

An aerial photograph of the Morgan State University campus, showing various academic buildings, a large stadium, and surrounding greenery. The text is overlaid on the image.

Morgan State University

FACILITIES  
MASTER PLAN  
UPDATE  
2006-2016

December, 2007







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## I. STATEMENT OF MISSION

Founded in 1867 as Centenary Biblical Institute, Morgan State University was established as an institution of quality for black students. It has undergone several transformations as an institution to reach its current position as Maryland's first urban-oriented university. In 1939, Morgan College, as it had evolved, was purchased by the State of Maryland and given the expanded mission of being a public liberal arts college. In 1975, Morgan was charged by the Maryland General Assembly with the explicit mission of being a comprehensive urban university. Finally, Morgan State University was reaffirmed by the Higher Education Reorganization Act of 1988 as an *independently* governed public urban university with degree-granting authority through the doctoral level.



The Maryland Higher Education Commission has approved the following mission statement for Morgan State University, reflecting the University's institutional:

- identity,
- capabilities, and
- long-range goals and short-term objectives.

### **Institutional Identity**

*Character and Purpose.* Morgan State University is designated by legislative statute as Maryland's Public Urban University. As such, it gives priority to addressing the needs of the population of Baltimore City through its academic, research, and service programs. Morgan is also one of the nation's premier historically black institutions of higher education. It is one of a select group of HBCUs offering a comprehensive range of undergraduate programs, awarding masters and doctoral degrees in a significant number of disciplines, and having significant programs of research and public service.

*Student Clientele.* These characteristics as well as its tradition of serving an academically and demographically diverse student body place it in a unique position among Maryland institutions to serve the increasingly heterogeneous population of the State and the special needs of Baltimore. While committed to educating a culturally diverse and multi-racial population, the University also makes an important contribution to increasing the educational attainment of the African-American population in fields and at degree levels where it is under-represented.

*Teaching, Research, and Service Emphasis.* Teaching is central to the University's mission. As a comprehensive university, it recognizes the close inter-relationship between quality teaching, research, and public service. It also gives priority to research in fields in which it offers graduate programs, that promote the educational process, and that increase the knowledge base necessary to improve the quality of life of residents of Baltimore and the State. The University places particular emphasis on integrating appropriate resources from its graduate, research, and service programs into its undergraduate curriculum in order to enhance student educational experiences and to motivate students to pursue advanced study. The campus is committed to utilizing its resources through programs of service to enrich the educational, economic, social, and cultural life of the Baltimore metropolitan area and the State of Maryland.

*Academic Programs.* Morgan offers a comprehensive range of academic programs at the bachelor's level in the arts and humanities. It places particular emphasis on programs in business, education, engineering, and the sciences. Previously a Carnegie Class Master's I institution, the University has made the transition to a Doctoral/Research-Intensive institution. The University is committed to offering graduate programs in fields that under gird and reinforce its undergraduate offerings, that provide for the continuing education of the population of the region, and/or that are substantially under-represented by minority participation.



**Figure 1**  
**Approved Academic Program Inventory**

**School of Computer, Mathematical, & Natural Sciences**

<u>Bachelor's</u>	<u>Master's</u>	<u>Doctoral</u>
Biology	Bioinformatics	Bio-Environmental
Chemistry	Mathematics	Science
Computer Science	Science	
Mathematics		
Medical Technology		
Physics		
Physics, Engineering		

**College of Liberal Arts**

<u>Bachelor's</u>	<u>Master's</u>	<u>Doctoral</u>
Economics	African-American Studies	English
English	Economics	History
Fine Art	English	
History	History	
Music	International Studies	
Philosophy	Museum Studies &	
Political Science	Historic Preservation	
Psychology	Music	
Sociology	Psychometrics	
Speech Communication	Sociology	
Telecommunications	Telecommunications	
Theater Arts		
<u>Post-Baccalaureate</u>		
<u>Certificate</u>		
Museum Studies &		
Historic Preservation		

**School of Engineering**

<u>Bachelor's</u>	<u>Master's</u>	<u>Doctoral</u>
Civil Engineering	Engineering	Engineering
Electrical Engineering	Urban Transportation	
Industrial Engineering		

**School of Public Health & Policy**

<u>Bachelor's</u>	<u>Master's</u>	<u>Doctoral</u>
Food & Nutrition	Public Health	Public Health

**School of Business & Management**

<u>Bachelor's</u>	<u>Master's</u>	<u>Doctoral</u>
Accounting	Business Administration	Business Administration
Business Administration		
Finance		
Hospitality Management		
Information Systems		
Management		
Marketing		

**School of Education & Urban Studies**

<u>Bachelor's</u>	<u>Master's</u>	<u>Doctoral</u>
Elementary Education	Elementary Studies &	Urban Educational
Health Education	Middle School Education	Leadership
Family & Consumer	Teaching (MAT)	Higher Education
Sciences	Educational Administration	Community College
Mental Health	& Supervision	Leadership
Physical Education	Social Work	Mathematics Education
Social Work		Science Education
		Social Work

**Institute of Architecture & Planning**

<u>Bachelor's</u>	<u>Master's</u>
Architecture &	Architecture
Environmental Design	Landscape Architecture
	City & Regional Planning





### **Institutional Capabilities**

*Education for a Broad Segment of the Population.* The University enrolls a student body from a wide variety of academic and socio-economic backgrounds, a characteristic that positions the campus to address the State's increasingly diverse young population. Morgan enrolls a relatively broad segment of the young population, from those who have outstanding pre-college preparation to those who require support to realize their potential in college and complete a degree. As part of this commitment, it has and will continue to reserve up to 20% of places in its freshman class for students who do not meet all of its freshman admission criteria but who exhibit potential for success in college. While this positions Morgan to serve students from a wide variety of backgrounds, this orientation is particularly important in serving the rapidly growing African-American population, which currently is considerably less likely to obtain a college degree in comparison with students from the majority population. The State's future social and economic well-being is closely tied to its responsibility in ensuring that as many of its citizens as possible are qualified to fully participate in an economy that places a premium on education. The University is capable of educating significant numbers of citizens who might not otherwise be available to meet critical needs of employers.

*Education for a Contemporary Economy.* Morgan's program emphasis is designed to place it in a position to make a major contribution to the needs of the job market and more broadly to society. The University leads all campuses in the State in the number of bachelor's degrees awarded to African-Americans in general and in key fields such as engineering, the sciences, business, and education. At the graduate level, it primarily offers programs that address important needs of the labor market and in which minorities are under-represented. In an economy in which there are major shortages of educated employees, Morgan adds qualified individuals to the workforce. Large numbers of Morgan graduates would not have completed college without the outreach and support provided by the University.

*Service to the Public Schools.* The University has a long history of working with the public schools, particularly those in Baltimore. Its undergraduate programs are an important source of minority teachers while its graduate programs provide education professionals with the education and credentials required to strengthen their contributions to the schools and school systems in which they are employed. The University also provides schools with a number of services outside of its traditional academic programs. These include tutoring, advising, televised courses, pre-college preparation, test preparation, and the like.

*Partnerships to Meet Private Sector and National Goals.* Because the University is a source of significant numbers of students for the labor market, it has numerous relationships with business and industry. The primary form of such relationships is to expand and strengthen academic programs that prepare students from groups which traditionally are under-represented in fields in high demand in the labor market. The University also has an increasing number of research and service relationships with private sector organizations.

As is the case with the private sector, the federal government has numerous relationships with the University. The primary focus is to increase the number of students from historically under-served groups who enter the job market or continue their education, particularly in critical disciplines.

*Finally, as Maryland's mandated public urban university,* Morgan has recognized and embraced its responsibility to its community and constituencies and has taken an active role in addressing community development needs in the neighborhoods surrounding the University including:

- joint development, with the NorthEast Development Alliance and the Northeast Community Organization, of a community master plan,
- redevelopment an adjacent strip mall, which include the University's proposed Business Management Complex housing its School of Business and Management,
- joint planning, with the Friends of Herring Run Park and the City's Department of Recreation and Parks, of the Herring Run Park, and
- renovation of the Northwood Baseball League baseball fields for joint use.

### **Institutional Long-Range Goals**

The University's highest priority goals for the long-term are to:

- enroll a student body that is racially and ethnically diverse;
- enroll an undergraduate student body that is broadly representative of the City's young population in terms of past academic performance;
- offer programs of the highest possible quality from the baccalaureate through the doctorate;
- support research that advances knowledge, contributes to undergraduate and graduate education, and increases the capacity of the campus to provide programs of service to the local community;
- provide programs of service to the City of Baltimore that increase the effectiveness of its organizations and improves the quality of life of its residents.





### **Institutional Short-Term Objectives**

The University's immediate objectives are to:

- expedite faculty development;
- decrease student faculty ratio to be commensurate with a Doctoral Research institution;
- increase campus diversity;
- decrease percentage of contractual staff;
- continue to develop its doctoral and research mission;
- ensure that its students have sufficient financial aid to enable them to complete their programs;
- ensure that it provides the supportive and nurturing environment for undergraduate students that increases their probability of being successful in college;
- ensure that its students, faculty, and staff have access to the facilities, technology, and other resources required to ensure that the campus is comparable in quality to other leading institutions.

### **Governance and Organization**

The University is governed by a Board of Regents, with members who are appointed by the Governor of Maryland and approved by the State Senate. The President of the University serves at the discretion of the Board of Regents and is the University's chief executive officer, with overall operational authority and responsibility for Morgan State University. Second in command is the Vice President for Academic Affairs, with responsibility for the University's academic, research, and service programs and its academic support functions. Other major administrative officers include the Vice President for Student Affairs, the Vice President for Finance and Management, the Vice President for Planning and Evaluation, and the Vice President for Institutional Advancement.

### **Board of Regents**

### **Office of the President**

#### ***Division of Academic Affairs***

College of Liberal Arts  
 School of Business and Management  
 School of Computer, Mathematical, and  
 Natural Sciences  
 School of Education and Urban Studies  
 School of Engineering  
 Institute of Architecture and Planning  
 School of Public Health and Policy  
 School of Graduate Studies  
 Honors Program  
 Center for Continuing Studies  
 Research and Sponsored Programs  
 Soper Library  
 Records and Registration  
 Academic Development Center  
 Communications Media Center

#### ***Division of Student Services***

Admissions  
 Enrollment Services  
 Financial Aid  
 Counseling Center  
 Center for Career Development  
 Student Disciplinary Affairs  
 Housing  
 Health Services  
 Intercollegiate Athletics  
 Student Activities  
 Community Service  
 Intramurals and Recreation

#### ***Division of Finance and Management***

Budget and Financial Analysis  
 Bursar  
 Comptroller  
 Design and Construction Management  
 Facilities Planning  
 Human Resources  
 Physical Plant  
 Police and Public Safety  
 Procurement and Property Control  
 Purchasing Card and Travel Management  
 Telecommunications  
 Business Services and Auxiliary Enterprises

#### ***Office of Planning and Evaluation***

Institutional Research  
 Information Services  
 Academic Computer Operations

#### ***Division of Institutional Advancement***

Development  
 Alumni Affairs  
 Communications and Public Services  
 Special Events and Community Relations





## II. PROGRAM INITIATIVES

The University will continue to emphasize and strengthen its historic mission—that of providing an excellent undergraduate education to a broad segment of the population, including many of the best prepared as well as some who might not otherwise have the opportunity to enroll in college but who have the potential to complete a degree. At the same time, Morgan is placing additional emphasis on graduate study in selected disciplines as well as on research in these fields. These programs are in fields of importance to the economy and will provide the foundation for an increased emphasis by the University on service to the City of Baltimore and the Baltimore region.

With the further development of its research and public service emphasis, the University will be in a position to provide the wide range of functions typical of a well-developed public urban university. Such a mission can be critical for the social and economic vitality of the City of Baltimore. The University will be able to provide a college education to a broad cross-section of City residents and serve as a means of achieving middle class status for many from disadvantaged circumstances. It will be in a position to provide graduates to meet a wide variety of needs by local employers. It also will have the expertise and resources to carry out the research required to inform decision making about community issues and to assist private and government organizations in carrying out their functions. The University will be able to make these contributions because of its focus on the needs of the City, and this focus is predominantly practical in nature, rather than the primarily theoretical focus that is typical of most institutions with a significant research emphasis.

The strategic plan for Morgan State University pursues a variety of strategies to address identified State needs, expands and improves the education and services it offers to the students it serves, and carries out other components of its mission.

- Ensure that all undergraduates, regardless of field of study, have a strong general education as a foundation for study in their major and as a means of acquiring those life-long skills that derive from the University's liberal arts tradition.
- Develop new academic programs at the undergraduate and graduate levels that respond to changes in student interest and to emerging demands in the job market.

During the coming years, the University will develop baccalaureate programs primarily in engineering and technology-related fields:

- Astrobiology
- Biomedical Engineering
- Bioinformatics
- Geological Engineering
- Manufacturing Engineering
- Mechantronics
- Nursing
- Respiratory Technology
- Software Engineering

Most of the further program development at the graduate level will be in engineering and technology-based fields at the masters level. All will be oriented to providing continuing education for working professionals:

- Biomedical Engineering
- Computational Science
- Electronic Commerce
- Food and Nutrition
- Geological Engineering
- Hospitality Management
- Instructional Technology
- Mechantronics
- Nursing
- Software Engineering

The University expects to seek approval for doctoral programs in:

- Geological Engineering
- Institutional Management
- Instructional Technology
- Nursing

These doctoral programs should enable the State to increase by 50% the number of doctorates awarded to African-Americans. They will also provide additional access to affordable doctoral education for more individuals of all races who reside or work in the Baltimore Metropolitan Area.

- Increase opportunities students have to take coursework through distance learning and to obtain specialized knowledge through non-credit certificate programs.
- Ensure the campus has a representative mix of students based on past academic performance, socio-economic status, and race.



- Strengthen academic support services provided to students prior to entry, as well as following enrollment.
- Increase the availability of student financial aid and ensure that the mechanism for administering aid serves the students as effectively as possible.
- Improve the quality of campus life for students by:
  - Increasing the availability of campus housing and
  - Expanding and improving social, athletic, and cultural activities.
- Expand and improve services the campus provides to the Baltimore region.
- Develop a more responsive University-wide management structure to serve students better and to improve the quality and timeliness of services.
- Strengthen the financial base of the University to enable the campus to realize its goals while minimizing the additional financial burden required of students.
- Improve the physical environment for scholarship and learning while at the same time ensuring that the campus is an asset to the development of the community in which is it located.



### III. INSTITUTION DESCRIPTION

#### Physical Context

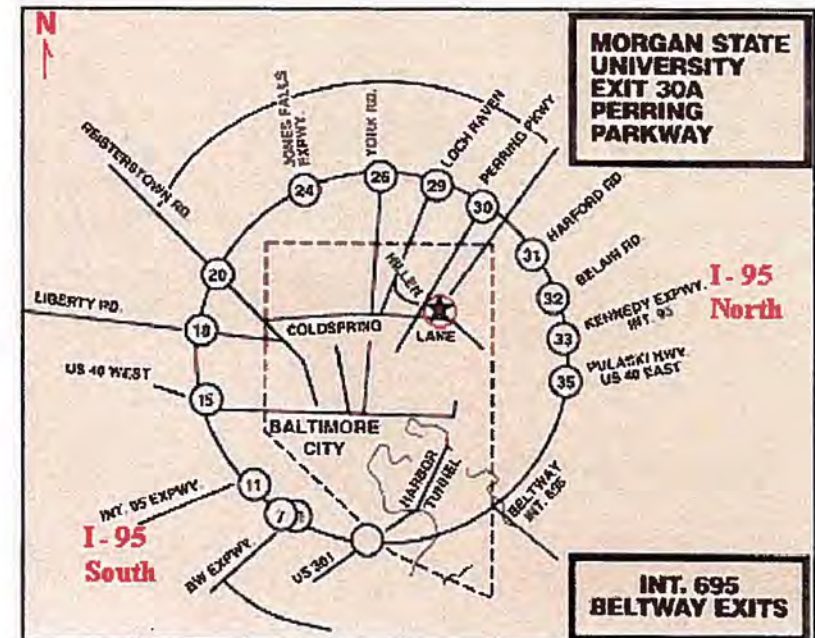
Morgan State University is located in the northeastern quadrant of the City of Baltimore, Maryland approximately 4 miles north of the Inner Harbor. The campus is approximately 5 miles south of I-695 (Hillen Road), 3.5 miles east of I-83 (via Cold Spring Lane), and 3.5 miles northwest of I-95 (via Moravia Road/Cold Spring Lane).

Spanning over 176 acres with 45 buildings, the campus is marked by a unique combination of large flat grassy malls, dense woodlands, and sharp rising slopes, punctuated by natural rock. The buildings are primarily masonry, many constructed of stone known as "Morgan Stone." The heart of the campus is comprised of two main quads, with an overhead pedestrian bridge, appropriately called the Verda Welcome Bridge, connecting them.

Land use surrounding the campus is predominantly residential with attractive, established neighborhoods located to the north, east, and west. Herring Run, a steep, wooded ravine, defines both the eastern and northern edges of the campus. The city-owned Montebello Water Filtration Plant and Lake Montebello, located south of Argonne Drive, mark Morgan State's southern edge and creates an attractive suburban setting for this urban campus.



View from Northwest





### Location and Summary of Existing and Planned Facilities

The current campus of Morgan State University consists of 45 buildings totaling 2,220,599 Gross Square Feet ("GSF"), 1,316,210 Net Assignable Square Feet ("NASF") and 2,000 parking spaces, including 106 closed spaces, in 22 surface lots (Figure 2). An additional 534 spaces are in the recently completed Student Center Parking Garage. In addition, the University leases 1.8 acres from the City at the Murray School Play Field for use as a softball field and 4.4 acres for parking at the Murphy Fine Arts Center for an additional 552 parking spaces to support the Center's activities for a total of 3,086 parking spaces.

In 1999, the University acquired the 13.3 acre Pentridge Apartment complex, located west of Murray School and further bounded by Penwood Road to the north, Arlington Drive to the south, and Loch Raven Boulevard to the west. A private developer has transformed this property into Morgan View Apartments, residential facilities to accommodate, in Phase I, 734 upper-level undergraduate and 62 graduate students. Also supporting the project is a Community Center. The University in 2001 also gained a right of entry to Turner Armory, located on 2.3 acres at the corner of Hillen Road and Argonne Drive, and has renovated it for temporary use by the Military Science Department, ROTC program, and other University units. The University recently acquired a portion of the Northwood Shopping Center, located along Hillen Road and Argonne Drive, which will add another distinct sub-campus area. Use of this property is designated for the proposed Business Management Complex, including the Hospitality Management Program. The existing structures, which cannot be cost-effectively renovated for University use, are to be demolished. Finally in 2005 the University acquired the Portage Avenue site located at 1122 – 1140 East Cold Spring Lane on 2.2 acres and consisting of three buildings, two of which will be demolished and the remaining building used for surge space and contracted research projects.



