from local and federal courts and agencies to negotiating tables and boardrooms. Each year, student attorneys within the Clinical Program provide **tens of thousands of hours of pro bono legal services**.

In any given year, the Clinical Program maintains **nearly 800 open cases**, helping hundreds of DC-area residents throughout the region in need.



*Students providing pro bono legal help to community members in one of WCL's 10 in-house law clinics.*

- **Janet R. Spragens Federal Tax Clinic** represents low-income individuals being audited by the IRS.
- **Immigrant Justice Clinic** provides representation to DC-area immigrants seeking asylum and other humanitarian protection, naturalization, permanent residence, and other forms of relief. Many of the clients are in immigration detention and face the possibility of removal from the U.S.
- **Civil Advocacy Clinic** helps low-income clients solve legal problems and provides representation in civil matters in the courts and administrative agencies of DC and Maryland. Matters include claims for unpaid wages and appeals of denials of unemployment benefits.
- **Community and Economic Development Law Clinic** provides legal assistance to small businesses, worker cooperatives, housing cooperatives, and nonprofit organizations in DC and Maryland. Student attorneys work with clients to determine the appropriate business entity for the client's mission and needs, execute and file corporate documents and applications for state and federal tax exemptions, secure financing, and other business and regulatory matters.
- **AU Washington College of Law Pro Bono Honors Pledge Program** promotes voluntary, uncompensated work undertaken by WCL students on behalf of low-income and underrepresented populations or for the public good. The program is designed to encourage students to continue engaging in pro bono service throughout their careers. Students who take the pledge commit to completing a minimum of 75 hours of pro bono and community service projects while at WCL. Much of their pro bono and community service time is spent at DC Family Court Self Help Center, DC Landlord Tenant Resource Center, Veteran's Consortium, and Washington Legal Clinic for the Homeless, helping to close the justice gap for DC's most vulnerable individuals and communities.
- **WCL Externship Program** provides thousands of hours of high-quality, unpaid legal assistance for government agencies, courts, public interest organizations, and law firms engaged in pro bono work. The vast majority of the school's 350 externship placements each year occurs in the DC-metro region. Externships are in organizations such as the World Bank, US-AID, U.S. Department of Justice, Commerce Department, Federal Communications Commission, Department of Defense, U.S. Senate and House of Representatives, Securities and Exchange Commission, and nonprofit organizations like Ayuda, Kids in Need of Defense, Washington Lawyers' Committee for Civil Rights, Public Defenders' Services, and Campaign for Youth Justice.

**Ranked #2**  
**WCL Law Clinic Programs**  
*(U.S. News and World Report, for Clinical Legal Education)*

**More than 42,000  
 pro bono hours**  
**114 Students**  
**WCL Pro Bono Pledge**  
**(Class of 2019)**

**More than 50,000  
 pro bono extern-  
 ship hours**  
**260 Students**  
**WCL Externship Program**  
**(Class of 2019)**

# SUSTAINABILITY

As a proud leader in sustainability, American University promotes a green culture that is apparent throughout campus. The university's green buildings incorporate energy efficient technologies. The campus uses solar energy, strives for zero waste, and works with community partners to offer sustainable transportation. The culture of sustainability also is evident in faculty research efforts, student involvement, and staff practices.

- As the first urban campus and major research university to achieve carbon neutrality, AU helps to contribute to *Sustainable DC Goals'* efforts to make DC the most sustainable city in the nation by 2032. It is a collaborative effort involving the input and participation of thousands of members of the DC community.
- As a signatory of the updated **District of Columbia Mayor's College and University Sustainability Pledge**, AU works together with the District Department of Energy and the Environment (DOEE) and the DC Consortium of Universities **to make DC the "greenest college town in America."** To achieve the sustainability goals, AU has adopted the city's new guidelines for recycling and also works closely with DOEE to tackle stormwater reduction.

AU is the  
**FIRST** carbon  
neutral  
University in the  
U.S.



*Rooftop solar panels at AU.*

**"We want to demonstrate leadership and innovation in addressing the serious social, economic, and environmental issues associated with global warming. Having a net-zero carbon footprint reflects our commitment to acting on our values and leading into the future."**

*~ AU President Sylvia M. Burwell*

**"Climate change is one of the most urgent issues of our time. Each organization and individual has a responsibility to act to reduce their environmental impact. I'm proud to be part of a university that takes this responsibility seriously and has acted to achieve carbon neutrality."**

*~Megan Litke, Director of Sustainability Programs*



*Volunteers on the Mary Graydon Center's green roof.*

- **AU partners with Anacostia Watershed Society to plant 650 trees in the DC region** as part of its commitment to carbon neutrality and carbon offset program. The planted trees are **offsets equivalent to all emission associated with local commuting to AU.**
- Using a **\$20,000 grant** from the **District Department of Energy** and the **Environment's Community Stormwater Solutions** program, AU renovated the Mary Graydon Center green roof which helps to retain stormwater onsite and reduce the urban heat island effect; planted pollinator species of plants; and purchased a new hive of bees to reinstate the campus bees in the green roof apiary.
- The American University Arboretum and Gardens is one of the city's hidden gems. It encompasses the entire 84-acre campus and is open to the public year-round. The arboretum features more than 3,000 trees and 385 different species and varieties of woody plants. It is a leader in sustainable management of an urban landscape.

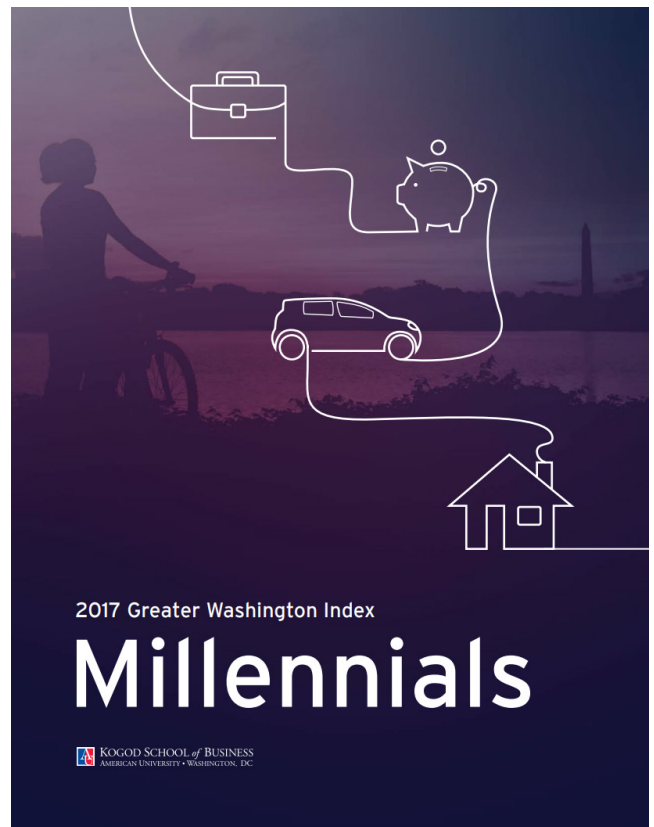
## ***LEED-Certified Green Buildings:***

- Cassell Hall - Certified Silver
- WAMU/4400 Connecticut Ave. - Certified Gold
- McKinley Hall - Certified Gold
- Washington College of Law - Certified Gold
- East Campus - Certified Gold
- Hall of Science - Pending certification

# RESEARCH

American University is a Carnegie-classified research university that is committed to creating knowledge by conducting studies and analyses on issues and concerns with local, regional, and global impact.

- **Business in the Capital Initiative** provides insight on key regional issues and starts productive conversations about improving the greater Washington, DC business climate. It produces research papers, including the *Cybersecurity Report* which highlights the efforts that need to be undertaken to strengthen the DC region's cybersecurity industry. The initiative also facilitates industry discussions, speakers, and events that help create essential ties between Kogod and local businesses.
- **Greater Washington Millennial Index**, produced by Kogod's Business in the Capital Center, measures key statistics about Millennials in the DC area. The research stemmed from the DC business community's need to better understand this generation of workers and leaders. The annual report attracts strong interest from local business leaders, as it dispels myths and gives decision makers hard data regarding how Millennials feel about living and working in the DC area. The added level of insight provided by the Center's reports helps local business and government leaders move from reacting to economic data after the fact to understanding its impact on Millennials and allowing them to take informed positive action aimed at attracting and retaining this essential workforce.
- **The School of International Service (SIS)** engages in an academic-community partnership with The Women's Collective, a nonprofit agency that serves women at risk and with HIV/AIDS in the District. Through a grant from the District of Columbia Center for AIDS Research (DC CFAR), SIS Professor Maria De Jesus and her students collaborated with the agency on HIV prevention research focusing on low-income African-born immigrant women and African-American women.
- SIS Professor Thespina (Nina) Yaminis is involved with the Mid-Atlantic Center for AIDS Research Consortium for Latinx and HIV, a collaborative group of researchers from DC, Baltimore, and Philadelphia. Their findings on issues surrounding access to HIV care for immigrant Latinx were published in *The Lancet HIV* and *AIDS Education and Prevention*, two highly regarded journals.
- Several of the International Peace and Conflict Resolution (IPCR) master's program practicum teams have worked with the Alliance of Concerned Men (ACM), a community-based violence prevention group. The projects have involved research, workshops on youth violence prevention, community outreach, and organizational development, as well as the publication of the *Violence Prevention Training Manual*.
- **College of Arts and Sciences** Associate Professor Rachel Watkins studied the health consequences of poverty and inequality through skeletal and documentary data analysis of Washington, DC residents who died in the city between 1930 and 1969. Her research plays an important role in understanding the historical and current



*The Greater Washington Millennial Index.*

implications of biological constructions of race and how they continue to impact scientific practices. She uses her research and expertise to engage in public discussions about race, health disparities, and science as a social practice by speaking to local government, as well as elementary, middle, and high school students.

- A joint study by the **School of Public Affairs's Center for Environmental Policy**, DC Water, and the Environmental Defense Fund (EDF) found that water utility infrastructure projects that rely on customers paying to replace their lead water pipes put low-income and African-American households at greater risk for lead exposure. Their study found that residents in wealthier areas were more than twice as likely to pay to have their lead pipes replaced. To address this disparity, the Center for Environmental Policy and the EDF, together with Harvard University's Emmett Environmental Law and Policy Clinic, submitted a public comment to the Environmental Protection Agency recommending additional changes to proposed revisions to the Lead and Copper Rule. The changes would better address potential environmental justice failures and help states and cities across the country learn from Washington, DC's experience about how to reduce disparities in lead exposure. The Center for Environmental Policy also aims to disseminate its research findings widely to policy makers and water system operators at local, state, and federal levels.

- The **Lab@DC**: Each semester three to four AU undergraduate and graduate students work about 20 hours per week at The Lab@DC, a scientific team in Mayor Muriel Bowser's administration that partners with District agencies to design and evaluate policy and program interventions that are tailored to the local community. Their proposals and solutions are based on theory and evidence from social science research, as well as analyses of the available administrative data. The AU students join a team of professionals from the public and private sectors and academia with expertise in public policy, psychology, economics, political science, data science, public health, and law. Recent projects they have worked on address wide-ranging issues, including school attendance, DC's 911 system, the historical and cultural context for policing, a flexible rent subsidy, and much more.



*CAS Associate Professor of Anthropology, Dr. Rachel Watkins, and Omar Eaton-Martinez, Assistant Division Chief, Historical Resources for Prince George's County Parks & Recreation.*



*CAS Associate Professor of Physics, Dr. Gregory Harry, working with a student in AU's Laser Interferometer Gravitational-Wave Observatory (LIGO) lab.*

# CULTURE

American University honors the arts and culture as an essential part of higher education and shares its importance with the DC community in numerous ways.

- The **American University Museum at the Katzen** is the region's largest university facility for exhibiting international and national contemporary art. It features the permanent **Watkins Collection**, **The Rothfeld Collection of Contemporary Israeli Art**, as well as other national and international contemporary art. Its commitment to the arts expanded dramatically with the acquisition of the **Corcoran Legacy Collection**, which encompasses several works by both modern and contemporary Washington, DC artists, including members of the **Washington Color School**.
- The American University Museum at the Katzen maintains a long-standing commitment to supporting artists in the Washington, DC community and takes an active and responsible role in the formation of the region's contemporary art and culture. The museum's **Alper Initiative for Washington Art** promotes the understanding and appreciation of the art and artists of the DC-metropolitan area. It is dedicated to preserving, presenting, and creating the art history of Washington, DC, and supports five new exhibits by local artists each year.
- The **Greenberg Theatre** and **Studio Theatre in the Katzen Arts Center** serve as state-of-the-art venues for the DC community to experience live performances in music, theatre, and dance. AU's Department of Performing Arts produces five mainstage theatre shows per school year where student performers participate in shows ranging from classics to contemporary works, and traditional book musicals to innovative new musicals.



*The American University Museum at the Katzen is the region's largest university facility for exhibiting international and national contemporary art.*



*The DC Humanities Truck.*

- The **DC Humanities Truck** is a unique, fully customized delivery truck that serves as an experimental mobile platform for collecting, exhibiting, preserving, and expanding dialogue. The truck provides opportunities for AU faculty and students to drive to DC neighborhoods to interview residents on their home turf and document the stories of diverse, underserved communities throughout the DC region. The web-based projects and digital repository that are created are then exhibited and circulated within and beyond the communities where they were created. One of the truck's first projects focused on stories of communities and individuals experiencing homelessness, recent immigration, and the difficulties of living in neighborhoods undergoing by significant transitions and dislocations.
- **WAMU** (88.5 FM) is American University's public news and talk radio station and services the greater Washington, DC metropolitan area. It also is the primary National Public Radio member station for the local region. The station is member-supported and is committed to producing regular and special programming that reflects and caters to the unique environment of the Washington, DC community.

## WAMU

- #2 most-listened to public radio station in the country
- More than 1 million listeners (on-air, online, and on-demand)
- Approximately 650,000 weekly listeners (as of January 2020, DC and Baltimore)
- 80,000 diverse listener-donors
- 75 percent growth in African-American listeners (2017 - 2019 Nielsen ratings, two year period)
- 16 percent growth in Hispanic listeners (2017-2019 Nielsen ratings, two year period)
- DCist.com, owned by WAMU, had 5 million-plus unique visitors, more than 75% of which are in the DC area (unique IP addresses in 2019).
- Radio program 1A listened to by approximately 4 million weekly listeners on 375 public radio stations nationwide.







AMERICAN UNIVERSITY  
WASHINGTON, DC



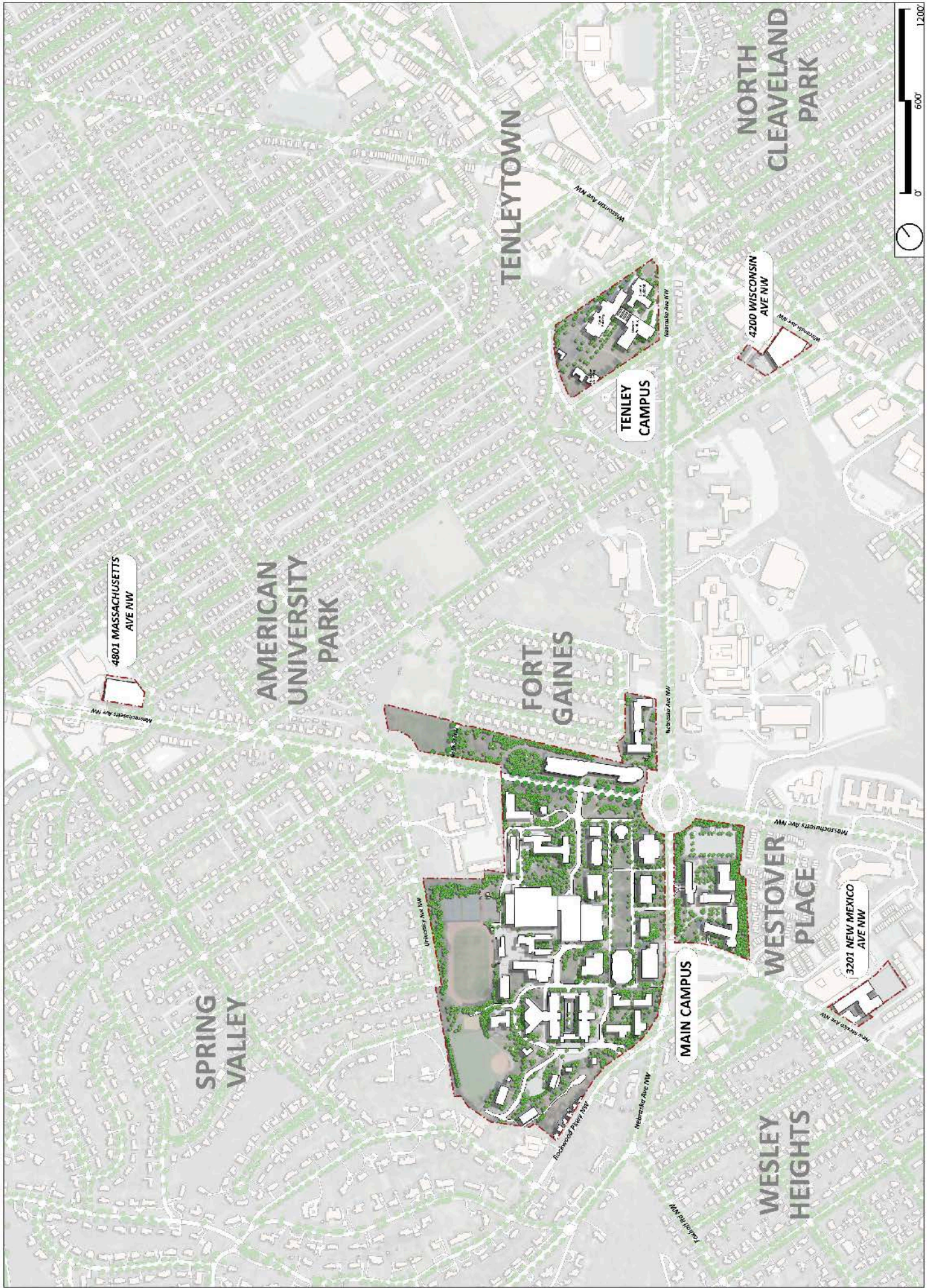
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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT E**  
CAMPUS NEIGHBORHOOD  
CONTEXT





Note:

- Campus tree locations based on ArcGIS – AU Tree Inventory





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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT F**  
COMMUNITY ENGAGEMENT  
PROCESS





## EXHIBIT F

### COMMUNITY ENGAGEMENT PROCESS

American University embarked on the *2021 Campus Plan* effort with an intentional focus on engaging effectively with members of the community who reside in the neighborhoods surrounding the campus. Accordingly, over the past two years, AU has worked closely with the AU Neighborhood Partnership and a wide range of university and community stakeholders to gather input and feedback on various campus planning concepts and priorities as they were conceptualized and developed. **As a result of this dedicated and collaborative effort, the University and the AU Neighborhood Partnership have reached consensus on the objectives, proposals, and commitments set forth in the *2021 Campus Plan*. In addition, ANC 3D and ANC 3E each have endorsed the Plan and support its approval by the Zoning Commission.**

AU has utilized several venues and forums to broadly engage neighborhood residents and community stakeholder groups in the development of the *2021 Campus Plan*. These opportunities included over 50 meetings with the Steering Committee and various Working Groups of the AU Neighborhood Partnership; regular quarterly and special Campus Plan-focused meetings of the Community Liaison Committee (CLC); Planning 101 sessions that engaged the entire campus community and neighbors on various facets of planning; ANC3D and ANC3E meetings; and numerous discussions with internal stakeholders and community organizations. This collaborative planning effort addressed major Campus Plan components including student enrollment, campus development, on-campus life, off-campus neighborhood quality of life issues, and parking and transportation – all through the lens of understanding the unique challenges of long-term planning in the shifting global climate of higher education – and more recently, in the context of the COVID-19 pandemic. This comprehensive planning effort continued in earnest notwithstanding the impacts of COVID-19, as meetings and review sessions were successfully moved to online collaborative platforms.

