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ub UNIVERSITY OF BALTIMORE
KNOWLEDGE THAT WORKS
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DEVELOPMENT PLAN

- Guiding Principles
- Campus Development Plan
- Proposed Capital Projects
- Implementation
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ACKNOWLEDGEMENTS

A large number of people contributed to crafting this Facilities Master Plan Update. The University of Baltimore and the Consultant Team express their appreciation to all who gave their time and energy to provide valuable data and review comments.

Met with representatives of the University of Baltimore’s community from the administration, faculty, staff, students, alumni, and community members:

**Internal Groups**
- University President
- Office of the Provost
- College of Public Affairs
- College of Arts and Sciences
- Merrick School of Business
- Angelos Law Center
- Langsdale Library
- Office of Technology Systems
- Auxiliary Enterprise
- Student Affairs
- Student Government
- Planning
- Enrollment Management
- Administration and Finance
- University of Baltimore Police
- Facilities Management
- Office of Sustainability
- University of Baltimore Foundation

**External Groups**
- City of Baltimore
- City Council of Baltimore
- Charles Street Development Corporation
- Central Baltimore Partnership
- Mount Vernon Association
- Private developers
- Community members

The Office of Facilities Management & Capital Planning facilitated the Facilities Master Planning process. The Master Planning Team expresses our sincerest thanks to Neb Sertsu, Vice President and Karen Zopf, Project Manager for their direction and tireless efforts to guide the process and coordinate.

**MASTER PLANNING TEAM**
- GWWO, Inc./Architects
- Facilities Planning Associates
- Site Resources, Inc.
- WFT Engineers, Inc.
- Forella Group, Inc.
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Any contributor who has been inadvertently omitted, please know that the Consultant Team appreciates your contribution.
LIST OF FIGURES

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EXECUTIVE SUMMARY

OPENING STATEMENT

Kurt L. Schmoke, the eighth President of the University of Baltimore (UB) is a believer in Baltimore and a big believer in UB. His message to the University community, its friends and supporters is this: Education works—for people, for neighborhoods, for society as a whole.

“It has been clear to me for many years that next to my parents, it was the education I received that has had the most profound effect on the achievements that I have made in my adult and professional life,” he wrote in a 2007 editorial in The Journal of Negro Education. “The interaction between family and teachers was significant, sustained and life altering.”

The University of Baltimore (UB) emphasizes career-oriented educational programs in the study of law, business, public administration, and related professional applications of the liberal arts at the graduate and advanced undergraduate levels. The student body is a mix of full and part-time, day and evening, and traditional and returning students, reflecting the racial and ethnic diversity of the metropolitan region. While both basic and applied research are encouraged and supported at UB, applications oriented research is emphasized. UB provides Knowledge That Works for you via flexible day, evening, weekend and online scheduling, built around the needs of working students. UB provides career-focused education options for those juggling busy personal and professional lives. UB’s programs are designed to encourage students’ interests, enrich their lives and advance their careers. Accomplished faculty members, many of whom are scholar-practitioners, bring real-world experience and impressive academic credentials to their classes, which are kept small to promote intensive interaction and discussion.

The UB Facilities Master Plan Update 2014 -2024 is an articulation of President Schmoke’s lifelong philosophy and recognition of the impact of the built environment upon creating a learning environment conducive to student success; campus and community engagement; and what the University of Baltimore is all about: people, communities, big dreams, great ideas and endless possibilities.

The UB Facilities Master Plan Update 2014 -2024 builds upon existing partnerships and seeks to create new ones. It expresses UB’s recognition that we can achieve more together than on our own due this time of limited resources. It advocates for partnerships with community colleges and sister four year institutions as critical to increasing opportunities for our students; and it emphatically stresses the need
to continue to partner with the private sector to enhance the physical presence and the vitality of midtown Baltimore.

The UB Facilities Master Plan Update 2014 -2024 projects out to the beginning of 2025, the centennial anniversary of UB’s founding. It is a comprehensive strategic approach to implementing the University’s future capital program and is used to direct the development of facilities and inform campus operations.

FMP PURPOSE AND PROCESS

The UB Facilities Master Plan Update 2014 -2024 is required by the USM to be updated every five years and is required to:

1. Be a statement of institution’s role and mission; it thus tells the story of the institution to provide context for assessment of project requests;
2. Be an updated assessment of land; facilities; space utilization, energy use/operations, including an emissions inventory;
3. Be based upon planning assumptions and guidelines for development based on stakeholder participation;
4. Develop specific plans for major component areas;
5. Outline an implementation strategy, providing a list of individual projects in sequence and emissions reduction measures with carbon offset options;
6. Be consistent with PlanMaryland; and
7. Promote and be compliant with Environmental Sustainability

The process has involved distribution of questionnaires and interviews with administration, faculty, staff, and student groups to gather data, information and observations. GWWO, Inc./Architects and its consultants team (GWWO) has used a three step approach: (a) information gathering, observations and discussion; (b) analysis and a draft plan; (c) and review and finalization to develop The UB Facilities Master Plan Update 2014 -2024.

GWWO held an initial meeting with external stakeholders (i.e., off-campus community) wherein the Facilities Master Plan (FMP) purpose and process were introduced and preliminary but not analyzed data was shared to get feedback. Then, a follow-up meeting was held with internal stakeholders (i.e., on-campus community) to present a compilation of the gathered data, information, and observations of administration, faculty, staff, and student groups. An online link to both the presentation and the Initial Draft UB Facilities Master Plan Update 2014 -2024 were provided to the campus community seeking their feedback. Equally, the same information was provided to a gathering of off-campus community
representatives and they were given the opportunity for feedback to the Initial Draft UB Facilities Master Plan Update 2014 -2024.

In every presentation and within the initial draft and the finalized document, the UB Strategic Plan was stressed, UB:

1. Makes excellence accessible to traditional and non-traditional students motivated by professional advancement and civic awareness
2. Establishes a foundation of lifelong learning, personal development and social responsibility
3. Combines theory and practice to create a meaningful, real-world solutions to 21st-century urban challenges
4. Is an anchor institution, regional steward and integral partner in the culture, commerce and future development of Baltimore and the region

OVERVIEW OF THE UNIVERSITY

The University of Baltimore is an urban institution located just north of Baltimore’s Inner Harbor city center. UB was started by a group of Baltimore businessmen whose wish was to provide educational opportunities for the employed men and women of Baltimore. The school opened its doors on October 1, 1925 with 62 students in the School of Law and 114 students in the School of Business Administration as a non-profit, private, evening school. The following year, a day division was added to the College of Business Administration and in 1969 a day division was added to the Law program. The school expanded in 1937 to include a two-year junior college. In 1961 a four-year College of Liberal Arts was added to the Schools of Law and Business. Middle States accreditation was obtained in 1971.

The Maryland General Assembly created the Maryland Charter for Higher Education in 1988 that birthed the University System of Maryland. The University System of Maryland is governed by the Board of Regents and is subject to the rules of the Maryland Higher Educational Commission. The University of Baltimore as a member institution, receives partial funding annually from State Appropriations through the University System of Maryland out of the Governor’s General Fund.

Today, The University of Baltimore (UB) provides innovative education in law, business and the applied liberal arts to serve the needs of a diverse population. A public institution, the University of Baltimore offers excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic research and public service. In 2010, the Yale Gordon College of Liberal Arts was divided into a new College of Public Affairs and a new Yale Gordon College of Arts and Sciences. The University is accredited by the American Assembly of Collegiate Schools of Business, the National Association of Schools of Public Affairs and Administration, and the
American Bar Association, among others. It holds membership in the Association of American Law Schools.

University of Baltimore programs are administered through the Gordon College of Arts and Sciences, the College of Public Affairs, the Merrick School of Business, and the School of Law. The University houses the Schaefer Center for Public Policy, the Hoffberger Center for Professional Ethics, the International and Comparative Law Center, and the Jacob France Institute.

In the Fall 2014, UB had 3,485 undergraduate students, 2,937 graduate students, 208 full-time faculty; and 286 part-time faculty; and 574 staff distributed amongst 15 buildings with approximately 1.1 million gross square feet of space.

**SPACE NEEDS**

Given UB is an urban campus with buildings dating back to late nineteenth century, current facilities’ needed improvements include: technology, flexibility, and spaces for collaboration. In many instances, spaces are inadequate, insufficient, inappropriate or nonexistent for the intended purposes. The focus moving forward is on sustainable initiatives and programs for new buildings built to minimum LEED Silver standards.

The overriding concern with such aged buildings is the ability of these facilities to accommodate:

- increased use of discipline-based simulated laboratory environments, flexible seating arrangements, and instructional technologies,
- increased emphasis on team work and collaborative learning,
- changing faculty and administrative work stations,
- increased reliance on administrative technologies,
- accessibility by individuals with disabilities, and
- administrative, student, and facility support services.

As well as providing comfortable and healthy building environments.

In addition to the age of the buildings, the second major concern is the number of small utilized buildings by the University of Baltimore. Small buildings do not make efficient use of building sites. They lead to fragmentation of function and activities, reducing the ability of programs to build strong identities. In addition, they add considerably to utility usage and overall maintenance costs. Coupled with the age of University of Baltimore’s buildings, building size is an issue that must be carefully considered as the University and the State make decisions about renovation of a building versus demolition and new construction and/or divestiture of its land holdings and acquisition and/or construction of new, larger facilities.
LAND AND FACILITIES ASSESSMENT

Woven into the dense urban fabric of the Mid-Town Belvedere neighborhood, the University of Baltimore’s campus is rich in architectural character. As an Anchor Institution, UB has a direct impact on the vitality and development of the seven surrounding neighborhoods. The University supports the community’s cultural, historic, environmental, and educational efforts through outreach programs, offerings of concerts, theater, lectures, and support of Artscape.

While a common theme of transparency and openness characterize the newest campus facilities, the Student Center, Angelos Law Center and renovation of the Langsdale Library, there is a need for design standards for the campus environment. These standards would address materials, patterns, building signage, wayfinding signage, landscape planting, and street furnishings to provide a sense of arrival, strengthen campus identity, enhance the pedestrian environment, and demonstrate leadership in sustainable urban practices.

Underpinning its Climate Action Plan is the fact that UB is the region’s most accessible campus with various modes of public transit available ranging from train, light rail, and subway to multiple bus and shuttle routes. The campus is walkable and bike-friendly with almost twenty percent of UB students living close enough to walk. Given that walking around the UB campus is literally walking along and crossing well-traveled city streets, working with the City of Baltimore to improve crossings and enhance pedestrian safety continues to be paramount. Bicycle use is promoted through the provision of bike racks around campus and is expected to increase as the City of Baltimore develops dedicated bicycle lanes along Maryland and Mount Royal Avenues.

Vehicular parking is not a problem due to a surplus of capacity in structured garages and surface lots distributed across campus.

With regard to Information Technology across campus, there is a lack of redundancy in the fiber plant; a need for technology to be on emergency power circuits; a need for informal seating areas for students and faculty to gather and use their devices; and a need to update instructional space technology.