Northwood Shopping Center Site

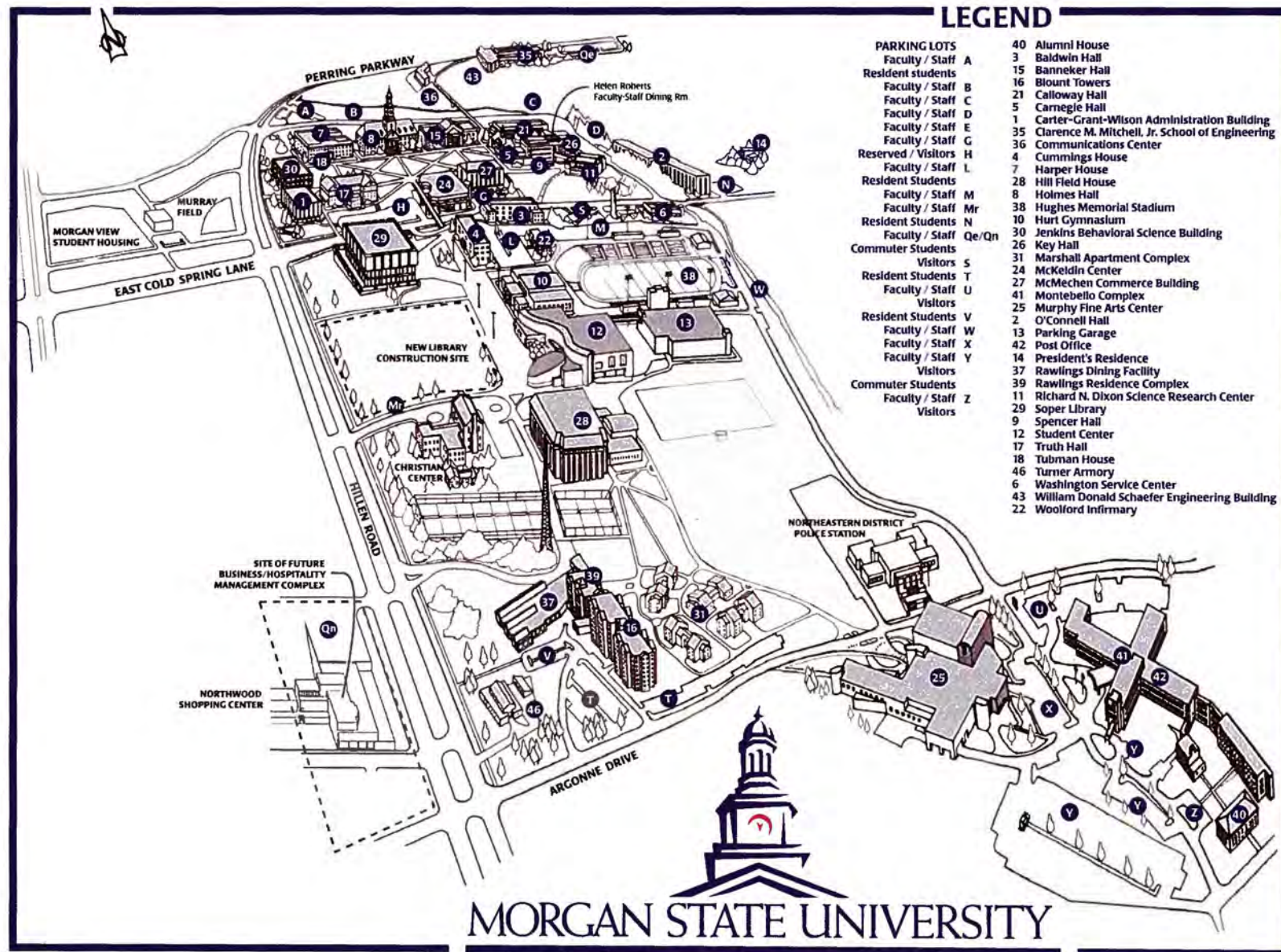
The campus is divided into four distinct campus zones.

1. **The North Campus:** This area of the campus is located north of the Chinquapin Run along Hillen Road, where the recently opened Communications Center and the Mitchell and Schaefer Engineering buildings are located and where the new Center for the Built Environment and Infrastructure Studies will be constructed.
2. **Academic Quad:** The majority of the University's classroom and administrative buildings (Holmes Hall, Banneker Center, the Science Complex, McMechen Center, Truth Hall, Carter Grant Wilson Hall, Jenkins Center, and the Richard N. Dixon Science Research Center) are located on the Academic Quad (north of Cold Spring Lane), grouped around a traditional campus quadrangle. This functional zone, however, also includes a residence hall complex (Tubman and Harper), and until recently the student center (McKeldin Center). Another residence hall (O'Connell) and the President's Residence are located north of Cold Spring Lane to the east of Herring Run. Plans are to replace McKeldin with an academic building.
3. **Morgan Commons:** The Morgan Commons, located south of Cold Spring Lane, is anchored on the north by the current Soper Library and on the south by Hill Field House. Current facilities in this zone are loosely strung along a broad pedestrian corridor with paved plaza spaces located at intervals along its length. In this functional zone the facilities are undergoing transition in use with buildings having been demolished, new ones under construction, or renovated. The mix of facilities on the Commons will include instructional (Turner Armory), academic support (new Library), physical education/athletic (Hughes Stadium, Hill Field House, Hurt Physical Education Center, and primary playing fields), student services (in a to-be-renovated Soper), the new Student Center, institutional support buildings housing physical plant/maintenance and campus police functions (Power Plant, Washington Service Center, and the Washington Service Center Annex), and residential life (Baldwin and Cummings residence halls located at the north end of the Commons and a cluster of residence halls—Thurgood Marshall Residence Complex, Blount Towers, and Rawlings Residence and Dining Halls—located just north of Argonne Drive). The University's first parking deck is also located on the Commons.
4. **South Campus:** The South Campus area is located south of Argonne Drive to the east of the Commons and includes the Montebello Main Complex building, the Carl Murphy Fine Arts Center, the Alumni House, and several unoccupied out-buildings of the former Montebello Hospital which are to be demolished.



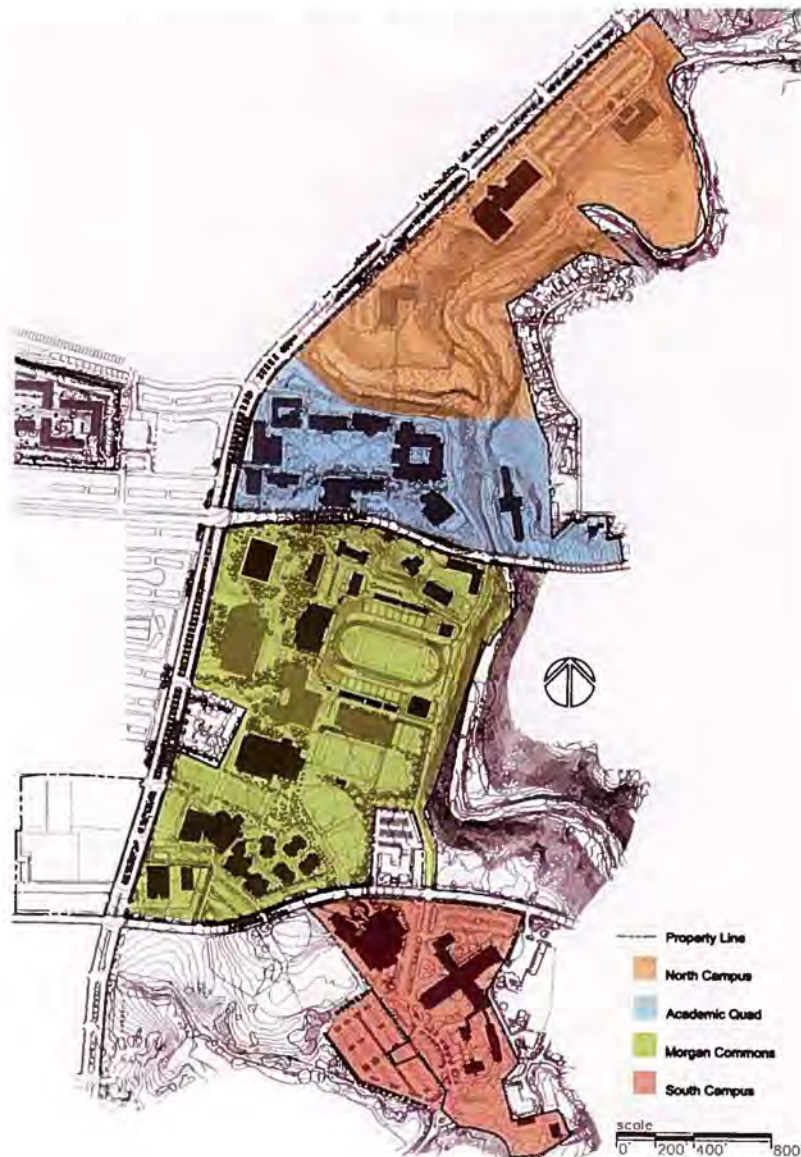


**Figure 2**  
**Existing Campus Buildings and Facilities**





**Figure 3**  
**Campus Zones**



The University's buildings are divided into State supported and non-State supported facilities, with State supported buildings being further categorized as:

- academic,
- physical education
- library,
- administrative, and
- physical plant and safety,

according to the State's building function definitions. Table 1 presents the campus inventory by building function and space use, with categories:

- Classroom.
- Laboratories, including class, open, and research laboratories.
- Office.
- Study, including patron study, stack, and processing and service spaces.
- Special Use, including athletic and physical education, media production, clinic, demonstration, animal facility, and greenhouse spaces.
- General Use, including assembly, exhibit, food, child care, lounge, merchandise, recreation, and meeting room spaces.
- Support, including data processing, shop and storage, central service, and hazardous materials spaces.
- Health.
- Resident Halls.
- Other, including spaces taken out of service such as for renovation.
- Other Organizations, for non-University or outside organizations using campus spaces.

These use categories are consistent with the *Postsecondary Education Facilities Inventory and Classification Manual*. Figure 3 graphically represents the University's inventory by building function for several of its use categories. Not surprisingly, classroom and lab spaces are primarily located in academic buildings, and all of these uses are in State-supported buildings. Excluding health and resident hall spaces, not shown on Figure 4, office space represents the category with the largest amount of space, and academic buildings have the largest share, followed by administrative buildings. Soper Library provides virtually all of the study space on campus, while most of the special use space is associated with physical education buildings and uses. Some special use spaces, however, are in academic buildings and include media production, clinic, animal facilities, and greenhouse spaces. General use spaces provided in academic buildings include assembly spaces, exhibit spaces, and

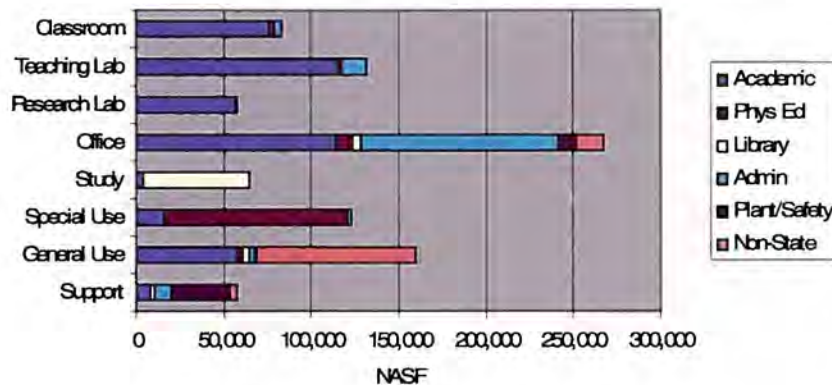




**Table 1**  
**2006 Current Campus Inventory by Building Function and Use**

	HEGIS	2006 Current Total	State Supported Total	Academic	Physical Education	Library	Admin	Physical Plant & Safety	Non-State Supported Total
Classroom	110	83,181	82,935	76,167	2,899	0	3,869	0	246
Class Lab	210	115,220	115,220	102,315	0	0	12,905	0	0
Open Lab	220	16,481	16,481	12,329	2,540	0	1,612	0	0
Res. Lab	250	57,541	57,541	56,953	0	0	588	0	0
Office	300	266,944	251,448	114,167	9,649	5,020	113,033	9,579	15,496
Study	410	18,978	18,978	3,718	0	15,260	0	0	0
Stack	420/430	37,512	37,512	0	0	37,512	0	0	0
Proc/Serv	440/455	7,819	7,819	0	0	7,819	0	0	0
Armory	510	5,705	5,705	5,705	0	0	0	0	0
Ath/PE	520	92,704	92,704	0	92,704	0	0	0	0
Spec Seat	523	11,672	11,672	0	11,672	0	0	0	0
Media Pro	530	5,834	5,834	5,492	342	0	0	0	0
Clinic	540	2,114	2,114	0	0	0	2,114	0	0
Demo Fac	550	0	0	0	0	0	0	0	0
Animal Fac	560/570	1,767	1,767	1,767	0	0	0	0	0
Greenh'se	580	3,045	3,045	3,045	0	0	0	0	0
Other	590	0	0	0	0	0	0	0	0
Assembly	610	53,545	41,241	41,241	0	0	0	0	12,304
Exhibit	620	11,907	11,907	11,532	0	0	375	0	0
Food	630	39,858	1,609	203	0	0	1,406	0	38,249
Child Care	640	0	0	0	0	0	0	0	0
Lounge	650	10,760	7,840	3,405	618	1,514	1,382	921	2,920
Merchandise	660	15,780	3,168	196	2,606	0	366	0	12,612
Recreation	670	3,278	0	0	0	0	0	0	3,278
Meeting Rm	680	24,711	3,206	926	0	2,280	0	0	21,505
Data Proc	710	6,474	6,474	3,402	0	1,236	1,836	0	0
Shop/Storage	720/745	45,098	41,011	4,464	176	1,003	2,503	32,865	4,087
Gen Serv	750	5,712	5,712	100	0	0	5,612	0	0
Haz Mat	760	0	0	0	0	0	0	0	0
Other	050/070	93,100	37,444	32,665	0	0	4,779	0	55,656
Health	800	782	782	0	0	0	782	0	0
Resident	900	278,688	9,829	3,403	0	0	6,426	0	268,859
Other Org	090	0	0	0	0	0	0	0	0
<b>TOTAL</b>		<b>1,316,210</b>	<b>880,998</b>	<b>483,195</b>	<b>123,206</b>	<b>71,644</b>	<b>159,588</b>	<b>43,365</b>	<b>435,212</b>

**Figure 4**  
**2006 Current Campus Inventory by Building Function and Use**



lounges. Non-State supported buildings also provide general use spaces, including primarily food, meeting room, merchandise, lounge, and recreation space. Campus support spaces are provided mainly by physical plant and safety buildings, although academic and non-State support buildings provide general storage, and the University's academic buildings house the data processing uses.

Table 2 summarizes various characteristics of the current facilities of the University, including their age, efficiency, replacement values, and renovation costs. The total replacement value of the campus buildings is approximately \$453.5 million, with approximately \$332.8 million, or 73%, associated with State supported buildings and approximately \$120.6 million, or 27%, associated with non-State supported buildings. Total renovation costs for the campus are estimated at approximately \$174.2 million, or 52% of the total replacement value.

The following sections summarize each of the buildings comprising the respective building function, including those funded building projects which will have an impact on Morgan's campus.

### Academic Buildings

The academic programs of the University are supported primarily by 13 academic buildings (Table 2) with 856,416 GSF (37% of the University's total GSF) and 483,195 NASF (38% of the University's total NASF). Overall building efficiency for these academic buildings is 56%. The existing buildings (Table 1) provide 92% of the University's classrooms (76,167 NASF), 88% of its class labs (102,315 NASF), 72% of open labs (12,329 NASF), and almost all (99%) of its research labs (56,953 NASF). These buildings also provide 43% of the University's office space (114,167 NASF). These buildings house all of the University's special use facilities related to armory (5,705 NASF), animal facilities (1,767 NASF), and greenhouse facilities (3,045 NASF) and almost all of media production (5,492 NASF, 99%). They also provide the majority of the University's assembly space (41,241 NASF) and exhibit space (11,532 NASF) and some meeting space (926 NASF). These buildings also support academic quality of life with 3,405 NASF of lounge space. Data processing functions (3,402 NASF) are also included in several academic buildings, as well as general storage (4,464 NASF).

A new Communications Center (80,512 GSF, 45,197 NASF) was completed in fall 2006 and houses the Communications Department, the University's WEAA radio station, and the Media Center and also supports student publications. The project included the construction of a pedestrian bridge connecting the North Campus to the Academic Quad.