Specific meeting and engagement opportunities in connection with the development of the *2021 Campus Plan* (and supporting materials) can be accessed on the [Campus Plan website](#) and are also listed below.

#### A. AU Neighborhood Partnership Meetings

##### Preliminary Meetings

- December 14, 2018: Strategic Planning Meeting with President Burwell
- February 25, 2019: Neighborhood Partnership Open House

##### Steering Committee Meetings

- February 5, 2019
- June 18, 2019
- October 17, 2019
- December 2, 2019
- January 22, 2020
- February 26, 2020
- March 24, 2020
- April 21, 2020
- May 12, 2020
- June 1, 2020
- July 23, 2020
- August 31, 2020
- September 23, 2020
- October 21, 2020

- November 18, 2020
- December 16, 2020

#### Facilities Planning Working Group Meetings

- March 27, 2019
- May 15, 2019
- September 16, 2019
- December 9, 2019
- January 14, 2020
- February 24, 2020
- March 16, 2020
- March 19, 2020
- March 26, 2020
- April 13, 2020
- May 11, 2020
- May 28, 2020
- October 6, 2020

#### Student Life and Safety Working Group Meetings

- April 1, 2019
- May 13, 2019
- June 25, 2019
- September 27, 2019
- February 20, 2020
- April 14, 2020
- May 7, 2020
- May 28, 2020
- August 13, 2020
- September 22, 2020
- October 13, 2020

#### Transportation and Parking Working Group Meetings

- May 21, 2019
- June 25, 2019
- September 19, 2019
- October 24, 2019
- November 21, 2019
- April 2, 2020
- April 23, 2020
- September 3, 2020
- September 30, 2020
- November 19, 2020

## Engagement and Communications Working Group Meetings

- April 16, 2019
- October 1, 2019
- February 27, 2020
- October 26, 2020

## Data and Metrics Working Group Meetings

- August 30, 2019
- October 16, 2019
- January 29, 2020

## B. Community Liaison Committee (CLC) Meetings

- December 10, 2019
- March 3, 2020
- April 28, 2020 (Special Campus Plan Meeting)
- April 30, 2020 (Special Campus Plan Meeting)
- June 9, 2020
- August 6, 2020 (Special Campus Plan Meeting)
- September 15, 2020
- December 1, 2020

## C. Planning 101 Sessions

- April 25, 2019 From Strategic Planning to Campus Planning
- September 5, 2019 AU in the Context of a Changing City
- May 19, 2020 AU and Our Campus Plan

## D. Campus Plan Update Community Meetings

- September 29, 2020 Fort Gaines Citizen Association
- October 5, 2020 The Avalon
- October 5, 2020 Spring Valley Neighbors Association
- October 5, 2020 Sutton Place
- October 5, 2020 Ward 3 Vision Board Meeting
- October 13, 2020 The Greenbriar
- October 20, 2020 Tenleytown Main Street Board Meeting
- October 23, 2020 OLLI Town Hall

## E. ANC Engagement

University representatives regularly attend Advisory Neighborhood Commissions 3D and 3E meetings to keep members of the community updated on activities on and around campus, and specifically the Campus Plan. In coordination with the Chairs of ANC 3D and 3E, the Campus Plan was the subject of extensive review and consideration by ANC Commissioners over several months during 2020, culminating with votes in support of the Plan, as follows:

- July 1, 2020 (ANC 3D) Overview of Campus Plan
- September 2, 2020 (ANC 3D) Discussion of Campus Plan Framework
- September 17, 2020 (ANC 3E)
- October 7, 2020 (ANC 3D) Discussion of Draft Campus Plan
- October 15, 2020 (ANC 3E)
- October 21, 2020 (ANC 3D)
- November 4, 2020 (ANC 3D) Discussion of Campus Plan and vote in support (8-0-1)
- November 12, 2020 (ANC 3E) Discussion of Campus Plan
- December 2, 2020 (ANC 3D) Confirmation of no changes to content of Campus Plan
- December 10, 2020 (ANC 3E) Discussion of Campus Plan and vote in support (4-0-1)



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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT G**  
STUDENT ENROLLMENT



# EXHIBIT G

## STUDENT ENROLLMENT

Pursuant to Subtitle Z Section 302.10(d) of the 2016 Zoning Regulations, the *2021 Campus Plan* includes a count of every University student on campus including full-time, part-time, foreign, certificate/non-degree, single course, night programs, and executive program students<sup>1</sup>. This broad definition includes certain non-credit students that were outside the scope of the *2011 Campus Plan* student count. In addition, pursuant to Subtitle X, Section 102 of the 2016 Zoning Regulations, three university facilities that were not previously subject to the Campus Plan regulations – specifically 4801 Massachusetts Avenue NW (Spring Valley Building), 4200 Wisconsin Avenue NW, and 3201 New Mexico Avenue NW – are included in the *2021 Campus Plan*. Accordingly, students attending classes in these properties (in addition to the Main Campus and Tenley Campus) are included in the *2021 Campus Plan* enrollment count. As a result of these regulatory changes, the same student population results in different student counts under the methodology established in the *2011 Campus Plan* and the new approach set forth under the 2016 Zoning Regulations.

The impact of the 2016 Zoning Regulations on the Fall 2019 campus student population and *2011 Campus Plan* enrollment cap, and the proposed *2021 Campus Plan* enrollment cap are summarized in the table below:

	2011–2021 CAMPUS PLAN			2021–2031 CAMPUS PLAN	
	UNDER 11-07 ZONING ORDER METHODOLOGY	ADJUSTED FOR 2016 ZONING REGULATIONS	IMPACT OF 2016 ZONING REGULATIONS	AU PROPOSED STUDENT ENROLLMENT CAP	DIFFERENCE FROM 2011 CAP ADJUSTED FOR 2016 ZONING REGULATIONS
FALL 2019 ENROLLMENT	11,801	12,581	+780 (6.61%)		
CAMPUS PLAN ENROLLMENT CAP	13,600	14,499	+899 (6.61%)	<b>14,380</b>	<b>-119</b>

As shown in the table, the proposed *2021 Campus Plan* enrollment cap is **lower than** the student enrollment cap established in the *2011 Campus Plan*, when adjusted for the new methodology for counting students mandated under the 2016 Zoning Regulations.

### TENLEY CAMPUS

The proposed cap for the number of students enrolled in courses at the Tenley Campus (including but not limited to Washington College of Law students) is 2,000 students. This represents the same number of Tenley Campus students approved in the *2011 Campus Plan*.

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<sup>1</sup> Individuals whose primary relationship with the University is as a student, but who are also employed by the University (e.g., through work-study programs) will be counted toward the student enrollment cap but not the employee population cap. Individuals whose primary relationship with the University is as an employee, but who are also enrolled in one or more classes on campus (e.g., through the University’s tuition remission benefit program), will be counted toward the employee population cap but not the student enrollment cap. Pursuant to the Subtitle Z Section 302.10(l) of the 2016 Zoning Regulations, the number of students enrolled in a District of Columbia public or public charter school that also take University classes on the campus (e.g., through a dual enrollment program) shall not be counted against the student enrollment cap.







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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT H**  
EMPLOYEE POPULATION



# EXHIBIT H EMPLOYEE POPULATION

Pursuant to Subtitle X, Section 102 of the 2016 Zoning Regulations, three university facilities that were not previously subject to the Campus Plan regulations – specifically 4801 Massachusetts Avenue NW (Spring Valley Building), 4200 Wisconsin Avenue NW, and 3201 New Mexico Avenue NW – are included in the *2021 Campus Plan*. Accordingly, faculty and staff working at these properties (in addition to Main Campus and Tenley Campus) are included in the *2021 Campus Plan* employee count<sup>1</sup>.

The impact of the 2016 Zoning Regulations on the Fall 2019 employee population and *2011 Campus Plan* employee cap, and the relationship between the *2011 Campus Plan* cap and the cap proposed for the *2021 Campus Plan* are summarized in the table below:

	2011–2021 CAMPUS PLAN			2021–2031 CAMPUS PLAN
	ZC 11-07 ORDER METHODOLOGY	2016 ZONING REGULATIONS	IMPACT OF 2016 ZONING REGULATIONS	2016 ZONING REGULATIONS
FALL 2019 EMPLOYEE COUNT	2,461	2,843	+15.52%	
EMPLOYEE POPULATION CAP	2,900	3,350	+15.52%	3,350

As shown in the table, the proposed *2021 Campus Plan* employee cap, which would be in effect through 2031, reflects no change from the employee cap established in the *2011 Campus Plan*, when adjusted to count employees who work at the additional properties included in the *2021 Campus Plan* pursuant to the 2016 Zoning Regulations.

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<sup>1</sup> Individuals whose primary relationship with the University is as a student, but who are also employed by the University (e.g., through work-study programs) will be counted toward the student enrollment cap but not the employee population cap. Individuals whose primary relationship with the University is as an employee, but who are also enrolled in one or more classes on campus (e.g., through the University’s tuition remission benefit program), will be counted toward the employee population cap but not the student enrollment cap.





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**2021**  
CAMPUS PLAN

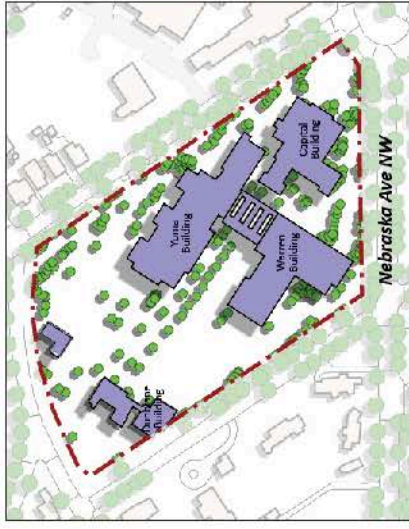
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**EXHIBIT I**  
EXISTING BUILDING USES





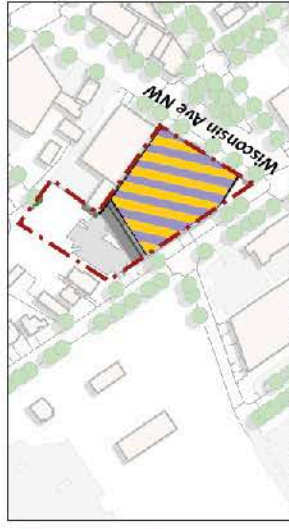
MAIN CAMPUS



TENLEY CAMPUS



4801 MASSACHUSETTS AVE NW



4200 WISCONSIN AVE NW



3201 NEW MEXICO AVE NW







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**2021**  
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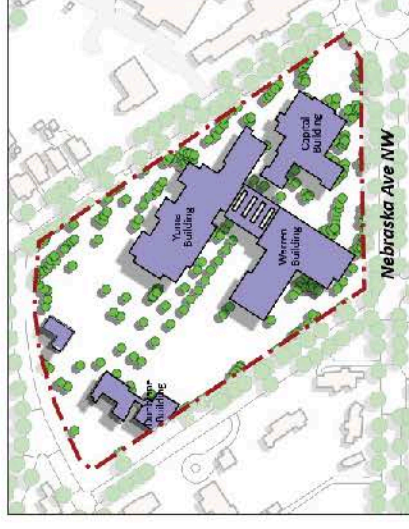
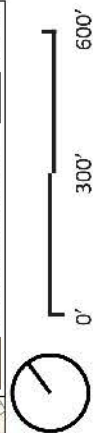
**EXHIBIT J**  
PROPOSED BUILDING USES



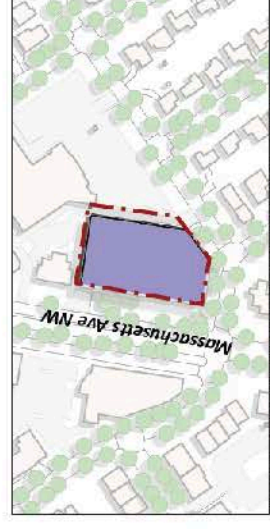


**MAIN CAMPUS**

- Notes:
- Building Uses identified are primary proposed uses; buildings may contain other incidental uses, including ground floor, campus life uses as discussed in Section 4
  - Diagrams for development sites are conceptual and do not reflect final building footprints



**TENLEY CAMPUS**



**4801 MASSACHUSETTS AVE NW**



**4200 WISCONSIN AVE NW**



**3201 NEW MEXICO AVE NW**

**EXHIBIT J  
PROPOSED BUILDING USES**





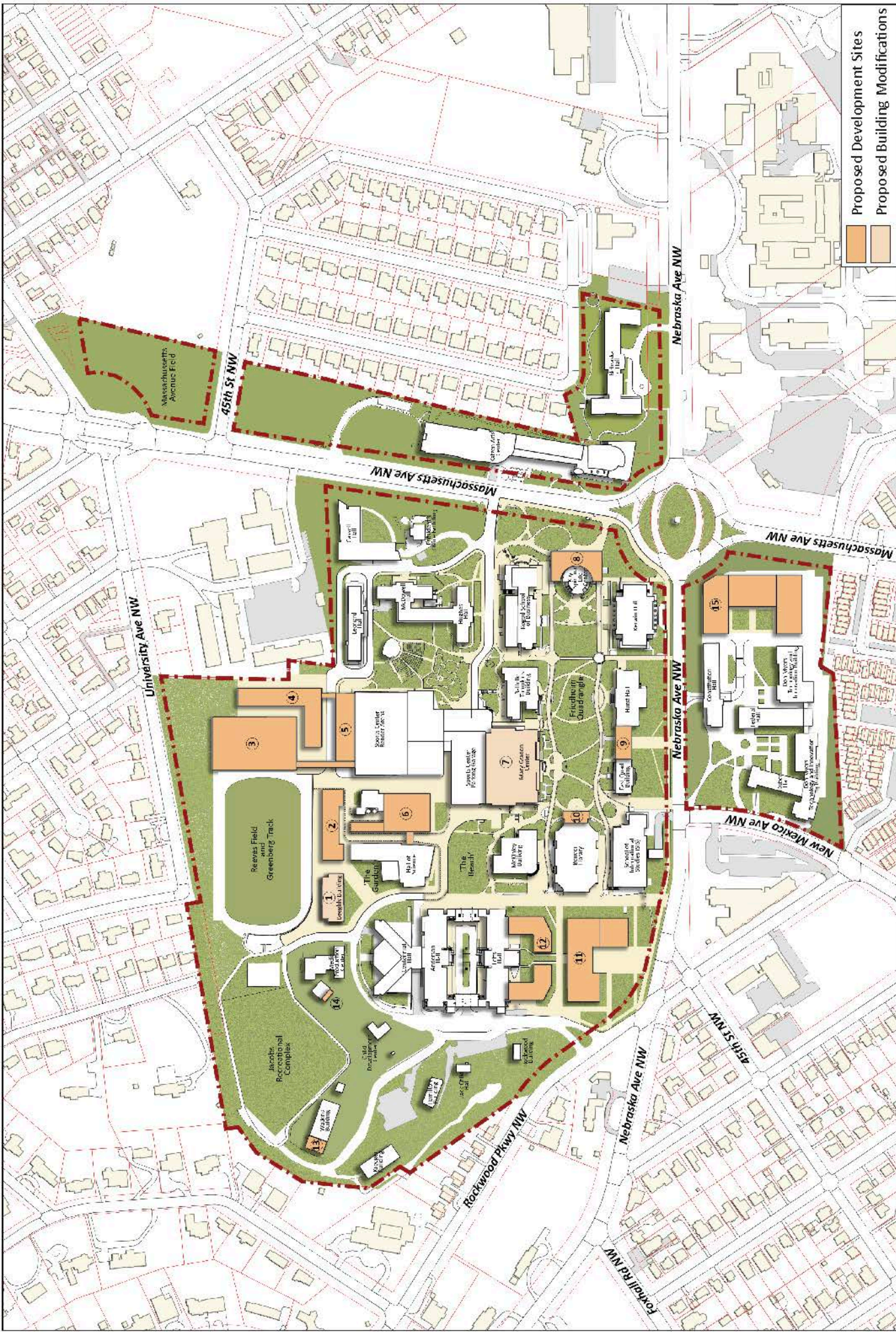
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**2021**  
CAMPUS PLAN

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**EXHIBIT K**  
PROPOSED DEVELOPMENT SITES





**MAIN CAMPUS**

Note:  
 • Diagrams for development sites are conceptual and do not reflect final building footprints







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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT L**  
DEVELOPMENT  
PROGRAM SUMMARY



## EXHIBIT L DEVELOPMENT PROGRAM SUMMARY

DEVELOPMENT SITES	SITE NUMBER IN PLANNING PROCESS	BUILDING HEIGHT	GROSS FLOOR AREA (GFA)	EXISTING GFA TO BE DEMOLISHED	NET NEW GFA BY USE (BASED ON PRIMARY FACILITY USE)			
					ACADEMIC/ ADMINISTRATIVE	RESIDENTIAL/ CAMPUS LIFE	ATHLETIC	
<i>IDENTIFIED IN PRELIMINARY FRAMEWORK BUT NOT INCLUDED IN 2021 CAMPUS PLAN</i>								
	1 (SOUTH HALL)							
1	BEEGHLY BUILDING	existing building height	5,000	0	0	5,000	0	
2	2	6 stories	85,000	(8,674)	(8,674)	85,000	0	
3	3	3 stories	75,000	0	0	0	75,000	
4	4	5 stories	110,000	0	0	110,000	0	
5	SCAN REPLACEMENT	5 stories	55,000	(12,133)	(12,133)	27,500	27,500	
6	5	6 stories	100,000	(43,386)	56,614	0	0	
7	MARY GRAYDON CENTER	existing building height	5,000	0	0	5,000	0	
8	9	2 stories	25,000	0	0	25,000	0	
9	10	3 stories	15,000	0	15,000	0	0	
10	8	3 stories	9,000	0	9,000	0	0	
<i>IDENTIFIED IN PRELIMINARY FRAMEWORK BUT NOT INCLUDED IN 2021 CAMPUS PLAN</i>								
11	11 (RESIDENTIAL SITE)							
11	7	3 - 4 stories	125,000	(28,636)	108,028	(11,664)	0	
12	6	7 stories	122,000	(28,771)	(16,871)	110,100	0	
13	13	1 story	2,500	0	2,500	0	0	
14	14	1 story	600	0	600	0	0	
15	12	2 - 3 - 4 stories	135,000	0	135,000	0	0	
<b>SUBTOTALS OF NET NEW POTENTIAL GFA BY USE</b>								
					289,064	355,936	102,500	
					<b>TOTAL NET NEW POTENTIAL GFA</b>			<b>747,500</b>

See Note 1

See Note 2

Note 1: Site 1 (Beeghly Building) has been designated for either Academic/Administrative or Residential/Campus Life use. For the purpose of the Development Program Summary, the proposed 5,000 square foot addition has been allocated to Residential/Campus Life use.

Note 2: Site 5 (SCAN Replacement) has been designated for either Residential/Campus Life or Athletics use, or a combination of both. For the purpose of the Development Program Summary, the total proposed gross floor area for the site has been allocated equally to each use.