While ongoing maintenance and renewal projects focus on increasing energy efficiency of systems, consideration should be given to the value versus cost of holding on to the smaller, older properties which have limited utility for academic programs and whose long term maintenance costs are relatively higher than the larger, newer facilities in which multiple functions can be housed with collegial benefit.

The UB Facilities Master Plan Update 2014 – 2024 identified the following Facilities’ Needs on campus:

- Child Care Facility
- International House
- Alumni House
- Welcome Center
- Foreign Language Program
- Informal Spaces for Student Collaboration
- Faculty Lounges
- Largescale Flexible Space

DEVELOPMENT PLAN

Principles that guided the Facilities Master Plan Update include:

- Follow the goals established in the University’s 2014-2017 Strategic Plan.
- Be prudent in the proposed use of State resources.
- Demonstrate UB’s commitment as an Anchor Institution, to being a stabilizing factor within the neighborhood and a contributor to environmentally responsible growth in the midtown area.
- Define the edges of campus to both strengthen first impressions and to clearly communicate arrival onto the University of Baltimore campus.
- Develop gateways at critical moments in the urban fabric which respond to location specific context through buildings, signage, streetscape, paving and other site features.
- Expand and strengthen connections with adjacent neighborhoods and institutions.
- Provide a campus environment that is welcoming, safe, identifiable, open, and inspirational to students, faculty, staff, and visitors.

Since the previous plan was approved, the Angelos Law Center, a LEED Platinum building, was constructed, the Charles Royal Building was fully renovated, and the Langsdale Library renovation has begun. Looking forward, the Facilities Master Plan Update 2014-2024 continues this sustainable strategy of development by proposing urban infill and redevelopment, and renovation of existing buildings to meet the University’s Facilities’ Needs.

Long term needs identified in the previous plan are incorporated in this plan

Sites identified for potential development and existing buildings noted for renovation reinforce the idea of clarifying and strengthening campus zones defined by academics, administration, student life, and central plant operations. They are intended to:

- Reinforce the campus Identity
- Enhance the pedestrian environment
- Foster community connections
- Continue sustainable initiatives
- Be judicious in the use of existing space
- Be responsible in the use of limited resources

Proposed Capital Projects -
- Development of the existing Oliver Street Parking Lot into a new campus green space in response to the new Langsdale Library Renovation project which introduces a new prominent entry on the west side of the library.

- Development of the USPS site allows UB to establish a Student Commons facility that could satisfy the University’s needs for more energetic Student Center, Child Care Center, Alumni Center, Health and Wellness Center, Recreation Center, International House, and perhaps the Veterans Center.

- Development of the Mount Royal Avenue Parking Lot could be an opportunity to partner with the Meyerhoff Symphony Hall’s in the redevelopment of their adjacent parking garage

- Development of the Cathedral Street Parking Lot offers an opportunity to help stitch back together a significant section of midtown with mixed use development, providing a strategic link between the University’s southernmost portion of campus, the Mount Vernon neighborhood, State Center, and the Meyerhoff Symphony Hall. This opportunity could potentially be integrated with a project to add retail space along the street level of the University’s Maryland Avenue Garage and redevelopment of the properties at 40 West Chase Street and 1105/1107 Cathedral Street.

As the University for Baltimore, Public-Private Partnerships, P3s, make sense as a means to implement major components of the Capital Projects included in this Facilities Master Plan Update because they offer an effective, fiscally responsible mechanism to develop university owned parcels as well as to work with local developers to address campus space needs in the surrounding neighborhoods making UB’s midtown environment more vibrant.

The University has already taken the first step in the development process in what is deemed the pivotal project, that of redevelopment of the USPS Maintenance Facility parcel immediately north of campus by purchasing a property in East Baltimore on which it will partner to build a new facility for the Postal Service. Following through in the coming few years with the next steps of development of the USPS site will be crucial to realizing the vision set forth herein.
UB’s Influence

Figure x: The University of Baltimore’s influence stretches across the Baltimore region.
Figure x: UB’s spheres of influence are distributed across the City of Baltimore.

1. University of Baltimore’s Main Campus
2. University of Baltimore’s Mount Washington Property
3. University of Baltimore’s East Baltimore Property
4. Coppin State University Collaborative Agreement
5. Station North Arts and Entertainment District
6. State Center
7. City of Baltimore Correctional Complex
8. City of Baltimore Government
FACILITIES MASTER PLAN PURPOSE AND PROCESS

INTRODUCTION

Under the leadership of President Kurt Schmoke, the University of Baltimore is, and will continue to be

Mention of President Schmoke’s main focus and concerns:
- University FOR Baltimore
- Career oriented institution
- Veterans
- Child care
- International students

The University of Baltimore is:
- An urban university
- An Integral part of urban fabric and city life – neighbors/neighborhoods
- A Walkable environment
- Intertwined with historic and contemporary characters

Principles embraced in the 2015 FMP Update:

- UB’s prudent use of state resources, i.e. Coppin State agreement on use of new lab facilities
- ‘Opportunity investments’ versus need – Foundation would support acquisitions
- UB – breaking down the walls
- Upward mobility
- Support of City’s campaign of “One Baltimore”
- Collaboration – among departments and community partners
- Campus identity
- Pedestrian environment
- Community connections
- Sustainable initiatives
- Judicious use of existing space
- Responsible use of limited resources

INTENTIONS OF THE PLAN

- To be responsive to the University’s Mission and Strategic Plan
- To define the edges of campus to both strengthen first impressions and clearly communicate arrival onto the University of Baltimore campus.
- To develop gateways at critical moments in the urban fabric which respond to location specific context through buildings, signage, streetscape, paving and other site features.
• To expand and strengthen connections to adjacent neighborhoods and institutions.
• To provide a campus environment that is welcoming, safe, identifiable, open, and inspirational to students, faculty, staff, and visitors.

PURPOSE OF THE PLAN

The Facilities Master Plan represents a comprehensive, strategic approach for implementing the University’s future capital program and is used to direct the development of facilities and inform campus operations.

The Facilities Master Plan Update asks the questions about who the University of Baltimore is, where the University is going in the next ten years, and what kind of spaces are needed to accomplish this plan. In the process it looks at campus wide infrastructure, overall building conditions, existing learning environments, soft spaces, space usage and utilization.

FACILITIES MASTER PLANNING PROCESS

The 2014-2024 Facilities Master Plan Update process progressed through three phases:

1. Information Gathering / Observations / Discussions
   a. Obtain information and data from UB staff
   b. Update space inventory
   c. Gather facilities and Site information
   d. Meet with internal focus groups comprised of faculty, staff and students
   e. Meet with a group of external stakeholders and University partners

2. Analysis and Draft Plan
   a. Analyze data and
   b. Review issues raised
   c. Craft the initial draft plan

3. Review and Finalization
   a. Meet with internal and external groups to review the draft plan
   b. Revise draft plan
   c. Finalize the plan for submission to the Board of Regents’ approval

Presentation of the Facilities Master Plan will be made to the Board of Regents and then submitted to the University System of Maryland as a guide for development through 2024.
COMMUNITY PARTICIPATION

An initial meeting was held with external stakeholders on August 17, 2015 at which the Consultant Team introduced the Facilities Master Plan Update process and an overview of preliminary information gathered, but yet unanalyzed. Attendees included representatives from the City of Baltimore Planning Department, the Mount Vernon Neighborhood Association, Central Baltimore Partnership, developers who have properties in the vicinity of UB, and a several other community members.

The consultant team:

- Outlined the purpose and process of the Facilities Master Plan Update
- Reviewed UB’s values and the direction outlined by President Schmoke in his investiture speech to build upon existing partnerships and create new ones
- Provided an overview of UB’s campus and facilities
- Identified potential locations for development opportunities

Questions from members of the community focused on the following topics:

- Projected enrollment and whether the University will continue admitting freshmen
- Student Housing – what does the projected growth mean in regard to the demand for student housing; whether UB intends on providing any in the future It was noted that UB is not planning to develop and own student housing. It was noted that currently, the Varsity meets the demand of student focused housing. However, the University will consider future P3 projects in the area which might include housing as a component.
- Campus identity and presence within the community –
- Vehicular and pedestrian circulation –
- UB’s interaction with MICA and other neighboring institutions
- Potential development –
  - focus on renewal and renovation of existing facilities or look to new construction
  - USPS site
  - additional green space
CONSISTENCY WITH PLANMARYLAND

Governor Martin O’Malley signed an Executive Order in December 2011 accepting “PlanMaryland” as the State’s first long range plan for smart, sustainable growth, implementing the 12 Planning Visions that he signed into law in the Smart, Green & Growing Legislation of 2009. PlanMaryland provides a framework, process and actions for State agencies and institutions to utilize as they pursue development opportunities.

As stated in the plan, PlanMaryland is intended to:

- Improve the way in which state agencies and local governments work together to accomplish common goals and objectives for growth, development and preservation.
- Stimulate economic development and revitalization in towns, cities and other existing communities that have facilities to support growth.
- Improve our existing and planned communities without sacrificing our agricultural and natural resources.
- Save Maryland an estimated $1.5 billion a year in infrastructure costs during the next 20 years through a smartgrowth approach to land use.
- Help achieve a benchmarked reduction in Maryland’s greenhouse gas emissions by 25 percent by 2020.

The University of Baltimore’s campus lies within a Targeted Growth and Revitalization Area. By focusing on redevelopment of existing facilities and infill development within the urban fabric, this Facilities Master Plan Update complies with PlanMaryland’s goals of:

- “Growth” goal – to concentrate development and redevelopment in communities where there is existing and planned infrastructure
- “Preservation” goal – to preserve and protect environmentally sensitive rural lands and resources from the impacts of development
- “Sustainability” goal – to ensure a desirable quality of life in Maryland’s communities is sustainable.
ENVIRONMENTAL SUSTAINABILITY

As President Schmoke stated in his investiture speech:
“The University of Baltimore must be cognizant of the effects of urbanization on streams and work to improve conditions in the Jones Falls River.”

Introduction
The importance of sustainability in the development of this Facilities Master Plan Update is rooted in the University’s 2014-2017 Strategic Plan, the University’s participation in the American College and University Presidents’ Climate Commitment (ACUPCC), the University’s Climate Action Plan, and the State’s Plan Maryland.

UB is an urban university
The University of Baltimore is a leader in smart and green growth. UB is helping to renew a great city without sprawling into green fields. In fact, UB Midtown is a growing cluster of jobs, homes, restaurants, shops and businesses with UB at its heart. This, coupled with multiple transit modes, a rich and diverse architectural history, provides a generous amount of urban life.

UB’s close proximity to all of this activity ensures the fluid exchange of ideas, collaborative efforts and capital within Baltimore’s city center. To this end, this Master Plan proposes utilizing existing space in a resourceful and environmentally friendly way.

UB is green to the core: in academics and education
UB has an expanding Environmental Sustainability and Human Ecology program within the Yale Gordon College of Arts and Sciences. The hands-on program mixes classroom learning with field study and combines science, sociology and policy to provide the integrated knowledge necessary in an interdisciplinary, environmentally focused field.