New Communications Center





**Table 2**  
**Inventory Size and Facility Condition Summary**

**University Summary**

	<u>#</u> <u>Bldgs</u>	<u>Bldg</u> <u>GSF</u>	<u>% of</u> <u>Total</u>	<u>NASF</u>	<u>% of</u> <u>Total</u>	<u>%</u> <u>Eff</u>	<u>Replacement</u> <u>Value</u>	<u>% of</u> <u>Total</u>	<u>Renovation</u> <u>Cost</u>	<u>% of</u> <u>Total</u>	<u>Ren/Rep</u> <u>Ratio</u>
Academic	14	856,416	38%	483,195	37%	56%	\$208,831,317	46%	\$100,522,645	50%	48%
Physical Ed	4	237,072	11%	123,206	10%	52%	\$35,329,447	8%	\$5,379,971	3%	15%
Library	1	106,032	5%	71,644	5%	68%	\$23,807,577	5%	\$20,236,441	10%	98%
Administrative	6	268,712	12%	158,588	12%	59%	\$50,606,146	11%	\$41,532,033	21%	82%
Phys Plant/Safety	6	59,788	3%	43,365	3%	73%	\$14,273,793	3%	\$6,497,412	3%	46%
<b>State-Support</b>	<b>31</b>	<b>1,528,020</b>	<b>69%</b>	<b>888,816</b>	<b>67%</b>	<b>57%</b>	<b>\$332,848,280</b>	<b>73%</b>	<b>\$174,168,502</b>	<b>87%</b>	<b>52%</b>
<b>Non-State Support</b>	<b>14</b>	<b>692,579</b>	<b>31%</b>	<b>435,212</b>	<b>33%</b>	<b>63%</b>	<b>\$120,623,462</b>	<b>27%</b>	<b>\$24,489,417</b>	<b>13%</b>	<b>20%</b>
<b>TOTAL</b>	<b>45</b>	<b>2,220,599</b>	<b>100%</b>	<b>1,324,028</b>	<b>100%</b>	<b>59%</b>	<b>\$453,471,742</b>	<b>100%</b>	<b>\$198,657,919</b>	<b>100%</b>	<b>44%</b>



**Table 2 (continued)**  
**Inventory Size and Facility Condition Summary**

**Academic (Function Codes 1 and 3)**

	<u>Yr</u> <u>Const</u>	<u>Yr</u> <u>Renov</u>	<u>Const</u> <u>Age</u> <u>(in yrs)</u>	<u>Renov</u> <u>Age</u> <u>(in yrs)</u>	<u>Bldg</u> <u>GSF</u>	<u>Bldg</u> <u>NASF</u>	<u>%</u> <u>Eff</u>	<u>Replacement</u> <u>Value</u>	<u>Cond</u> <u>Code*</u>	<u>Renovation</u> <u>Cost</u>	<u>Ren/Rep</u> <u>Ratio</u>
Banneker	1938	1977	68	29	59,083	31,960	54%	\$12,160,522	4	\$14,636,000	120%
Communications Center	2006	--	0	0	78,949	45,197	57%	\$14,089,600	1	\$0	0%
Dixon Science Research	2004	--	4	4	49,464	28,826	58%	\$20,004,554	1	\$2,600,592	13%
Engineering Mitchell	1991	--	15	15	50,111	34,315	68%	\$13,126,777	1	\$1,443,946	11%
Engineering Schaefer	1997	--	9	9	69,914	42,234	60%	\$18,314,252	1	\$2,563,995	14%
Holmes	1952	1993	54	10	49,001	25,380	52%	\$8,251,719	1	\$907,689	11%
Jenkins	1974	--	32	32	89,050	52,797	59%	\$21,660,790	6	\$21,227,574	98%
McMehen	1972	1996	34	12	57,767	31,693	55%	\$21,011,782	4	\$15,758,837	75%
Murphy Fine Arts	2001	--	5	5	140,500	80,744	57%	\$27,259,432	1	\$2,725,943	10%
Science Calloway	1953	1992	53	14	54,528	30,040	55%	\$17,004,557	4	\$10,372,780	88%
Science Carnegie	1919	1992	87	14	15,491	9,842	64%	\$4,830,869	4	\$4,589,326	95%
Science Key	1964	1992	42	14	31,593	15,020	48%	\$7,290,685	4	\$6,415,803	88%
Science Spencer	1962	1989	44	17	68,339	38,514	56%	\$17,049,214	4	\$16,534,738	90%
Turner Armory	1952	2003	54	3	42,626	16,613	39%	\$6,776,564	1	\$745,422	11%
<b>TOTAL</b>					<b>856,416</b>	<b>483,195</b>		<b>\$208,831,317</b>		<b>\$100,522,645</b>	<b>48%</b>

- \*Cond Code
- 1 Satisfactory
  - 2 Restoration to present acceptable standards, not greater than 25% of estimated replacement cost
  - 3 Major updating or modernization, greater than 25% but not greater than 50% of estimated replacement cost
  - 4 Major remodeling, greater than 50% of estimated replacement cost
  - 5 Demolition or abandonment because unsafe or unsound conditions
  - 6 Termination for reasons other than unsafeness or unsoundness





**Table 2 (continued)**  
**Inventory Size and Facility Condition Summary**

**Physical Education (Function Code 2)**

	<u>Yr</u> <u>Const</u>	<u>Yr</u> <u>Renov</u>	<u>Const</u> <u>Age</u> <u>(in yrs)</u>	<u>Renov</u> <u>Age</u> <u>(in yrs)</u>	<u>Bldg</u> <u>GSF</u>	<u>Bldg</u> <u>NASF</u>	<u>%</u> <u>Eff</u>	<u>Replacement</u> <u>Value</u>	<u>Cond</u> <u>Code*</u>	<u>Renovation</u> <u>Cost</u>	<u>Ren/Rep</u> <u>Ratio</u>
Hill Field House	1974	1999	32	7	127,254	71,200	56%	\$17,549,820	1	\$2,456,975	14%
Hurt Physical Ed	1952	1991	54	15	81,186	40,981	50%	\$12,152,570	2	\$2,252,040	21%
Hughes Stadium	2001	--	5	5	27,612	11,025	40%	\$5,412,504	1	\$649,501	12%
Athletic Field Storage Bldg	2003	--	3	3	1,055	0	n/a	\$214,553	1	\$21,455	10%
<b>TOTAL</b>					<b>237,107</b>	<b>123,206</b>	<b>52%</b>	<b>\$35,329,447</b>		<b>\$5,379,971</b>	<b>15%</b>

**Library (Function Code 5)**

	<u>Yr</u> <u>Const</u>	<u>Yr</u> <u>Renov</u>	<u>Const</u> <u>Age</u> <u>(in yrs)</u>	<u>Renov</u> <u>Age</u> <u>(in yrs)</u>	<u>Bldg</u> <u>GSF</u>	<u>Bldg</u> <u>NASF</u>	<u>%</u> <u>Eff</u>	<u>Replacement</u> <u>Value</u>	<u>Cond</u> <u>Code*</u>	<u>Renovation</u> <u>Cost</u>	<u>Ren/Rep</u> <u>Ratio</u>
Soper Library	1974	--	32	32	106,032	71,644	68%	\$23,807,577	4	\$20,236,441	98%
<b>TOTAL</b>					<b>106,032</b>	<b>71,644</b>	<b>68%</b>	<b>\$23,807,577</b>		<b>\$20,236,441</b>	<b>98%</b>

- \*Cond Code
- 1 Satisfactory
  - 2 Restoration to present acceptable standards, not greater than 25% of estimated replacement cost
  - 3 Major updating or modernization, greater than 25% but not greater than 50% of estimated replacement cost
  - 4 Major remodeling, greater than 50% of estimated replacement cost
  - 5 Demolition or abandonment because unsafe or unsound conditions
  - 6 Termination for reasons other than unsafeness or unsoundness





**Table 2 (continued)**  
**Inventory Size and Facility Condition Summary**

**Administrative, Institutional Support, and Student Services (Function Code 4)**

	<u>Yr</u> <u>Const</u>	<u>Yr</u> <u>Renov</u>	<u>Const</u> <u>Age</u> <u>(in yrs)</u>	<u>Renov</u> <u>Age</u> <u>(in yrs)</u>	<u>Bldg</u> <u>GSF</u>	<u>Bldg</u> <u>NASF</u>	<u>%</u> <u>Eff</u>	<u>Replacement</u> <u>Value</u>	<u>Cond</u> <u>Code*</u>	<u>Renovation</u> <u>Cost</u>	<u>Ren/Rep</u> <u>Ratio</u>
Alumni House	1922	2003	84	3	16,734	8,379	50%	\$4,645,318	1	\$464,531	10%
Carter Grant Wilson	1963	1994	43	12	26,079	14,760	56%	\$4,879,642	4	\$2,927,785	60%
Montebello	1922	—	82	82	186,756	111,673	59%	\$32,614,321	4	\$33,266,607	102%
President Residence	1971	1985	35	21	4,270	3,710	87%	\$1,012,015	6	\$708,411	70%
Truth	1946	1979	60	27	30,083	18,265	61%	\$6,379,341	4	\$3,508,638	55%
Woolford Infirmary	1954	1991	52	15	4,790	2,801	57%	\$1,075,509	4	\$656,061	61%
<b>TOTAL</b>					<b>268,712</b>	<b>159,588</b>	<b>59%</b>	<b>\$50,606,146</b>		<b>\$41,532,033</b>	<b>82%</b>

**Physical Plant and Safety (Function Code 7)**

	<u>Yr</u> <u>Const</u>	<u>Yr</u> <u>Renov</u>	<u>Const</u> <u>Age</u> <u>(in yrs)</u>	<u>Renov</u> <u>Age</u> <u>(in yrs)</u>	<u>Bldg</u> <u>GSF</u>	<u>Bldg</u> <u>NASF</u>	<u>%</u> <u>Eff</u>	<u>Replacement</u> <u>Value</u>	<u>Cond</u> <u>Code*</u>	<u>Renovation</u> <u>Cost</u>	<u>Ren/Rep</u> <u>Ratio</u>
Washington Service	1980	—	26	26	37,893	30,206	80%	\$6,144,805	4	\$4,424,260	72%
Washington Annex	1952	1980	54	26	12,005	11,042	92%	\$1,797,004	4	\$1,150,083	64%
New Heat Plant	1942	2004	64	2	6,062	880	15%	\$6,049,391	1	\$604,939	10%
Portable 1	2000	—	6	6	668	605	94%	\$0	2	\$3,639	n/a
Portable 2	2000	—	6	6	668	632	99%	\$0	2	\$3,639	n/a
Recycling Garage	1922	—	84	84	2,492	0	0%	\$282,593	4	\$310,852	110%
<b>TOTAL</b>					<b>59,788</b>	<b>43,365</b>	<b>73%</b>	<b>\$14,273,793</b>		<b>\$6,497,412</b>	<b>46%</b>

*Cond Code	1	Satisfactory
	2	Restoration to present acceptable standards, not greater than 25% of estimated replacement cost
	3	Major updating or modernization, greater than 25% but not greater than 50% of estimated replacement cost
	4	Major remodeling, greater than 50% of estimated replacement cost
	5	Demolition or abandonment because unsafe or unsound conditions
	6	Termination for reasons other than unsafeness or unsoundness





**Table 2 (continued)**  
**Inventory Size and Facility Condition Summary**

**Non-State Support Campus Related (Function Code 6)**

	<u>Yr</u> <u>Const</u>	<u>Yr</u> <u>Renov</u>	<u>Const</u> <u>Age</u> <u>(in</u> <u>yrs)</u>	<u>Renov</u> <u>Age</u> <u>(in</u> <u>yrs)</u>	<u>Bldg</u> <u>GSF</u>	<u>Bldg</u> <u>NASF</u>	<u>%</u> <u>Eff</u>	<u>Replacement</u> <u>Value</u>	<u>Cond</u> <u>Code*</u>	<u>Renovation</u> <u>Cost</u>	<u>Ren/Rep</u> <u>Ratio</u>
McKeldin Center	1974	--	32	32	72,150	55,656	77%	\$19,636,344	6	\$14,528,556	74%
Student Center	2006	--	0	0	134,764	73,393	54%	\$23,583,700	1	\$0	0%
Baldwin	1929	1991	77	15	20,280	10,571	51%	\$3,415,132	2	\$683,026	20%
Blount Towers	1991	--	15	15	165,770	100,395	61%	\$22,557,982	1	\$2,363,217	10%
Cummings	1952	1991	54	15	28,257	17,185	62%	\$4,758,450	1	\$523,429	11%
Harper	1952	1992	54	14	34,028	21,802	64%	\$5,730,282	1	\$802,240	14%
Marshall-A	1985	--	21	21	19,744	14,588	74%	\$3,329,922	2	\$599,386	18%
Marshall-B	1985	--	21	21	19,744	14,588	74%	\$3,329,922	2	\$655,984	20%
Marshall-C	1985	--	21	21	19,744	14,588	74%	\$3,329,922	2	\$699,284	21%
Marshall-D	1985	--	21	21	6,591	4,956	75%	\$1,109,918	2	\$188,686	17%
O'Connell	1963	2000	43	6	50,721	29,359	58%	\$8,541,366	1	\$1,024,964	12%
Rawlings	1993	--	13	13	58,265	35,976	62%	\$9,714,097	1	\$1,165,692	12%
Rawlings Dining	1993	--	13	13	33,925	26,935	79%	\$6,770,887	1	\$677,088	10%
Tubman	1940	1992	66	14	28,596	15,220	63%	\$4,815,538	1	\$577,865	12%
<b>TOTAL</b>					<b>692,579</b>	<b>435,212</b>	<b>63%</b>	<b>\$120,623,462</b>		<b>\$24,489,417</b>	<b>20%</b>

- \*Cond Code
- 1 Satisfactory
  - 2 Restoration to present acceptable standards, not greater than 25% of estimated replacement cost
  - 3 Major updating or modernization, greater than 25% but not greater than 50% of estimated replacement cost
  - 4 Major remodeling, greater than 50% of estimated replacement cost
  - 5 Demolition or abandonment because unsafe or unsound conditions
  - 6 Termination for reasons other than unsafeness or unsoundness





Communications Center Connecting Bridge

With the addition of the new Communications Center, Banneker Center (59,083 GSF, 31,960 NASF), named for Benjamin Banneker (1731-1806), Maryland native, mathematician, astronomer, and author of *Banneker's Almanac*, is being renovated to house the School of Education and Urban Studies. Banneker is a key academic building located on the Academic Quadrangle across from McMechen Hall and the McKeldin Center and between the Science Complex and Holmes Hall. Originally constructed in 1938, for many years it served as the University's library, until Soper Library was constructed. Renovations completed in 1977 converted it to academic use, which will continue with the current renovation.



Banneker Center

The Richard N. Dixon Science Research Center (49,464 GSF, 28,826 NASF), completed in 2002, is on the site of the previous Memorial Refectory, connects to the Science Complex, and adds substantial scientific research facilities to support the University's academic and research programs in the biological and physical sciences.



Dixon Science Research Center

The Engineering Complex, comprised of the Clarence M. Mitchell Engineering Building (constructed 1991, 50,111 GSF, 34,315 NASF) and the William Donald Schaefer Engineering Building (constructed 1997, 69,914 GSF, 42,234 NASF) is located on the North Campus and provides the focus for the University's undergraduate, graduate, and research programs in Civil, Electrical, and Industrial Engineering and its Institute for Transportation with classrooms, laboratories, and offices.



Mitchell Engineering



Schaefer Engineering



Holmes Hall (49,001 GSF, 25,380 NASF) is located at the academic center of the campus on the Academic Quadrangle and is the University's best known architectural landmark. Originally built in 1952 and renovated in 1993, Holmes Hall is named for Dwight O. W. Holmes, Morgan's fifth president and the first African American to hold that position. During Holmes' presidency, Morgan made the transition from a private to a public institution. Holmes Hall provides the primary focus for the College of Liberal Arts, housing, in addition to the Office of the Dean, the Economics, English, Foreign Languages, History and Geography, Philosophy and Religious Studies, and Political Science and International Studies Departments. The School of Graduate Studies is also housed in Holmes. The renovation was confined to the building footprint with the result that offices and learning spaces are undersized, and continued growth of the University has resulted in overcrowding.



Holmes Hall

Jenkins Behavioral Science Center (89,050 GSF, 52,797 NSF) was constructed in 1974 and has never been renovated. It forms the west end of the Academic Quadrangle, complementing the anchor provided by the Science Complex. In addition to the Quad, it is bounded by Perring Parkway, two administrative buildings—Truth Hall and Carter Grant Wilson, and the Harper Tubman Residence Halls. The building design has a two story atrium on the ground and plaza levels, the roof of which is a courtyard entered from the building's second level. Much of the atrium volume and floor area are displaced by a massive masonry staircase system. Used extensively for surge space as other academic buildings have been constructed and renovated, it suffers from deterioration and ineffective building design, and the University has proposed the demolition and replacement of this building.



Jenkins Behavioral Science Center

McMechen Commerce Hall (57,767 GSF, 31,693 NASF), a six floor building, was constructed in 1972 and forms the south boundary of the Academic Quadrangle. This building recognizes Morgan's first graduate, George W. F. McMechen, who received his degree in 1895, and houses the Earl Graves School of Business and Management. Although renovated in 1997, the existing building framework limited the inclusion of facilities to support today's business instruction, including case classrooms and labs for Information Systems. Additionally, the Hospitality Management program was not part of the School at the time of the renovation, and specialized learning environments associated with that discipline were not included.



McMechen Commerce Hall





Carl J. Murphy Fine Arts Center

Carl J. Murphy Fine Arts Center (140,500 GSF, 80,744 NASF), constructed in 2001 on the South Campus, is the largest academic building on the campus and is larger than Soper Library and Hill Field House. Only the Montebello Complex and the Clarence Blount Towers are larger buildings. Home to the Fine Arts Department and with classrooms, laboratories, studios, and offices to support it, Murphy also provides significant performance and exhibit facilities. The James H. and Louise Hayley Gilliam Concert Hall, seating over 2,000, provides an appropriate venue to showcase Morgan's internationally acclaimed and awarding winning choir and has a Recital Hall to support smaller audiences and performances. Murphy also houses the James E. Lewis Museum of Art. Founded in 1951 as the only showplace devoted to African American art, the Museum's permanent collections include a wide variety of 19<sup>th</sup> and 20<sup>th</sup> century pieces encompassing American, Asian, European, and African arts.



James H. and Louise Hayley Gilliam Concert Hall



James E. Lewis Museum of Art

The Science Complex, providing the eastern anchor of the Academic Quadrangle, is comprised of four buildings interconnected during renovations completed between 1989 and 1992. The science facilities housed here are outdated, inefficient, and very overcrowded. Relocations of several current occupants will allow for much needed renovations.

- Carnegie Hall (15,491 GSF, 9,842 NASF), constructed in 1919 with funds contributed by Andrew Carnegie and stones quarried from campus grounds, houses the Mathematics Department.
- Spencer Hall (68,339 GSF, 38,514 NASF), constructed in 1962, is named for the fourth president of the University, John Oakley Spencer, and houses part of the Biology and Chemistry Departments.
- Calloway Hall (54,528 GSF, 34,040 NASF), constructed in 1953, recognizes Milton C. Calloway, a University faculty member known as the "Father of Science" at Morgan and currently houses the Computer Science and Physics Departments and the University's academic computer center.
- Key Hall (31,593 GSF, 15,020 NASF), constructed in 1964, was named for Charles C. Key who served as Dean of Men at Morgan and houses part of the Biology and Chemistry Departments.

With the addition of a new greenhouse, the former rooftop greenhouse in the Science Complex was converted into the Helen Roberts Faculty/Staff Dining Room. The Science Complex is also connected to the Dixon Science Research Center.