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**EXHIBIT M**  
FLOOR AREA RATIO ANALYSIS



# EXHIBIT M FLOOR AREA RATIO ANALYSIS

## CAMPUS PLAN LOCATIONS IN RESIDENTIAL ZONES<sup>1</sup>

CAMPUS PLAN LOCATIONS	ZONING DISTRICT	LAND AREA	CAMPUS PLAN GROSS FLOOR AREA (GFA)					PERMITTED UNDER ZONING REGULATIONS
			GFA REPORTED IN 2011 CAMPUS PLAN	GFA BUILT UNDER 2011 CAMPUS PLAN <sup>2</sup>	EXISTING GFA (2020)	GFA PROPOSED IN 2021 CAMPUS PLAN	TOTAL POTENTIAL GFA THROUGH 2031	
Main Campus	RA-1	3,652,399	1,931,820 +	654,664 =	2,586,484 +	747,500 =	3,333,984	6,574,318
Tenley Campus	R-1-B							

CAMPUS PLAN LOCATIONS	ZONING DISTRICT	LAND AREA	CAMPUS PLAN FLOOR AREA RATIO (FAR)					PERMITTED UNDER ZONING REGULATIONS
			FAR REPORTED IN 2011 CAMPUS PLAN	FAR BUILT UNDER 2011 CAMPUS PLAN <sup>2</sup>	EXISTING FAR (2020)	FAR PROPOSED IN 2021 CAMPUS PLAN	TOTAL POTENTIAL FAR THROUGH 2031	
Main Campus	RA-1	3,652,399	0.53 +	0.18 =	0.71 +	0.20 =	0.91	1.80
Tenley Campus	R-1-B							

## CAMPUS PLAN LOCATIONS IN LOW DENSITY MIXED-USE ZONES<sup>3</sup>

CAMPUS PLAN LOCATIONS	ZONING DISTRICT	LAND AREA	GROSS FLOOR AREA (GFA)			TOTAL POTENTIAL THROUGH 2031
			EXISTING GFA (2020)	GFA PROPOSED IN 2021 CAMPUS	TOTAL POTENTIAL THROUGH 2031	
4801 Massachusetts	MU-4	41,650	174,138	-	174,138	
4200 Wisconsin	MU-3A	66,553	152,527 +	- =	152,527	
3201 New Mexico	MU-3A	88,087	96,331	-	96,331	

<sup>1</sup> Pursuant to Subtitle X Section 101.5 of the 2016 Zoning Regulations, the density of all structures in residential zones is aggregated.

<sup>2</sup> Completed 2011 Campus Plan projects include Cassell Hall, Nebraska Hall Addition, Washington College of Law, East Campus, and Hall of Science.

<sup>3</sup> Pursuant to Subtitle X Section 102 of the 2016 Zoning Regulations, university properties in low-density mixed-use zoning districts are included in the Campus Plan, but their GFA is not aggregated.







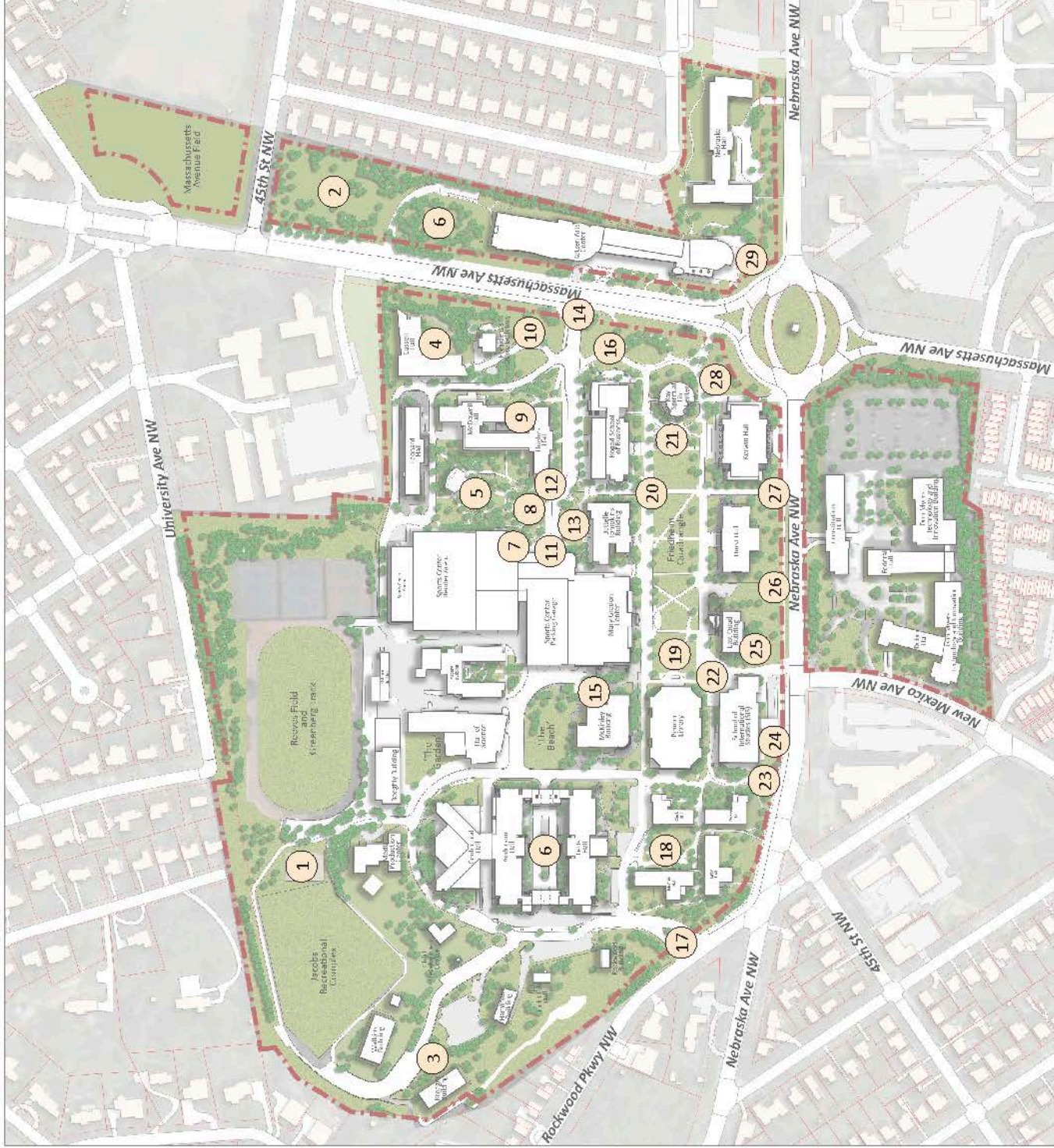
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**2021**  
CAMPUS PLAN

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**EXHIBIT N**  
EXISTING LANDSCAPE,  
STREETSCAPE, AND  
OPEN SPACES





**MAIN CAMPUS**

Note:  
 • Campus tree locations based on ArcGIS – AU Tree Inventory



**TENLEY CAMPUS**



**4801 MASSACHUSETTS AVE NW**



**4200 WISCONSIN AVE NW**



**3201 NEW MEXICO AVE NW**





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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT O**  
EXISTING LANDSCAPE,  
STREETScape, AND  
OPENSACES: SPECIAL  
CAMPUS FEATURES





1. Kennedy Memorial



2. Sledding Hill



3. Sue's Garden



5. Woods Brown Amphitheater



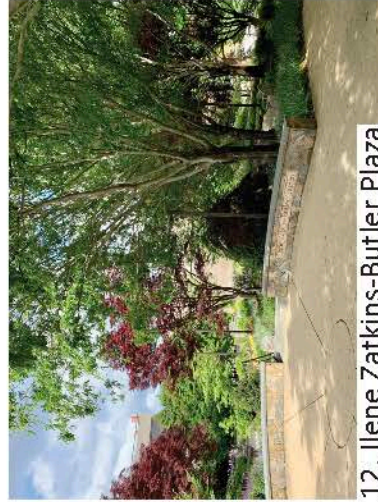
7. Eagle Sculpture



8. Unity Garden



10. President's Garden



12. Ilene Zatkins-Butler Plaza



13. Battelle Hillside

## LEGEND

1. Kennedy Memorial
2. Sledding Hill
3. Sue's Garden
4. Cassell Garden
5. Woods Brown Amphitheater
6. Pop-up Park
7. Eagle Sculpture
8. Unity Garden
9. Moai Sculpture
10. President's Garden
11. Sonia Greenberg Plaza
12. Ilene Zatkins-Butler Plaza
13. Battelle Hillside
14. Glover Gate
15. Abramson Family Plaza
16. Kogod Garden
17. Fletcher Gate
18. Quadrangle Garden
19. Ann's Garden
20. 9/11 Memorial
21. Labyrinth
22. Sharjah Plaza
23. Reeves Gate
24. Korean Garden
25. Cherry Tree Grove
26. Woods Gate Walkway
27. Hanney Gate
28. Julian Bond Plaza
29. Katzen Sculpture Garden
30. Tenley Campus Courtyard
31. Spring Valley Building Plaza
32. 3201 New Mexico NW

## EXHIBIT O-1 EXISTING LANDSCAPE, STREETSCAPE, AND OPEN SPACES SPECIAL CAMPUS FEATURES



14. Glover Gate



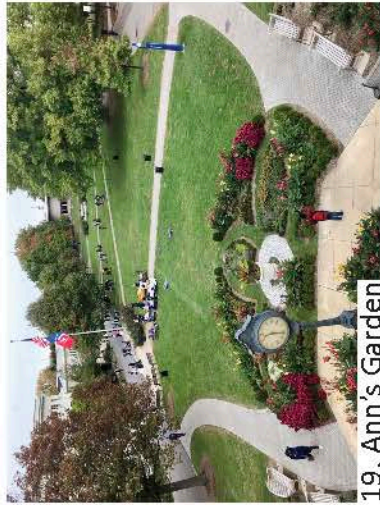
15. Abramson Family Plaza



16. Kogod Garden

## LEGEND

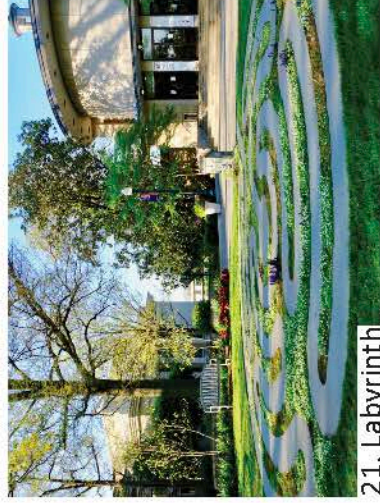
1. Kennedy Memorial
2. Sledding Hill
3. Sue's Garden
4. Cassell Garden
5. Woods Brown Amphitheater
6. Pop-up Park
7. Eagle Sculpture
8. Unity Garden
9. Moai Sculpture
10. President's Garden
11. Sonia Greenberg Plaza
12. Ilene Zatkins-Butler Plaza
13. Battelle Hillside
14. Glover Gate
15. Abramson Family Plaza
16. Kogod Garden
17. Fletcher Gate
18. Quadrangle Garden
19. Ann's Garden
20. 9/11 Memorial
21. Labyrinth
22. Sharjah Plaza
23. Reeves Gate
24. Korean Garden
25. Cherry Tree Grove
26. Woods Gate Walkway
27. Hanney Gate
28. Julian Bond Plaza
29. Katzen Sculpture Garden
30. Tenley Campus Courtyard
31. Spring Valley Building Plaza
32. 3201 New Mexico NW



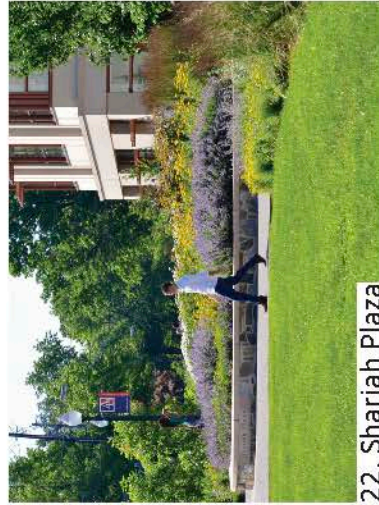
19. Ann's Garden



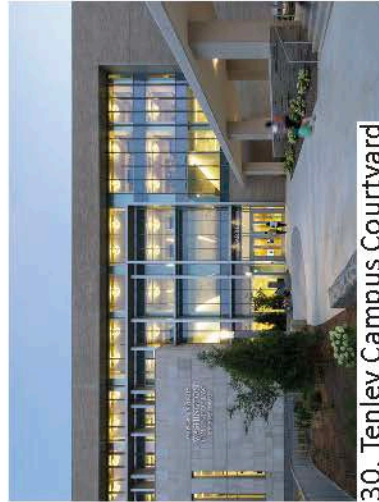
20. 9/11 Memorial



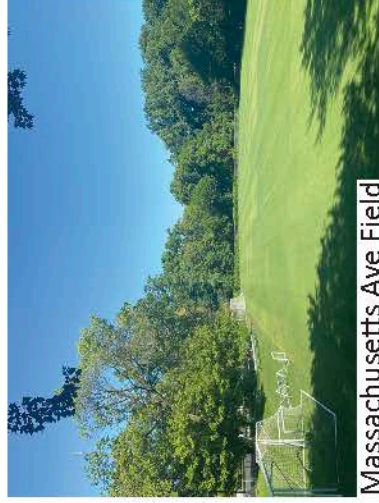
21. Labyrinth



22. Sharjah Plaza



30. Tenley Campus Courtyard



Massachusetts Ave Field

## EXHIBIT O-2 EXISTING LANDSCAPE, STREETSCAPE, AND OPEN SPACES SPECIAL CAMPUS FEATURES





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**2021**  
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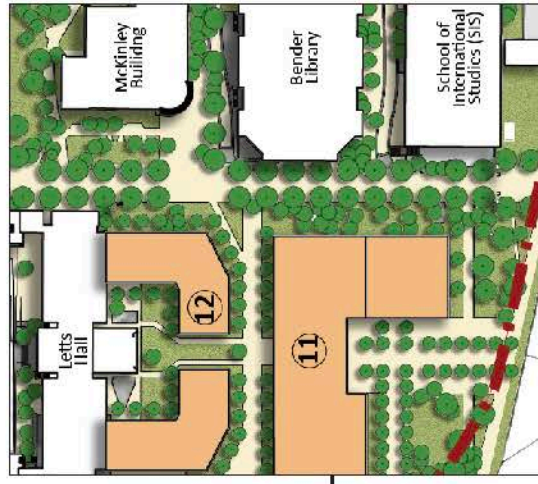
**EXHIBIT P**  
PROPOSED LANDSCAPE,  
STREETSCAPE, AND  
OPEN SPACES



**SPECIAL PLACES CONCEPTS**



**'Beeghy Place' Concept**



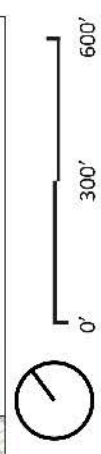
**'Eagle Walk' Concept**



**'Nebraska Gardens' Concept**



**MAIN CAMPUS**



- Notes:
- Diagrams for development sites are conceptual and do not reflect final building footprints
  - All renderings and illustrations are conceptual and do not represent specific architectural intent





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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT Q**  
PROPOSED LANDSCAPE,  
STREETSCAPE, AND  
OPEN SPACES: ILLUSTRATIVE  
CONCEPTS

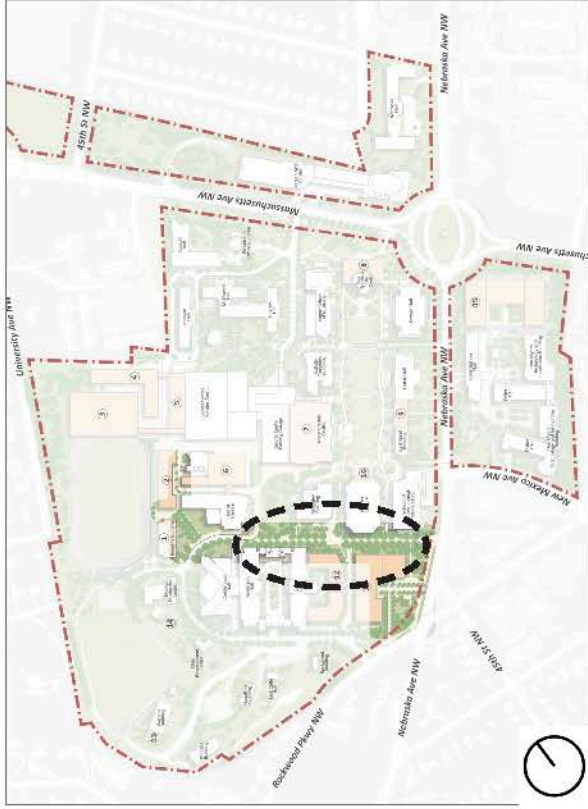




**Existing Condition**



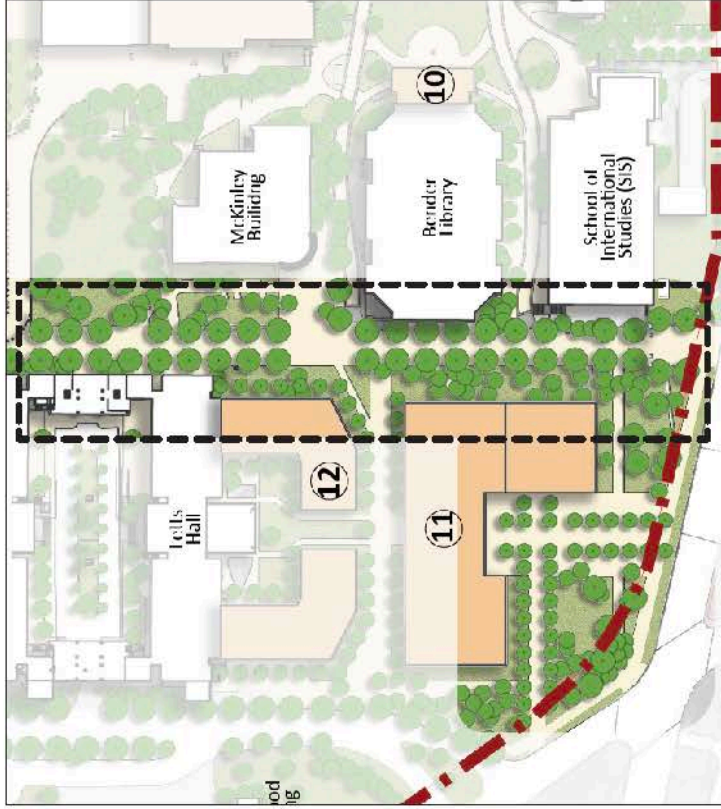
**'Eagle Walk' Concept**



**Key Plan**

Notes:

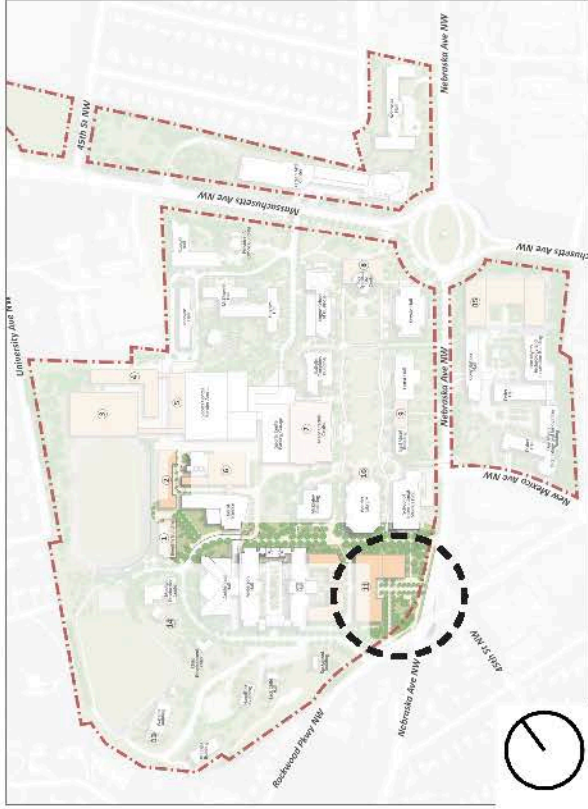
- Diagrams for development sites are conceptual and do not reflect final building footprints
- All renderings and illustrations are conceptual and do not represent specific architectural intent