Students in the program:
- learn about the interrelationship of environmental issues around the globe
- study the impacts of urban development on ecosystems in Baltimore
- participate in the Jones Falls Project, which examines the Jones Falls, a historic urban waterway that flows right by the University of Baltimore campus.
UB’s facilities are green

The Angelos Law Center opened as a LEED Platinum building in 2013. Renovation of the Langsdale Library will result in a LEED Silver certified facility and future renovation projects will be tasked with following suit. Abundant daylight and views, increased indoor environmental air quality, and high energy efficiency systems are all critical considerations in improving the educational environment in all of UB’s buildings.

Figure x: The light filled and open atrium in the Angelos Law Center
AMERICAN COLLEGE AND UNIVERSITY PRESIDENTS CLIMATE COMMITMENT (ACUPCC)

Recognizing that colleges and universities provide leadership in their communities, this initiative establishes sustainability as a norm in order to minimize greenhouse gas (GHG) emissions while providing students with the knowledge and skills to address these critical challenges and develop solutions to these developing challenges. As of the fall of 2015, over 685 higher education institutions have signed onto the initiative.

As a 2007 signatory to the American College and University Presidents Climate Commitment (ACUPCC), UB agreed to calculate the campus’ carbon footprint, immediately adopt two or more tangible actions to reduce GHG emissions, and to develop a comprehensive plan to achieve climate neutrality as soon as practicable. UB’s baseline carbon footprint for the 2007-08 fiscal year was calculated in April 2009. Tangible actions immediately adopted included the formation of a Sustainability Task Force (STF), adoption of the requirement for LEED Standards for Buildings, a purchasing policy requiring the purchase of Energy Star certified products in all areas for which such ratings exists, and encouraging the use of and providing access to public transportation for staff, faculty, students and visitors by the free campus shuttle that connects to area inter-modal transit stations and parking facilities.

Calculation of the carbon footprint was updated in April, 2014.

Figure x: The University of Baltimore’s Carbon Footprint – calculated in April 2014
Greenhouse gas mitigation strategy

The University of Baltimore implemented a campus-wide energy performance contract in 2009 as a strategy to mitigate greenhouse gas emission to cut energy consumption by 30% in 2015 and save an estimated $11 million over the next 15 years. The projected savings from these changes will finance the cost of the initiatives. These initiatives include: the conversion to more efficient light sources and the installation of occupancy sensors; building envelope upgrades including weather-stripping and insulation; water use reduction through the installation of low-flow aerators on sinks and low-flow flush valves on toilets and urinals; the installation of skylights on the gym roof which reduces the need for lighting fixtures and allows the capture of sunlight by photovoltaic solar panels which convert daylight into electrical energy; the installation of a green roof on the John and Frances Angelos Law Center roof to reflect sunlight and heat, reduce energy use for cooling, and reduce storm water runoff; the retrofitting/replacement of inefficient chillers/boilers and other mechanical equipment.

Sustainability as a part of the curriculum for all students

The University developed an undergraduate major in Environmental Sustainability and Human Ecology in the College of Arts and Sciences. Currently, it is possible for a graduate student in the School of Business to earn a Certificate in Sustainability. Faculty training will focus on the incorporation of themes, practices, and principles of sustainability for inclusion in courses across disciplines including the use of sustainability issues as the subject for topical writing projects and training to promote and support independent student research on sustainability issues. To enhance the educational experience outside the classroom, a comprehensive campaign was developed implementing two new educational strategies in every school year and began in the fall of 2010. Elements include: formally incorporating sustainability education in new student, faculty and staff orientation programs; developing workshops on alternative transportation for student orientation/back-to-school events; consistently incorporating sustainability educational tidbits into school publications and meetings; improving and expanding the UB Green website suggestion box.

Community outreach efforts toward the achievement of climate neutrality

The UB Sustainability Task Force (STF) was formed in response to the President’s Climate Commitment with the support of advocates from all sectors of the university community. The STF reached out to students through their presence at campus and community events such as freshman orientation, the Student Expo and community block parties. Additionally, the STF participated in a number of regional and statewide organizations and climate change outreach events. After successfully accomplishing its goals, the STF was dissolved. Currently, outreach efforts are coordinated by the Project and Sustainability Planner within the Office of Facilities Management and Capital Planning through UB’s website, social media, and involvement with student and faculty organizations.

The General Statement of Progress provided by the University of Baltimore in the 2014 Progress Report to the ACUPCC, the following list illustrates the ongoing efforts and actions on campus being made:

- Reduction of greenhouse gases by over 20% through performance contracting
• Completion of a P3 LEED Silver building that replaced surface parking. The asphalt on campus has been reduced significantly despite campus growth in square footage and enrollment.
• Completion of LEED platinum Angelos Law School
• New tree planting and streetscapes on the streets bisecting campus
• Increasing the sale of number of MTA monthly passes from 1948 in 2009 to 2582 in 2013.
• Added pre-tax MTA discounts for faculty/staff in 2013
• Added 30 bicycle parking spaces
• New energy efficient LED lighting across the campus
• One stop shop trash and recycling across the campus
• Added Sustainability Planner
• Sustainability added to staff orientation
• Promote sustainability events and topics on social media
• Hosting campus and community events and symposiums such as NACTO’s "Cities for Cycling", MD Storm Water Summit, How Smart are You About Our Harbor?
• Alternative Spring breaks 2013 was an investigation of coal country, WV and 2014 was learning about food security and nutrition in Mullens, WV.
• Volunteer tree plantings are offered twice a semester with CBF and BWB and open to faculty, staff, and students.
• "Environmentalism in the Age of Big Corporations" film series in partnership with the Helen P. Denit Honors Program started in 2013 to continue every year

CLIMATE ACTION PLAN

The University of Baltimore’s Climate Action Plan (CAP) fulfills the ACUPCC’s requirement for such a document, providing a framework to guide UB to climate neutrality by 2040. The CAP is a list of strategies, goals, and actions that will reduce GHG emissions and build on the foundations laid by UB’s Strategic Plan, the USM Environmental Sustainability and Climate Change Initiative, the goals of the ACUPCC, and the sustainability initiatives currently underway at UB.

The Plan is composed of:
• The Baseline Carbon Footprint
• GHG Emissions Mitigation Strategies
• Financing Mechanisms
• Tracking Progress
The success of the CAP depends not only on the efforts of the institution but also on the individual commitment by UB’s faculty, staff, administration and students. Individual behaviors are fundamental to reducing UB’s carbon footprint.

In implementing the CAP, high priority projects will be those meeting one or more of the following criteria:

- Significant GHG emissions reduction
- Significant environmental benefits
- Significant educational potential
- Significant social benefit
- Low implementation cost
- High opportunity for cost savings
- Partnership opportunities
- Ease of implementation

Figure x: UB benefits from an abundance of mass transit options
Greenhouse Gas Inventory
In accordance with goals set forth in the Climate Action Plan, to understand the University’s impact and to measure progress, greenhouse gas emissions are tracked through precise tracking of electricity, natural gas, and vehicle fleet usage. As a commuter school, UB also generates considerable emissions from commuting. Fully 40% of UB’s greenhouse emissions come from transportation. UB makes calculated assumptions to measure that impact by tracking gross emissions bi-annually using the Clean-Air Cool Planet Calculator to make cost effective targeted efficiency projects.

Students, faculty and staff are encouraged to consider alternative modes of transportation such as walking, bicycling, and using transit.

The CAP established Greenhouse Gas Mitigation Strategies and Goals as follows:

**Strategy 1: Instill the principles of sustainability into UB’s culture through policy and educational initiatives.** UB is preparing students to be productive citizens of the world. In that effort, UB recognizes that students must be environmentally literate, understand what their carbon footprint is, how their actions and behaviors contribute to climate change and know how to implement mitigation strategies in their own lives. Likewise, professions related to green industries and sustainability are rapidly emerging. Students need to be trained in those disciplines and technologies in order to compete, excel and succeed in our world today.

**Strategy 2: Reduce energy related emissions by 45% by 2020.** Energy use was the largest contributor to UB’s carbon footprint. Energy efficiency improvements, the use of renewable energy sources, and the implementation of energy conservation methods will be employed to reduce energy-related emissions 45%.

**Strategy 3: Reduce GHG emissions from student, faculty and staff commuting 2% annually.** Faculty, staff and student commuting comprises 40% of the greenhouse gas emissions for UB. This is the second largest category of emissions. The challenge for UB is that it is primarily a commuter school.
Additional Accomplishments

The Campus Sustainability Specialist, whose responsibility entails “creating a culture of sustainability” for all members of the campus community, has improved and increased awareness through developing programs for reduction/recycling, energy usage, alternative transportation, and storm water run-off. A variety of types of gardens are also being implemented on campus, from rain gardens, native gardens, and edible gardens some of which are integral to educational programs as well.

Storm water management – a 7,500 square foot area of green roof was installed on the Learning Commons and an extensive amount of green roof was installed on the Angelos Law Center, reducing the volume of runoff significantly.

Recycling – UB has implemented a single stream recycling program across campus and has distributed blue recycling bins in key locations paired with grey trash bins so people can dispose of trash and recycling in one place making participation by students, faculty, and staff effortless. This has resulted in a 10-30% increase in participation rate since its inception and a reduction in solid waste volume.

Mass Transit – The promotion of student discount passes for mass transit continues to contribute to a reduction in the carbon emissions from commuting. In 2014, approximately 275 students took advantage of this program every month.
Renewable energy – photovoltaic panels, were installed on the south facing section of the Academic Center roof.

Waste Reduction – Recently installed water bottle filling stations in buildings across campus encourage the use of re-usable bottles which benefits the environment through a reduction in plastic water bottles in the solid waste stream.

Water use reduction – A rainwater harvesting system was installed in the Angelos Law Center in which the water is captured and re-used to flush urinals and toilets, thus reducing the amount of potable water required to operate the building. Upgrading to low flow plumbing fixtures will be a part of all renewal and renovation projects.
Additional Proposed Actions
Suggested potential projects to enhance the sustainability goals of the University that were discussed in interviews with internal and external groups include:

- Renovation of a building lobby or student lounge type space with a Jones Falls River theme to foster and increase awareness of the campus’ proximity to and impact on the waterway.
- Addition of bicycle shelters or indoor storage facilities near the entrance to major buildings on campus to support the University’s application to the League of American Bicyclists for Bicycle Friendly University status.
- Designate a location on campus for a Bikeshare Station for the Bikeshare program that is planning to expand into Baltimore. This would likely be near the intersection of Maryland Avenue and Oliver Street given the proximity to both the heart of campus and Penn Station.
- Work with the City of Baltimore to enhance crosswalks to increase pedestrian safety. Using a more prominent and perhaps distinctive crosswalk material and pattern will strengthen campus identity as well.
- Signage projects across campus to increase awareness
- Continue to replace dying trees and install proper tree grates to improve the streetscape and green the campus
- Consider planters where street trees are not feasible.