Science Complex

A right of entry to Turner Armory (42,626 GSF, 16,613 NASF) was obtained in 2001, and it was renovated in 2003 to support the relocation and operation of the University's ROTC program, the Military Science Department, and other functions which had been housed in Soldiers Armory. Turner Armory is strategically located at the corner of Hillen Road and Argonne Drive, a major campus entrance.



### **Physical Education and Library Buildings**

Academic support facilities (Table 2) include 4 physical education buildings with 237,107 GSF and 123,206 NASF (12% and 10% respectively of the University's total GSF and NASF) and the 1 library building—Soper Library—with 106,032 GSF and 71,644 NASF (5 and 6% respectively of the University's total GSF and NASF). Overall efficiencies for these two building functions are 52% and 68%, respectively. The physical education facilities (Table 1) contribute classroom (2,899 NASF) and open lab (2,540 NASF) facilities toward the teaching of physical education courses and provide 92,704 NASF in athletic space and 11,672 NASF in spectator seating.

Hill Field House (127,254 GSF, 71,200 NASF), constructed in 1974 and renovated and expanded in 1999, anchors the south end of the Morgan Commons of the campus. Supporting the University's intercollegiate athletic program, this facility recognizes the contributions of Talmadge L. Hill, Sr., class of 1928.

Hurt Gymnasium (81,186 GSF, 40,981 NASF), constructed in 1952, was renovated in 1991 and supports physical education instruction through the Department of Health, Physical Education, and Recreation Education and student recreational use. This facility is named for Edward P. Hurt, who began his 40 year coaching career at Morgan in 1929.



Hill Field House



Hurt Gymnasium

Hughes Stadium (27,612 GSF, 11,025 NASF), re-constructed in 2001, lies to the east of Morgan Commons at the north end in the Playing Fields sub-campus area. This facility provides support for the University's intercollegiate athletics program, as well as adding media and merchandising facilities that extend Morgan's presence at events.

Athletic Field Practice Storage Building (1,020 GSF) was added in 2003 to provide convenient athletic equipment storage near the practice fields.

Library facilities provide virtually all of the study space on campus with 15,260 NASF in study, 37,512 NASF in stack, and 7,819 NASF in processing and service spaces. The library facilities also provide lounge space for staff (1,514 NASF) and two campus-wide meeting rooms, with a total of 2,280 NASF. The Library's computer system is supported with 1,236 NASF, and storage space is also provided (1,003 NASF).



Soper Library

Soper Library (106,032 GSF, 71,644 NASF) was constructed in 1974 and has never been renovated. This building anchors the north end of Morgan Commons and is edged by Cold Spring Lane at the north, Hillen Road to the west, and a broad pedestrian mall to the east. Soper Library is named for Morris A. Soper, U.S. Circuit Judge from Maryland and former Chairman of the Morgan Board of Trustees. In 1937, Judge Soper headed a State commission that studied the adequacy of higher education for African Americans. Upon the recommendation of the Commission, the State of Maryland purchased Morgan and made it a public institution in 1939.

Plagued by settling and water penetration problems since its construction and inflexible building design, Soper Library was deemed unfit for continued use as a library. A new Library (221,497 GSF, 132,900 NASF) is being constructed on the Morgan Commons at the former site of the precedent Fine Arts Center. The new Library will accommodate 1,000 patrons and the planned growth of the collections to support the diversity of Morgan's academic and research programs. The current Soper Library building is expected to be renovated for proposed use as a Student Services Center, although this plan has not yet been approved.





New Library Views



INTERIOR VIEW FROM MAIN ENTRY

### **Administrative, Institutional Support, and Student Services Buildings**

Administrative, institutional support, and student services functions (Table 2) are provided in 6 buildings:

- Alumni House (formerly the Old Administration Building) on the South Campus,
- Carter Grant Wilson Hall on the Academic Quadrangle,
- Montebello Complex on the South Campus,
- President's Residence located at 2412 College Avenue east and near the campus of Morgan State University,
- Truth Hall on the Academic Quadrangle, and
- Woolford Infirmary on Morgan Commons

totaling 267,266 GSF and 167,406 NASF (13% and 14% respectively of the University's total GSF and NASF). Overall, they are 63% efficient. While the majority of space in these buildings (Table 1) represents office use (112,506 NASF) as would be expected, these buildings, and specifically the Montebello Complex, also provide classrooms (3,869 NASF), class labs (13,288 NASF), open labs (2,308 NASF), and research labs (588 NASF). Little support is provided relative to the quality of life in these buildings; lounge space is limited to 68 NASF in one building and 1,314 NASF in Montebello.

Alumni House (16,734 GSF, 8,379 NASF), constructed in 1922 as part of the Montebello Rehabilitation Hospital and renovated in 2003, is distinguished by its Italianate Renaissance Revival architecture, with features like a terra-cotta roof, high interior ceilings, and decorative friezes inside and out. It serves as a center for on campus alumni activities and for the Office of Alumni Relations, a reception area for visiting dignitaries and benefactors of Morgan, a mini-conference site for various groups, and a gathering place for small social functions. It has office and meeting space, dining service, a fitness center, and overnight guest rooms. Through a NASA funded program, it also supports a math/science tutoring lab for community children.



Alumni House



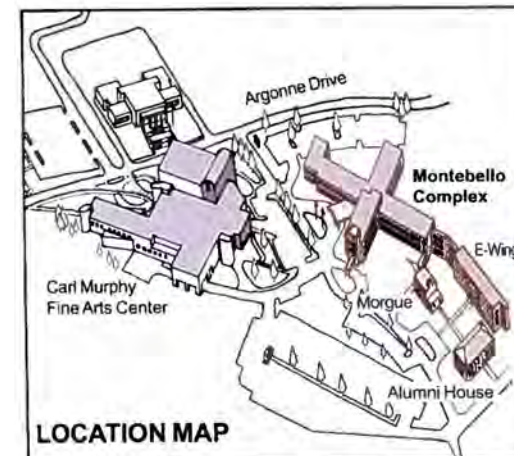
Carter Grant Wilson (26,079 GSF, 14,760 NASF), constructed in 1963 with refurbishments in 1994, houses a number of administrative and student service functions, including Human Resources, the Vice President for Planning and Evaluation, Institutional Research, Information Systems, Internal Audit, International Student Affairs, and the Counseling Center. Located on the Academic Quadrangle, bounded by Hillen Road, Cold Spring Lane, Jenkins Behavioral Science Center, and Truth Hall, the building is named for three individuals who spent most of their professional careers at Morgan. James H. Carter (Class of 1916) was born on the site that is now the Morgan campus. George C. Grant (Class of 1923) initiated the "Alumnus of the Year" award and also began the Alumni Loan Fund for graduates seeking graduate and professional degrees. Edward N. Wilson, a campus administrator, authored *The History of Morgan State College*.



Carter Grant Wilson Hall

The Montebello Complex (186,756 GSF, 111,673 NASF) is a four-wing facility built between 1957 and 1957 as the Montebello Rehabilitation Hospital. The University took possession of the entire 18-acre facility in 1995 which created the South Campus area. Consistent with the preceding *Facilities Master Plan Update*, Montebello has been refurbished for (1) temporary, but long term assignments of various academic, academic development/support, student services, and institutional support functions as they await final relocation to appropriate University facilities and (2) surge space as construction and/or renovation of campus facilities proceeds. Importantly renovations of the Montebello Complex, as they have been executed, have focused on upgrading the building for general use but not to make substantial structural changes. As a result, the overall allocation of space in this facility is especially inefficient relative to the State's Space Planning Guidelines.

A variety of functions are located in the Montebello Complex, including academic programs—the Institute of Architecture and Planning, the National Transportation Center, the Fulbright Program, and the Institute for Urban Research; Sponsored Programs and Restricted Fund Accounting; student services—Admissions and Recruitment, Financial Aid, Enrollment Management Services, Records and Registration, Career Development, Bursar, Cashier's Office, Community Service, Career Development, Drug Abuse, and Bear Necessity Card; and institutional support offices—Business and Auxiliary Services, Accounts Payable, Comptroller, Telecommunication Services and Post Office, University Print Shop, Housekeeping, and Design and Construction Management. The University's long-range goal is to vacate and demolish the Montebello Complex so that the site can be re-used more efficiently to meet other University needs.



Montebello Complex

Other buildings, all part of the former Montebello Hospital Complex, also exist at located on the South Campus, including E-Wing, Morgue, the Kitchen, the Old Power Plant, and the Garage. While E-Wing and Morgue/Kitchen had been previously considered potentially usable, they have undergone significant deterioration and are to be demolished, as will be the Old Power Plant. Only the Garage is included in the University's inventory, and it is currently being used to support the University's recycling program.



President's Residence (4,270 GSF, 3,710 NASF), constructed in 1971 and renovated in 1985, serves solely as a residence for the President. It is not handicapped accessible and does not have the amenities necessary to allow this facility to assume a broader role in serving the University's advancement. It is located at 2412 College Avenue, east of the campus off Cold Spring Lane.



President's Residence

Truth Hall ((30,083 GSF, 18,265 NASF) was built as a women's residence hall in 1946 and converted to an administration building in 1979. The President's Suite on the fourth floor was renovated in 1995. Located on the Academic Quadrangle, Truth houses the President; the Board of Regents; the Vice Presidents for Academic Affairs, Finance and Management, and Student Services; and offices associated with Title III Administration, Budget and Planning, Development, and State Relations. Truth Hall was named after Sojourner Truth, born a slave in New York about 1797. Freed in 1827 when New York passed anti-slavery legislation, she became an active abolitionist and a famous anti-slavery orator of her time.



Truth Hall

Woolford Infirmary (4,790 GSF, 2,801 NASF) is located on Morgan Commons at the north end and near Hughes Stadium and Washington Service Center. It was constructed in 1954 and refurbished in 1991. It provides health and wellness services for the campus.

#### **Physical Plant and Safety Buildings**

The campus has 2 major and 4 support physical plant and safety buildings (Table 2):

- Washington Service Center,
- Washington Service Center Annex,
- Central Heating Plant,
- Portable Buildings 1 and 2,
- Recycling Garage (Montebello),

totaling 59,788 GSF and 43,366 NASF (3% and 4%, respectively, of the University's total GSF and NASF). With the exception of Recycling Garage at the South Campus, these facilities are located at the Support Services area near Morgan Commons. Consistent with their function, these buildings (Table 1) provide office (9,579 NASF) and shop and storage (32,865 NASF) space and support staff with modest lounge facilities (921 NASF).

Constructed in 1980, the Washington Service Center (37,893 GSF, 30,206 NASF) provides administrative office space for Physical Plant, University Police and Public Safety, and Procurement and Property Control, as well as significant storage space. This building and its companion are sited along Cold Spring Lane, across from the Dixon Science Research Center and define a campus entrance.



Washington Service Center and Annex





As a companion building, the Washington Service Center Annex (12,005 GSF, 11,042 NASF) was built in 1952 and renovated in 1980 when Washington Service Center was constructed. It principally provides shop and vehicle and equipment repair space.

The University's Central Heating Plant (6,062 GSF, 880 NASF), constructed in 1942, was upgraded in 2004 when 2 of 3 boilers were replaced and structural changes were made.

The two Portable Buildings each with 668 GSF and 605 NASF and 633 NASF, respectively, were added in 2000 to support Physical Plant functions, will be removed from inventory over the planning period.

The Recycling Garage (2,492 GSF, 0 NASF) was constructed in 1922 as part of the Montebello Rehabilitation Hospital and has never been renovated.

#### **Non-State Supported, Campus Related Buildings**

Non-State supported, campus related buildings (Table 2) include:

- McKeldin Center,
- Student Center, and
- on campus residence halls and dining facility—Baldwin Hall, Blount Towers, Cummings House, Harper-Tubman House, Thurgood Marshall Residence Complex, O'Connell Hall, and Rawlings Residence and Dining Hall,

with 557,325 GSF (28% of the University's total GSF) and 436,212 NASF (30% of the University's total NASF), have a significant presence on campus. In addition to providing 15,496 NASF of office space for professional staff, these buildings provide substantial percentages of the University's food (38,249 NASF), lounge (2,920 NASF), merchandising (12,612 NASF), recreation (3,278 NASF), meeting room (21,505 NASF), shop/storage (4,087 NASF), and residential (266,859 NASF) space on campus. It also holds the vacated space in McKeldin Center as other space (55,656 NASF), awaiting demolition or conversion to new uses.

Built in 1974 around a pre-existing building, McKeldin Center (72,150 GSF, 55,656 NASF) served as the University's center for student activities until the construction of the new Student Center on Morgan Commons. It has never been renovated. The plan is to demolish this building and build an academic facility supporting the University's Graduate School, Institute for Urban Research, Center for Continuing and Professional Studies, the Honors Program, the Fulbright Program, Academic Development Center, Career Development Center, Counseling Center, among others. The building is named after Theodore McKeldin, former Mayor of Baltimore and former Governor of Maryland.



McKeldin Center

The new Student Center (134,764 GSF, 73,393 NASF) was completed in 2006 and provides amenities to support student life on campus, including a ballroom, food court, Bookstore, lounges and recreation facilities, student office and meeting space, and a cyber café. It is connected to the University's 500 car Parking Garage.



New Student Center and Parking Garage



Built in 1929, Baldwin Hall (20,280 GSF, 10,571 NASF) was the first building to be located on Morgan Commons. Renovated in 1991, it provides residential space for 84 students.



Baldwin Hall

A modern, high rise building located along Argonne Drive, Clarence Blount Towers (165,770 GSF, 100,395 NASF) was constructed in 1991 and accommodates 628 resident students. Named for a Morgan alumna prominent in the Maryland General Assembly, it also provides lounge, merchandising, and food service facilities.



Blount Towers (in background)

Cummings Hall (28,257 GSF, 17,185 NASF) was constructed in 1952 near Baldwin Hall on Morgan Commons and was renovated in 1991. Recognizing Eliza Jane Cummings, a local civil rights leader who raised funding for Morgan's predecessor institution, it accommodates 104 resident students and provides recreation space.



Cummings Hall

Harper-Tubman House is located on the Academic Quadrangle between Jenkins Behavioral Science Center and Holmes Hall and is actually two buildings joined into a single complex, which accommodates 220 students. Harper House ((34,028 GSF, 21,802 NASF) was constructed in 1952 and renovated with Tubman House in 1992. It is named for Frances Ellen Watkins Harper, an antislavery poet and lecturer born in Baltimore in 1825. Tubman House (28,596 GSF, 15,220 NASF) was built in 1940 and renovated with Harper House in 1992. Recognizing the role of Harriet Tubman, who was born and raised on Maryland's Eastern Shore, in the Underground Railroad, Tubman accommodates 66 women residents and houses the Office of Residential Life, as well as providing recreation and food service vending space.



Harper-Tubman House



Thurgood Marshall Residence Complex (65,913 total GSF, 48,720 total NASF) is a cluster of four buildings constructed in 1985 and represented the first of the residence halls to be located along Argonne Drive. Built in a garden apartment type configuration, these residences accommodate 286 students.

Constructed in 1963 and renovated in 2000, O'Connell Hall (50,721 GSF, 29,359 NASF) is located east of the Academic Quadrangle along Cold Spring Lane. It accommodates 205 residents.

Rawlings Residence Hall (58,265 GSF, 35,976 NASF) and Dining Complex (33,925 GSF, 26,935 NASF) was completed in 1993 along Argonne Drive and accommodates 205 residents. The dining hall serves the entire campus and has a capacity of 2,000 per meal. Named for a Morgan alumna prominent in the Maryland General Assembly, Rawlings also provides merchandising and meeting room facilities.



Rawlings Residence Hall and Dining Complex (in foreground)

#### **Off Campus and Other Facilities**

The University also owns the Lillie Carroll Jackson Museum (5,600 GSF), located on Eutaw Street in the Bolton Hill section of Baltimore City. Constructed in the 1890's the building is on the National Register of Historic Places. It is a four-story Victorian town house that was for 22 years the home of civil rights activist Lillie Carroll Jackson. Dr. Jackson left the House to be developed as a museum dedicated to civil rights and documentation of the civil rights struggle in Baltimore. While the Museum first opened in 1978, it has been vacant for a number of years and is severely deteriorated. Having acquired the Museum in 1996, the University intends to make it a functional extension of its museum program and public service activities.

In 1999, the University acquired the 13.3 acre Pentridge Apartment complex, located west of Murray School and further bounded by Penwood Road to the north, Arlington Drive to the south, and Loch Raven Boulevard to the west. A private developer has transformed this property into Morgan View Apartments, residential facilities to accommodate, in Phase I, 734 upper-level undergraduate and 62 graduate students. Also supporting the project is a Community Center.



Morgan View Apartments

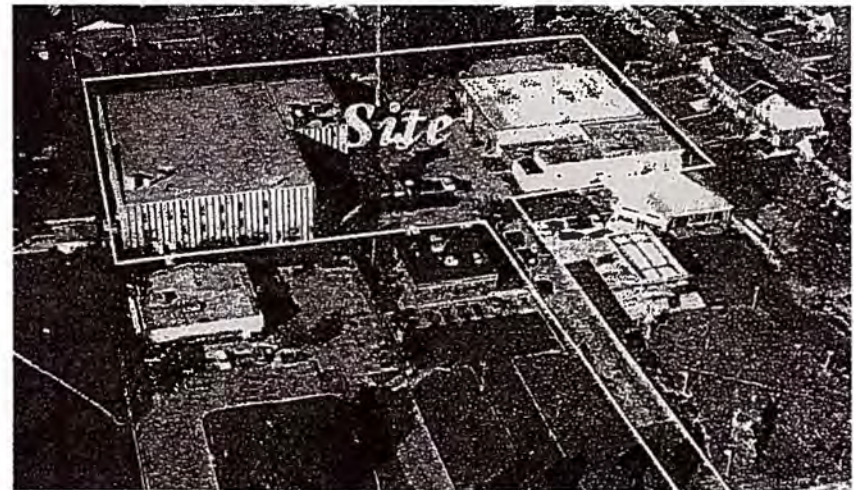


Morgan State University Estuarine Research Center (ERC), located on Patuxent River (part of Chesapeake Bay watershed) in St. Leonard, MD, provides scientific expertise in marine and coastal ecology. Research conducted at the state-of-the art facility is designed to increase the understanding of coastal ecosystems so that they may be properly managed and protected. The ERC is especially proud of contributing to the environmental awareness of large numbers of children in grades K thru 12. The ERC maintains excellent facilities that include: a 22,000 square foot laboratory and office building with a teaching laboratory, a range of research laboratories, including isotope, constant temperature, and image analysis labs, conference room, and small library; a fleet of vehicles for field work including 42- foot RV Leidy, a private dock providing access to the Patuxent River, outdoor and indoor facilities with flowing seawater, and Scuba support and dive locker.