**'Eagle Walk' Plan**

**PERKINS — EASTMAN**

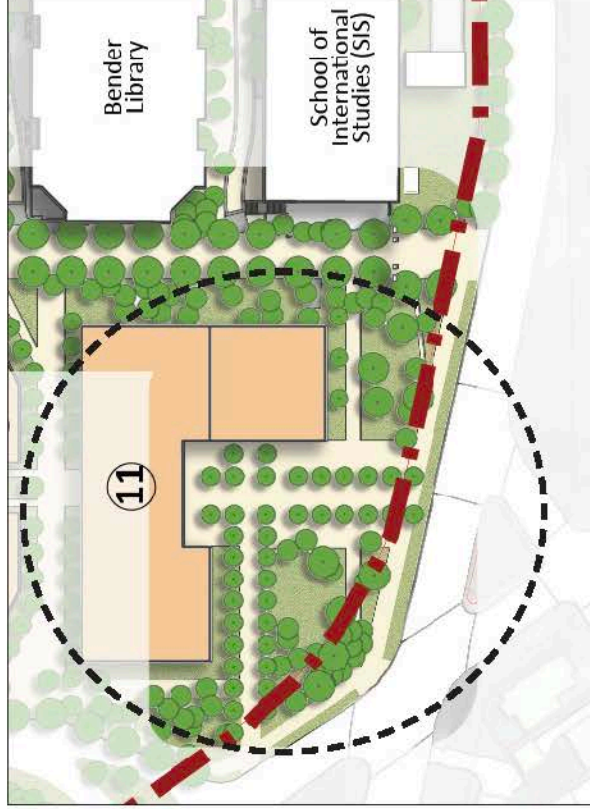
**EXHIBIT Q-1  
PROPOSED LANDSCAPE, STREETSCAPE, AND OPEN SPACES  
ILLUSTRATIVE CONCEPTS**



**Key Plan**

Notes:

- Diagrams for development sites are conceptual and do not reflect final building footprints
- All renderings and illustrations are conceptual and do not represent specific architectural intent



**'Nebraska Gardens' Plan**



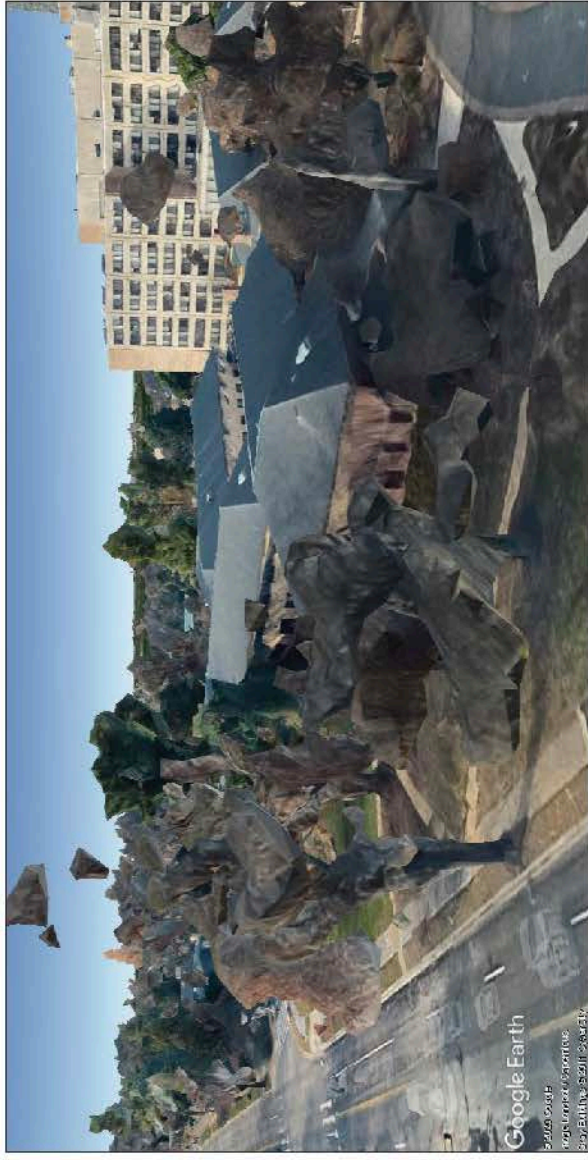
**Existing Condition**



**'Nebraska Gardens' Concept**

**EXHIBIT Q-2  
PROPOSED LANDSCAPE, STREETSCAPE, AND OPEN SPACES  
ILLUSTRATIVE CONCEPTS**

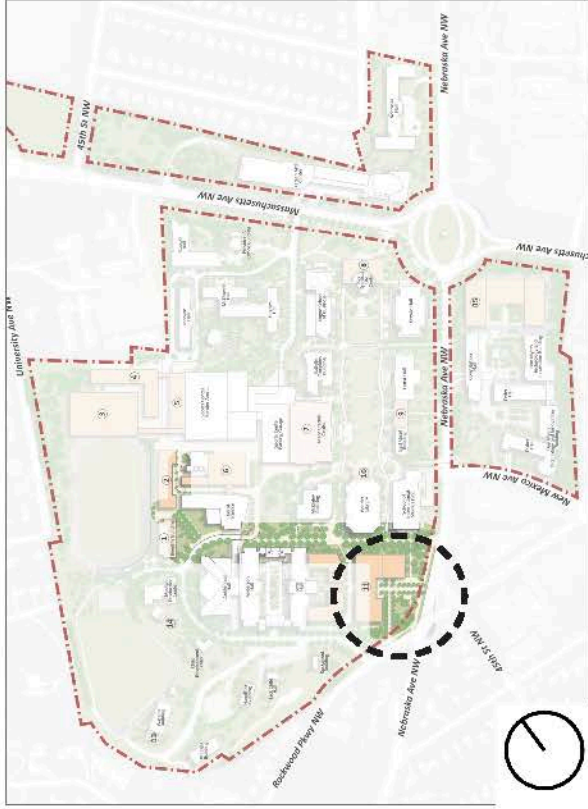




Existing Condition

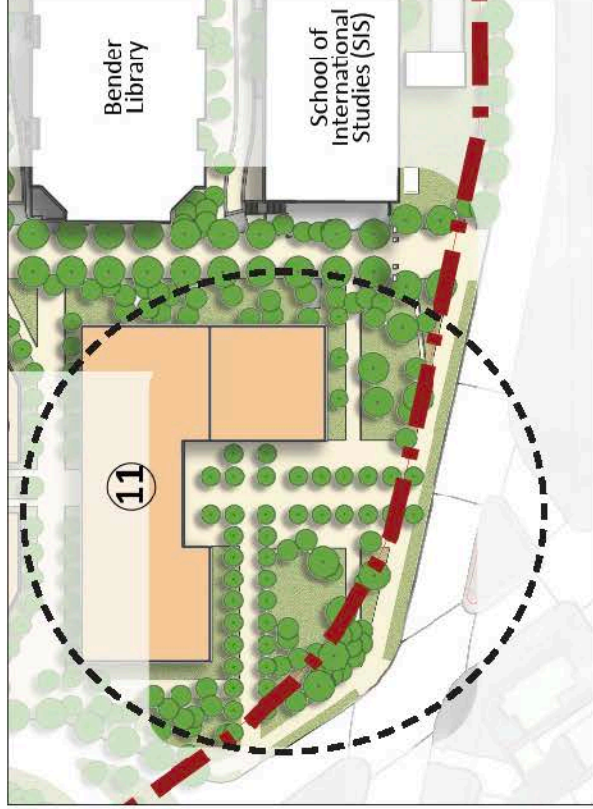


'Nebraska Gardens' Concept



Key Plan

- Notes:
- Diagrams for development sites are conceptual and do not reflect final building footprints
  - All renderings and illustrations are conceptual and do not represent specific architectural intent



'Nebraska Gardens' Plan

EXHIBIT Q-3  
 PROPOSED LANDSCAPE, STREETSCAPE, AND OPEN SPACES  
 ILLUSTRATIVE CONCEPTS



**Key Plan**

Notes:

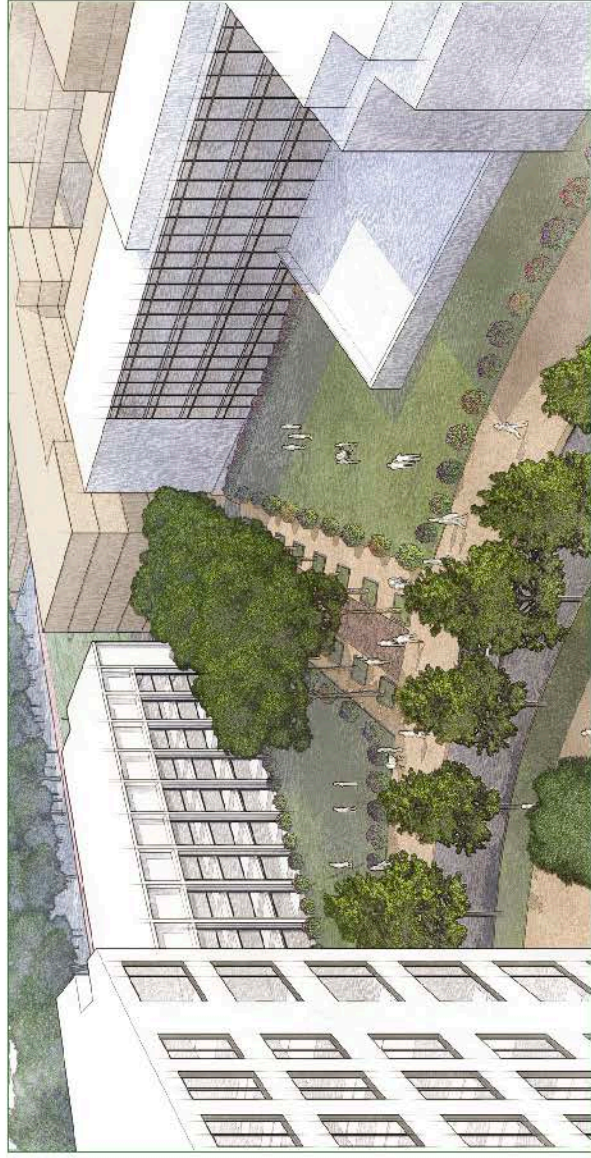
- Diagrams for development sites are conceptual and do not reflect final building footprints
- All renderings and illustrations are conceptual and do not represent specific architectural intent



**Existing Condition (prior to construction of Hall of Science)**



**'Beeghy Place' Plan**



**'Beeghy Place' Concept**

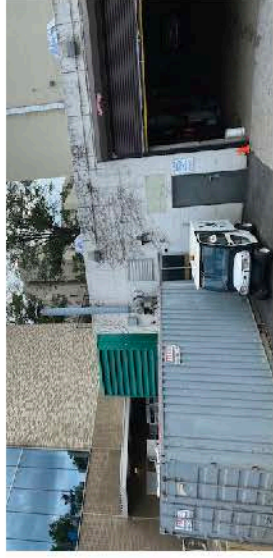
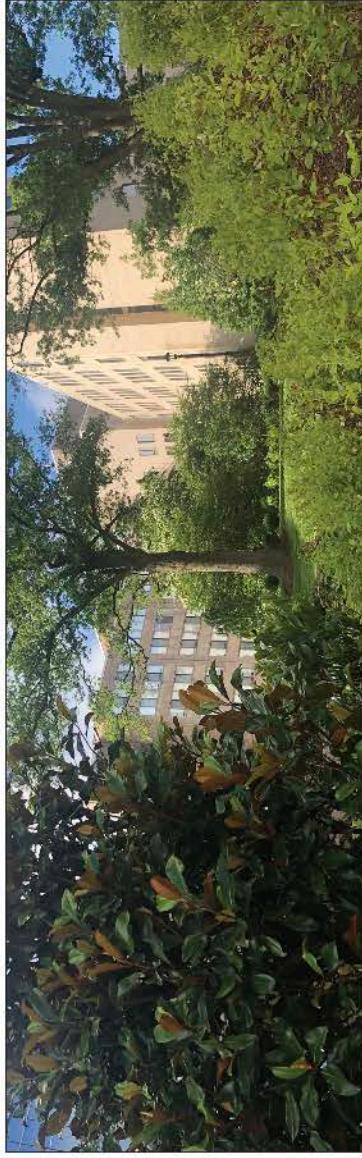
**EXHIBIT Q-4  
PROPOSED LANDSCAPE, STREETSCAPE, AND OPEN SPACES  
ILLUSTRATIVE CONCEPTS**



**Key Plan**

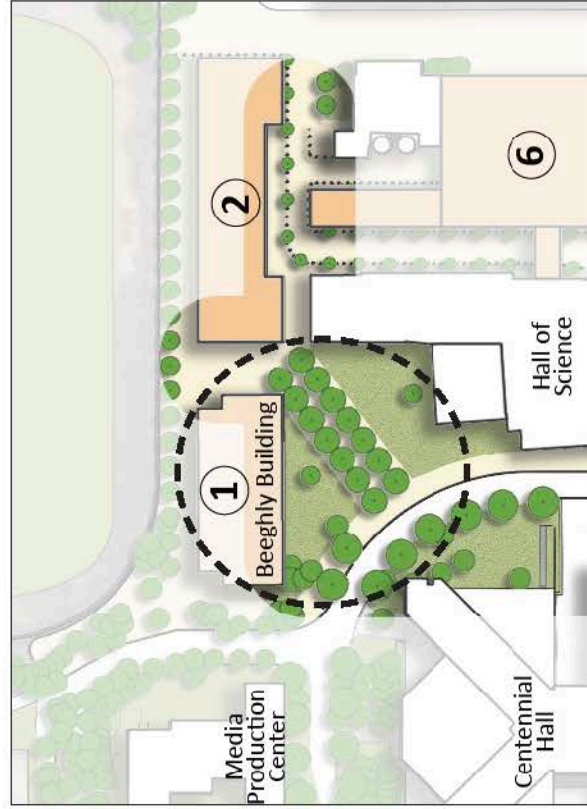
Notes:

- Diagrams for development sites are conceptual and do not reflect final building footprints
- All renderings and illustrations are conceptual and do not represent specific architectural intent

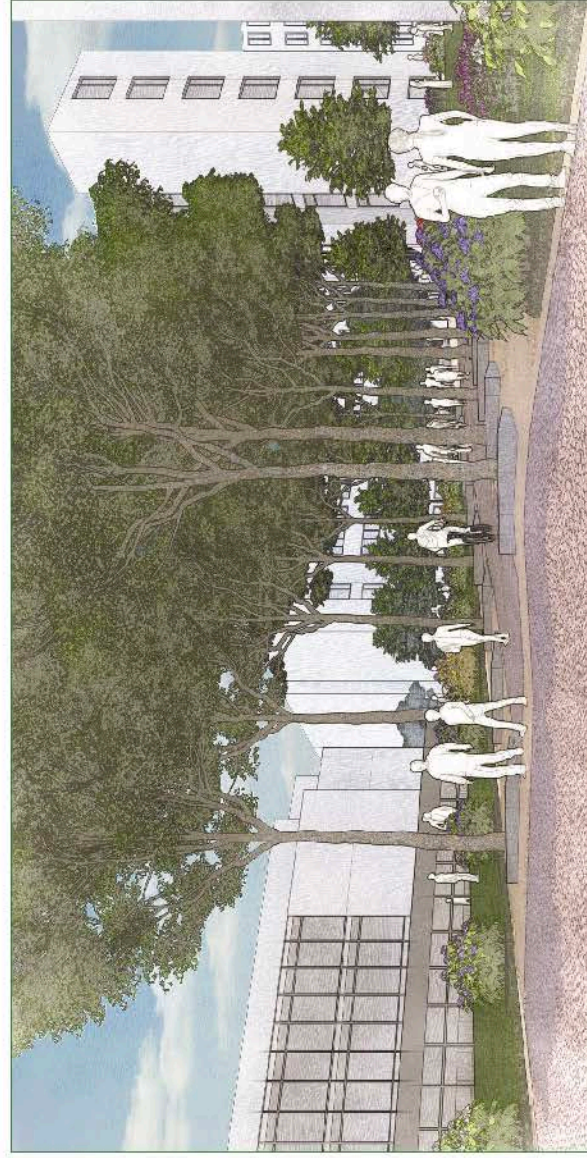


**Existing Condition**

*(Existing greenscape, hardscape and topography restrict connectivity between West Campus and South Campus)*



**'Beegly Place' Plan**



**'Beegly Place' Concept**

**EXHIBIT Q-5  
PROPOSED LANDSCAPE, STREETSCAPE, AND OPEN SPACES  
ILLUSTRATIVE CONCEPTS**





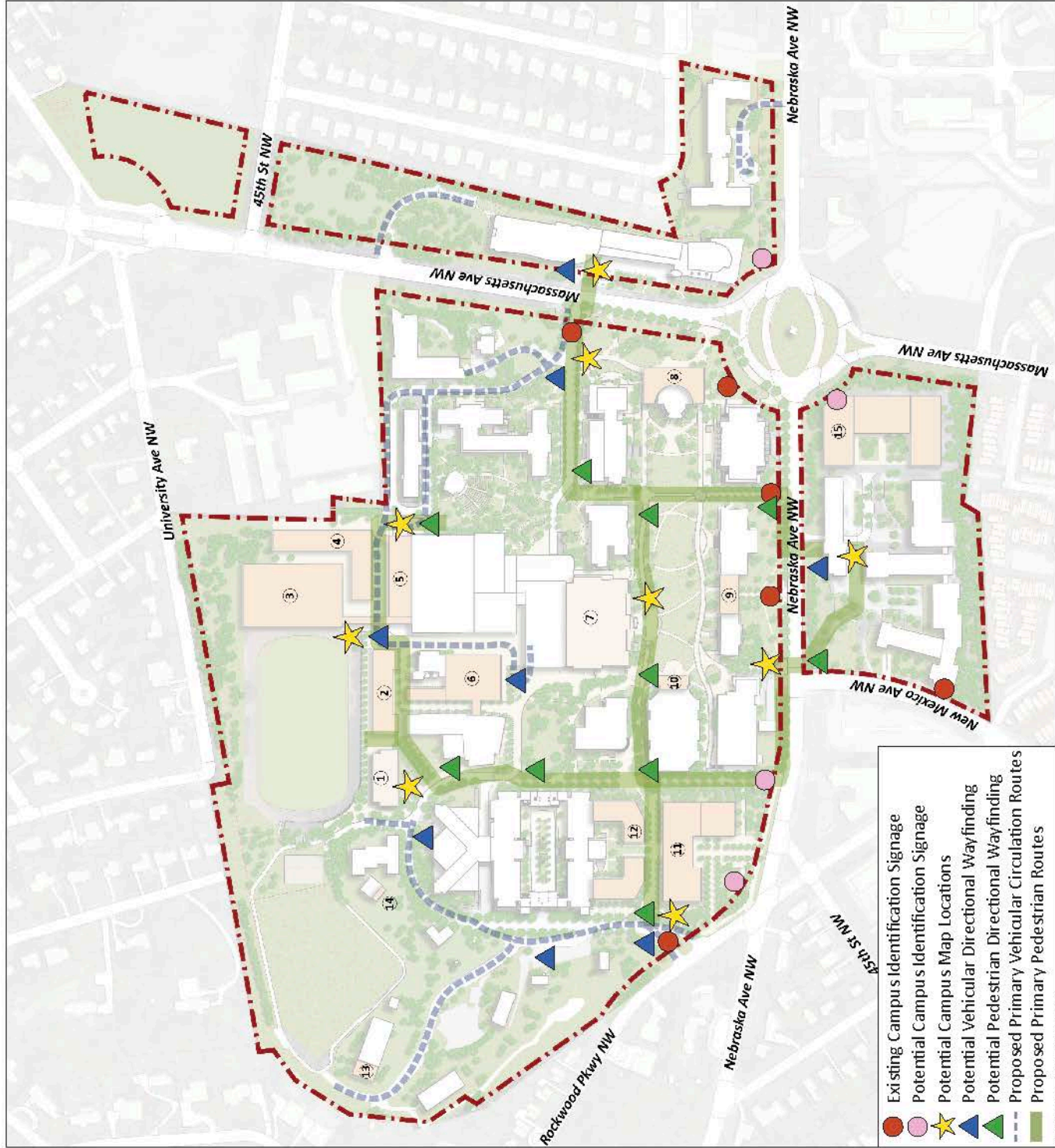
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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT R**  
CAMPUS SIGNAGE AND  
WAYFINDING CONCEPTS





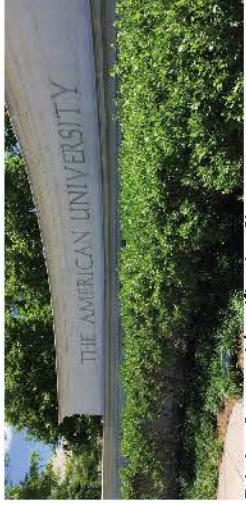
Vehicular Directional Wayfinding Concept