Potential additional energy efficiency projects might include:

- Upgrade all office areas to occupancy/vacancy sensor lighting control and daylighting controls as applicable
- Break up large banks of light fixtures so that only those fixtures that are required are on
- Upgrade HVAC system controls across campus;
- Replace outdoor security lighting with energy-efficient LED lights
- Replace two air handlers serving administrative and instructional spaces in the Academic Center, and fan coil units the gymnasium
- Replace chiller and cooling tower in the H. Mebane Turner Learning Commons
- Upgrade lighting in the Student Center to T8 fluorescent fixtures with electronic ballasts and upgrade restroom with low flow faucets, urinals and toilets.
OVERVIEW OF THE UNIVERSITY

The following is the authoritative context by which the University of Baltimore establishes its mission, vision, values and activities; and under which it operates:

UNIVERSITY SYSTEM OF MARYLAND

The University System of Maryland (USM) is a public corporation and a charter system consisting of 12 institutions and two major research and public service components. USM enrolls almost 170,000 students worldwide and employs nearly 39,000 faculty and staff. It is governed by a 17 member Board of Regents, appointed by the Governor of Maryland, and approved by the Maryland General Assembly. The Board, operating through the System’s Chancellor and administrative staff, is responsible for setting policy for the institutions within the System. The Board of Regents is also responsible for selecting the President of each of the System’s institutions. USM is a recognized leader in many areas. These include academic and research excellence, innovation, economic and workforce development, and the effective and efficient use of resources.
USM Facts
Undergraduate Students: 120,640 stateside (125,433 worldwide)
Graduate/Professional Students: 41,637 stateside (41,706 worldwide)
Full-time Faculty: 8,747
Part-time Faculty: 6,591
Staff (various categories): 23,419
Facilities: 100 sites
Buildings: Nearly 1,000, including 20 libraries
Operating Budget: $5.04 billion (FY 2015)

Mission
The mission of the University System of Maryland is to improve the quality of life for the people of Maryland by providing a comprehensive range of high quality, accessible, and affordable educational opportunities; engaging in research and scholarship that expand the boundaries of current knowledge; and providing knowledge-based programs and services that are responsive to the needs of the citizens of the state and the nation. USM fulfills its mission through the effective and efficient management of its resources and the focused missions and activities of each of its component institutions.

Vision -- "The USM in 2010" Revisited: An Update of the USM Strategic Plan
The vision of the USM is to be a preeminent system of public higher education, admired around the world for its leadership in promoting and supporting high-quality education at all levels and life stages, fostering the discovery and dissemination of knowledge for the benefit of the state and nation, preparing graduates who are engaged citizens and have the knowledge, skills, and integrity to effectively lead people and organizations in a highly competitive, global environment, and instilling in all members of its community a respect for learning, diversity, and service to others. The overarching goal of the USM is to build lives and families and educated citizens.

The above was in response to the United States and Maryland facing a challenging fiscal environment; the United States drop in high school and college completion rates among industrialized nations; increased demand for postsecondary education; greater diversity among students in terms of race/ethnicity and patterns of attendance; growing role of technology; and to maintain Maryland’s role as an innovation economy leader (i.e., steady infusion of ideas that transfer well to the market.)

Core Values
USM’s core values are as follows:

1. We value the intellectual development of our students, and we are dedicated to providing them with an education that is of the highest quality and that fully meets their professional and personal needs.

2. We value the creation and dissemination of knowledge, and we are dedicated to using the knowledge developed in our institutions to advance the state’s economy and to improve the quality of life for Maryland’s citizens.
3. We value integrity, and we are dedicated to the highest ethical standards in all our endeavors and to creating a culture that promotes civility and probity in the daily conduct of all faculty, staff, and students.

4. We value the free and open exchange of ideas, and we are dedicated to producing graduates who are well prepared to be contributing members of a democratic, pluralistic society and the larger global community.

5. We value diversity and are dedicated to creating an environment that both celebrates and is enriched by the multiple perspectives, cultures, and traditions reflected in humankind.

6. We value the talents and contributions of our faculty and staff, as well as their participation in the shared governance of our institutions and the system, and we are dedicated to recruiting and retaining exceptional people and providing them with the resources and professional development opportunities to ensure their success.

7. We value the natural and cultural resources of Maryland, and we are dedicated to using our knowledge and talent to preserve, protect, and promote these irreplaceable assets.

8. We value our historic role of serving the public good and we are dedicated to using our considerable human and physical resources for the benefit of our state and nation.

9. We value our role as the state’s leader in higher education and we are dedicated to serving as an exemplar of academic quality and of principled, effective, and efficient use of resources.

Strategic Plan

“Powering Maryland Forward is the University System of Maryland’s (USM’s) focused and substantive response to the education, economic, and leadership challenges faced by our state and our nation. Approved unanimously by the USM Board of Regents on December 3, 2010, the 10-year strategic plan lays out the system’s goals and strategies to help the State of Maryland maximize its potential to become a national leader in both college completion and economic innovation.”

Powering Maryland Forward is the direct source for the following five themes:

Theme 1: Access, Affordability, and Attainment—Helping the State of Maryland Achieve Its Goal of 55 Percent College Completion (Associate’s Degree Through the Baccalaureate) While Maintaining Quality

USM has focused much of its energy and resources on three areas of activity judged to be critical for the success of the state’s attainment goal: 1) expanding access, 2) improving affordability, and 3) achieving greater student success, as measured by degree attainment.

Theme 2: Maryland’s Economic Development and the Health and Quality of Life of Its Citizens—Ensuring Maryland’s Competitiveness in the New Economy
The USM Board of Regents heightened the focus on economic development within the system by creating a Regents Work Group (now a board committee) on Economic Development and Technology Commercialization charged with determining how the system can secure and utilize the needed resources to promote Maryland’s economic development. The work of these groups, in turn, has served to lay out a “road map” for the 2020 plan, outlining how the USM, and Maryland, can continue to build on its strong economic lead. The road map includes goals and strategies that go beyond any one area (research, technology transfer, workforce development, health care, etc.) in order to influence the state’s competitiveness as a whole.

Theme 3: Transforming the Academic Model to Meet the Higher Education and Leadership Needs of Maryland’s 21st Century Students, Citizens, and Businesses

Maryland is a recognized national leader in the transformation effort, particularly in the areas of academic reform. Through our Course Redesign Initiative, the first such system-wide initiative in the country, USM institutions have been able to test and validate a series of pedagogical approaches designed to turn around success rates in certain “gatekeeper” courses—those dreaded, large-enrollment, multi-section courses that are widely considered to be a chief impediment to student success. Through system-wide initiatives focused on effectiveness and efficiency (including time-to-degree and faculty workload) and overcoming the achievement gap, USM has sought to ensure that the resources are effectively and efficiently used and the opportunities for successful, high-quality educational outcomes are not limited to just a few. For the coming decade, USM planning in the transformation area has focused on ways to build on success in course redesign and other transformational activities in order to broaden and expand their potential impact on the system. Specific strategies include:

1) Using technology as evidenced in the Course Redesign Initiative to expand current transformational efforts and enhance student learning and success;

2) Exploring ways to broaden our understanding of transformation options, including a comprehensive planning process designed to elicit new ideas, and the development of a formal structure within the USM to support and sustain transformational ideas as they emerge; and

3) Establishing a framework for the system-wide development, articulation, and promotion of a core set of learning goals, leadership development, and civic engagement outcomes.

Theme 4: Identifying New and More Effective Ways to Build and Leverage the Resources Available to the USM for the Benefit of Maryland and Its Citizens

To carry out its stewardship commitment under the 2020 strategic plan, the USM will focus on four major areas:

1) Identifying and implementing “the next generation” of initiatives under the system’s Effectiveness and Efficiency (E&E) Initiative.

2) Advancing the USM’s role and responsibilities as a public corporation.
3) Assuring the system’s commitment to environmental sustainability.

4) Building a vibrant culture of philanthropy across USM institutions and in partnership with its affiliated foundations.

Theme 5: Most Importantly, Achieving and Sustaining National Eminence Through the Quality of Our People, Our Programs, and Our Facilities

Achieving and sustaining national eminence within the distinct and complementary mission of each institution is the overarching goal of the USM and its institutions. The importance that the citizens of Maryland and the stakeholders of the University System of Maryland place on the goal is evidenced by the fact that it is the first and only goal expressly given to the university system in the 1988 Maryland Higher Education Charter.

UNIVERSITY OF BALTIMORE

The University of Baltimore is a member of the University System of Maryland and comprises the Yale Gordon College of Arts and Sciences, the College of Public Affairs, the Merrick School of Business, and the University of Baltimore School of Law. In accordance with the preceding, the University of Baltimore (UB) provides career-oriented educational programs in law, business, liberal arts and sciences, and related professional applications of the liberal arts at the doctoral, master’s, and baccalaureate levels. The emphasis on practical, applied, career-oriented education at the undergraduate and graduate level attracts students with clear professional goals. UB applies the expertise of faculty, staff, and students to address current economic, social, and political problems in Baltimore City and the state. The student body is a mix of full- and part-time, day and evening, and traditional and returning students reflecting the racial and ethnic diversity of the metropolitan region.

UB places a high priority on the integration of technology enhancements into instruction in all fields and as such strives to be a leader in the development and dissemination of knowledge in applied disciplines. A large and growing number of classroom courses provide online components, including syllabi, links to relevant websites, threaded discussions, and electronic library resources. This allows for any qualified Marylander to have access to UB’s academic programs and services without regard to location, economic means, or other limiting circumstances.

UB Facts
Undergraduate Students: 3,485
Graduate/Professional Students: 2,937
Full-time Faculty: 208
Part-time Faculty: 286
Staff (various categories): 574
Facilities: 1,072,000 Gross Square Feet
Buildings: 15
Operating Budget: $142 million (FY 2016)
Mission
The University of Baltimore provides innovative education in business, public affairs, the applied liberal arts and sciences, and law to serve the needs of a diverse population in an urban setting. A public university, the University of Baltimore offers excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic research and public service. The University:

- makes excellence accessible to traditional and nontraditional students motivated by professional advancement and civic awareness
- establishes a foundation for lifelong learning, personal development and social responsibility
- combines theory and practice to create meaningful, real-world solutions to 21st-century urban challenges
- is an anchor institution, regional steward and is an integral partner in the culture, commerce and future of Baltimore and the region.

Institutional Values
- Student success
- Educational access
- Innovation
- Scholarship, research and creative activity
- Regional and resource stewardship
- The UB community
UB’S HISTORY AND CHARACTER

From its inception in 1925 as a private school, the University of Baltimore (UB) has embraced an entrepreneurial spirit and organizational model. UB has emphasized providing educational opportunity for working adults at both the undergraduate and graduate levels. UB has operated in facilities on a compact urban campus and has stressed collegiality, collaboration and service amongst faculty, staff and students. As a public institution within the USM, UB continues to innovate in scholarship, research, and creativity in all of its endeavors.

The administrative evolution of the University of Baltimore from 1925 to 2010 was aptly chronicled by Robert Shindle, former University Archivist.2 It follows:

1925-1928: Beginnings
The University of Baltimore was founded in 1925 by a group of Baltimore civic leaders who wanted to provide low-cost, part-time evening study in business and law for working adults. Maynard A. Clemens, P. Lewis Kaye, William H. Wilhelm, R. Loran Langsdale, Victor R. Jones, Howell A. King, Alton R. Hodgkins, Stewart Lewis and Clarence W. Miles incorporated the institution on Aug. 8, 1925.