Estuarine Research Center Views

In 2005, the University acquired the 2.2 acre site known as the Portage Avenue Property, located at 1122-1140 East Cold Spring Lane. The site is comprised of three buildings that were formerly used to provide audio and video studios, office space, and warehouse facilities. The main building with 37,582 SF was constructed in 1983 as a 3-story concrete tilt up with an elevator and is in good to excellent condition. The University is currently refurbishing this space to provide surge space for the School of Public Health and the Head Start Program until permanent facilities can be provided and to accommodate many of the University's rapidly expanding sponsored research projects, particularly those in Engineering. The remaining two small buildings on the property (a warehouse and a recording studio) are to be demolished, and the land used for parking.



Portage Avenue Site





### Functional Adequacy and Condition of Physical Plant

**Facilities.** Over the past decade, Morgan has benefited and will further benefit from State and University investments in its physical facilities. As shown in Table 2 or described in the preceding section, many of Morgan's buildings have been recently constructed or have undergone renovation. While much has obviously been accomplished in supporting the University with appropriate facilities, issues remain, particularly in light of Morgan's continuing and projected growth. Buildings remain, which, if they are not renovated, will reflect 30, some even more than 40, years since either their construction if they have never been renovated or since their last renovation (renovation age):

<u>Academic/PE/Library</u>	<u>Administrative/Phys Plant</u>	<u>Non-State Support</u>
Jenkins Center	President's Residence	McKeldin Center
Soper Library	Truth Hall	Marshall Residences
	WA Service Center	
	Washington Annex	
	Recycling Garage	

Banneker Center is currently being renovated for the School of Education and Urban Studies. The University has proposed the replacement of Jenkins for the behavioral and social sciences, the renovation of Soper for student services, and the replacement of the McKeldin Center for academic purposes. In addition, the University has proposed the replacement of the President's Residence with a University House. Attention over this planning period will also have to be given to the remaining facilities: Truth Hall, Washington Service Center and Annex, the Recycling Garage, and the Marshall Residences.

In addition, 15 other buildings will reach between 20 and 30 years in renovation age, and capital planning should consider these buildings as well:

<u>Academic/PE/Library</u>	<u>Administrative/Phys Plant</u>	<u>Non-State Support</u>
Mitchell Engineering	Carter Grant Wilson Hall	Baldwin Hall
McMechen Hall	Montebello Complex	Blount Towers
Calloway Hall	Woolford Infirmary	Cummings Hall
Carnegie Hall		Harper-Tubman House
Key Hall		Rawlings
Spencer Hall		Residence/Dining
Hurt Physical Education		

Although important surge space resource, Montebello remains difficult to renovate and inefficient. Located on a key site, the long-term plan for replacement holds.

### Site Context

Morgan State University is located on a series of hills and valleys, between a major north-south roadway and a stream. The campus stretches about a mile along Hillen Road and Perring Parkway, crossing Argonne Drive and Cold Spring Lane. The main pedestrian pathways are at a higher plateau. The undulating landscape is distinctive but tends to fragment the campus.

Presently the campus is divided into two landscape zones, a succession of woodlands on the steep slopes surrounding the two streams on the campus and large areas of lawn, with various groupings of trees, some formal, some informal, in the developed areas of the campus.

The campus woodlands of the Herring Run and the Chinquapin Stream valleys are presently classified as a successional forest, due to the amount of disturbance that has occurred over time. These forests have been degraded over time by upheaval and intrusions, yet are a remnant of the once extensive forests that covered this landscape. The campus is in the city, yet the forest provides a sense of enclosure and amenity, which is to be built upon and elaborated.

Open spaces on campus are varied and need enhancement. Three types of open space prevail on the campus—open paved space, open green space, and open athletic space. Importantly, the North Campus zone has only modest open green space, with significant open paved space. The Academic Quad has only open green space, and the Morgan Commons has a mix of all three types of open spaces. Large paved areas here should encourage a variety of activities, not just act as pedestrian links between different buildings.

A unified approach to site furnishings, fences, and signage is also critical. The campus has a multitude of types of furnishings, from trash receptacles to benches. For example, fifteen types of guardrails and fencing are present on the campus.

The University has a *Landscape Master Plan* guiding various site development projects which will continue over this *Facilities Master Plan Update* planning period. Major components of this *Landscape Master Plan* are to:

- Provide a central pedestrian spine connecting all portions of the University that helps organize movement, encourages campus life, gives identity and orientation North and South, and connects the hilltops better to provide easier circulation.
- Enhance open spaces of the campus with strong pedestrian connection and landscape treatment.



- Integrate the natural woods of the stream valley and hills through the campus as a major landscape treatment, re-establishing forests that formerly occupied the land with a full range of canopy and understory trees complemented by shrubbery and ground cover that make a beautiful and ever changing character.
- Provide stronger identity throughout the campus with more uniform landscape treatments, streetscapes at the perimeter, and gateways at highly visible locations where major city streets intersect with the campus.
- Provide inviting pedestrian and vehicular entries to the campus which orient visitors and students and lead them in.
- Allow for new building sites and the needs for more parking and recreational open space.

**Vehicular Circulation and Accommodation.** Hillen Road, Cold Spring Lane, and Argonne Drive (Figure 5) serve as the primary links between the campus and the regional highway network, as well as providing major defining elements of the campus. Hillen Road and Perring Parkway are major boulevards defining the campus to the west and carry a high volume of commuter traffic. During off-peak hours, parallel parking is allowed along their edges. This Hillen Road/Perring Parkway corridor defines one edge of the perimeter of the campus. Experienced by the driver, as well as the student or passing visitor, the road provides a view into the campus and create an image of the campus that is critical to its identity. The edge of Hillen Road is presently a lawn with formal linear planting of trees with wooden utility poles running its entire length. The edge of Perring Parkway, on the other hand, is heavily forested with buried utilities.

Cold Spring Lane, dividing the Academic Quad from Morgan Commons, is an east/west boulevard west of Hillen Road. It descends into a valley as it enters the campus, with valley edges heavily planted with forest toward its lower portions. Rock outcropping occurs naturally at certain areas. Argonne Drive crosses the campus east and west. It climbs a gentle hill from Hillen Road to the Murphy Fine Arts Center and the entrance to the South Campus. Most of the campus lies to the north of Argonne Drive. It too defines one edge of the campus perimeter for part of its length. A streetscape project aimed at enhancing Morgan's presence along Argonne Drive and improving campus circulation and safety has been undertaken and developed in conjunction with the City of Baltimore.

No "gateways" introduce the campus to an arriving motorist. As the Morgan State campus has grown from its original nucleus on the Academic Quad, the definition of campus entry points has become somewhat blurred. While the Hillen Road/Cold Spring Lane intersection still marks the entrance to Morgan State's "academic core," the northern boundary of campus is located over one-half mile to the north, and the southern boundary is located almost 2,000 feet to the south on Hillen. These northern and southern campus arrival zones are marked by buildings—the Engineering Complex to the north and Rawlings and Blount residence halls to the south. Carefully designed landscaping, signage, and lighting is being provided to heighten Morgan State University's identity and project a more positive image at these arrival points, as well as on Cold Spring Lane just east of Herring Run and on Argonne Drive at Montebello. Work has already begun to improve arrival points at the intersections.

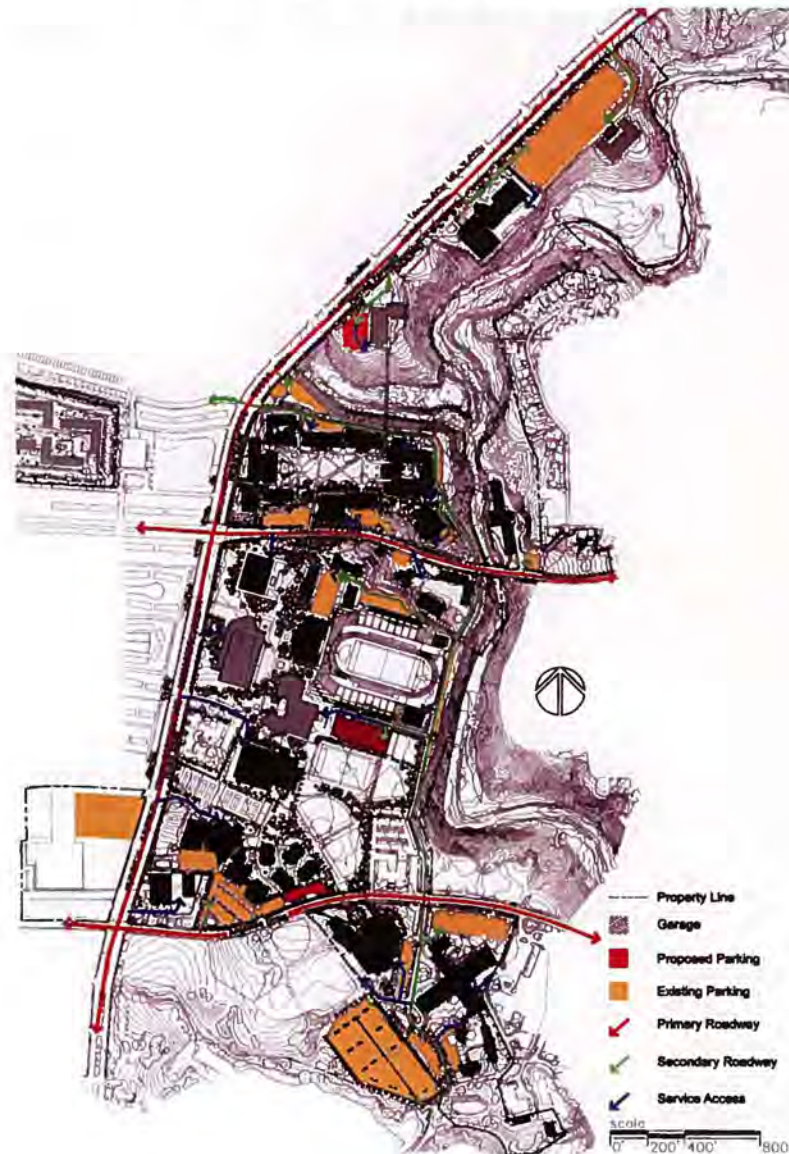


Proposed Primary Gateway Design

Campus roads include a system of service drives which often incorporate or terminate in parking lots. Morgan State's most important campus drive is located on the eastern and northern edges of the Academic Quad adjacent to Herring and Chinquapin Runs. This two-lane drive allows vehicles to move between the Academic Quad and Morgan Commons areas without having to travel city streets (although vehicles must cross Cold Spring Lane). The realignment of the southern end of this drive to connect to the existing Montebello entrance drive has recently been completed to create a direct link between these campus zones and enhance the potential to establish a controlled crossing point for pedestrians.



**Figure 5**  
**Vehicular Circulation, Parking, and Service**



Although Morgan State University is a major traffic generator (with a current headcount population of 8,972 students, faculty, and staff), traffic pursuing short-cuts to and from the campus through adjacent neighborhoods has not been a significant problem. This is largely because the residential street pattern to the west of campus has been designed to prevent access/egress to Hillen Road. To the east of the campus, the limited number of bridges that cross Herring Run (in the campus vicinity, at Argonne Drive, Cold Spring Lane, and Echodale) channel through traffic to these streets.

Public bus routes on Hillen Road and Cold Spring Lane provide transit service, although no data are available on the number of students, faculty and staff using public transit. On weekdays, peak hour service is provided at 10 to 30 minute intervals (depending on the route) between the hours of 6:00 and 8:30 a.m. and 3:00 to 5:30 p.m. The University also maintains a Shuttle Program providing transportation for the University community throughout the campus, including stops at O'Connell Hall, McKeldin Center, School of Engineering, Northwood Annex Parking, Rawlings Dining Hall, and Northwood Apartments. The Shuttle Program also provides dedicated services between McKeldin Center and Montebello Complex, where the majority of student services resides.

The campus has 2,980 off-street parking spaces (Table 3), not including an additional 106 spaces closed due to construction—9 spaces in BCD and 97 spaces R lots. Most of the spaces (2,446) are in the University's 23 surface parking lots, while the new the new Student Center Parking Garage added 534 spaces.

Of Morgan State's 23 off-street parking lots, 9 (39%) have 30 or fewer spaces; 9 have 40 to 100 spaces; 3 have 100 to 350 spaces; and 2 have over 500 spaces. The large number of small parking lots is inefficient in terms of construction and maintenance cost, although the University has made substantial progress in addressing parking needs with the inclusion of the new parking garage.

A number of the smaller parking lots are located in the "academic core" where the premium on land is greatest. In general, Morgan State's parking lots detract from the image and appeal of the campus environment. Little or no landscaping has been provided on parking lot edges to screen and soften their appearance. Neither have landscaped islands planted with shade trees been used in the few large lots to diminish their overwhelming scale, provide shade, and reduce glare. The University's *Landscape Master Plan* currently being implemented addresses this issue.





**Table 3**  
**Existing Parking Inventory**

Lot	Location	ADA Spaces	Metered Spaces	Reserved Spaces	Regular Spaces	Spaces For Sale	Total Spaces	Comments
A	Lower Lot behind Holmes Hall	0	0	1	62	63	63	45 Faculty/Staff; 16 Student 9 spaces closed
BCD	Holmes, Banneker, Calloway Lot/Roadway	9	0	3	59	71	71	
E	Academic Research Center	2	0	1	16	16	19	6 Visitor Spaces
ER	Refectory Roadway	0	0	6	10	10	16	
F	Maintenance Yard	1	0	0	4	5	5	4 Reserved Spaces
G	Rear of McMechen	2	0	2	10	14	14	
H	Truth Hall (including ramp)	5	0	14	0	10	19	15 Faculty/Staff; 45 Student
L	Cummings/Baldwin (residence)	3	0	0	57	60	60	
K	Communications Building	4	0	0	59	63	63	
M	Behind Woolford Infirmary	4	0	9	27	40	40	
N	O'Connell Hall (residence)	0	0	0	26	26	26	
P	Turner's Armory	0	0	0	27	27	27	
QE	Engineering	8	0	1	327	336	336	
QN	Northwood	4	0	0	575	579	579	
R	Marshall Complex (residence)	0	0	0	0	0	0	97 spaces closed
S	Visitor's Lot	1	0	0	15	0	16	
T	Blount Towers (residence)	9	0	1	186	196	196	1 Space for Resident Director 13 Visitor Spaces
U	Montebello	5	0	14	135	149	154	
V	Rawlings Hall (residence)	3	0	0	45	48	48	
W	Perimeter Roadway/Hughes Stadium	0	0	0	64	64	64	
X	Fine Arts/Montebello Side	5	0	0	51	56	56	
Y	Fine Arts Center	0	0	0	552	552	552	
Z	Alumni House	3	0	0	19	22	22	
Active Lot Sub-total		68	0	52	2,326	2,407	2,446	
Student Center Parking Garage		0	0	0	534	534	534	
Active Space Sub-total		68	0	52	2,860	2,941	2,980	
Closed Spaces Sub-total		0	0	0	106	106	106	
Total		68	0	52	2,966	3,047	3,086	



### Pedestrian Circulation and Accommodation.

The 176 acre campus site is long and narrow, providing challenges to pedestrians needing to traverse its full length (Figure 6). From end to end, it takes a pedestrian about twenty minutes to travel its length. The present system of pedestrian pathways is fragmented and un-hierarchical. Pathways vary greatly, both in size and in material, and often not in relation to their campus importance. Pathways are formal and informal, wide and narrow, of brick, concrete, pavers, and asphalt. They are more often related to the building that they are near, rather than to campus-wide travel. With the campus' hilly topography, most buildings are near the tops of hills, and pedestrian paths adhere primarily to the upper elevations. Transitions between levels often do not address issues of handicapped accessibility.

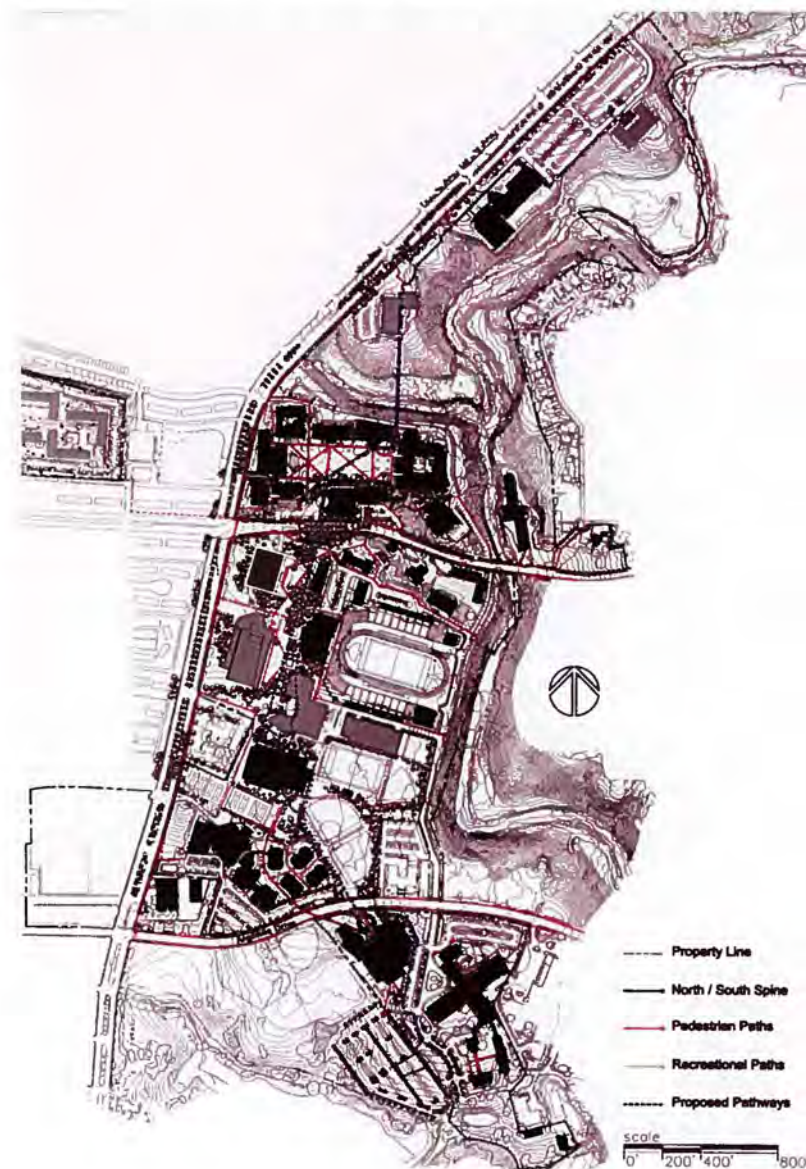
Cold Spring Lane would have created a significant barrier to safe pedestrian movement from one campus zone to another except for existing topography and the presence of the Verda Welcome Bridge linking the Academic Quadrangle and Morgan Commons. The Welcome Bridge is important to pedestrian circulation to these campus areas, and its recent widening as part of the University's plan for campus-wide site improvements will also allow light vehicle traffic.