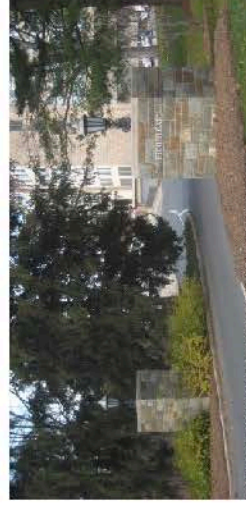
Pedestrian Directional Wayfinding Concept



Campus Map Concept



Existing Campus Identification Signage



Existing Campus Identification Signage







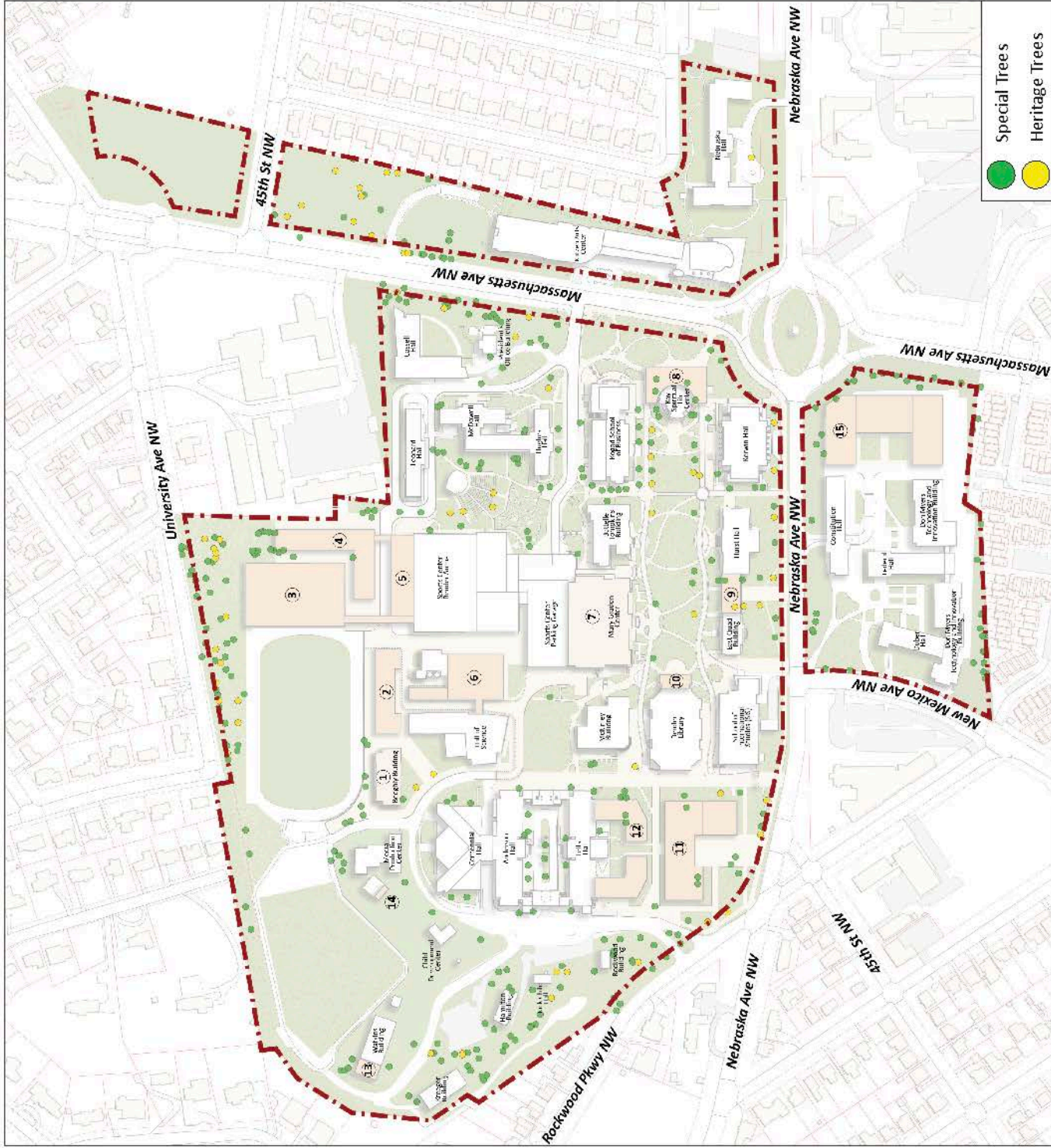
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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT S**  
CAMPUS SPECIAL AND  
HERITAGE TREES



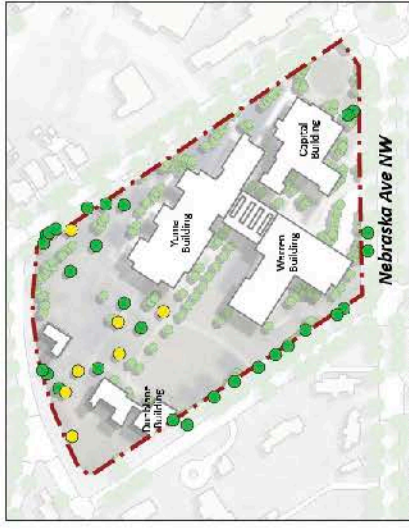


**MAIN CAMPUS**

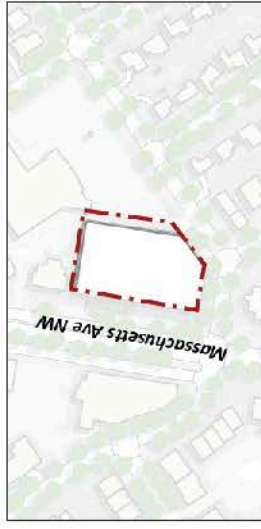
- Notes:
- Diagrams for development sites are conceptual and do not reflect final building footprints
  - Campus tree locations based on ArcGIS — AU Tree Inventory



- Special Trees
- Heritage Trees



**TENLEY CAMPUS**



**4801 MASSACHUSETTS AVE NW**



**4200 WISCONSIN AVE NW**



**3201 NEW MEXICO AVE NW**





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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

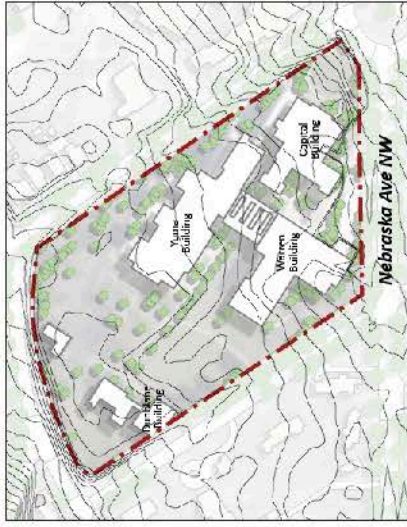
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**EXHIBIT T**  
CAMPUS TOPOGRAPHY





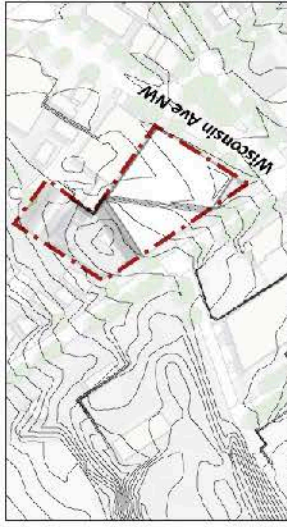
MAIN CAMPUS



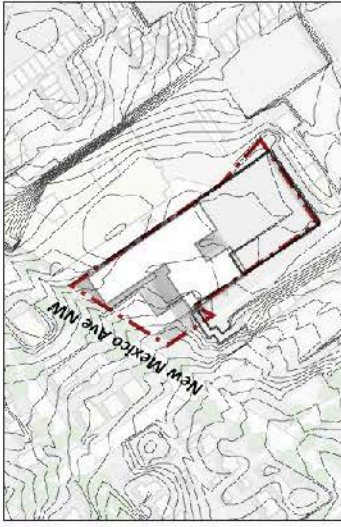
TENLEY CAMPUS



4801 MASSACHUSETTS AVE NW



4200 WISCONSIN AVE NW



3201 NEW MEXICO AVE NW







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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT U**  
CAMPUS SUSTAINABILITY  
FEATURES



**GREEN BUILDINGS AND ENERGY MANAGEMENT**

- (A) LEED Certified Gold / Silver Buildings
- (B) Energy Conservation Pilot Programs
- (C) Rooftop Solar Panels
- (D) Individual Building-level Water Meters

**GROUNDS MAINTENANCE**

- (E) Green Roofs
- (F) Rain Gardens & Other Stormwater Management Features
- (G) Native and Adaptive Plant Species
- (H) Permeable Pavers

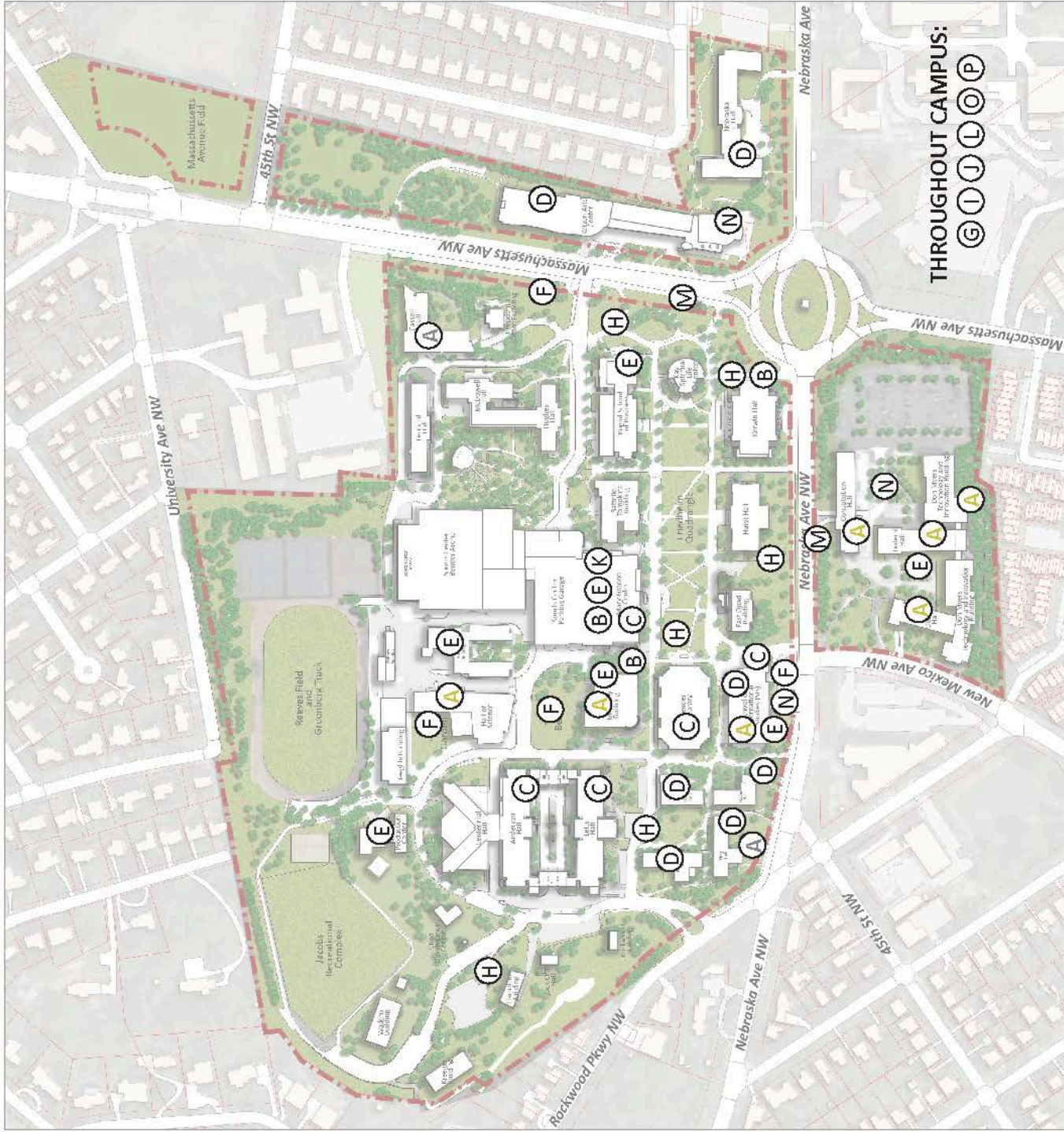
**PURCHASING, DINING AND OPERATIONS**

- (I) Zero Waste Policy
- (J) Sustainable Purchasing Policy
- (K) Sustainable Dining Initiatives
- (L) Green Office Program

**TRANSPORTATION**

- (M) Bikeshare Stations
- (N) EV Charging Stations
- (O) Biodiesel/AU shuttle
- (P) U\*PASS Program: > 1 million rides per year

**RECOGNITIONS AND PARTNERSHIPS**



THROUGHOUT CAMPUS:  
(G)(I)(J)(L)(O)(P)

MAIN CAMPUS





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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT V**  
HISTORIC RESOURCES



# EXHIBIT V

## HISTORIC RESOURCES

### MAIN CAMPUS

The Main Campus of American University is located along Nebraska and Massachusetts Avenues at Ward Circle. The original plan for the Main Campus was developed by Frederick Law Olmsted, but over time the plan was significantly modified due to financial constraints. Although new buildings have further compromised the spaces of the Olmsted plan, the northern part of the planned quadrangle (now the Friedheim Quadrangle) remains as the most important space on the original campus.

Construction of Hurst Hall, designed by Van Brunt and Howe and W. M. Poindexter, began in 1897. It was the only building completed by the university's official dedication on May 15, 1914. The second building on the Main Campus was McKinley Hall, which dates from 1917 and was designed by Henry Ives Cobb. Both the Van Brunt and Howe firm and Cobb were nationally significant, and both had experience designing collegiate buildings. Van Brunt and Howe was based in Boston. With an earlier partner (William Ware), Van Brunt designed Memorial Hall at Harvard. With Howe he designed the Medical School at Harvard and the library at the University of Michigan. Cobb was based in Chicago. He designed the Chicago Federal Building, several buildings at the 1893 World's Columbian Exposition, and buildings for Lake Forest College and the University of Chicago.

American University first offered undergraduate degrees when it established the College of Liberal Arts (now the College of Arts and Sciences) in 1925. As the university gained financial stability, it was able to focus on fulfilling the intentions of the school's founders that AU take full advantage of its location and proximity to the federal government and the resources available in the national's capital. The establishment of the School of Public Affairs in 1934 and the School of International Service in 1958 particularly reflected the founders' intentions.

The history of the university has been greatly affected by and related to activities associated with the two World Wars. During both wars the university allowed the government to use part of the original campus for military purposes. These uses would have long-term implications for the then-undeveloped neighborhood to the southwest of the university.

Relatively little construction occurred during and between the World Wars. The buildings that were constructed were designed by Peter M. Anderson, an engineer who served for a time as the university's architect. Anderson's first building on the Main Campus was the Mary Graydon Center (1920). Although it occupies a prominent location on the Quad, it has been significantly altered over the years. Anderson's second building on the American campus was the President's House (1925). This frame structure, now used as offices, sits atop a rise on the south side of Massachusetts Avenue. By material and design it stands in sharp contrast to the other buildings on the Main Campus. Anderson also designed Hamilton Hall (1935), which was built in an area of the Main Campus that was at one time intended for student housing. However, Hamilton is the only building contemplated by that plan that was actually constructed. The design of this stone, vaguely Collegiate Gothic building also stands in sharp contrast to the other buildings on the Main Campus; there is none other like it. The unrealized plan for this part of the campus and its remote location limit the contribution Hamilton has made to the development and evolution of the Main Campus. Anderson also worked on the 1926 design of Battelle Library.

The university experienced the spirit of optimism and interest in progress that swept the country in the post-World War II years, and the middle years of the twentieth century saw significant growth of the university. American formally incorporated the Washington College of Law, founded in 1896 as the first coeducational law school in the city, into the university in 1949. During the 1950s, various departments of the university were reorganized, resulting in the establishment in 1955 of the School of Business Administration, now the Kogod

School of Business, and in 1957 the School of Government and Public Administration, now the School of Public Affairs. The addition and growth of these schools resulted in a mid-century building boom on the original campus. Buildings from that campaign, even after some of them have been significantly altered and numerous later buildings have been constructed, largely define the character of the Main Campus.

Most of the twenty-eight buildings constructed during the 1950s and 60s were designed by the Washington architectural firm of Faulkner, Kingsbury, and Stenhouse and its successor firm. This architectural firm was noted for its successful designs of numerous buildings on several college and university campuses. Particularly important among the Faulkner, Kingsbury, and Stenhouse buildings are the East Quad (1957) and the residential complex of Hughes, McDowell, and Leonard Halls (1959, 1962, and 1967 respectively). The East Quad, for which the architects designed symmetrical side additions that were never built, fronts on the Quad. It is part of the formal, public aspect of the Main Campus, and a significant building from the mid-century building boom. The building's rear elevation fronts Nebraska Avenue NW. In contrast, the residential complex is located in a less prominent, quieter interior part of the campus. They are part of the aspect of the university that is far more private than the buildings on the quad, in spite of their size.

The Faulkner firm also designed a complex of smaller residential buildings at the southwest corner of the campus, west of Nebraska Avenue. These four buildings, Clark, Roper, McCabe, and Gray Halls, the first two dating from 1954 and the latter two dating from 1955, are small two-story buildings. Their stylistic expression is more traditional and less remarkable than typical Faulkner, Kingsbury, and Stenhouse buildings, both on the campus and elsewhere.

One of the historically more interesting mid-century buildings is the Media Production Center (1953). It was designed by the local firm of Porter and Lochie, a firm most noted for its residential work. Its spare, rectilinear elevations are architecturally unremarkable for the period. However, the building was the original home of WAMU, American's National Public Radio affiliate. WAMU played an important role in the development of public radio. It operated out of the Media Production Center from 1961 to 1994, when it moved to a new facility off campus.

Perhaps one of the most interesting buildings on the Main Campus is the Kay Spiritual Life Center. This distinctive, round non-denominational place of worship is unlike anything else on the Main Campus. Its location at the north end of the quad gives it a remarkable prominence. It was designed in 1965 by Alpha Hensel Fink, a Philadelphia architect who specialized in ecclesiastical buildings. Fink also designed the five buildings constructed between 1957 and 1961 at the nearby Wesley Theological Seminary.

Later buildings on the Main Campus generally lack the architectural distinction of those early buildings that remain unaltered (Hurst and McKinley) and the best mid-century buildings on the campus. The 1979 Bender Library, while distinctive, does little to enhance the appearance of the campus, and its location across the south end of the quad is particularly unfortunate. The Bender Library was designed by Daniel, Mann, Johnson, and Mendenhall, one of the first combined architecture and engineering firms in the western part of the country; their focus was on transportation-related projects. Elsewhere on the quad, renovations from the last several decades have altered buildings in a way that appears designed to surround the quad with "classical" buildings, even though "classical" is not the predominant architectural character of the Main Campus.

The 2005 Katzen Arts Center on the north side of Massachusetts Avenue, designed by Einhorn Yaffee Prescott, features an ever-changing display of outdoor sculpture that enlivens the streetscape and softens the long Massachusetts Avenue elevation of the building. Nebraska Hall, the other building on that part of the Main Campus, dates from 1957. The university purchased this undistinguished building in 1984; it is the only building on the Main Campus not constructed by the university.



## TENLEY CAMPUS

The university acquired the Tenley Campus, located between Nebraska Avenue NW and Yuma Street NW, at Tenley Circle in 1986. At that time there were five primary buildings on the Tenley Campus – freestanding Dunblane and Congressional Halls and the connected Capital, Federal, and Constitution Halls. These buildings provided residential, classroom, and office space and include a dining facility for the university. The history and development of these buildings are unrelated to AU.