A private institution for its first 50 years, its public purpose was indicated by the seal of the university (left), a variation on the seal of the city. Wilbur F. Smith retired as principal of Baltimore City College, the city’s venerable public prep school, and became the first University President in 1926.

1929-1947: Survival and Service
After four years, rising enrollment necessitated the move from its original home on Mt. Vernon Place near the Peabody Institute to a larger campus. The former Baltimore College of Dentistry, centered in Howard Hall near Maryland General Hospital on Howard St., was acquired before the stock market crashed in 1929.

After the crash Dean Howell A. King was commissioned to study the university's financial situation. Dean King led faculty and staff in sacrificing their own compensation in order to maintain the buildings and resources of the growing university and became the second University President. In 1937 the Junior College was established offering a two-year associate degree program (ten years before Baltimore Junior College was opened by the city school board in Baltimore City College).

Enrollment grew in the 1940's as a result of wartime demand for professional training. Academic Program(s) were offered for students training as Registered Nurses across the street at Maryland General Hospital; for prospective aircraft engineers in partnership with the Glenn L. Martin Co. factory at Middle River; and for prospective military and naval aviators in partnership with the Civil Aeronautics Authority. The College of Business Administration emerged from the war as the School of Business, Industry & Management.

1947-1961: Moving and Growing
Though the war-time programs eventually ended, the return of veterans and the Servicemen’s Readjustment Act ("The GI Bill") which enabled them to enroll in college and university courses,

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2 Shindle, Robert (2010). Administrative History of the University of Baltimore. Baltimore, MD
promised continued growth. The success of the University’s Junior College probably encouraged the City School Board to establish its own Baltimore Junior College, inside City College, in 1947. By the end of the next decade eight Maryland counties had established junior colleges, most now called community colleges, in public school facilities.

The former Baltimore Athletic Club building on Charles Street was acquired and renamed Charles Hall. Athletic facilities in the new building were maintained for student use and the Baltimore “Bees” entered the Mason Dixon Athletic Conference to compete in seven inter-collegiate sports. The Mount Washington fields formerly belonging to St. Paul's School were acquired in 1952 to accommodate outdoor sports. Howard Hall was maintained as well, and the University Library was split for the first time with the law library remaining in Howard Hall and the main library moving to Charles Hall.

In 1959, the year in which the Baltimore Junior College moved from City College to its own campus, the University’s Junior College began its transition to a four-year program. In 1961 it became the College of Liberal Arts, allowing the class which had entered junior college in 1959 to complete a full four-year program. That same year construction began on the Charles Hall Annex, adjoining Charles Hall to the north, which would house the reunited university library and administrative offices.

1962-1974: Change and Assimilation
Theodore Halbert Wilson became President Emeritus at the end of 1961, having served as University President since before World War II. Thomas Granville Pullen, Jr., had been Maryland’s Secretary of Education for almost as long, having presided over the growth of community colleges and other developments in Maryland Public Schools since 1942. Dr. Pullen retired and became University President in 1964 bringing with him a new vision of the University of Baltimore's place in the state’s educational landscape.

That vision included accreditation of academic programs by the regional Middle States Association of Colleges and Secondary Schools and construction of a new university library and expanded classroom facilities, which he knew would be necessary to obtain accreditation. In 1966 the new university library was completed at Oliver St. and Maryland Ave. and named in honor of R. Loran Langsdale, one of the founders of the university who now chaired its Board of Trustees. By the end of that year, the University of Baltimore had obtained correspondent status, and the next year obtained recognized candidacy status, from the Middle States' Commission on Higher Education.

President Pullen also opened discussions with the Eastern College of Commerce and Mount Vernon School of Law, which were absorbed by the university in 1970; with the Baltimore College of Commerce, which was absorbed in 1973; and with the Board of Trustees for State Colleges. The BTSC governed a system of seven former normal schools which had expanded their offerings to become comprehensive colleges.

Amidst the tumult of 1968, the university acquired the auto dealership building known as "The Garage" south of Charles Hall for renovation as an academic building and H. Mebane Turner was appointed Provost, succeeding to the presidency the following year. Dr. Pullen continued his involvement as a trustee and his goals were realized in the fall of 1971 when the new Academic Center opened and the university received full regional accreditation.
1975-1988: Public, Urban and Upper Division
In 1975, the University of Baltimore became a public university. Its independent Board of Trustees was replaced by a Board of Visitors and the BTSC took control, becoming the Board of Trustees for State Universities & Colleges. (Two of the seven state colleges, Towson and Morgan, attained university status at this time.)

The number of community colleges in the state had almost tripled in the previous decade and the state school board had turned over their governance to a new Board for Community Colleges which in 1975 set about establishing such lower-division institutions for every subdivision in the state. The place of the University of Baltimore, as envisioned by state leaders, was as an upper-division institution in which alumni of these institutions could continue their education. Thus the university limited itself to third and fourth year undergraduates and graduate students. As a result, extra-curricular activities such as "The Reporter" yearbook and intercollegiate sports soon disappeared.

In 1980, the University of Baltimore campus was made whole with the acquisition of the Pat Hay's Buick dealership which stood on the block between Charles Hall and Langsdale Library. In 1982 the new Law Center opened on this site. The Law Library moved out of Langsdale Library and other Law School facilities joined it in the Law Center. That same year the Peggy and Yale Gordon Trust gifted the College of Liberal Arts, renamed for Yale Gordon (Law School Class of 1929), and the Merrick Foundation made three grants to the School of Business, renamed for banker Robert G. Merrick.

1988-2002: Systemization and Research
By 1988 the majority of the State Colleges had attained university status and their separate Board of Trustees was abolished. Governance of state colleges and universities was transferred to the University of Maryland Board of Regents (with the exception of two institutions which gained autonomy). The University of Baltimore became part of what would be known as the University System of Maryland (USM).

Already, the University of Baltimore was working toward the USM mission of applied research and public service. The William Donald Schaefer Center for Public Policy opened in 1985; the Hoffberger Center for Professional Ethics in 1987; an Institute for Publications Design (later the Apersand Institute for Words and Images) in 1989; and, in 1990, what had begun as a Bureau of Business Research fifteen years earlier, became the Jacob France Institute.

In 1991, the School of Law received a gracious gift from Peter G. Angelos (Mt. Vernon Law Class of 1961) and the Law Center was renamed in honor of his parents, John and Frances Angelos. Five years later William H. Thummel, Jr. (Business School Class of 1969) made a similarly generous gift to his alma mater and the new Business Center, on Charles St. across Mt. Royal Ave. from Academic Center, was named in honor of his father, William H. Thummel, Sr.

2003-2010: Restoration and Reinvention
University President H. Mebane Turner retired in 2002 after 34 years of service to the University of Baltimore and was succeeded by Robert L. Bogomolney. In 2006, the new University President opened the new Student Center in time to welcome a freshman class to campus for the first time in over 30 years. The restoration of the lower division in 2007 was the result of years of planning by faculty and administrators encouraged by the Board of Regents.
In 2009, the Liberal Arts & Policy Building was opened after extensive renovation of the historic Knights of Pythias Hall south of the Thummel Business Center. Plans were announced for a signature building to house the new John and Frances Angelos Law Center to be built on Mt. Royal Ave. across Charles St. from Academic Center. Plans were also announced for provision of student housing throughout the "UB-Midtown" neighborhood.

In 2010, the Yale Gordon College of Liberal Arts was divided into a new College of Public Affairs and a new Yale Gordon College of Arts and Sciences.

UB Boards of Trustees & Visitors

The University of Baltimore was incorporated by seven trustees in August of 1925. The original seven Trustees included the Deans and Treasurer. When bylaws were adopted, they expanded to nine, and would include the University Vice-President and President. Dean Clemens presided in the first year and then President Smith until 1930 when a Chair was elected. The President, Vice-President, Deans and Treasurer continued to serve as Trustees until 1974.

After the University became a state institution at the end of 1974, the Board of Trustees for State Universities & Colleges (BTSUC) took control, but the institutional board was continued as a Board of Visitors.

Each State College under Chapter 799, Acts of 1969, had been granted a Board of Visitors to assist the BTSUC in selection of its President, and to assist its President:

- in determining the institution’s goals;  
- in evaluating progress toward such goals;  
- in recommending and preparing the annual budget;  
- in developing institutional facilities;  
- in developing and conducting community programs;  
- in developing private support for the institution

Under Chapter 724, Acts of 1975, the University of Baltimore’s Board also became a Board of Visitors. Seven Visitors (including former Trustees) were appointed by the Governor to five year staggered terms and eligible for re-appointment for one additional term.

After the State Colleges & Universities became part of the University System in 1988. The President of each institution was authorized by Board of Regents Policy I-4 to continue its Board of Visitors:

- to serve as the board of its independent foundation and to advise and assist  
- in community relations,  
- in institutional development, and  
- in any other issue requested.

No number or term of office was specified, but names were to be submitted to the Chancellor annually. With the President, the Vice President for Institutional Development serves ex-officio.

During the same timeframe chronicled above, The School of Law was accredited by the American Bar Association in 1981 and also by the Association of American Law Schools since 1988. The
International Association of Management Education (AACSB) accredited the undergraduate and graduate programs of the School of Business since 1989. The Master in Public Administration M.P.A. was rostered by the National Association of Schools of Public Administration and Affairs in 1983 and is the only school in Maryland to hold this recognition. The Association to Advance Collegiate Schools of Business Accreditation was obtained in 1984. UB is also recognized by; the Maryland State Board of Law Examiners, Maryland State Board of Examiners of Public Accountants, the Veterans Administration for the training of Veterans, the Armed Forces for Officer appointments, and the Office of the Attorney General of the United States for the acceptance of International Students.

The foregoing chronicles UB’s evolution through the preparation of the current Facilities Master Plan Update 2008-2018, prepared February 26, 2010. In the five years since its development, economic challenges led to a decline in law and graduate student enrollment. Nevertheless UB maintained an overall steady growth. Transfer students continue to compose about 72% of the undergraduate student population. In 2009, UB initiated a College Readiness program to support incoming freshmen, a Summer Bridge program for conditionally admitted students, and a range of professional-development services to high school teachers, guidance counselors and school leaders; and to expand the University’s outreach and professional service.

A $1 million donation from The Bob & Renee Parsons Foundation enabled the University of Baltimore to launch a comprehensive initiative to serve its student veterans. UB started an initiative focusing on the unique needs and challenges of veteran students attending college. UB repurposed an existing physical space to house The Bob and Renee Parsons Veterans Center and experienced faculty and staff offer services tailored to the military and veteran student community.