A bridge and walking trails was constructed as part of the new Communications Center, linking the Academic Quadrangle across Chinquapin Run with the North Campus. Such a pedestrian connector has done much to enhance the walkability of the campus.



Verda Welcome Bridge

Figure 6  
Pedestrian Circulation







The development of Morgan View Apartments, the recent acquisitions of a portion of the Northwood Shopping Center and of the Portage Avenue Property, and the potential for further property acquisition to the west of Hillen Road, including Murray School, will perpetuate safety problems already created by uncontrolled pedestrian crossings on Hillen Road, the most heavily traveled roadway in the campus vicinity (over 24,000 average daily trips). Installation of a controlled pedestrian crossing at the entry to the Northwood area on Hillen Road will likely be difficult because of topography, limited sight distances, and proximity to the Hillen/Argonne Drive intersection. In contrast, an existing controlled crossing point already exists on Hillen at Cold Spring Lane in close proximity to the Murray School site. Consideration of an overhead connector between the Academic Quad and the Murray School site should be given if this site were to be acquired and developed.

At the South Campus, Argonne Drive presents a similar barrier to safe pedestrian movement, although traffic volumes on this roadway (8,500 average daily trips) are lower than on Cold Spring Lane (14,000 average daily trips). On Argonne Drive, the existing land form does not provide a natural opportunity for constructing a convenient grade-separated pedestrian crossing. As a result, an at-grade crossing is required, and Pavers have been placed on Argonne Drive to slow traffic, and a light is being installed at the crossing for the Fine Arts Center. The challenge will be to determine how best to concentrate pedestrian movement at the designated crossing point where traffic can be slowed or stopped to maximize pedestrian safety.

Finally the existing campus does very little to encourage use of bicycles or to provide access to the more remote parts of the campus. A system of recreational pathways could connect the campus to immediate adjacent recreational of the city—City Park above the North Campus and Lake Montebello Park below the South Campus. These pathways would provide linking bikeways with parks and communities both north and south of the campus.

### **Campus Orientation**

The Morgan State University campus is not user friendly for first time visitors, whether arriving by car or public transportation. It lacks a visibly noteworthy presence, and no visible campus boundary, such as one created through streetscape elements—fencing, pageantry, and gateways—communicates the presence of the University. The undulating topography of the campus and its surrounding area limit motorists' viewing distances to vehicular signs and, therefore, compromise their reaction times. The campus is intersected by several major public roads creating multiple entry points that are confusing, but without appropriate way-finding treatment. Further, no vehicular directionals are provided to important visitor destinations or to parking lots, and the campus orientation maps do not have any vehicular pull-over areas.

Pedestrians, as well, are challenged as they move around the campus. Multiple generations of signage are displayed on campus, and pedestrian directionals and campus orientation maps are deteriorated, outdated, and no longer accurate. Notice posting boards are absent from the campus. Due to inadequate light post distribution throughout the campus and the lack of illuminated signage, most signs are hard to read at night.

The University has a *Campus Exterior Signage Master Plan* guiding various site development projects which will continue over this *Facilities Master Plan Update* planning period. This *Signage Master Plan* provides programming guidance and design standards for various vehicular and pedestrian sign types and locations, destination identification, and campus pageantry.

### **Utility Systems**

Since the last *Facilities Master Plan Update*, 1996 to 2006, the University has completed comprehensive studies of its utility and telecommunications systems. These studies have shown that various utility infrastructure systems are in disrepair and must be either replaced and/or upgraded to meet current and future needs. The entire steam distribution system must be replaced, and the electrical system is at capacity and must be upgraded to meet future needs and planned campus expansion. The data and telecommunications systems must be upgraded, and new telecommunication hubs must be created to respond to technological changes, as well as campus expansion.

As a result of these studies and other analyses that took into account the University's long range capital facility plans, a comprehensive *Integrated Underground Utility Master Plan* was developed, with major recommendations to:

- replace 75% of the existing steam piping,
- replace and increase capacity of existing telecommunications ductbank systems,
- switch electric service of Rawlings Dining Hall and the Marshall Residence Complex to Montebello service to accommodate additional campus load,
- replace all utilities in the south area of Morgan Commons resulting from new construction, and
- modernize the existing Boiler Plant.

This *Utility Master Plan* will continue over the planning period for this *Facilities Master Plan Update*.





#### IV. INSTITUTION DEMOGRAPHICS

Morgan State University's future direction and initiatives have been translated into information and data that has been used to estimate the anticipated impact on its facilities. As these data are summarized in Tables 3 to to support the University's space planning, they show that Morgan expects:

- **Continued development and enrichment of the undergraduate curriculum**, will build on the University's foundation of competitive, high quality, accredited undergraduate academic and professional programs and reconfigure it in response to emerging needs and changing student demand.
- and
- **Increasing emphasis on graduate study** will allow the University to address critical manpower needs in the public schools and in the private sector, increase the resources and expertise available for supporting the University's undergraduate and public service programs, and provide a vehicle for diversifying its student body.

resulting in

- **Steady enrollment growth** of about 2% to 3% a year, translates into an overall rate of 30% over the ten-year planning period, with dramatic increases in graduate enrollments resulting from new graduate programs **and comparable growth in credit hours**.

Growth rates are expected to differ significantly though between the undergraduate level and the graduate level (Table 4). Consistent with the Maryland Higher Education Commission ("MHEC") projections, the University expects its undergraduate student body to reach 7,925 students by the fall, 2016, growing on average 3% a year, for a total growth of 33% over the ten-year planning period. At the graduate level, headcount enrollments are expected by the University to increase to 1,115, or 49%, by fall, 2016 in response to University initiatives related to graduate enrollment, including new programs, increased external and internal funding for graduate financial aid and support, new and renovated facilities, and provision of graduate housing options. The University expects its percentage of graduate students in its enrollment mix to increase slightly from 9% of the total headcount enrollment in 2004 to 13% in 2014. In addition, it does not anticipate a significant change in the participation rates of full-time and part-time students. Overall Morgan expects to have a total headcount enrollment of about 8,956 by the fall of 2014, an increase of 30%, with a full-time equivalency of 7,832, an increase of 28%.

Relative to Morgan's current and projected fall scheduled SCH and WSCH (Table 5), the University expects that it will produce about 81% of its total SCH on-campus and before 5:00 p.m., although only 34% of its graduate credit hours are expected during the day. The ratio of WSCH to SCH provides an indicator of time commitment on the part of the student relative to the credits that will be earned toward completion of the degree. As Morgan constructs and renovates new facilities, adding much needed laboratories to its inventory in support of its academic programs, students will be asked to spend more contact time in campus instructional facilities in activities related to their learning, as shown by the ratio of WSCH to SCH. By the fall of 2016, this University-wide ratio is expected to be 1.25.

- **Continued modernization of instructional delivery**, incorporating the changes in technology for teaching and learning, will provide specialized learning environments and set higher requirements for "lab" work.

Morgan expects that its students will spend more contact time in lab environments (Table 5), both scheduled directly with classroom time and in unscheduled, open time when labs are available for independent study. Currently about 25% of the scheduled WSCH are associated with scheduled labs, which is expected to increase slightly to 27% in 2016.

- **Regional and national diversification of student markets**, especially at the graduate level, will result in increased demand for both on-campus and off-campus housing.

Currently the University has 1,732 beds available on-campus. In Fall, 2006, 2,036 undergraduates and 4 graduate students were living in the University's on campus residences—a 100% occupancy rate. In addition, 758 undergraduates and 36 graduate students were living at Morgan View, and the remaining 304 undergraduates were in housing where Morgan has other leasing arrangements. Assuming that 52% of the full-time undergraduate and 10% of the graduate full-time students want housing, the unmet demand for housing (Table 6) is to be met through leasing arrangements with off-campus apartment suppliers, including that at Morgan View. The University does not plan at this time to add any on-campus housing.





Table 4  
Actual and Projected Fall Headcount and Full/Part-Time Enrollment and Full-Time Equivalent Enrollment

	Actual Fall '01	Actual Fall '02	Actual Fall '03	Actual Fall '04	Actual Fall '05	Current Fall '06	Projected Fall '07	Projected Fall '08	Projected Fall '09	Projected Fall '10	Projected Fall '11	Projected Fall '12	Projected Fall '13	Projected Fall '14	Projected Fall '15	Projected Fall '16	% Change Fall '06	
<b>Headcount</b>																		
UG	5,974	6,037	6,005	6,244	5,747	5,955	6,127	6,305	6,488	6,675	6,870	7,068	7,273	7,485	7,702	7,925	33%	
% Change	5%	1%	-1%	4%	-8%	4%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%		
GR	524	628	616	648	691	750	779	810	841	875	910	947	986	1,027	1,071	1,115	49%	
% Change	-10%	20%	-2%	5%	7%	9%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%		
Total	6,498	6,665	6,621	6,892	6,438	6,705	6,906	7,115	7,329	7,550	7,780	8,015	8,259	8,512	8,773	9,040	35%	
% Change	4%	3%	-1%	4%	-7%	4%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%		
% GR	8%	9 %	9%	9%	11%	11%	11%	11%	11%	12%	12%	12%	12%	12%	12%	12%		
<b>Undergrad</b>																		
Full-Time	5,139	5,313	5,328	5,567	5,101	5,334											7,168	34%
% Change	6%	3%	0%	4%	-8%	5%												
Part-Time	835	724	677	677	646	621											757	22%
% Change	-3%	-13%	-6%	0%	-5%	-4%												
<b>Graduate</b>																		
Full-Time	281	299	291	371	359	398											485	22%
% Change	0%	6%	-3%	27%	-3%	11%												
Part-Time	243	329	325	277	332	352											630	79%
% Change	-20%	35%	-1%	-15%	20%	6%												
<b>Full-Time Equivalent</b>																		
Total	5,753	5,814	5,852	6,108	5,748	5,969											7,926	33%
% Change	5%	1%	1%	4%	-6%	4%												
FTDE	4,866	4,730	4,653	4,919	4,638	4,815											6,373	32%
% Change	5%	-3%	-2%	6%	-6%	4%												

Source: Office of the Vice President for Planning and Evaluation





Table 5  
Actual and Projected Total Credit Hour Production, On Campus Before 5:00 P.M. Fall Student Credit Hour Production and  
Weekly Student Contact Hour Production

		Actual Fall '01	Actual Fall '02	Actual Fall '03	Actual Fall '04	Actual Fall '05	Current Fall '06	5-yr % Change	Projected Fall '11	5-yr % Change	Projected Fall '16	10-yr % Change
Total SCH	UG	81,952	83,988	82,878	86,413	79,694	82,212	0%	95,392	16%	108,572	32%
	GR	4,202	4,608	4,899	5,223	5,217	5,852	39%	7,051	20%	8,251	41%
	Total	86,154	88,596	87,777	91,636	84,911	88,064	2%	102,443	16%	116,823	33%
Day SCH	UG	71,282	69,284	68,368	72,973	67,762	69,759	-2%	80,944	16%	92,130	32%
	GR	1,368	1,336	1,420	1,657	1,455	1,965	44%	2,369	21%	2,772	41%
	Total	72,650	70,620	69,788	74,630	69,517	71,724	-1%	83,313	16%	94,902	32%
% Day SCH		84%	80%	80%	81%	82%	81%		81%		81%	
WSCH	Lecture	67,607	68,827	68,015	72,196	65,490	66,830	-1%	76,785	15%	86,740	30%
	Lab	19,566	20,558	20,315	24,065	21,803	22,707	16%	27,553	21%	32,298	42%
	Total	87,173	89,386	88,330	96,261	87,213	89,537	3%	104,338	17%	119,038	33%
WSCH/SCH Ratio		1.20	1.26	1.27	1.29	1.26	1.25		1.25		1.25	
% Lecture WSCH		78%	77%	77%	75%	75%	75%		74%		73%	

Source: Office of the Vice President for Planning and Evaluation





Table 6  
Current and Projected Demand for Housing

	<u>Full-time Enrollment</u>	<u>Housing Demand</u>	<u>Beds Needed</u>	<u>Current Capacity</u>	<u>Addition'l Beds</u>
Fall, 2006					
UG	5,334	52%	2,794		
GR	398	10%	40		
Total	5,732		2,620	1,732	888
Fall, 2016					
UG	7,168	52%	3,727		
GR	485	10%	49		
Total	7,653		3,776	1,732	2,044

- **Continued growth in faculty and staff positions**, with overall rates for full-time equivalents of 23% and 11%, respectively, will contribute significantly to an adequate academic and administrative infrastructure.

Part of the University's strategy to accommodate its growing graduate and research mission and to provide the personal attention required by a high proportion of its undergraduate student body is to maintain its overall instructional student/faculty ratio at about 14 to 1 (Table 7). It also must continue to reduce its reliance on adjunct, part-time faculty so that students have better access to faculty and full-time faculty are not overwhelmed with advising and tutoring responsibilities. In addition to instructional faculty, the University anticipates that specific programs, such as the sciences, Engineering, and Public Health, will have faculty members entirely assigned to research/sponsored program responsibilities, as Morgan continues to develop as a research university. Although these faculty members are expected to represent only a small number of the full-time faculty, about 7%, they demonstrate Morgan's development of its formal research mission. Overall growth in FTE instructional faculty is estimated at 19%, while the total growth in FTE faculty is expected to be 23%.

In addition, continued development of the University's research mission and its graduate programs will have an impact on the numbers of faculty for whom research lab space or additional office space should be allocated (Table 8).

Further, as the size and complexity of academic operations and the physical size of the campus have grown and will continue to grow, staffing generally must continue to keep up with growing needs for personnel. An important segment, as the University continues to develop its research mission, will be graduate assistants who will require dedicated office workstations. The University expects to continue its current balance between full- and part-time staff, with a resulting FTE staff growth of 11% by 2016 (Table 9). Most of this growth will be associated with staff and graduate assistants requiring offices.

- **Development of library resources for new programs and maintenance of library resources for existing programs** will require growth in both traditional and non-traditional resources.

Following a significant weeding of the Library's collection in 2002, the University's library will have to add traditional materials for current and new programs that have been recently implemented, as well as for those planned for future development (Table 10). Many of such materials will be accessible to on-campus as well as off-campus locations through electronic means. To an extent, the University will have to work with other institutions to share data base subscriptions to achieve reasonable costs. In terms of Physically Bound Volume Equivalents ("PBVEs") the University expects its collection to grow by 26%, addressing the information resource needs of its expanding graduate program offerings, as well as reviving the currency of its collection.





Table 7  
Actual and Projected Full-Time, Part-Time, and Full-Time Equivalent\* Faculty

	Actual Fall '01	Actual Fall '02	Actual Fall '03	Actual Fall '04	Actual Fall '05	Current Fall '06	5-yr % Change	Current Fall '11	5-yr % Change	Projected Fall '16	10-yr % Change
Full-Time	366	379	364	407	407	413	13%	471	14%	531	29%
% Full-Time	80%	83%	83%	73%	65%	67%		72%		76%	
Instructional Full-time Faculty	364	374	356	395	395	397		445		494	
Research Full-time Faculty	2	5	8	12	12	16		26		37	
Part-Time	90	77	74	154	224	207	130%	186	-10%	166	-20%
Total	456	456	436	561	631	620	36%	657	6%	697	12%
FTE Total Faculty	388.50	398.25	382.50	445.50	463.00	464.75	20%	517.50	11%	572.50	23%
Instructional FTE Faculty	386.50	393.25	374.50	433.50	451.00	448.75		491.50		535.50	
Research FTE Faculty	2.00	5.00	8.00	12.00	12.00	16.00		26.00		37.00	
FTE Student/Instr Faculty Ratio	14.9	14.8	15.6	14.1	12.7	13.3		14.1		14.8	

Source: Office of the Vice President for Academic Affairs

\* FTE = FT + PT/4





Table 8  
Actual and Projected Full-Time Faculty in Research Lab Programs

Module	Actual Fall '01	Actual Fall '02	Actual Fall '03	Actual Fall '04	Actual Fall '05	Current Fall '06	5-yr % Change	Current Fall '11	5-yr % Change	Projected Fall '16	10-yr % Change																		
<b>Doctoral Programs</b>																													
Biology	A	27	28	27	29	29	28		31		33																		
Engineering	A	33	37	35	33	33	33		38		44																		
	A Total	60	65	63	62	62	61	%	69	%	77																		
Public Health	B Total	6	13	15	16	16	13	%	22	%	27																		
Business Administration	C	17	22	28	34	34	38		27		20																		
Education	C	13	15	12	9	9	10		15		20																		
English	C	38	37	37	38	38	45		47		56																		
History	C	22	22	21	20	20	27		26		32																		
	C Total	90	96	98	101	101	120	%	115	%	153																		
<b>Master's Programs</b>																													
Fine Arts	A Total	12	12	12	12	12	18	%	14	%	16																		
Architecture	B	14	14	16	18	18	16		18		17																		
Science	B	16	15	15	15	15	13		18		22																		
	B Total	30	29	31	33	33	29	%	36	%	39																		
Economics	C	7	8	9	10	10	5		10		11																		
International Studies	C	8	7	7	7	7	6		8		9																		
Mathematics	C	28	24	28	31	31	31		40		48																		
Sociology	C	9	5	4	3	3	5		5		7																		
Telecommunications	C	17	14	15	16	16	21		19		22																		
Urban Transportation	C	4	4	4	4	4	2		5		6																		
	C Total	73	62	67	71	71	70	%	87	%	103																		
<b>Undergraduate Programs</b>																													
Physics	B	10	9	9	9	9	10		11		11																		
Food and Nutrition	B	3	3	3	3	3	2		4		4																		
Family & Consumer Sci	B	3	5	4	4	4	3		4		5																		
Psychology	B	9	10	8	7	7	8		12		16																		
	B Total	25	27	24	24	24	23	%	31	%	36																		
<table><tr><td><b>Module A</b></td><td><b>Module B</b></td><td><b>Module C</b></td></tr><tr><td>0100 Agriculture/Natural Resources</td><td>0200 Environmental Design</td><td>1900 Physical Sciences</td></tr><tr><td>0400 Biological Sciences</td><td>1200 Health Science</td><td>2000 Psychology</td></tr><tr><td></td><td>1300 Home Economics</td><td></td></tr><tr><td>0900 Engineering</td><td></td><td></td></tr><tr><td>1000 Fine and Applied Arts</td><td></td><td></td></tr></table>												<b>Module A</b>	<b>Module B</b>	<b>Module C</b>	0100 Agriculture/Natural Resources	0200 Environmental Design	1900 Physical Sciences	0400 Biological Sciences	1200 Health Science	2000 Psychology		1300 Home Economics		0900 Engineering			1000 Fine and Applied Arts		
<b>Module A</b>	<b>Module B</b>	<b>Module C</b>																											
0100 Agriculture/Natural Resources	0200 Environmental Design	1900 Physical Sciences																											
0400 Biological Sciences	1200 Health Science	2000 Psychology																											
	1300 Home Economics																												
0900 Engineering																													
1000 Fine and Applied Arts																													