The mid-nineteenth century house known as Dunblane was built on a very small portion (63 acres in 1858) of what was once part of the southern half of the tract originally known as Friendship. Used as a country house by its various owners, the property changed hands often during the nineteenth century. It was ultimately divided in 1896, along with part of an adjacent property, as part of the Grasslands and Dunblane subdivision. By 1906 the Sisters of Providence owned the two lots that comprise the entirety of Square 1728, where they would build and operate a school for girls – the Seminary of Our Lady Immaculate, known as Immaculata – in various forms until 1984.

The house known as Dunblane, used by Immaculata and the University for institutional purposes, is much-altered from its original appearance. The original square three-bay house remains at the center of several large additions. The two-story addition at the north side of the house is almost as large as the original house. The two-story 1935 institutional addition at the back of the house and the 1974 addition to the south are not compatible with the original house.

Immaculata operated primarily in a large school building that was dedicated in 1905. This prominent and substantial three-story limestone building, known as Capital Hall, was designed by A.O. Von Herbulis. The front façade is divided into five parts, with the outermost projecting from the rest of the façade and featuring two-story round bays. The center entrance bay, which also projects slightly from the adjacent plane, features a classically-detailed front entrance and a broken-arch pediment at the top. An overhanging denticulated cornice wraps around the top of the building. The 1921, L-shaped dormitory addition was designed by Murphy and Olmsted to match the appearance of the original building. A chapel was also constructed in 1921, off the back of the original building. The 1950s saw the construction of the two-story Constitution Hall, the three-story Federal Hall, and the four-story, free-standing Congressional Hall. Stylistically, none of these additions to the campus related to the original building and its 1921 dormitory addition.

The growth and demise of Immaculata is similar to many girls' schools of its type. The seminary became The Immaculata Junior College in 1922 and the elementary and secondary program was renamed Immaculata Preparatory School in 1965. Both thrived through the 1960s, however enrollment at the Junior College declined in the 1970s as it did at many junior colleges across the country, and it closed in 1978. The prep school closed in 1984, and the property was purchased by American University in 1986.

The non-contributing Constitution Hall, Federal Hall, and Congressional Hall buildings were demolished as part of the 2013 redevelopment of Tenley Campus for the relocation of AU's Washington College of Law. New and renovated buildings that incorporate the prominent Capital Hall and historic chapel form a connected complex of instructional spaces, conference facilities, legal clinic resources, teaching courtrooms, law library, alumni center, faculty and staff offices, and multiple student study/meeting spaces.

The Tenley Campus is located in the Tenleytown neighborhood of Washington, which has its origins in the late eighteenth century and which grew up along and around what is now known as Wisconsin Avenue NW. The early road provided access from far rural Maryland, through this rural area of farms and large estates, to the port of Georgetown. The village of Tenleytown developed slowly throughout most of the nineteenth century. It gained prominence and population during the Civil War, particularly with the construction of Fort Reno.

However, the area remained predominantly rural; development in the area did not really get started until the arrival of the streetcar in the late nineteenth century.

There were churches—Methodist, Presbyterian, Episcopal, Baptist, and Catholic—and schools, both public and private religious, in the area from the mid-nineteenth century. Public services, including a fire house (1900), a post office (by 1903), police call boxes (a few dating from the late nineteenth century but most from after 1900), and a telephone exchange (1908), arrived in Tenleytown around the turn of the twentieth century. There was a proliferation of subdivisions planned and platted from the late nineteenth century through the early decades of the twentieth century. Houses, both architect-designed and from kits houses, were built in these subdivisions.

Commercial development along Wisconsin Avenue began in earnest in the years after World War I. Some existing residential buildings were converted to commercial use and new small-scale buildings were constructed for a bank, a dry-goods store, and other commercial establishments. In the 1930s chain stores such as Giant, Kresge's, and People's drug store opened larger stores along Wisconsin Avenue NW. In 1940 the largest of the chains, Sears & Roebuck, built the largest store on the avenue, and Tenleytown had a commercial strip that served both the immediate neighborhood and a larger area.

A number of significant buildings in the Tenleytown area, including the Eldbrooke Methodist Church, the Convent of Bon Secours, the Western Union Telegraph Company's Washington Radio Terminal, and the Sears & Roebuck store, are landmarks listed in the DC Inventory of Historic Sites.



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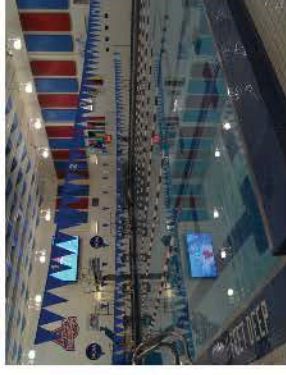
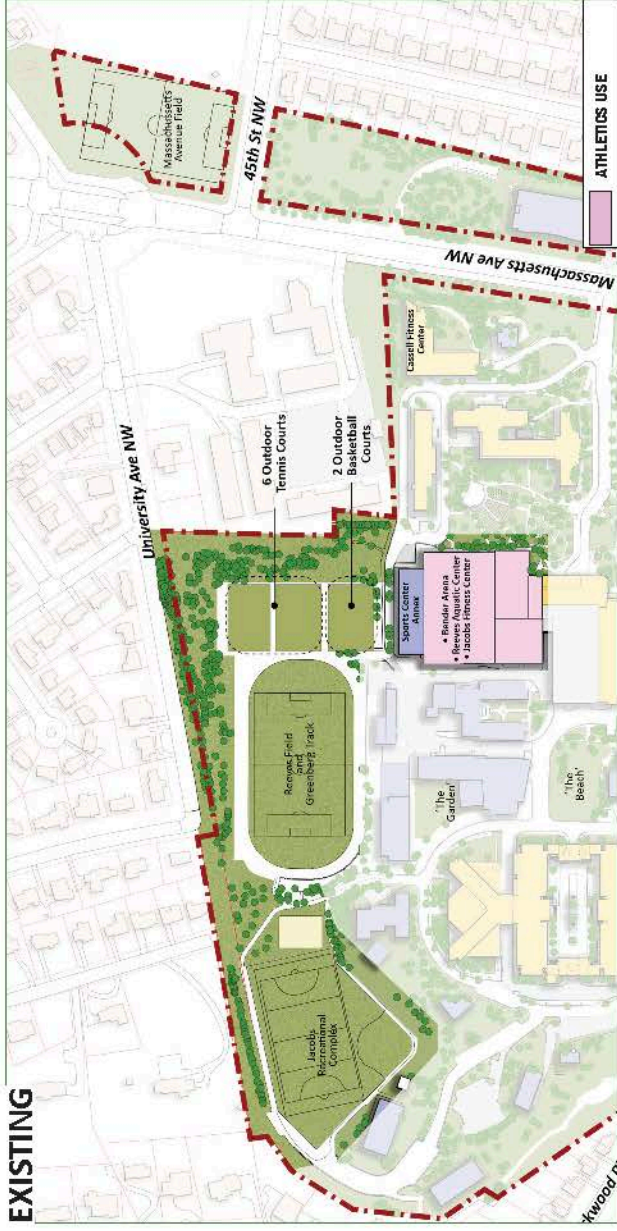
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**2021**  
CAMPUS PLAN

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**EXHIBIT W**  
ATHLETIC AND  
RECREATION FACILITIES



**EXISTING**



Revere Aquatic Center



Jacobs Fitness Center

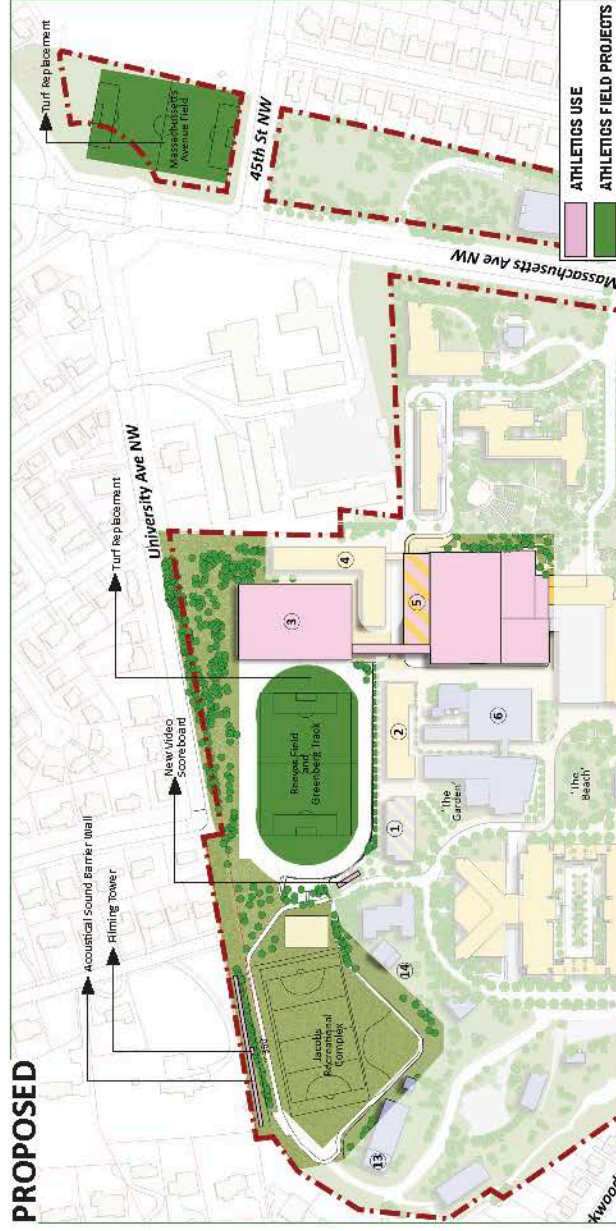


William I. Jacobs Recreational Complex

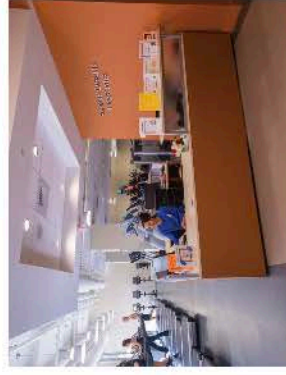


Revere Field

**PROPOSED**



Bender Arena



Caspell Fitness Center

Note:  
 • Campus tree locations based on ArcGIS – AU Tree Inventory







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CAMPUS PLAN

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**EXHIBIT X**  
UPDATES TO OFF-CAMPUS  
CONDUCT POLICIES





2020-2021



AMERICAN UNIVERSITY  
WASHINGTON, DC

# STUDENT CONDUCT CODE

**AMERICAN UNIVERSITY STUDENT CONDUCT CODE  
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# **AMERICAN UNIVERSITY**

## **STATEMENT OF COMMON PURPOSE**

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

### **PREAMBLE**

To achieve its ends, an academic community requires the knowledge, integrity, and civility of its members. In turn, the community helps individuals develop habits and values that will enable them to achieve personal satisfaction and to contribute to a better world. This Student Conduct Code is designed to support a safe, honest, and inclusive community with a shared commitment to acting with mutual respect and forming the highest standards of ethics and morals among its members. It fosters the university's commitment to excellence, equity, and inclusion and affirms the shared values that make community life possible. Students with alleged violations of the Student Conduct Code should contact Student Conduct and Conflict Resolution Services to receive further information on conduct procedures.

## I. AUTHORITY FOR STUDENT DISCIPLINE

Ultimate authority for all university policy is vested in the Board of Trustees of American University. Non-academic disciplinary authority has been delegated by the president to the Vice President of Campus Life to implement student conduct policies and take all necessary and appropriate action to protect the safety and well-being of the campus community.

The Board of Trustees reserves the right to review and to take any action it deems necessary in any conduct case. In practice, the resolution of non-academic conduct cases may involve an array of university administrators and committees of students, staff, and faculty. Students are asked to assume positions of responsibility in the university conduct system in order to contribute their skills and insights to the resolution of conduct cases. The university reserves the right to amend this Student Conduct Code at any time according to established procedures.

## II. RESPONSIBILITIES AND RIGHTS

Every student has a duty to understand and abide by the rules and regulations of the university. Responsibilities and Rights related to violations of the university's Discrimination and Non-Title IX Sexual Misconduct Policy can be found in Section XX.A. and B., as well as Appendix A. Responsibilities and Rights related to violations of the university's Title IX Sexual Harassment Policy can be found in Section XX.C and Appendix B. Ignorance of a rule or regulation will not be an acceptable reason to find a student not responsible. Students accused of conduct violations are entitled to the following procedural protections:

1. to be informed of the allegations against them;
2. to request an informal resolution of the case;
3. to be allowed reasonable time to prepare a response;
4. to hear and respond to evidence upon which an allegation is based;
5. to present relevant witnesses and ask questions of the witnesses at disciplinary hearings;
6. to be assured of confidentiality according to the terms of the university policy on Confidentiality of Student Records;
7. to request that any person conducting a disciplinary proceeding or serving as a Conduct Council member or hearing administrator, or conference officer, be disqualified on the grounds of conflict of interest;
8. to be provided with an opportunity to review these rights before any disciplinary proceeding;
9. to be considered not responsible for the allegations until found responsible based on what is more likely than not to have occurred (by a preponderance of the evidence);
10. to have reasonable access to the case file prior to and during the disciplinary conference or hearing;
11. to have an advisor as defined in Section XII of this Student Conduct Code; and
12. to appeal the outcome of the case according to Section XVIII of this Student Conduct Code.

### III. SCOPE OF AUTHORITY

The Student Conduct Code (“Code”) is the university’s policy for non-academic conduct offenses and applies to all students, recognized student organizations, and provisionally recognized student groups at American University, including students at the Washington College of Law (“WCL”). However, alleged prohibited conduct by WCL students will not be subject to the resolution mechanism described in this Code, except in cases involving conduct prohibited by the university’s Discrimination and Non-Title IX Sexual Misconduct Policy and/or the university’s Title IX Sexual Harassment Policy. Such violations will be resolved using the procedures set forth in Section XX of this Code. All other alleged prohibited conduct by WCL students will be resolved according to the procedures set forth in the Honor Code for the Washington College of Law.

The university retains authority over alleged infractions that occur during a student’s matriculation or attendance at the university, including orientation programs and activities, winter, spring, and summer breaks, and periods of leave of absence from the university including during disciplinary suspensions. Therefore, a proceeding may be scheduled after a student has completed a program, withdrawn, or graduated from the university. Generally, the university will take disciplinary action for on-campus infractions of the Code. However, the university may take disciplinary action for off-campus infractions of the Code when a student’s behavior threatens or endangers the safety and well-being of the campus community; when a student is the subject of a violation of local, state, or federal law; or when, in the judgment of university officials, a student’s alleged misconduct has a detrimental impact on the university’s functions and operations, pursuit of its mission, or on the well-being of its community or neighbors.

### IV. VIOLATIONS OF LAW AND UNIVERSITY REGULATIONS

Students may be accountable both to civil authorities and to the university for acts that constitute violations of law and of this Code. Disciplinary action at the university will normally proceed while criminal proceedings are pending and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

### V. DEFINITIONS

- A. “Aggravated violation” – a violation that resulted or could have resulted in significant damage to persons or property or which otherwise posed a substantial threat to the stability and continuance of normal university or university-sponsored activities.
- B. “Bias Incident” – an act targeted at a person, group, or property expressing bias or hostility on the basis of real or perceived: race, color, national origin, religion, sex, pregnancy or parenting, age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual’s genetic information or any other bases under federal and/or local law. (See Section XVII. Sanctions for considerations of bias incidents in the sanctioning process.)
- C. “Coerce” – to force one to act based on fear of harm to self or others. Means of coercion may include, but are not limited to, pressure, expressed or implied threats, intimidation, or the threat or use of physical force. Coercion also includes forcing a person to act by impairing the faculties of that person through the administration of a substance.
- D. “Complainant” – in cases under Section XX, a student, staff, or faculty member who has filed a complaint indicating that a student may have violated the university’s Discrimination and Non-Title IX Sexual Misconduct

Policy and/or the Title IX Sexual Harassment Policy. A complainant may include students, staff, faculty, contractor, or visitor to the university or university sponsored activities.

E. “Complaint” – a report of alleged misconduct filed by a member of the AU community.

F. “Consent” – words or conduct indicating a freely given agreement to have sexual intercourse or to participate in sexual activities. Silence or lack of resistance does not imply consent. Consent for one sexual act does not imply consent for any subsequent sexual act and consent must be on-going. Sexual contact will be considered “without consent” if no clear consent, verbal or non-verbal is given; if inflicted through force, threat of force, or coercion; or if inflicted upon a person who is unconscious or who otherwise reasonably appears to be without the mental or physical capacity to consent. (See definition of “incapacitation.”) The age of consent in the District of Columbia is sixteen (16) years of age. Individuals younger than 16 years of age are legally incapable of giving consent to sexual activity with an individual who is four or more years older. (See Title IX Sexual Harassment Policy and Discrimination and Non-Title IX Sexual Misconduct Policy).

G. “Dating Violence” – violence committed by a person (i) who is or has been in a social relationship of a romantic or intimate nature with the other person; and (ii) where existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. (See Title IX Sexual Harassment Policy and Discrimination and Non-Title IX Sexual Misconduct Policy)

H. “Disciplinary conference” – a proceeding in which a hearing officer meets with a student to resolve an alleged violation of the Code.

I. “Disciplinary hearing” – a proceeding in which a panel of the Conduct Council is convened with a student to resolve an alleged violation of the Code.

J. “Discrimination”- discrimination occurs when an individual suffers an adverse employment, academic, or other decision based on an individual’s Protected Bases. (See Discrimination and Non-Title IX Sexual Misconduct Policy).

K. “Discriminatory Harassment”- unwanted verbal, visual, or physical conduct that denigrates or shows hostility against an individual protected by the university’s Discrimination and Non-Title IX Sexual Misconduct Policy (e.g. race, national origin), when the conditions outlined are present: 1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual’s education, employment or participation in other university programs and/or activities or is used as the basis for university decisions affecting the individual (often known as “quid pro quo” harassment); or 2) such conduct creates a hostile environment. (See “Hostile Environment” definition). (See Discrimination and Non-Title IX Sexual Misconduct Policy).

L. “Discriminatory Harassment under Title IX”-unwelcome conduct determined by a reasonable person to be so severe, and objectively offensive that it effectively denies a person equal access to the university’s education program or activity. (See Title IX Sexual Harassment Policy).

M. “Disorderly” – conduct which a reasonable person, under similar circumstances, should be expected to know would disturb the peace.

N. “Distribution”—any form of sale, exchange, or transfer.

O. “Domestic Violence” – violence committed by a current or former spouse or intimate partner of the person, by an individual with whom the person shares a child in common, by an individual who is cohabitating with or has cohabited with the person as a spouse or an intimate partner, by an individual similarly situated to a spouse of the

person under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any individual against the person who is protected from that individual's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred. (See Title IX Sexual Harassment Policy and Discrimination and Non-Title IX Sexual Misconduct Policy)

P. "Education Program or Activity"-every program or activity under the operations of the university, whether on or off campus. Education program or activity includes locations, events, or circumstances in which the university exercised substantial control over both the Respondent and the context in which the Title IX Sexual Harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by the university (See Title IX Sexual Harassment Policy).

Q. "Fondling"-the touching of the private body parts of another person for the purpose of sexual gratification without the consent of the person, including instances where the person is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity. (See Title IX Sexual Harassment Policy and Discrimination and Non-Title IX Sexual Misconduct Policy).

R. "Group" – an association of persons that has applied for recognition as a student organization, but is not yet formally recognized by the university.

S. "Harassment" – an intimidating, severe, hostile, or coercive act – whether physical, verbal, electronic (including, but not limited to: e-mail, social media, instant messaging, etc.), which is intentional and/or persistent.

T. "Hazing" – an intentional act or method of initiation into a group, club, organization, or team that subjects another person, whether voluntarily or involuntarily, to conduct that may injure, abuse, humiliate, harass, or intimidate that person. Examples of hazing can be found in American University's Hazing Policy.