The Career and Professional Development Center launched in spring 2012 the Professional Development Institute, a mentoring program designed to enhance students’ professionalism, improve their leadership skills, promote college-to-career connections and empower them to present themselves as candidates for employment or for graduate schools and as engaged citizens in a global community. Top-notch faculty are the reason for UB’s thriving programs. The University of Baltimore has received national recognition from academic and professional organizations for its superior academic programming:

- The UB School of Law is the first school in the nation to house a regional office of Kids In Need of Defense, a national nonprofit founded by actress and activist Angelina Jolie and the Microsoft Corp. KIND provides pro bono legal services to unaccompanied refugee and immigrant children in the United States, and the Baltimore office currently works with UB’s Immigrant Rights Clinic within the walls of the University’s new John and Frances Angelos Law Center -- the UB School of Law ranked third among the region’s eight law schools in the percentage of first-time test takers who passed the Maryland bar exam in July, behind only The George Washington University Law School and the Georgetown University Law Center

- A Center for Liberal Arts in the Public Interest, led by the College of Arts and Sciences’ faculty, will address social issues, such as justice and the ethical treatment of people. The Center will serve as a point of intersection between scholarly concerns and direct social engagement for faculty, community members, and policy makers, with the goal of finding concrete ways to assist the City of Baltimore and its residents to improve quality of life.
- UB’s Merrick School of Business and Yale Gordon College of Arts and Sciences are partnering with the Open Society Institute—Baltimore to create a new class of highly skilled, competitive nonprofit managers. Alumni of the institute’s Baltimore Community Fellowships program will participate in UB’s 15-week Social Enterprise and Design/Business Link courses. The capstone experience—a competition in which UB students work with the institute’s Baltimore Community Fellows to develop business plans that will be judged by area experts—will feature a significant monetary award that the winner can use to fund their nonprofit ventures.

- UB’s community engagement partnerships led to it being named one of nine anchor institutions of higher education in the city, reinforcing UB’s efforts to help revitalize and reinvest in the community and to develop, promote and enhance the mutual goals of the institution and the City. Anchor institutions are centers of learning, research, and employment that play a key role in stabilizing and spearheading positive change in the surrounding urban neighborhoods. As an anchor institution, UB contributes millions of dollars in development to Baltimore’s UB Midtown neighborhood while fulfilling the University’s need for more parking, more housing options and improved campus buildings and facilities. In the last 11 years, through the support of state capital budget funding approved by the Governor and General Assembly, strategic public-private partnerships and the generosity of UB alumni and donors, UB has transformed the midtown area through projects including a new student center, the Fitzgerald at UB Midtown residential/retail complex—which entailed new garage parking, the Barnes & Noble at the University of Baltimore and 275 apartment units—the John and Frances Angelos Law Center and the Varsity, a privately owned and operated student housing facility. These collaborative projects have helped to develop and rejuvenate the UB Midtown area with a resulting economic impact of more than $416 million

UNIVERSITY OF BALTIMORE STRATEGIC PLAN

Achievement, Innovation, Community: The University of Baltimore Strategic Plan 2014-17 prioritizes the University’s strategic initiatives through 2017 in support of UB’s mission.

Goal 1
The University of Baltimore will enhance student success and career readiness through programmatic innovation, ongoing assessment of student learning and expanded student support services.

Objectives:
1.1 inform curricular design, program development and pedagogies with assessment of student learning outcomes

1.2 strengthen the connection between academic programs, advising and career services to assure that UB graduates continue to be competitive in the dynamic marketplace

1.3 close educational achievement gaps among UB student populations

1.4 provide an integrated, coherent co-curricular program that facilitates student progress from entry to graduation
1.5 grow online and hybrid offerings to enhance student learning and support degree completion

Goal 2
The University of Baltimore will strategically grow enrollment in support of student success and in response to market demand, consistent with Maryland’s 55 percent college completion goal.

Objectives:
2.1 strengthen the alignment of academic programs with state and regional workforce needs
2.2 enhance the affordability of a UB education for students
2.3 increase enrollment of Maryland’s growing populations, including veterans, immigrants, Hispanics and Asians
2.4 improve student retention and progression rates
2.5 expand UB’s recruitment efforts with targeted outreach in select regional, national and international markets

Goal 3
The University of Baltimore will enhance its commitment to innovation across the institution.

Objectives:
3.1 engage and reward faculty and staff in the discovery, exploration and implementation of new and emerging pedagogies and practices
3.2 create flexible instructional space to support 21st-century learning and teaching; utilize the renovation of Langsdale Library and the repurposing of the Learning Commons to implement design that encourages collaboration, engagement, reflection and creativity
3.3 provide the technological infrastructure and training necessary to support emerging forms of learning and teaching in face-to-face, hybrid and online formats
3.4 develop and refine administrative processes that encourage, support and reward innovation

Goal 4
The University of Baltimore will strengthen scholarship, research and creative activities across the institution.

Objectives:
4.1 enhance the culture of research, scholarship and creative activity across the university
4.2 grow faculty research, scholarship and creative activity in support of high-quality instruction and program, school and college distinction
4.3 expand opportunities to advance faculty, student and staff scholarship, research opportunities and creative activity; utilize research centers as key assets across the institution
4.4 enhance and promote opportunities for student engagement in scholarship, extramurally funded research and creative activity

4.5 promote the dissemination of faculty, student and staff scholarship, research and creative activity to the broader academic community, news media, relevant policymakers and public interest organizations

Goal 5
The University of Baltimore will be recognized for responsible stewardship of institutional resources and for its prominent role as an anchor institution in midtown Baltimore.

Objectives:
5.1 apply the institution’s intellectual, creative and financial capital to the opportunities and challenges of UB’s surrounding community, the city, state and region

5.2 expand service learning and internship opportunities in the surrounding community; engage UB alumni and other area leaders as educational partners and community stakeholders

5.3 achieve distinction for urban environmental sustainability in programmatic offerings and campus practices

5.4 continue to pursue public/private partnerships and other innovative practices to further develop the UB campus and UB Midtown

5.5 maximize the use of institutional resources through effective budgeting, efficient management and an ongoing commitment to best practices across the institution

5.6 launch a new capital campaign to increase support for students, faculty, staff and campus infrastructure

Goal 6
The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni.

Objectives:
6.1 provide competitive salaries and benefits to retain and attract high-caliber faculty and staff

6.2 strengthen professional development opportunities for faculty and staff, including clarity regarding tenure expectations and performance evaluation processes

6.3 continue to strengthen the effectiveness of shared governance

6.4 strengthen leadership and management with regard to implementing best practices for a preferred workplace; foster a commitment to employee appreciation and respect
6.5 increase campus student employment options, especially those related to students’ career goals; enhance graduate assistantships and research opportunities

6.6 maintain and enhance a safe, welcoming and vibrant campus environment

6.7 continue to cultivate a community that values diversity, equity and inclusion

ACADEMIC PROGRAMS

University of Baltimore directly contributes to the quality of life, not only in Baltimore City, but also throughout the State of Maryland. It does so by preparing its graduates for careers in the global economy as well as preparing its students to become productive members of society. By offering a varied curriculum and other learning opportunities UB will help build a vibrant community, and will help each student to continue focusing on a lifetime of learning. The following provides an overview of how UB’s academic organization and course offerings are structured.

ORGANIZATIONAL STRUCTURE

Academic Affairs -- Provost & Senior Vice-President of Academic Affairs
The provost is the chief academic officer at University of Baltimore and is responsible for the guiding vision and leadership of the university's academic affairs.

Reporting Units
- Center for Digital Communication, Commerce and Culture
- College Readiness
- Experiential Learning
- BMALE Academy
- Office of Academic Innovation
  - Bank of America Center for Excellence in Learning, Teaching, & Technology
  - Engaged University
  - Hoffberger Center For Professional Ethics
- Helen P. Denit Honors Program
- Langsdale Library
- Sponsored Research

Yale Gordon College of Arts & Sciences
- Applied Behavioral Sciences Division
- Legal, Ethical & Historical Studies Division
  - Center for Baltimore Studies
  - Center for Negotiations & Conflict Management
- Science, Information Arts & Technologies Division
  - Center for Community Technologies Service
- Klein Family School of Communications Design
  - Ampersand Institute for Words & Images
College of Public Affairs
- School of Criminal Justice
- School of Health & Human Services
- School of Public & International Affairs
- Schaefer Center for Public Policy

Merrick School of Business
- Center for Entrepreneurship & Innovation
- Center for Global Business Studies
- Jacob France Institute
  - Accounting Dept.
  - Finance & Economics Dept.
  - Information Systems & Decision Science Dept.
  - Management & International Business Dept.
  - Marketing & Entrepreneurship Dept.

School of Law
- Career Services Center
- Center for Families, Children, & the Courts
- Center for International & Comparative Law
- Stephen L. Snyder Center for Litigation Skills
- Academic Affairs
  - Legal Skills Program
- Admissions
- Clinical Law Program
- Finance & Administration
- Graduate Tax Program
- Law Library

INSTRUCTIONAL ORGANIZATION

These majors and degree and certificate programs include any combination of day, evening, weekend and online classes.

Undergraduate Programs
- Accounting (CERT)
- Applied Information Technology
- Business Administration:
  - Accounting
  - Computer Information Systems
  - Entrepreneurship
  - Entrepreneurship Fellows Program
  - Finance
  - General Business
  - Human Resource Management
  - International Business
Management
Marketing
Pre-Law
Community Studies and Civic Engagement
Crime Scene Investigation (CERT)
Criminal Justice
Digital Communication
English
Environmental Sustainability and Human Ecology
Forensic Document Analysis (CERT)
Forensic Studies *
Government and Public Policy
Health Systems Management *
History
Human Services Administration
Information Systems and Technology Management
Integrated Arts
Interdisciplinary Studies
International Studies
Jurisprudence
Philosophy, Society and Applied Ethics
Psychology
Real Estate and Economic Development:
  Construction Management
Simulation and Digital Entertainment

*These additional majors may be available to students once they have completed a minimum of 56 credits; they may require that additional criteria be met, and courses to fulfill those requirements may not be available during the day.

Graduate Programs
Accounting and Business Advisory Services (M.S.)
Applied Psychology (M.S.)
Business Administration (UB/Towson MBA)
MBA/J.D. (dual degree)
MBA/M.S. in Nursing (dual degree)
MBA/Ph.D. in Nursing (dual degree)
MBA/Pharm.D. (dual degree)
Business - Finance (M.S.)
Creative Writing & Publishing Arts (M.F.A.)
Criminal Justice (M.S.)
Criminal Justice/J.D. (dual degree)
Forensic Science - High Technology Crime (M.S.)
Global Affairs and Human Security (M.A.)
Health Systems Management (M.S.)
Human Services Administration (M.S.)
Information and Interaction Design (D.S.)
Integrated Design (M.F.A.)
Interaction Design and Information Architecture (M.S.)
Justice Leadership and Management (M.P.S.) offered exclusively at the Universities at Shady Grove
Law (J.D.)
Law of the United States (LL.M.)
Legal and Ethical Studies (M.A.)
Master's Advantage
Negotiations and Conflict Management (M.S.)
Negotiations and Conflict Management/J.D. (dual degree)
Nonprofit Management and Social Entrepreneurship (M.S.)
Public Administration (D.P.A.)
Public Administration (M.P.A.)
Public Administration/J.D. (dual degree)
Publications Design (M.A.)
Taxation (M.S)
Taxation (LL.M.)