Table 9  
Actual and Projected Full-Time, Part-Time, and Full-Time Equivalent\* Staff

	Actual Fall '01	Actual Fall '02	Actual Fall '03	Actual Fall '04	Actual Fall '05	Current Fall '06	5-yr % Change	Projected Fall '11	5-yr % Change	Projected Fall '16	10-yr % Change
Full-Time**	870	893	1,024	1,090	1,251	1,262	45%	1,306	3%	1,397	11%
% Full-Time	87%	87%	87%	83%	77%	77%		75%		75%	
Part-Time**	128	131	154	162	323	324	153%	366	13%	368	14%
Graduate Assistants	n/a	n/a	n/a	60	49	61	n/a	71	30%	97	59%
Total Headcount	998	1,024	1,178	1,312	1,623	1,647	65%	1,743	6%	1,862	13%
Total FTE Staff	904.00	925.75	1,062.50	1,145.50	1,344.00	1,358.25	20%	1,145.25	4%	1,513.25	11%
FTE Staff/Faculty Ratio (exc. GA)	2.33	2.32	2.77	2.54	2.88	2.89		2.70		2.60	
Not Requiring Offices	198	202	194	207	264	264	33%	277	5%	296	12%
Planning Staff											
Full-Time	696	715	858	909	1,020	1,031	48%	1,064	3%	1,138	10%
Part-Time	104	107	126	196	339	291	180%	331	14%	331	14%

Source: Employee Data System File Generated from Human Resources

\* FTE = FT + PT/4



Table 10  
Actual and Projected Collection of Soper Library

	Actual Fall '01	Actual Fall '02	Actual Fall '03	Actual Fall '04	Actual Fall '05	Current Fall '06	5-yr % Change	Projected Fall '11	5-yr % Change	Projected Fall '16	10-yr % Change
Books	244,799	223,301	223,301	235,588	263,337	261,948		307,789		353,630	
Bound Periodicals	70,982	70,982	70,982	73,982	70,982	70,982		72,721		74,460	
Documents/Pamphlets	254,920	256,265	256,265	256,633	257,858	258,562		277,954		297,346	
Microfilm Reels	63,658	64,246	64,246	65,253	65,758	66,300		69,615		72,930	
Records	6,385	6,385	6,385	6,385	6,385	6,572		6,736		6,901	
Maps	1,071	1,138	1,138	1,227	1,255	1,265		1,265		1,265	
Maps in Cases	0	0	0	0	0	0		0		0	
Microforms (non-reel)	716,808	735,806	735,806	746,506	783,307	800,119		830,123		860,128	
Unbound Newspapers*	39	39	39	39	39	39		45		50	
Bound Newspapers	0	0	0	0	0	0		0		0	
Reference Books	21,965	22,068	22,068	22,471	22,581	22,462		26,393		30,324	
Slides	31,700	31,700	31,700	31,700	31,700	31,700		32,492		33,285	
Unbound Periodicals*	2,007	2,077	2,077	1,684	1,684	1,684		2,000		2,316	
Video Disks	0	0	0	0	0	0		0		0	
Audio Tapes	1,452	1,487	1,487	1,487	1,487	1,487		1,487		1,487	
Computer Diskettes	40	40	40	40	40	40		40		40	
Compact Disks	5,364	5,571	5,571	5,929	7,256	7,360		8,832		10,304	
Video Tapes	872	896	896	946	973	934		957		981	
Films (reel to reel)	50	50	50	50	50	50		50		50	
<b>PBVE</b>	<b>470,958</b>	<b>450,723</b>	<b>450,723</b>	<b>463,263</b>	<b>492,408</b>	<b>491,175</b>	<b>4%</b>	<b>556,334</b>	<b>13%</b>	<b>621,476</b>	<b>26%</b>

Source: Soper Library

\* Number of subscription titles





## V. PLANNING ISSUES

### Assessment of Current and Projected Facility Needs

The University's facilities needs and its planned facility changes are discussed based on (1) an understanding of the current use and condition of the Morgan State University facilities, (2) the University's articulation of its mission, strategic direction, and program projections, and (3) the Maryland Department of Budget and Management's Space Planning Guidelines. The State's Space Planning Guidelines, in conjunction with Morgan State University's program projections, provides an initial assessment of campus-wide facilities needs. Table 11 summarizes actual Fall 2006 and projected Fall 2016 data used in determining facilities allowances under the Guidelines for both current facilities and those projected over the planning period to the year 2016. Table 12 presents the resulting facilities needs assessment relative to the Space Planning Guidelines, which is also summarized graphically in Figure 7. The needs assessment incorporates those facility capital projects currently underway or approved:

- construction of the Library and the vacation of the former Soper Library in preparation for renovation,
- renovation of Banneker Center for the School of Education and Urban Studies, and
- construction of the Center for the Built Environment and Infrastructure Studies.

In addition, it includes the planned demolition of the Montebello Complex at the end of the ten-year planning period.

Application of the State's space planning guidelines indicates that for the most part, Morgan is and remains deficient in almost all space categories. The apparent excesses of office and support spaces can be attributed to the building inefficiencies the University encounters as it reuses the Montebello Complex for academic and support purposes. The planned demolition of this facility transforms these excesses dramatically. The only projected excess of space in 2016 is in study space and reflects a planned excess of stack capacity. The University will remain deficient in study and processing and service space. Most importantly, however, are the continued deficiencies in classroom (-14,013 NASF), teaching lab (-34,925 NASF), and research lab (-50,312 NASF) space. These deficiencies have the potential of significantly impeding Morgan's growth and development as a premier university.

Figure 7  
Current and Projected Facility Needs by Use

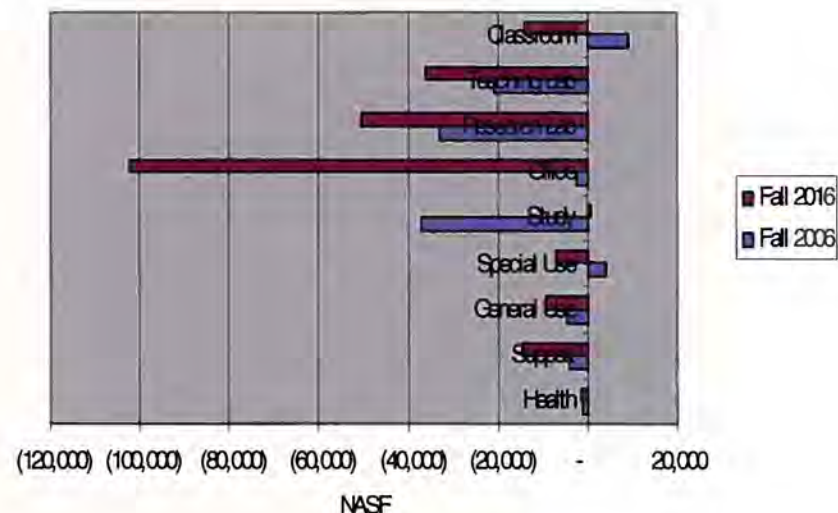




Table 11  
Space Planning Guideline Data, Actual Fall 2006 and Projected Fall 2016

Data Category	Fall 2006	Fall 2016
<b>1. STUDENTS</b>		
a. Dormitory Capacity	1,742	1,742
b. Total FTDE	4,815	6,373
c. Undergraduate FTDE	4,651	6,142
f. Graduate FTDE	164	231
<b>2. ON-CAMPUS CREDIT HOURS</b>		
a. Total Undergraduate Credit Hours	82,212	108,572
b. Undergraduate Credit Hours before 5:00 PM	69,759	90,135
c. Total Graduate Credit Hours	5,852	8,004
d. Graduate Credit Hours before 5:00 PM	1,965	3,468
<b>3. ON-CAMPUS CONTACT HOURS</b>		
a. Classroom Contact Hours before 5:00 PM	66,830	86,740
c. Class Lab Contact Hours before 5:00 PM	22,707	32,298
<b>4. FACULTY &amp; STAFF REQUIRING OFFICES</b>		
a. Full-time Faculty	413	531
b. Part-time Faculty	207	166
d. Full-time Staff	1,031	1,138
f. Part-time Staff	291	331
g. FTE Faculty	465	573
h. FTE Staff	1,104	1,221

Data Category	Fall 2006	Fall 2016
<b>5. LIBRARY INFORMATION FACTORS</b>		
a. Physical Bound Volume Equivalents	491,175	621,476
<b>6. RESEARCH LAB SPACE FACTORS</b>		
a. Module 'A' Programs (1,000 NASF)		
FT Faculty, Doctoral Programs (1.0)	61	77
FT Faculty, Masters Programs (0.5)	18	16
FT Faculty, Baccalaureate Programs (0.1)	0	0
b. Module 'B' Programs (650 NASF)		
FT Faculty, Doctoral Programs (1.0)	13	27
FT Faculty, Masters Program (0.5)	29	39
FT Faculty, Baccalaureate Programs (0.1)	23	36
c. Module 'C' Programs		
FT Faculty	190	256





Table 12  
Space Planning Needs Assessment, Actual 2006 and Projected 2016

	HEGIS	2006				Capital Projects		2016			
		Current Total*	Allowance	Excess/Deficiency	Percent	Addition	Deletion	Projected Total	Allowance	Excess/Deficiency	Percent
Classroom	110	83,181	74,181	9,000	12%	9,170	10,083	82,268	96,281	-14,013	-15%
Class Lab	210	115,220	132,382	-17,162	-13%	31,880	18,047	129,053	161,490	-32,437	-20%
Open Lab	220	16,481	20,223	-3,742	-19%	8,330	1,612	23,199	26,766	-3,567	-13%
Teach Lab	210/220	131,701	152,605	-20,904	-14%	40,210	19,659	152,252	188,256	-36,004	-19%
Res. Lab	250	57,541	90,685	-33,144	-37%	10,300	588	67,253	117,565	-50,312	-43%
Office	300	266,944	269,428	-2,484	-1%	34,210	94,625	206,529	308,758	-102,226	-33%
Study	410	18,978	35,330	-16,352	-48%	35,420	17,832	36,566	44,611	-8,045	-18%
Stack	420/430	37,512	49,117	-11,605	-24%	74,065	37,596	73,981	62,148	11,833	19%
Proc/Serv	440/455	7,819	16,889	-9,070	-54%	15,765	5,307	18,277	21,352	-3,075	-14%
Armory	510/515	5,705	ad hoc			0	0	5,705	ad hoc		
Ath/PE	520/525	92,704	84,802	7,902	9%	0	0	92,704	99,913	-7,209	-7%
Spec Seat	523	11,672	ad hoc			0	0	11,672	ad hoc		
Media Pro	530	5,834	9,630	-3,796	-39%	0	2,246	3,588	12,746	-9,158	-72%
Clinic	540/545	2,114	ad hoc			670	0	2,784	ad hoc		
Demo Fac	550/555	0	ad hoc			0	0	0	ad hoc		
Animal Fac	560/570	1,767	ad hoc			0	0	1,767	ad hoc		
Greenh'se	580/585	3,045	ad hoc			0	0	3,045	ad hoc		
Assembly	610/615	53,545	36,630	16,915	46%	0	0	53,545	39,746	13,799	35%
Exhibit	620/625	11,907	15,885	-3,978	-25%	1,600	375	13,132	17,443	-4,311	-25%
Food	630	39,858	ad hoc			0	324	39,534	ad hoc		
Child Care	640	0	ad hoc			0	0	0	ad hoc		
Lounge	650	10,760	28,309	-17,549	-62%	4,500	2,828	12,432	29,142	-16,710	-57%
Merchandise	660	15,750	ad hoc			0	0	15,750	ad hoc		
Recreation	670	3,609	ad hoc			0	0	3,278	ad hoc		
Mtg Rm	680	24,711	ad hoc			2,125	2,280	24,556	ad hoc		
Data Proc	710/715	6,474	3,111	3,363	108%	550	1,236	5,788	4,280	1,508	35%
Shop/Storage	720/745	45,098	50,844	-5,746	-11%	3,630	3,856	44,872	52,092	-7,043	-14%
Cen Serv	750	5,712	4,815	897	19%	0	5,612	100	6,373	-6,273	-98%
Haz Mat	780	0	2,228	-2,628	-100%	0	0	0	2,916	-2,916	-100%
Unclassed	050/070	93,100	ad hoc			59,200	60,435	91,865	ad hoc		
Health	800	782	1,845	-1,063	-58%	0	0	782	2,312	-1,530	-66%
Resident	900	278,688	ad hoc			0	0	278,688	ad hoc		
Other Org	090	0	ad hoc			0	0	0	ad hoc		
<b>TOTAL</b>		<b>1,316,210</b>				<b>291,415</b>	<b>264,882</b>	<b>1,342,743</b>			

\* Includes Montebello which is grossly inefficient and not easy to renovate consistent with State space planning guidelines.





### **Academic Facilities**

Current and projected needs and issues related to Morgan's academic facilities lead to the conclusions that these facilities are, and will continue to be:

- deficient in classroom and teaching laboratory space and other specialized environments supporting the University's teaching, research, and service missions;
- deficient in research space, despite the significant addition of science research space provided by the Dixon Science Research Center;
- severely constrained relative to office space supporting academic, research, and technology transfer programs; and
- deficient in space supporting academic interchange and quality of life,

which will continue to fragment instructional and research programs and other academic support functions across the campus. Recommendations regarding Morgan's academic facilities include:

- continued use of the Montebello Complex on the South Campus as surge space to support campus expansion and renovations, with demolition of this facility at the earliest possible time to allow for further campus expansion at this site;
- construction of a new facility, the Business Management Complex, to support the Graves School of Business and Management; including the Hospitality Management Program which is expected to develop into a school;
- construction of the Graduate Studies and Academic Center, replacing McKeldin Center and including the Institute for Urban Research and the Center for Continuing and Professional Studies and other compatible functions such as the Academic Development Center, the Career Development Center, and the Counseling Center, among others;
- construction of a replacement facility for Jenkins Social and Behavioral Sciences Center to accommodate general classrooms and class labs for the University and to support the social science disciplines from the School of Liberal Arts, including the Departments of Economics, Political Science and International Studies, Psychology, Sociology and Anthropology, and History and Geography;
- renovation of McMechen Hall for the Mathematics and Computer Science Departments;
- construction of a new facility to support the programs related to health and human services, including the School of Public Health, the Family and Consumer Sciences Department, and the Social Work Department;

- renovation of the Science Complex to realign teaching and research laboratory and office space and reclaim residential space in light of the addition of Dixon Science Research Center and emerging instructional and research program development; and
- construction of a new facility to support the University's planned Incubator Center for Technology Transfer.

### **Physical Education and Library Facilities**

The recent renovation and expansion of the Stadium has addressed the current physical education and athletic needs of the campus. Over the ten-year planning period, a modest deficiency of -7,209 NASF, or -7% of the State guideline allowance for athletic space, is indicated. The University believes, however, that it has adequate physical education facilities to meet future program and enrollment demands over the planning period, although it recognizes that greater enrollment expansion may require another addition to Hill Field House or the construction of another physical education facility. Such projects, however, are not a current priority in light of other pressing University needs.

The construction of a Library is underway on the site of the former Murphy Fine Arts Center. This new facility, which is to accommodate 1,000 patrons in a variety of study environments and the University's circulating and special collections, as well as supporting library service and management functions, has been planned to meet not only the University's ten-year planning horizon but also a longer term. The demand for study space, however, is expected to continue to grow beyond the physical capacity of the new Library, with a projected deficiency of -7,118 NASF in fall 2016, or -18% of the State guideline allowance. Stack space for the collection rightfully shows a modest excess of space, allowing the Library to grow the collection over a planning period much greater than the ten years constraining the current planning. Processing and library service space shows a deficiency over the planning period, but this should not impede library management of the collection or service delivery.

Recommendations to address the issues and needs related to academic support and athletic instruction facilities include:

- monitoring of physical education needs relative to student demands, and
- distribution of study spaces in various academic buildings on campus as they are either renovated or constructed.





### **Administrative, Institutional Support, and Student Support Facilities**

The construction of a new facility, the Student Center, on the former site of Soldiers Armory on the Morgan Commons, as was recommended in the previous *Facilities Master Plan Update*, addressed the historic problems in the lack of space to support an appropriate and adequate student life for students on this campus. The remaining current and projected needs and issues related to student and auxiliary facilities, however, continue to include:

- disjointed delivery of student academic development/support and student services;
- insufficient and inadequate space to support targeted institutional support functions;
- inadequate and fragmented space to support institutional advancement functions;
- lack of space for projected staff growth; and
- inadequate President's Residence.

Recommendations for these administrative, institutional support, and student service facilities include:

- preparation for the demolition of the Montebello Complex on the South Campus by relocating current academic support, student support, and institutional support occupants to new or renovated facilities;
- renovation of the former Soper Library as Soper Student Services Center to support the long term goal of co-locating various student services, as well as providing a more readily campus accessible location for the institutional support functions provided by the Telecommunications and Post Office, the Print Shop, and Business and Auxiliary Services;
- construction of a Public Safety Building adjacent to the Parking Deck to support University Police and Public Safety, Design and Construction, and Procurement;
- construction of an administration building at the Montebello site to consolidate senior administrative functions and provide for staff growth;
- renovation of Carter Grant Wilson to house the University's information technology offices and equipment,
- renovation of Truth Hall as an academic office building for disciplines on the Academic Quadrangle, and
- replacement of the President's Residence with a University House to serve as the University's "living room," as well as housing the family of the President.