U. "Hearing Administrator" – a staff member who conducts disciplinary hearings as set forth in Section XVI of this Code.

V. "Hearing Officer" – a staff member who conducts disciplinary conferences as set forth in Section XV of this Code.

W. "Hostile Environment"-exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives an individual from participating in or benefiting from the university's education or employment programs and/or activities. Conduct must be deemed severe, persistent, or pervasive from both a subjective and an objective perspective. When evaluation whether a hostile environment exists, the university will consider the totality of known circumstances, including but not limited to:

- a. The frequency, nature and severity of the conduct;
- b. Whether the conduct was physically threatening;
- c. The effect of the conduct on the complainant's mental or emotional state;
- d. Whether the conduct was directed at more than one person;
- e. Whether the conduct arose in the context of other discriminatory conduct;
- f. Whether the conduct unreasonably interfered with the complainant's educational or work performance and/or university programs and activities; and
- g. Whether the conduct implicates concerns related to academic freedom or protected speech.

A hostile environment can be created by persistent or pervasive conduct or by a single or isolated incident, if sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the conduct is physical. (See Discrimination and Non-Title IX Sexual Misconduct Policy).

X. “Incapacitation”-a temporary or permanent state in which an individual is unable to give consent to sexual contact due to mental, developmental, or physical impairment, to include incapacitation voluntarily or involuntarily, from alcohol or drug use. States of incapacitation include, but are not limited to: sleep, unconsciousness, intermittent consciousness, or any other state where an individual is unaware that sexual contact is occurring. Where alcohol or drug use is involved, incapacitation is a state beyond mere intoxication, or impairment of judgment. (See Title IX Sexual Harassment Policy and Discrimination and Non-Title IX Sexual Misconduct Policy).

Y. “Incest”-non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law. (See Title IX Sexual Harassment Policy and Discrimination and Non-Title IX Sexual Misconduct Policy).

Z. “Informal Resolution”- a method to resolve a conduct complaint either through mediation or a restorative process. In order for a complaint to be resolved through informal resolution, both parties must agree to participation in informal resolution. (See XIV.D. for types of complaints that will not be resolved informally in lieu of a formal conduct process).

AA. “Institution” and “University” – American University and all of its undergraduate and graduate departments and programs.

BB. “Investigator” – an individual who conducts a fact-finding investigation into incidents related to cases involving conduct prohibited by the university’s Discrimination and Non-Title IX Sexual Misconduct Policy and/or the university’s Title IX Sexual Harassment Policy.

CC. “Organization” – an association of persons that is formally recognized by the university as a student organization.

DD. “Physical Assault” – unwanted physical contact or the use of physical force to threaten or cause physical injury, pain, or illness.

EE. “Preponderance of the Evidence” – a measure of proof that a reasonable person would accept as “more likely than not” that a fact is true or that an incident occurred.

FF. “Rape” – carnal knowledge of a person, without the consent of the person, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity. (Also see “consent” and “coerce.”) (See Title IX Sexual Harassment Policy and Discrimination and Non-Title IX Sexual Misconduct Policy).

GG. “Reckless” – conduct which a reasonable person, under similar circumstances, should be expected to know would create a substantial risk of harm to persons or property or which would otherwise be likely to result in interference with normal university or university-sponsored activities.

HH. “Relevant” – related to the charges at hand. Relevant information may be excluded by a hearing officer or administrator during a disciplinary conference or hearing if it is unfairly prejudicial.

II. “Respondent” – the student/student organization, or student group, who allegedly violated non-academic policies.

JJ. “Retaliation” – an adverse action or other form of negative treatment, including, but not limited to, intimidation, threats, coercion, discrimination, or harassment, carried out in response to a good-faith reporting of,



- or opposition to, discrimination, harassment, or related misconduct; an individual or group's participation, including testifying or assisting in the university's grievance process or response to formal complaint.
- KK. "Sanctioning Panel" – a Sanctioning Panel is comprised of three (3) Conduct Council members including one (1) student and two (2) faculty/staff members.
- LL. "Sanctioning Panel Administrator" – a staff member who conducts Sanctioning Panels as set forth in Section XX of this Code.
- MM. "Sexual assault" – any sexual act directed against another person, without consent of the person, including instances in which the person is incapable of giving consent. (See Title IX Sexual Harassment Policy and Discrimination and Non-Title IX Sexual Misconduct Policy).
- NN. "Sexual assault with an object"-sexual assault with an object is the use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the person, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. (See Title IX Sexual Harassment Policy and Discrimination and Non-Title IX Sexual Misconduct Policy).
- OO. "Sexual exploitation" – taking sexual advantage of another, for one's own advantage or benefit, or to benefit or advantage anyone other than the one being exploited. Examples include, but are not limited to: recording, photographing or transmitting sexual photos, sounds, images or other information; voyeurism; indecent exposure; prostituting or soliciting another person; inducing incapacitation to commit acts of sexual misconduct; knowingly exposing another person to sexually transmitted infections (STI) or human immunodeficiency virus (HIV). (See Title IX Sexual Harassment Policy and Discrimination and Non-Title IX Sexual Misconduct Policy).
- PP. "Sodomy"-is the oral or anal sexual intercourse with another person, without the consent of the person, including instances where the person is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. (See Title IX Sexual Harassment Policy and Discrimination and Non-Title IX Sexual Misconduct Policy).
- QQ. "Stalking" – engaging in a course of conduct directed at a specific person that would cause a reasonable person to (i) fear for their safety, or the safety of others; or (ii) suffer substantial emotional distress. Acts that constitute stalking may include, but are not limited to: direct or indirect actions, including actions through a third-party by any method, device, or means to follow, monitor, observe, surveil, threaten, or communicate to or about a person; or that interferes with a person's property. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
- RR. "Underground Group" – a formerly recognized student organization or group that has lost or been denied university registration or recognition on a temporary or permanent basis as a consequence of responsibility for Code and/or other policy violations.
- SS. "University premises" – buildings and grounds owned, leased, operated, controlled, or supervised by the university.
- TT. "University-sponsored activity" – any activity on or off university premises that is specifically initiated or supervised by the university.
- UU. "Weapon" – firearms, fireworks, explosives, metal knuckles, knives, or any other instrument designed or used to inflict injury to person or property.

## VI. PROHIBITED CONDUCT

This Code is not written with the specificity of a criminal statute, nor is it intended to cover every instance of potentially prohibited conduct. American University expects its students, wherever they are, to adhere to high standards of honor and good citizenship and to conduct themselves in a responsible manner that brings credit to themselves and the university. The following misconduct is subject to disciplinary action:

- A. Attempting to engage in any prohibited conduct;
- B. Interpersonal violence including, but not limited to, physical assault, dating violence and/or domestic violence;
- C. Conduct which threatens or endangers the health or safety of any person;
- D. Sexual assault;
- E. Sexual assault with an object;
- F. Fondling;
- G. Sexual exploitation;
- H. Sexual harassment;
- I. Rape;
- J. Sodomy;
- K. Incest;
- L. Statutory Rape;
- M. Using, possessing, distributing, or manufacturing a weapon, or possessing any object produced as a weapon; or any object that is visually indistinguishable from a weapon. (Exceptions may be made for use of imitation weapons or athletic equipment when used within policies specified by Athletics & Recreation, Health and Fitness faculty, Student Activities, or Performing Arts, as applicable.);
- N. Hazing;
- O. Arson;
- P. Possession or use of alcohol by persons under 21 on university premises or events;
- Q. Providing, selling, or distributing alcohol to persons under 21;
- R. Unauthorized possession and/or use of any controlled substance, illegal drug or drug paraphernalia, including marijuana and medical marijuana;
- S. Manufacture, distribution and/or sale of any controlled substance or illegal drug (including marijuana) or drug paraphernalia;

- T. Violation of local, state, or federal law;
- U. Entry, attempt to enter, or remaining without authority or permission in any university office, residence hall room, university sponsored event, or university premises;
- V. Intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency;
- W. Harassment;
- X. Stalking;
- Y. Theft of property or services or knowingly possessing stolen property;
- Z. Any university matters not covered by the Academic Integrity Code: dishonesty, misrepresentation, fraud, forgery;
- AA. Intentionally or recklessly destroying or damaging university property or the property of others;
- BB. Tampering with, or unauthorized or fraudulent use of campus telephone equipment or access codes;
- CC. Abuse of university computer equipment, networks, systems, or services;
- DD. Intentionally or recklessly interfering with normal university or university-sponsored activities, including, but not limited to, studying, teaching (including class sessions and office hours), research, university administration; or fire, police, or emergency services;
- EE. Disorderly conduct or interfering with the rights of others;
- FF. Illegal gambling or gaming, as defined by local, state or federal law;
- GG. Willfully failing to comply with the directions of university officials, including public safety officers and residence life staff members, acting in performance of their duties;
- HH. Unauthorized use of the university's corporate name, logo, or symbols;
- II. Unauthorized soliciting or canvassing by any individual, group, or organization;
- JJ. Violations of other published non-academic university regulations or policies;
- KK. Violating the terms of any disciplinary sanction imposed in accordance with this Code;
- LL. Providing assistance to or in any way perpetuating the activities of an Underground Group that violates the Code and/or other university policies;
- MM. Possessing or using false information, documents, or instruments of identification;
- NN. Retaliation;
- OO. Bias related incidents including but not limited to any violation of the Student Conduct Code motivated by a consideration of a real or perceived race, color, national origin, religion, sex, pregnancy or parenting, age, sexual

orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal and/or local law.

PP. Discrimination;

QQ. Discriminatory harassment;

RR. Discriminatory harassment under Title IX;

SS. Misuse or unauthorized use of AU OneCard as outlined in the One Card Terms & Conditions;

TT. Violations of the university's Good Neighbor Policy;

UU. Violations of the university's health and safety directives related to the Communicable Disease Policy.

## **VII. CLASSROOM BEHAVIOR AND ACADEMIC DISHONESTY**

Primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any behavior that has the effect of disrupting a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions from class or dismissal on disciplinary grounds must be preceded by a disciplinary conference or hearing, as set forth in Sections XV and XVI of this Code.

Academic dishonesty allegations are processed in accordance with procedures set forth in the Academic Integrity Code. Students will be subject to both the Student Conduct Code and the Academic Integrity Code in cases where there is a combination of alleged violations of academic and non-academic regulations.

## **VIII. PROHIBITED CONDUCT MOTIVATED BY BIAS**

Bias-related incidents are counter to the university's commitment to fostering an inclusive community based on mutual respect. Bias-related incidents are addressed through the Student Conduct Code, only when accompanied by a form of prohibited conduct in Section VI (e.g. vandalism, harassment, violence). Students found responsible for bias-related prohibited conduct will have this included as a factor in determining sanctions.

## **IX. STUDENT GROUPS AND ORGANIZATIONS**

Groups of students and student organizations are expected to comply with all university policies including this Code and all additional policies pertaining to groups and organizations including federal, state, and local laws. Allegations of policy violations by groups or organizations will be investigated and resolved through Student Conduct and Conflict Resolution Services consistent with the following:

- A. Recognized student organizations and student groups with provisional recognition, as well as their members and officers, may be held collectively and/or individually responsible for violations of the Code and/or other university policies.

**University Policy:** Good Neighbor Guidelines

**Policy Category:** Student

**Subject:** Neighborhood Relationship

**Office(s) Responsible for Review of this Policy:** Office of Campus Life

**Supplemental Documents:** Not Applicable

**Related University Policies:** Good Neighbor Parking Policy; Student Conduct Code

## I. SCOPE

This policy sets standards for good neighbor relations.

## II. POLICY STATEMENT

American University expects members of the AU community - students, faculty and staff - to conduct themselves in a manner that fosters and ensures a continued positive relationship with the University's neighbors. As members of the AU community, the behaviors of students living in the community or commuting to classes reflects directly on the university. The purpose of the policy is to summarize the university's expectations with regard to off-campus behavior and to educate AU community members on how to be active and responsible members of the surrounding community in which they live while maintaining their involvement and connection to the university.

## III. POLICY

As members of a community, we all have a responsibility to our city and neighborhood. It is important to foster good relations with one another in order to maintain and enhance the quality of life, safety, and desirability of the neighborhood we share. The Student Conduct Code applies to both on-campus and off-campus behavior as defined in the Student Conduct Code. To help maintain good relations with your neighbors, keep the following in mind.

You are part of a community beyond the AU campus, and your actions affect your neighbors. While you may view your residency as temporary, be considerate of the fact that your neighbors have chosen their homes as their primary residence. Introduce yourselves when you move in and as a courtesy, notify your neighbors if you plan to have a gathering or party.

Remember that the District and the surrounding jurisdictions have strict regulations regarding noise levels and the consumption of alcohol. Also, learn and abide by your local jurisdiction's regulations regarding the upkeep of your front and back yards, trash disposal, and snow removal. Overall, it is your responsibility to know, understand, and abide by these laws and comply with them. A citation by the police for a violation of one of these laws is not a prerequisite for a finding of a violation of the Student Conduct Code. The following are summaries of some federal and District of Columbia ordinances and laws that you should be especially familiar with:

- **DC Code Section 22-1321(d) (Disorderly Conduct):** It is unlawful for a person to make an unreasonably loud noise between 10:00 p.m. and 7:00 a.m. that is likely to annoy or disturb one or more other persons in their residences.
- **DCMR Section 20-2701 (Noise Control):** No person shall cause, suffer, or permit any sound that emanates from an operation, activity, or noise source under his or her control to exceed the maximum permissible sound level of 60 dBA during daylight hours and 55 dBA after dark in a residential zone.
- **DC Code Section 25-1001 (Consumption of Alcohol):** No person in the District shall drink an alcoholic beverage or possess in an open container an alcoholic beverage in or upon any of the following places: (1) a street, alley, park or sidewalk or parking area; (2) a vehicle in or upon any street, alley, park, or parking area.... No person, whether in or on public or private property, shall be intoxicated and endanger the safety of himself, herself, or any other person or property.
- **DC Code Section 48-911.01. (Consumption of Marijuana):** Notwithstanding any other District law, it is unlawful for any person to smoke or otherwise consume marijuana in or upon a public space, or in or upon any of the following places: (1) A street, alley, park, sidewalk, or parking area; (2) A vehicle in or upon any street, alley, park, or parking area; or (3) Any place to which the public is invited.
- **21 U.S.C 844(a) Penalties for Simple Possession (Controlled Substances):** It shall be unlawful for any person knowingly or intentionally to possess a controlled substance unless such substance was obtained directly, or pursuant to a valid prescription or order, from a practitioner, while acting in the course of his professional practice, or except as otherwise authorized by this subchapter or subchapter II.
- **DCMR Section 24-1700 (Winter Sidewalk Safety):** Each owner of a commercial or residential building or property in the District shall remove snow and ice from any paved sidewalks, curb cuts, and curb ramps abutting the building or property within eight (8) hours of daylight after the snow or other precipitation has ceased falling, regardless of the source of the accumulation. The owner may delegate this responsibility to a tenant, occupant, lessee, or other individual (referred to in this chapter as a "delegee") by written agreement.
- **DCMR Section 12-G302.4 (Weeds):** All premises and exterior property shall be maintained free from weeds or plant growth in excess of 8 inches (203 mm). All noxious weeds shall be prohibited. Weeds shall be defined as all grasses, annual plants and vegetation other than trees or shrubs; provided, however, that this term shall not include cultivated flowers and gardens.

In addition, it is a student's responsibility to know, understand, and abide by the Student Conduct Code. Specifically, the university may take disciplinary action for off-campus infractions of the Student Conduct Code when a student's behavior threatens or endangers the safety and well-being of the campus community; when a student is the subject of a violation of local, state, or federal law; or when, in the judgment of university officials, a student's alleged misconduct has a direct detrimental impact on the university's functions and operations, pursuit of its mission, or on the wellbeing of its community neighbors.

Help foster a sense of community in your neighborhood by involving yourself in neighborhood events such as meetings, crime watch prevention groups, and opportunities for community service.

A student may be subject to discipline for violations of this Policy adjudicated by the disciplinary procedures specified in the Student Conduct Code.

#### **IV. EFFECTIVE DATE(S)**

This Policy is effective October 2010. This Policy was review and revised on February 2015 and May 26, 2020.







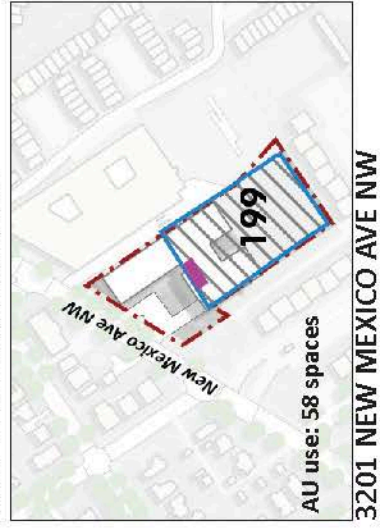
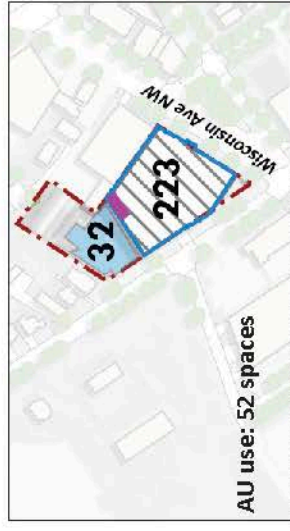
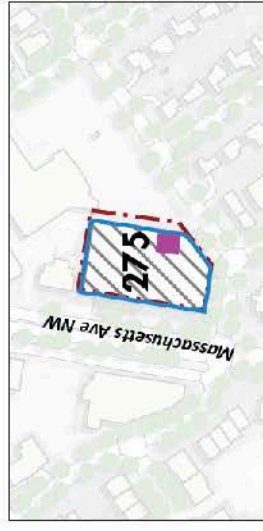
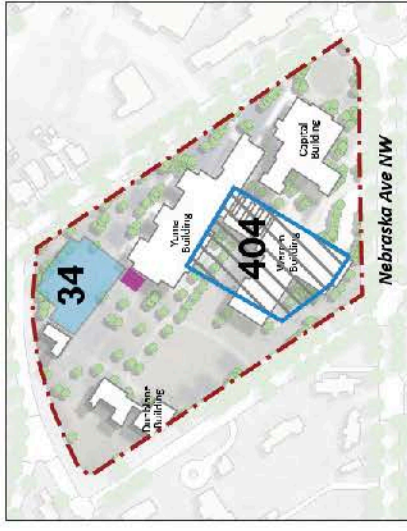
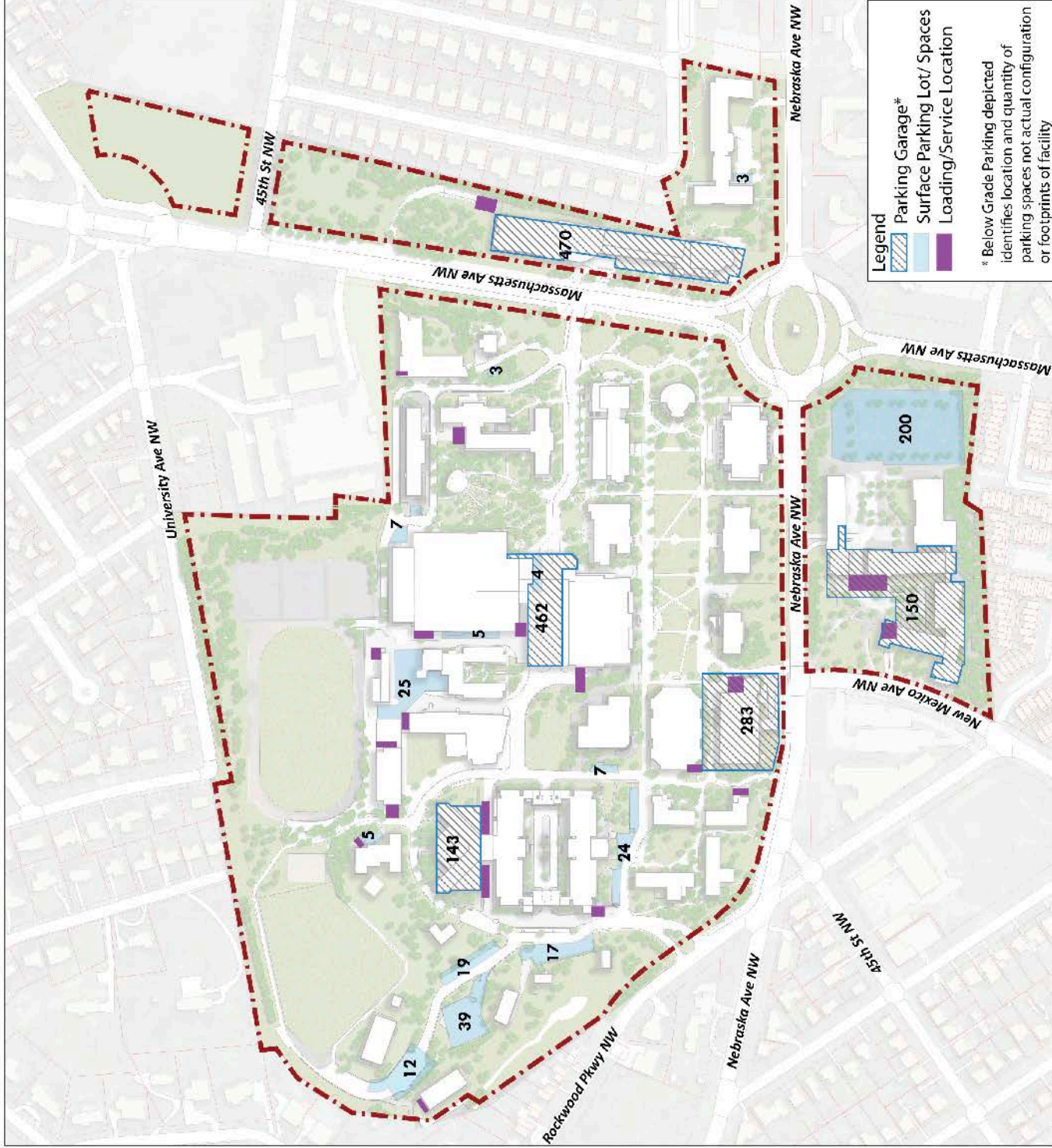
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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT Y**  
EXISTING PARKING AND  
LOADING FACILITIES