Certificate Programs: Undergraduate
  Accounting
  Crime Scene Investigation
  Forensic Document Analysis

Certificate Programs: Graduate
  Accounting Fundamentals
  Business Fundamentals
  Certificate in Estate Planning
  Digital Communication
  Digital Media Production
  Estate Planning (CERT)
  Forensic Accounting
  Health Systems Management
  Innovation Management and Technology Commercialization
  Leadership for Organizations
  Library Technologies (post-master's)
  Professional Counseling Studies (post-master's)
  Trauma-Informed Certificate
  User Experience (UX) Design

Online/Web Courses
The University of Baltimore's online programs and courses offer the same content, rigor and collaboration between faculty and students as you would find in a face-to-face class on campus. The benefit of online education is that a student can participate from anywhere with an Internet connection without needing to travel to campus. UB offers the following programs in a fully online format:
  Master of Business Administration (UB/Towson MBA)
  Master of Public Administration
  Master of Science in Interaction Design and Information Architecture
Bachelor of Science in Business Administration (upper-level business requirements only)

Many courses are also offered in hybrid (a mix of face-to-face instruction and online learning) and Web-assisted (online activities supplement classroom activities) formats. UB uses Sakai, an online course management system, for Web-assisted courses.

UNIVERSITIES AT SHADY GROVE

The University of Baltimore offers programs at the Universities at Shady Grove in Rockville, Md., in a variety of convenient formats.

Undergraduate Programs

B.S. in Health Systems Management: Classes are held Saturdays in 10-week sessions, and students have the opportunity to take additional courses online.

B.S. in Simulation and Digital Entertainment: This program is offered to transfer students only at USG. Classes are offered weekdays during daytime hours. Articulation agreements allow smooth transitions and credit transfer from area community colleges.

Graduate Programs

M.S. in Health Systems Management: UB offers the companion master’s program to its bachelor’s program at the Universities at Shady Grove. You can complete this program through a combination of convenient Saturday classroom sessions and online coursework.

Master of Professional Studies in Justice Leadership and Management (M.P.S.): Classes are offered evenings, Saturdays during the day and online in a 10-week session.

M.A. in Publications Design: Classes are held during weekends.

Master of Public Administration (M.P.A.): You can complete this NASPAA-accredited program through a combination of online and on-site courses, which are held on six selected weekends within a 15-week semester.

Doctor of Public Administration (D.P.A.): You can complete the program through a combination of online and onsite courses, which are held on six selected weekends within a 15-week semester. Admission is for the fall semester only.

Four instructional units, each headed by a dean, offer the academic programs for University of Baltimore. These units, along with the Langsdale Library, have direct responsibility for implementing the University’s curricula.

Yale Gordon College of Arts and Sciences

The Yale Gordon College of Arts and Sciences (YGCAS) promotes critical thinking, encourages innovation and discovery, and enriches the intellectual lives of its diverse community of learners. Through interdisciplinary and discipline-based programs in the arts, humanities, and social and natural sciences, the college offers visionary, integrative learning and teaching environments enhanced with rapidly evolving information and communication technologies. Our graduates learn to be reflective, skilled communicators, adept at addressing contemporary problems within an ethical framework and able to
adapt to a changing world. Well prepared for the world of work, our students become broadly informed and deeply engaged in local, regional and world communities.

The College of Arts and Sciences is focused on strengthening and expanding general education and liberal arts courses to enhance student success. Combining traditional academics with career-oriented training and professional studies that integrate and capitalize on multiple programs, the College of Arts and Sciences prepares students to move up in their current career or launch a new one. The academic programs are as diverse as UB’s faculty and students:

**Undergraduate**
- Applied Information Technology
- Digital Communication
- English
- Environmental Sustainability and Human Ecology
- History
- Integrated Arts
- Interdisciplinary Studies
- Jurisprudence
- Philosophy, Society and Applied Ethics
- Psychology
- Simulation and Digital Entertainment

**Graduate**
- Applied Psychology (M.A.)
- Creative Writing & Publishing Arts (M.F.A.)
- Digital Communication (CERT)
- Digital Media Production (CERT)
- Information and Interaction Design (D.S.)
- Integrated Design (M.F.A.)
- Interaction Design and Information Architecture (M.S.)
- Legal and Ethical Studies (M.A.)
- Library Technologies (CERT)
- Professional Counseling Studies (CERT)
- Publications Design (M.A.)
- User Experience (UX) (CERT)

**College of Public Affairs**
The School of Public and International Affairs offers programs that explore public administration, government and international affairs at all levels of study. The M.P.A. program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). Academic programs capitalize on the University's distinction in the fields of public administration, criminal justice and health and human services:

**Undergraduate**
- Community Studies and Civic Engagement
- Crime Scene Investigation (Upper-Division Certificate)
- Criminal Justice
Graduate
- Criminal Justice (M.S.)
- Forensic Science - High Technology Crime (M.S.)
- Global Affairs and Human Security (M.A.)
- Health Systems Management (CERT)
- Health Systems Management (M.S.)
- Human Services Administration (M.S.)
- Justice Leadership and Management (M.P.S.)
- Negotiations and Conflict Management (M.S.)
- Public Administration (M.P.A.)
- Public Administration (doctorate, D.P.A.)

Merrick School of Business
The Merrick School of Business is one school of about one third of all U.S. business schools to hold the AACSB International distinction. AACSB International accreditation represents the highest standard of achievement for business schools, worldwide. Institutions that earn accreditation confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review. AACSB International accreditation is the hallmark of excellence in management education.

The School of Business is organized in five academic departments. Department chairs report to the dean and manage academic programs, faculty and student issues in the following areas:

- Accounting
- Finance and Economics
- Information Systems and Decision Science
- Management and International Business
- Marketing and Entrepreneurship

University of Baltimore School of Law
The School of Law was founded in 1925 as a part of the then-private, nonprofit University of Baltimore, with the first class of 38 students receiving their diplomas in 1928. On Jan. 1, 1975, the University of Baltimore became a public institution when it joined the State of Maryland’s system for public higher education. The School of Law is accredited by the American Bar Association and the Association of American Law Schools. The University of Baltimore School of Law provides a rigorously practical education, combining doctrinal coursework, intensive writing instruction, nationally renowned clinics and community-based learning to ensure that its graduates are exceptionally well prepared to practice law. The UB School of Law offers a J.D. program, as well as three post-J.D. graduate programs: an LL.M. in the Law of the United States, a Graduate Tax Program and a Certificate in Estate Planning.
Libraries

The Langsdale Library and the University of Baltimore Law Library are active partners in supporting the learning and instructional needs of the students, faculty and community by providing both physical and virtual environments that allow and encourage independent study and pursuit of knowledge. Both of these libraries are open to all members of the University of Baltimore community and to the public.

Accreditation

The University of Baltimore is accredited by the Middle States Commission on Higher Education, 3624 Market St., Philadelphia, PA 19104-2680; tel.: 215.662.5606. It also is recognized by the Maryland Higher Education Commission.

All undergraduate and graduate programs within the Merrick School of Business are accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

The Master of Public Administration degree is accredited by the National Association of Schools of Public Affairs and Administration.

The undergraduate Health Systems Management program is certified by the Association of University Programs in Health Administration.

The University of Baltimore’s graduate and undergraduate programs in criminal justice are certified by the Academy of Criminal Justice Sciences.

The School of Law is accredited by the American Bar Association and holds membership in the Association of American Law Schools.

ENROLLMENTS

During the fall semester of 2014 University of Baltimore supported 6,422 full and part-time students who generated a total of 61,422 credit hours.

<table>
<thead>
<tr>
<th></th>
<th>Full-Time Headcount</th>
<th>Part-Time Headcount</th>
<th>Fall 2014 Total Headcount</th>
<th>FTE Enrollments</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>2,089</td>
<td>1,396</td>
<td>3,485</td>
<td>2,486</td>
<td>37,295</td>
</tr>
<tr>
<td>Graduate</td>
<td>1,295</td>
<td>1,642</td>
<td>2,937</td>
<td>2,011</td>
<td>24,127</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>3,384</strong></td>
<td><strong>3,038</strong></td>
<td><strong>6,422</strong></td>
<td><strong>4,497</strong></td>
<td><strong>61,422</strong></td>
</tr>
</tbody>
</table>

Data Source: University of Baltimore Office of Institutional Research and Analysis
FACULTY AND STAFF

University of Baltimore employs 208 full-time faculty and 473 full-time staff. In addition, UB is home to 387 part-time faculty and staff.

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>208</td>
<td>286</td>
<td>494</td>
</tr>
<tr>
<td>Staff</td>
<td>473</td>
<td>101</td>
<td>574</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>681</strong></td>
<td><strong>387</strong></td>
<td><strong>1,068</strong></td>
</tr>
</tbody>
</table>

Data Source: University of Baltimore Office of Institutional Research and Analysis

FACILITIES

The state-owned facilities inventory at the University of Baltimore Main Campus includes 13 buildings which total approximately 1,055,000 gross square feet (GSF) and contain approximately 460,000 net assignable (NASF) of space. These buildings range in age from the 120-year old Charles Royal Building to the two-year old John and Frances Angelos Law Center. UB leases additional space which houses the Barnes & Noble Bookstore, the University of Baltimore Foundation, and parking spaces in the Fitzgerald Parking Garage. Detail of these and off-campus facilities are presented later in this plan.

<table>
<thead>
<tr>
<th>Building Category</th>
<th>GSF</th>
<th>NASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic / Research</td>
<td>771,034</td>
<td>403,311</td>
</tr>
<tr>
<td>Administration /Institutional Support</td>
<td>223,693</td>
<td>25,339</td>
</tr>
<tr>
<td>Student Services</td>
<td>60,123</td>
<td>29,643</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1,054,850</strong></td>
<td><strong>458,293</strong></td>
</tr>
</tbody>
</table>
SPACE NEEDS CONTEXT

CURRENT CONDITIONS

The purpose of this section is to provide a brief overview of existing building space at University of Baltimore (UB) and its utilization as of the fall semester 2014. This supply of existing space will serve as the baseline against which computed space needs are compared. Also provided is a brief of current student enrollments, faculty and staff, and library collections. Projections of these elements form the computed future demand against the existing supply of space.