### **Physical Plant Facilities**

The current and projected needs and issues related to physical plant facilities include:

- lack of a clearly defined campus entrance and support for campus visitors and
- insufficient and inadequate space to support targeted institutional support functions.

Recommendations for administrative and physical plant facilities include:

- renovation and/or expansion of Washington Service Center and Washington Service Center Annex to accommodate fragmented functions related to the divisions of Physical Plant and to support Property Control and to emphasize productive operational synergies and
- provision of information resource/visitor center locations, convenient to visitor parking facilities such as that at Washington Service Center and planned Public Safety Building.



### **Non-State Support, Campus Related Facilities**

The construction of the new Student Center on the site of Soldiers Armory on the Morgan Commons, as was recommended in the previous *Facilities Master Plan Update*, addressed the historic problems in the lack of space to support an appropriate and adequate student life for students on this campus. The current and projected needs and issues related to non-State support facilities include:

- aging of Argonne Drive residential halls and additional demand for student housing.

Recommendations for non-State supported, campus related facilities include:

- monitoring of the condition of the Argonne Drive campus housing, addressing the anticipated upgrading needs of the Marshall Complex;
- long-term preparation for closure of non-Argonne Drive on campus residential halls, including Baldwin Hall, Cummings House, Harper House, O'Connell Hall, and Tubman House to reuse sites for other functions, and
- provision of a child care facility.

In addition, the Lillie Carroll Jackson Museum, although not located on the campus, requires total renovation and rehabilitation, including interior and exterior finishes, roofs, doors, windows, and an elevator, to correct life safety, accessibility, and code violations and make it functional. This project is currently in design.

### **Existing and Projected Campus-wide Parking Needs**

Based on a guideline that takes into account a residential student population, an estimate of parking need provides:

0.8 space per full-time equivalent faculty member ("FTEF") +  
 1.0 space per full-time staff member ("FTS") +  
 0.5 space per part-time staff member ("PTS") +  
 0.5 space per full-time day equivalent resident student ("FTDE Res") +  
 0.8 space per full-time day equivalent commuter student ("FDTE Comm") +  
 2% of the above total for visitors and handicapped individuals.

Based on the current and projected numbers of faculty, staff, students, and visitors and the current active inventory of 2,980 parking spaces in 23 lots and the Student Center Parking Garage (Table 3), the campus currently has a shortage of -2,862 parking spaces, and by 2016, this shortage will increase to -3,326 spaces.

Table 13  
Parking Demand Analysis

		Fall, 2006	2006 Demand	Fall, 2016	2016 Demand
FTEF	0.8	464.75	372	572.50	458
FTS	1.0	1,262	1,262	1,397	1,397
PTS	0.5	324	162	368	184
FTDE Res	0.5	2,834	1,417	2,834	1,417
FTDE Comm	0.8	3,143	<u>2,514</u>	3,539	<u>2,831</u>
Sub-total			5,727		6,287
Visitor/ADA	2% of sub		<u>115</u>		<u>125</u>
Total			5,842		6,412
Existing/Planned	Spaces		2,980		3,086
(Deficit)			(2,862)		(3,326)

Should the University decide to include a hotel and conference center, as has been discussed in the recent past but excluded from its current proposed Business Management Complex project, the parking needs for these facilities should be considered separately. To assess these potential parking requirements, parking projections should be developed based both on the City of Baltimore's zoning requirements for the proposed project site and industry guidelines as they apply to private hotel and conference center development. While Morgan does not have to comply with the zoning requirements nor necessarily follow the industry guidelines, these approaches are helpful in guiding planning.





Overall, while the University has added significant and will add even more parking resources since the last *Facilities Master Plan Update*, it has remained at a standstill relative to its parking deficiencies. Importantly, Morgan State University is limited in available land to meet both its future building and parking needs and must take opportunities as they arise to meet its on-campus parking supply goals.

#### **Site and Utility Needs**

Since the prior Facilities Master Plan Update, the University has made progress in accomplishing significant site improvements:

- widening of the Verda Welcome Bridge,
- athletic field improvements,
- construction of the pedestrian walkway from the Fine Arts Center to Hill Field House,
- rebuilding or restructuring of parking lots,
- renovation of the central heating plant,
- demolition of E-Wing and other deteriorated facilities at Montebello,
- realignment of the East Service Drive with the Montebello Complex,
- construction of a pedestrian bridge linking the North Campus with the Academic Quad,
- closure of the service drive linking the Morgan Commons to support the creation of a plaza at the south end of the Verda Welcome Bridge,
- redesign and redevelopment of the pedestrian corridors on the South Mall, and
- improved entry points to create a sense of arrival to the campus

and utility improvements:

- relocation of the telecommunications hub from Banneker to the Communications Center, and
- removal and replacement of fuel oil tanks at the Central Heating Plant.

Continued needs relate to the completion of the *Landscape Master Plan* and the *Integrated Underground Utility Study*. In addition, Morgan requires sufficient outdoor space to accommodate athletic, physical education, intramural, and recreational activities. For purposes of determining land requirements, an allowance of 175 square feet per full-time undergraduate student is used as a guideline for campuses where the majority of students are non-residential. This guideline represents less than 50% of the guideline used for residential campuses. With a projected full-time undergraduate enrollment of 7,168 students, 1,254,400 square feet or approximately 27.3 acres would be needed. Morgan currently has 11.65 acres available to support these activities, spread across several locations—the football field and outdoor track at Hughes Stadium on the Morgan Commons, the softball field at the Murray School site across Hillen Road from the Academic Quad, and tennis courts and open field areas on the Morgan Commons near Hill Field House.





### **Property Acquisition**

Although Morgan State University encompasses over 170 acres, limited developable land area remains on campus to accommodate long-term growth and to meet existing and projected needs for parking and playing fields. As a result, future opportunities for the acquisition of adjacent property must be explored, including:

- Murray School and the Murray School Playfield,
- remaining parcels of the Northwood Shopping Center,
- the northern edge of the Montebello Filtration Plant site,
- the Police Station (on the north side of Argonne just west of Herring Run),
- the adjacent City-owned open space, and
- the Montebello Rehabilitation Center adjacent to the Montebello Complex on the South Campus.

In November, 2005, the University purchased what is referred to as the Portage Avenue Facility. The site consists of three buildings—a main building of 37,580 SF, constructed in 1983 and in good to excellent condition, and two smaller buildings of limited use. The main building will be initially used to house the School of Public Health temporarily until permanent facilities can be developed. Long term plans are for the main building to be used for research and other contracted projects,, while the remaining buildings would be likely demolished, and the site used for added parking. This facility has not yet been added to the University's inventory.

**Murray School:** The University already leases from the City the 2.7 acre Murray School Playfield, which has been developed with a new softball field. Adjacent to this site is the Lois T. Murray School, located on 3.5-acres one block north of the signalized Cold Spring/Hillen intersection, immediately west of the campus. Acquisition of the complete parcel would allow the University first to develop the site into an appropriate mix of academic facilities and open recreation and/or athletic space in a transition to Morgan View housing. Planning for this site should involve an overhead crossover connector across Hillen Road, possibly providing direct access into a renovated or replaced Jenkins Behavioral and Social Science Center.

**Northwood Shopping Center:** The University recently acquired the 9 acre portion of the Northwood Shopping Center at the corner of Hillen Road and Argonne Drive. This property will be developed for Business Management Complex. The University is also seeking a private investor for the development of a hotel and conference center. Should other parcels of the Northwood Shopping Center become available, the University should also consider acquisition of these properties for possible use supporting research programs, technology transfer, or other similar functions.

**Northern Edge of the Montebello Filtration Plant:** The open space areas immediately south of Argonne Drive which are part of the Montebello Filtration Plant site present an opportunity to address the University's projected shortage of athletic and recreational playing fields and could also help to expand the parking capacity available to serve the Montebello site. A project has been approved for the redevelopment of the fields for joint use with the Northwood Baseball League and Morgan State University. Also included would be the construction of a softball field and additional parking.

**Police Station:** This site would offer an opportunity to expand critically needed playing field acreage and to allow for the future addition of residence halls to the cluster already established to the north of Argonne Drive. The University has relocated the campus service drive (which parallels Herring Run) to the east side of the Police Station to align with the entrance drive to the Montebello site south of Argonne. This relocation created a more direct connection between the two campus areas and a single, clearly defined pedestrian crossing. It would be appropriate to explore potentials for signaling this new intersection to maximize pedestrian crossing safety.

**Herring Run Open Space:** The wooded area located between Argonne Drive and the Herring Run Ravine, immediately to the east of the Police Station, is owned by the City of Baltimore. The relatively flat, upland portion of this site could be used for parking to support the full occupancy of the Montebello Complex or its replacement.

**Montebello Rehabilitation Center:** A portion of the State property previously occupied by the Montebello Hospital was transferred to the University in 1996. The balance of the property continues to be occupied by the Maryland Rehabilitation Center (MRC). It is the only property adjoining Morgan that serves as a possible candidate for future building expansion, although the State would have to commit to building facilities for MRC elsewhere, possibly at Kernan where the occupants of the former Montebello Rehabilitation were relocated. MRC has been at this location since 1973. Considering the age of the facility, sometime in the near future a major renovation will be required. With comprehensive renovations, particularly in today's age of advancing technologies, being often as expensive as new construction, the University feels that the most expedient strategy would be for the State to relocate MRC to Kernan with a new facility so that Morgan could expand on this site.





### **Campus-wide Utility Upgrades**

To accomplish the significant utility upgrades required on the Morgan campus, the University instituted a four-phase master project, with each phase comprised of a series of projects. **Phase I** involved the first phase of constructing the Morgan Commons district chiller plant and the construction of the Morgan Commons utility tunnel. This phase has been funded and has been completed. **Phase II** involves the first phase of constructing the Academic Quad district chiller plant, constructing the steam, water, and chilled water piping for the Academic Quad, upgrading the telecommunications ductbank for the Academic Quad, and upgrading fuel oil storage at Washington Service Center. This phase is currently under construction. **Phase III** involves the construction of the district chiller plant for the North Campus. This phase is in the planning stage, with construction anticipated for FY 2009. **Phase IV** involves upgrading of high voltage electric at the South Campus, construction of the South Campus telecommunications ductbank, replacement of steam and water piping, the second phase of the Morgan Commons district chiller plant construction, the second phase of the Academic Quad's district chiller plant construction, and upgrading the voice distribution system. Planning funds have been requested for FY 2009.

### **Campus-wide Site Improvements**

To continue to enhance the appearance and functionality of the campus consistent with the University's *Landscape Master Plan*, 4 of 13 major projects remain, representing about half of the funds for the total campus-wide project.

**Northwood Baseball League Playfields** will be upgraded to allow joint use by the University and Baltimore City, allowing Morgan to address issues of Title IX gender equity. The scope of work includes the construction of two tournament-sized little league fields, one NCAA regulation-sized field, and one NCAA regulation-sized softball field. It will also include a field house and parking to support both the Fine Arts Center and the Little League. This project is in the planning phase, with construction anticipated for FY 2007.

**Academic Quad and Cold Spring Lane Landscape** will reinforce the collegial setting and animate this space with signage, low stone site walls, flowering planters and shrubs, and new lighting and pavement. An amphitheatre at the north end of the Welcome Bridge and an overlook at the south end will celebrate the Cold Spring Lane park valley experience in the transition between the Academic Quad and the Morgan Commons. This project is in the planning phase, with construction anticipated for FY 2007.

**Hillen Road and Perring Parkway Edge Landscape** will use canopy and understory trees, ornamental plantings, shrubs, lawns, and a continuous fence of Butler stone piers to provide a unifying campus character along Hillen Road. The drive will vary between more and less formal planted areas and give selected open vistas into the campus. Planning funds have been requested for FY 2007, and construction funds, for FY 2008.

**Exterior Campus Signage** will complete the campus-wide site improvements. Design funds have been appropriated, and construction funds will be requested in FY 2009.

### **Slope and Streambed Stabilization and Restoration**

The ravines created by the Herring and Chinguapin Runs that uniquely characterize Morgan's campus also have created long-term problems with the stabilization and remediation of their slopes, banks, and streambeds. Previous projects have placed gabion walls at the most serious areas of erosion, but continuing efforts to address the root causes of these erosion problems throughout the valley are required.







## VI. THE PLAN

The Master Plan Framework illustrates the principles and concepts which will serve as the basis for coordinating future physical development decisions to:

- enhance Morgan State's image as a premier historically Black, urban university;
- continue to clarify campus organization;
- improve the quality of life for resident and commuter students, faculty, and staff;
- improve efficiency in the use of land and capital resources; and
- identify strategies for accommodating future growth.

The principles which will guide future site and building development include the several following areas.

### Vehicular Circulation

1. Capitalize on the visibility and exposure provided by Hillen Road/Perring Parkway, Cold Spring Lane, and Argonne Drive to create a distinctive campus image and a positive entry experience.
2. Create an attractive, easily understood visitor arrival experience.
3. Facilitate vehicular movement from the South Campus to the Morgan Commons along the service drive located on the east edge of campus.
4. Locate and design service access points to minimize their negative impact on the campus image on major streets and the quality of the pedestrian environment.

### Parking

1. Provide adequate parking within each campus zone to ensure a convenient walking distance (5 to 7 minutes) between parking and building destinations.
2. To the greatest extent possible, locate parking to avoid at grade pedestrian street crossings lacking traffic control (on Hillen Road, Cold Spring Lane, and Argonne Drive).
3. Emphasize consolidated parking at the edges of campus zones rather than small parking areas distributed through the campus interior.
4. Maintain a balance between parking demand and supply as new development occurs in each campus zone.
5. Reserve appropriately located sites to meet future parking needs.
7. Design parking lots and decks to be safe and well illuminated and to minimize their negative visual impact.

### Open Space

1. Use open spaces to create a visible patterns of campus organization and to create a positive campus identity.
2. Locate and design open spaces to create a more people-oriented environment and to create opportunities for social interaction.
3. Upgrade landscaping throughout the campus, giving special attention to major open space focal points, pedestrian corridors, campus entries, and highly visible campus edges.
4. Enhance real and perceived campus security.
5. Protect the value of environmentally sensitive areas/resources.

### Pedestrian Circulation

1. Improve the quality of the campus pedestrian experience.
2. Use pedestrian corridors to link existing and new open spaces in a continuous system.
3. Establish a functional walkway hierarchy and give it clear visual expression to enhance campus organization.

### Proposed Plan

The proposed plan for campus development continues the development of the campus as begun by the 1996 *Facilities Master Plan Update*. It assumes development of the Northwood Shopping Center site for the Business Management Complex and the eventual demolition of the Montebello Complex (Figure 8). The site of Montebello has the capacity for several buildings, and consideration should be given to placement of a second parking garage in the mix of facilities to be provided. Other development opportunity sites on the existing campus include:

- north end of the North Campus,
- Murray School site, assuming property acquisition,
- site of Jenkins Behavioral Science Center,
- site of the existing McKeldin Center,
- site of O'Connell Residence Hall,
- site by the Parking Garage, and
- sites of Baldwin and Cummings Residence Halls and Woolford Infirmary, and
- site at the entrance end of the Parking Garage.

Use of many of these potential sites, however, presumes significant University decisions about facility demolitions and replacements, especially for the existing residence halls. Acquisition of additional properties will be important as Morgan continues its growth and development, as described previously.



Figure 8  
Development Opportunity Sites



Table 14 presents a list of projects (in current dollars) proposed for the ten year period, 2006 through 2016 for both State and University funded projects. Excluded are acquisitions.

#### Changes from the Previous Plan

This *Facilities Master Plan Update* extends the previous 1996 *Facilities Master Plan Update* by acknowledging the significant academic and research accomplishments and changes of the University and incorporates the comprehensive planning efforts related to site development, utilities, and telecommunications. In sum, this *Facilities Master Plan Update* represents a natural progression of Morgan State University's campus development, founded on enduring concepts, reinforced through careful, and thoughtful evaluation of needs and issues, and propelled by strong conviction to Morgan's mission.





Table 14  
Summary of Ten-Year Capital Projects (in \$ millions)  
(excluding acquisition)

Project	5 Year Program	Post 5 Year Program
• <b>Upgrade Campus-wide Utilities (P, C, E)</b>	<b>\$32,236</b>	
• <b>Upgrade Campus-wide Site (P, C, E)</b>	<b>\$14,991</b>	
• <b>Construct Center for the Built Environment &amp; Infrastructure Studies (P, C, E)</b>	<b>\$63,426</b>	
• <b>Renovate Lillie Carroll Jackson Museum (P,C,E)</b>	<b>\$2,756</b>	
• Renovate Soper Student Services Building (P,C,E)	\$39,435	
• Construct Business Management Complex (P,C,E)	\$77,416	
• Construct Jenkins Behavioral & Social Science Center (P, C, E)	\$44,052	
• Construct Graduate Studies and Academic Center (P,C,E)	\$55,456	
• Construct Administrative Building (P,C,E)	\$50,349	
• Renovate McMechen Hall for Math and Computer Sciences (P,C,E)	\$22,990	
• Construct Technology Transfer Center (P,C,E)	\$31,764	
• Construct Public Safety Building at Parking Garage	\$68,247	
Total 5 year Program	\$503,118	
• Renovate Science Complex (P,C,E)		\$58,940
• Construct Academic Building for health/ human services programs (P,C,E)		\$58,038
• Renovate Truth Hall (P,C,E)		\$15,800
• Renovate Carter Grant Wilson (P,C,E)		\$10,119
• Renovate Washington Service Center (P,C,E)		\$10,871
• Construct University House (P,C,E)		\$1,205
• Stabilize Slope and Streambed (C)		\$2,206
• Renovate or Replace Woolford Infirmary (P,C,E)		\$1,307
• Renovate Marshall Residence Halls (P,C,E)		\$17,957
• Demolish Montebello Complex (P,C,E)		\$2,054
Total Post 5 Year Program		\$178,497
<b>TOTAL 10 YEAR PROGRAM</b>		<b>\$681,615</b>

P = Planning Funds  
C = Construction Funds  
E = Equipment Funds

Approved projects in **bold**.