MAIN CAMPUS





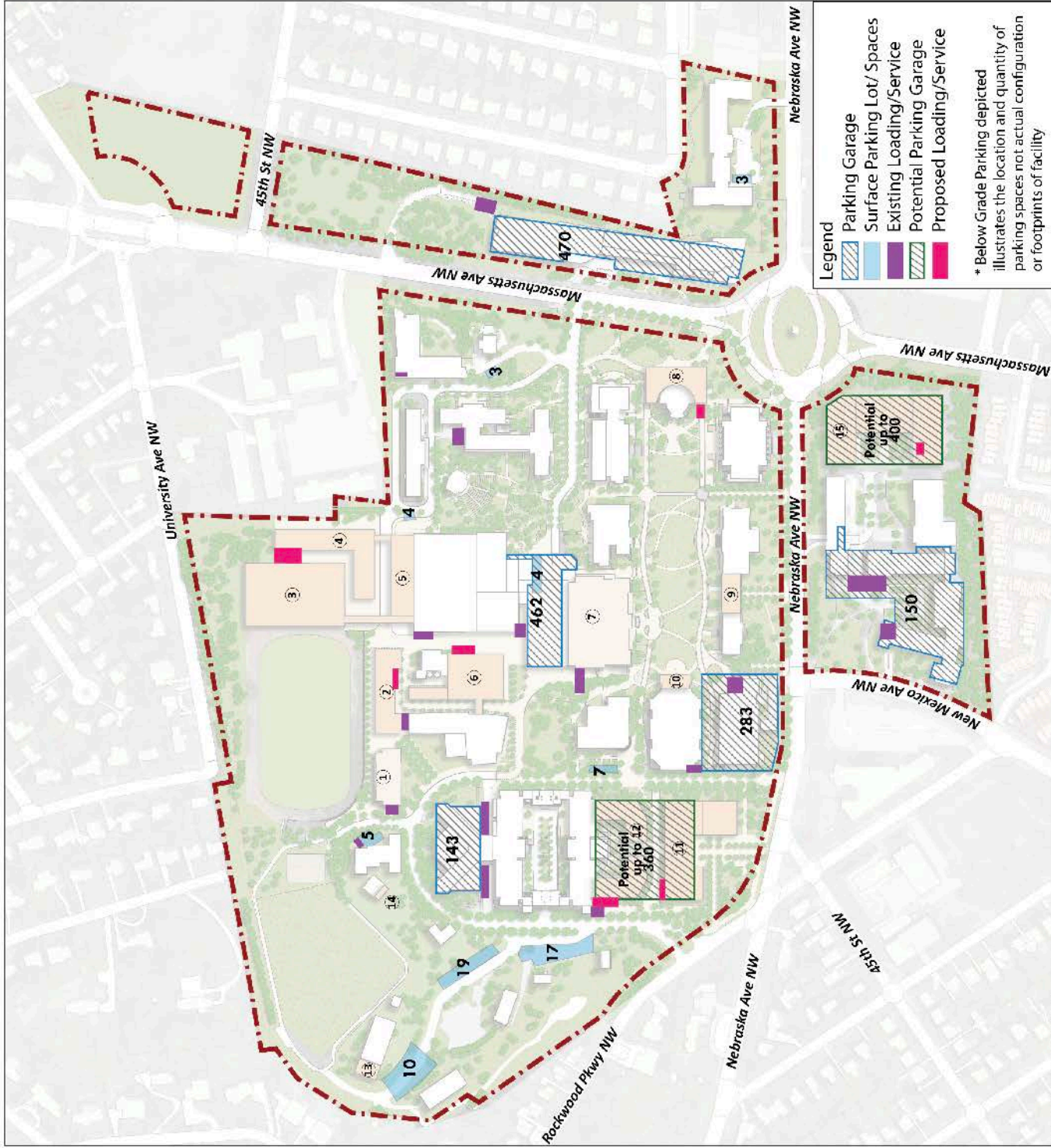
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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT Z**  
PROPOSED/POTENTIAL PARKING  
AND LOADING FACILITIES

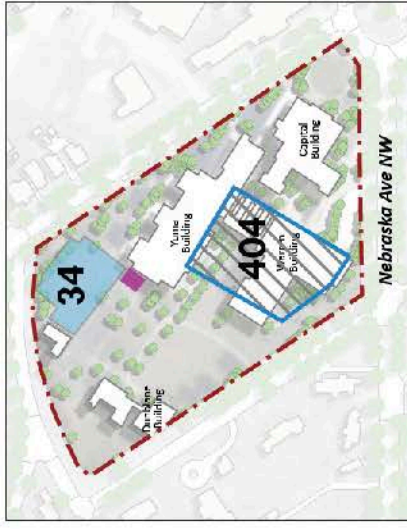




**MAIN CAMPUS**

Notes:

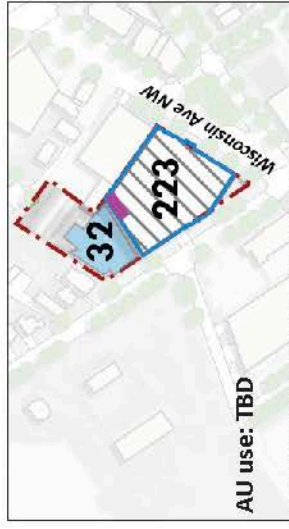
- Pursuant to Section 4.5.1, the university will maintain a total parking inventory of no more than 3,000 parking spaces for university use.
- The potential for below grade parking at Sites 11/12 and Site 15 will be subject to further consideration at the time of further processing review for each respective project.



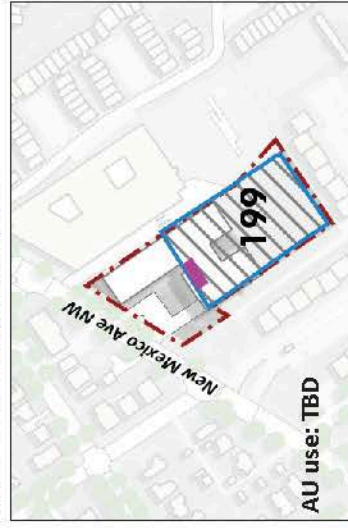
**TENLEY CAMPUS**



**4801 MASSACHUSETTS AVE NW**



**4200 WISCONSIN AVE NW**



**3201 NEW MEXICO AVE NW**

**EXHIBIT Z  
PROPOSED/POTENTIAL PARKING AND LOADING FACILITIES**







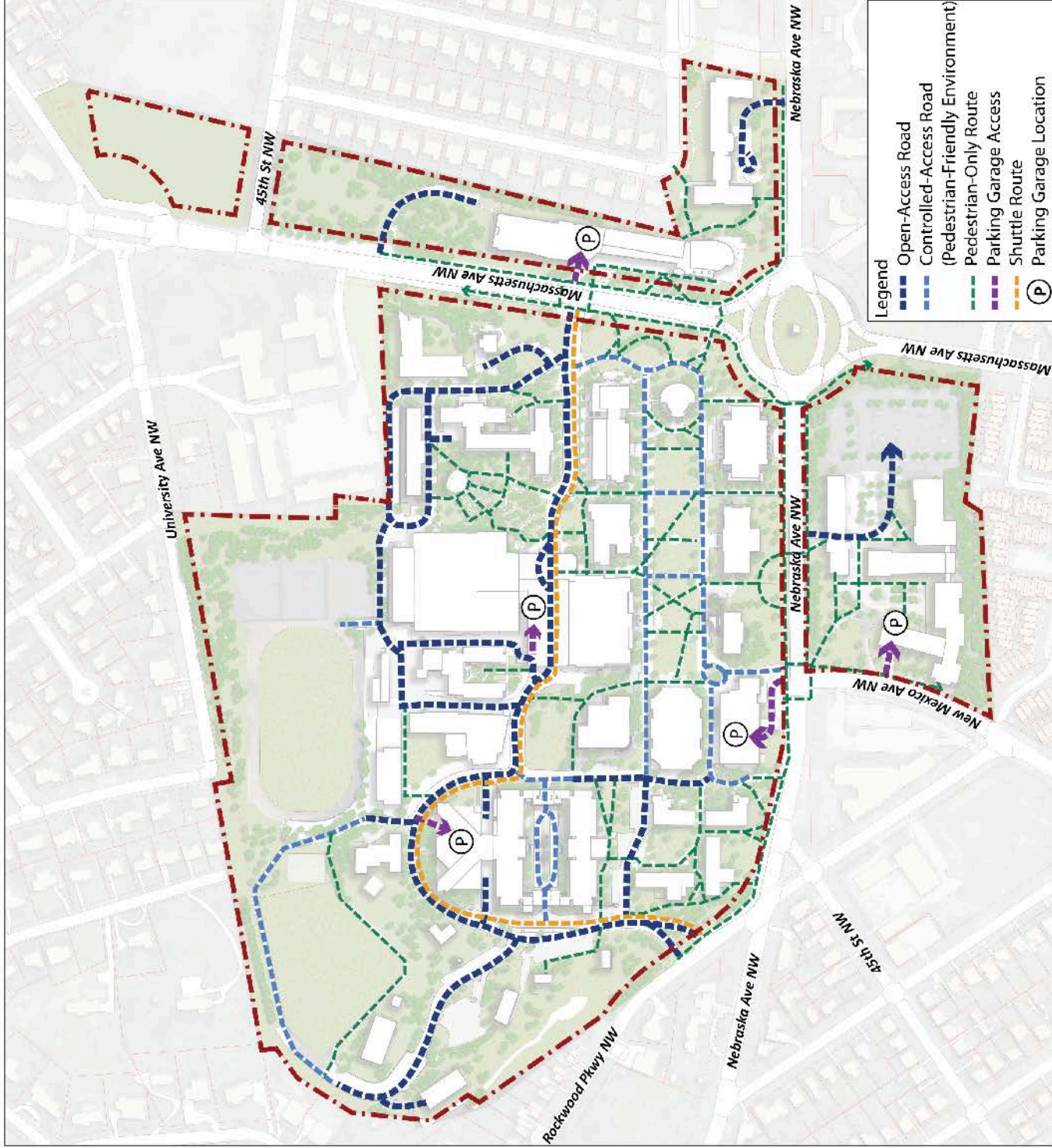
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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

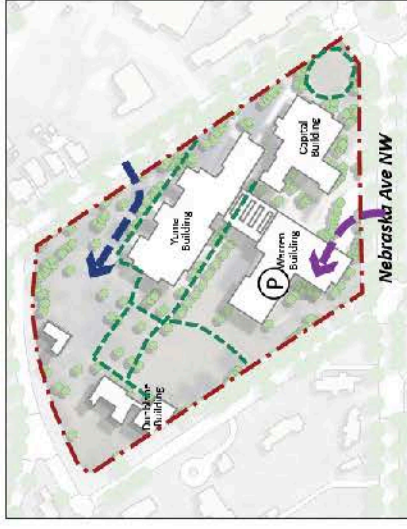
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**EXHIBIT AA**  
EXISTING CAMPUS  
CIRCULATION

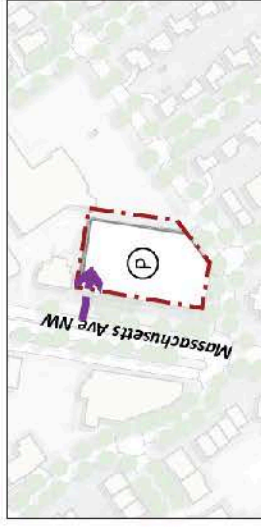




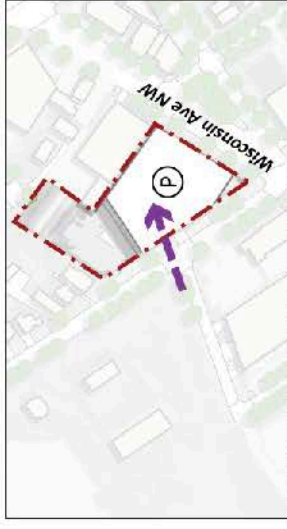
MAIN CAMPUS



TENLEY CAMPUS



4801 MASSACHUSETTS AVE NW



4200 WISCONSIN AVE NW



3201 NEW MEXICO AVE NW





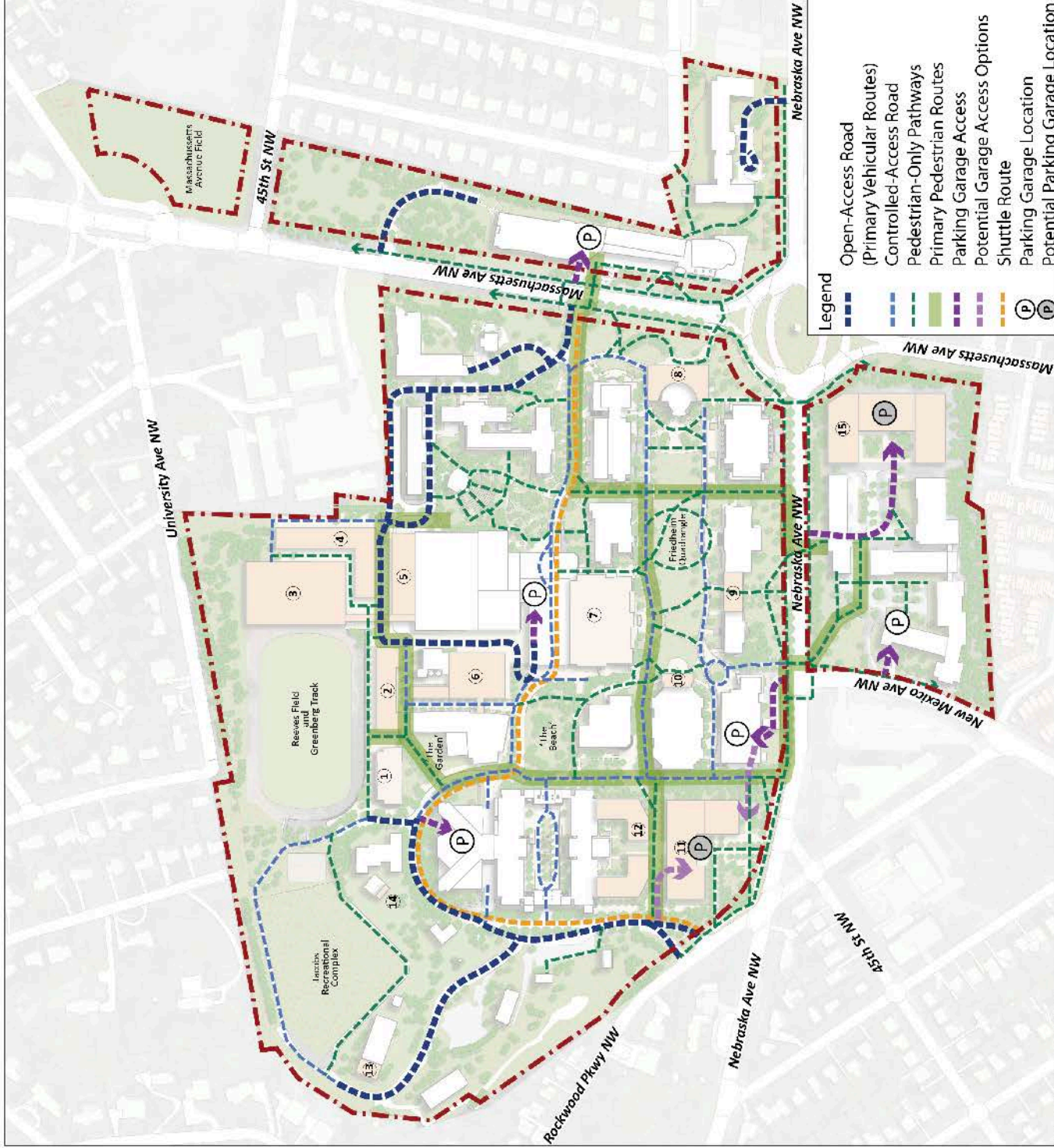
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AMERICAN UNIVERSITY  
**2021**  
CAMPUS PLAN

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**EXHIBIT BB**  
PROPOSED/POTENTIAL  
CAMPUS CIRCULATION

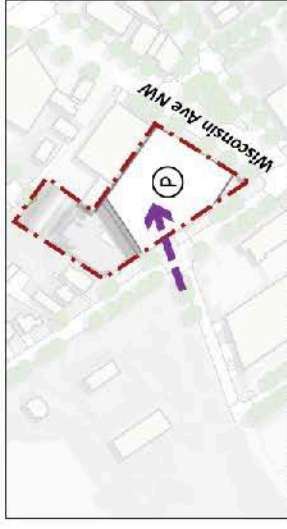
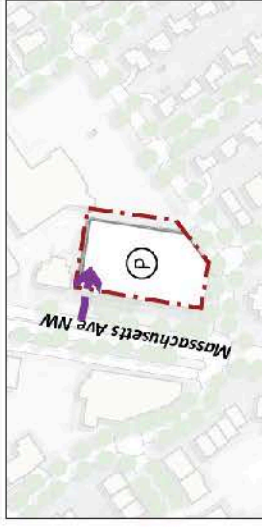
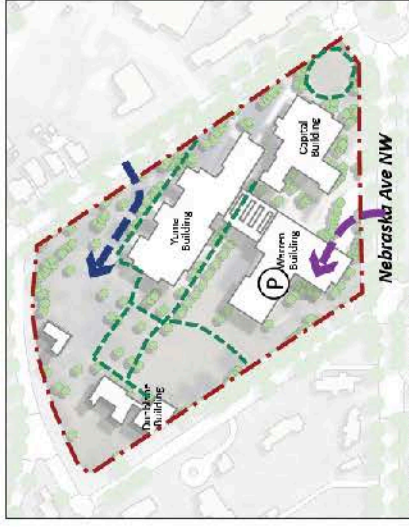




**MAIN CAMPUS**

Notes:

- Proposed circulation modifications would be implemented over time as campus development projects are advanced and will be addressed as part of the further processing review for each project.
- The potential for below grade parking at Sites 11/12 and Site 15 (including the consideration of potential garage access options for Sites 11/12) will be subject to further consideration at the time of further processing review for each respective project.





AMERICAN UNIVERSITY

W A S H I N G T O N , D C

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