CAMPUS FACILITIES

The facilities inventory at UB’s Main Campus consists of 13 state-owned, including a parking garage, which collectively total approximately 1,055,000 gross square feet (GSF) and contain approximately 460,000 net assignable square feet (NASF) of space. Academic and administrative buildings range in age from the 121-year old Charles Royal Building to the two-year old John and Frances Angelos Law Center. UB leases additional space in three buildings which house the Barnes & Noble Bookstore, Fitzgerald Parking Garage (a public-private partnership) and the University of Baltimore Foundation.
MAIN CAMPUS BUILDINGS

Main Campus Buildings

<table>
<thead>
<tr>
<th>Building</th>
<th>Built</th>
<th>Renovated</th>
<th>GSF</th>
<th>NASF</th>
<th>Primary Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic / Research</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Center</td>
<td>AC</td>
<td>1905</td>
<td>1971</td>
<td>221,539</td>
<td>113,201 Office, Instruction, Athletics</td>
</tr>
<tr>
<td>John and Frances Angelos Law Center</td>
<td>AL</td>
<td>2013</td>
<td></td>
<td>187,288</td>
<td>100,875 Office, Instruction, Law Library</td>
</tr>
<tr>
<td>H. Mebane Turner Learning Commons</td>
<td>LC</td>
<td>1982</td>
<td></td>
<td>119,108</td>
<td>61,991 Library, Office, Instruction</td>
</tr>
<tr>
<td>Langsdale Library</td>
<td>LL</td>
<td>1966</td>
<td>See Note</td>
<td>58,218</td>
<td>36,616 Currently Under Alteration</td>
</tr>
<tr>
<td>Liberal Arts and Policy Building</td>
<td>LP</td>
<td>1916</td>
<td>2008</td>
<td>66,768</td>
<td>32,467 Office, Instruction</td>
</tr>
<tr>
<td><strong>Subtotals</strong></td>
<td></td>
<td></td>
<td></td>
<td>771,034</td>
<td>403,311</td>
</tr>
</tbody>
</table>

Note: Renovation underway with anticipated completion in 2017.

**Administration / Institutional Support**

<table>
<thead>
<tr>
<th>Building</th>
<th>Built</th>
<th>Renovated</th>
<th>GSF</th>
<th>NASF</th>
<th>Primary Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1105/1107 N. Cathedral Street</td>
<td>CA</td>
<td>1940</td>
<td></td>
<td>4,911</td>
<td>2,746 Inactive</td>
</tr>
<tr>
<td>5 W. Chase Street</td>
<td>CM</td>
<td>1940</td>
<td>2002</td>
<td>9,201</td>
<td>3,986 Office</td>
</tr>
<tr>
<td>Charles Royal Building</td>
<td>CR</td>
<td>1894</td>
<td>1994, 2013</td>
<td>17,685</td>
<td>9,625 Office</td>
</tr>
<tr>
<td>1102/1104 Maryland Avenue</td>
<td>MA</td>
<td>1940</td>
<td></td>
<td>1,694</td>
<td>1,349 Office</td>
</tr>
<tr>
<td>Maryland Garage</td>
<td>MG</td>
<td>1994</td>
<td></td>
<td>176,022</td>
<td>150 Parking (350 spaces)</td>
</tr>
<tr>
<td>40 W. Chase Street</td>
<td>WC</td>
<td>1940</td>
<td>1993</td>
<td>14,180</td>
<td>7,483 Office</td>
</tr>
<tr>
<td><strong>Subtotals</strong></td>
<td></td>
<td></td>
<td></td>
<td>223,693</td>
<td>25,339</td>
</tr>
</tbody>
</table>

**Student Services**

<table>
<thead>
<tr>
<th>Building</th>
<th>Built</th>
<th>Renovated</th>
<th>GSF</th>
<th>NASF</th>
<th>Primary Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Center</td>
<td>SC</td>
<td>2006</td>
<td></td>
<td>60,123</td>
<td>29,643 Office, Lounge, Assembly, Meeting</td>
</tr>
<tr>
<td><strong>Subtotals</strong></td>
<td></td>
<td></td>
<td></td>
<td>60,123</td>
<td>29,643</td>
</tr>
</tbody>
</table>

**Total State-Owned Buildings**

<table>
<thead>
<tr>
<th>Building</th>
<th>GSF</th>
<th>NASF</th>
<th>Primary Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subtotals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total State-Owned Buildings</strong></td>
<td>1,054,850</td>
<td>458,293</td>
<td></td>
</tr>
</tbody>
</table>

**Leased Buildings**

<table>
<thead>
<tr>
<th>Building</th>
<th>GSF</th>
<th>NASF</th>
<th>Primary Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barnes &amp; Noble Bookstore</td>
<td>20,000</td>
<td>18,500</td>
<td>Bookstore, Food Facility</td>
</tr>
<tr>
<td>UB Foundation Building</td>
<td>8,653</td>
<td>4,610</td>
<td>Office</td>
</tr>
<tr>
<td>Fitzgerald Garage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotals</strong></td>
<td>28,653</td>
<td>23,110</td>
<td></td>
</tr>
</tbody>
</table>

**MAIN CAMPUS BUILDING TOTALS**

<table>
<thead>
<tr>
<th>Building</th>
<th>GSF</th>
<th>NASF</th>
<th>Primary Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subtotals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MAIN CAMPUS BUILDING TOTALS</strong></td>
<td>1,083,503</td>
<td>481,403</td>
<td></td>
</tr>
</tbody>
</table>

Data Source: Compiled by Facilities Planning Associates from inventory data provided by University of Baltimore Office of Facilities Management & Capital Planning

In addition to the Maryland and Fitzgerald parking garages, four surface lots, listed below, are available for parking at the Main Campus location.

**Main Campus Parcels**

<table>
<thead>
<tr>
<th>Building</th>
<th>Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-Campus Parcels</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Surface Parking</strong></td>
<td></td>
</tr>
<tr>
<td>Cathedral Street Lot</td>
<td>43</td>
</tr>
<tr>
<td>Mount Royal Avenue Lot</td>
<td>30</td>
</tr>
<tr>
<td>Academic Center Lot</td>
<td>20</td>
</tr>
<tr>
<td>Charles Royal Lot</td>
<td>5</td>
</tr>
</tbody>
</table>
OFF-CAMPUS FACILITIES

In addition to its Main Campus facilities, University of Baltimore owns a 45-acre property at 2101 Rogers Avenue in Mt. Washington that was, until 1952, The Boy’s School of St. Paul’s Parish. This property is currently leased to the City of Baltimore Department of Parks and Recreation. The property includes athletic fields, a golf driving range, an old school gymnasium and a caretakers’ house. The University also owns a 4-acre parcel of land, with no buildings, at 4100 Ashland Avenue in East Baltimore.

### Off-Campus Parcels

<table>
<thead>
<tr>
<th>Off-Campus Parcels</th>
<th>Acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Purpose Sites</td>
<td></td>
</tr>
<tr>
<td>2101 W. Rogers Avenue 21209</td>
<td>45.2</td>
</tr>
<tr>
<td>4100 Ashland Avenue 21205</td>
<td>4.3</td>
</tr>
</tbody>
</table>

### Off-Campus Buildings

<table>
<thead>
<tr>
<th>Building</th>
<th>Built</th>
<th>Renovated</th>
<th>GSF</th>
<th>NASF</th>
<th>Primary Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Campus Facilities (2101 W. Rogers Ave)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rogers Caretaker's House</td>
<td>RC</td>
<td>1905</td>
<td>1952</td>
<td>5,262</td>
<td>2,894</td>
</tr>
<tr>
<td>Rogers Mt. Washington Gymnasium</td>
<td>RG</td>
<td>1925</td>
<td></td>
<td>11,818</td>
<td>6,500</td>
</tr>
<tr>
<td><strong>Subtotals</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>17,080</strong></td>
<td><strong>9,394</strong></td>
</tr>
</tbody>
</table>

* Leased to the City of Baltimore Parks and Recreation Department

Data Source: Compiled by Facilities Planning Associates from inventory data provided by University of Baltimore Office of Facilities Management & Capital Planning

2101 W. Rogers Avenue

- Caretaker’s House
- Gymnasium
FACILITIES SPACE INVENTORY

A building-by-building inventory of assignable space was provided by the University, with limited field verification, using floor plans provided by the University for 13 of its 16 Main Campus buildings. Assignable space for the 1102/1104 Building, Barnes & Noble Bookstore and the Fitzgerald Garage was provided by the University without floor plans. This inventory of existing space serves as the baseline data against which computed space needs are compared.

The inventory utilizes the space use taxonomy found in the Postsecondary Education Facilities Inventory and Classification Manual (FICM) 2006 Edition published by the U.S. Department of Education in cooperation with the National Center for Education Statistics. For the most part, room use codes and classifications referenced in this analysis refer to the primary activity space plus support space that directly services the primary activity. Furthermore, the space inventory data in this section is presented in such a way as to satisfy the requirements of the Maryland Higher Education Commission’s Space Guidelines for Four Year Public Institutions. More detailed attention is devoted to each of the University’s building structures later in the plan.

In determining the base inventory to be used in calculating space needs, inventoried net assignable square footage (NASF) is considered to be either “state-supported” or “auxiliary enterprise.” Space contained in temporary structures and in facilities at locations other than the main campus or in leased facilities (Barnes & Noble Bookstore, UB Foundation Building and Fitzgerald Garage) is not included in these base calculations. Also not included is the Maryland Garage.

As depicted in the accompanying table and graphics, 20% of net assignable campus space is classified as classroom and laboratory instruction (classroom 13%, laboratory 7%), 40% as office, 11% as study (library), and the remaining 29% is a combination of special use, general use, support, health care and unclassified spaces.

<table>
<thead>
<tr>
<th>FICM</th>
<th>Room Use</th>
<th>NASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Classroom</td>
<td>59,880</td>
</tr>
<tr>
<td>200</td>
<td>Laboratory</td>
<td>32,671</td>
</tr>
<tr>
<td>300</td>
<td>Office</td>
<td>181,241</td>
</tr>
<tr>
<td>400</td>
<td>Study</td>
<td>50,648</td>
</tr>
<tr>
<td>500</td>
<td>Special Use</td>
<td>31,148</td>
</tr>
<tr>
<td>600</td>
<td>General Use</td>
<td>32,553</td>
</tr>
<tr>
<td>700</td>
<td>Support</td>
<td>23,538</td>
</tr>
<tr>
<td>800</td>
<td>Health Care</td>
<td>148</td>
</tr>
<tr>
<td>000</td>
<td>Unclassified</td>
<td>46,466</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>458,293</strong></td>
</tr>
</tbody>
</table>

Ten (10) percent of the Main Campus space is unclassified. Of the 46,466 NASF of unclassified space, 79% represents the Langsdale Library which is currently undergoing renovation, and the remaining 21% is inactive space distributed among buildings at 40 W. Chase St., 1105/1107 N. Cathedral St., the Academic Center and the Student Center.
This graphic just offers an alternate perspective of Main Campus space distribution.

Main Campus Space Inventory (NASF) By Building

<table>
<thead>
<tr>
<th>Use Classification</th>
<th>CR</th>
<th>(WC)</th>
<th>(CM)</th>
<th>(AC)</th>
<th>(AL)</th>
<th>(LL)</th>
<th>(LC)</th>
<th>(AC)</th>
<th>(LL)</th>
<th>(WC)</th>
<th>(CM)</th>
<th>(AC)</th>
<th>Total</th>
<th>NASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>59,880</td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>32,671</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50,648</td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>31,148</td>
<td></td>
</tr>
<tr>
<td>Special Use</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>37,553</td>
<td></td>
</tr>
<tr>
<td>General Use</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>23,538</td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>746</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>86,866</td>
<td></td>
</tr>
</tbody>
</table>

Note: Comparison of these percentages to other institutions or generally accepted rules of thumb would not be very meaningful due to the large amount of unclassified space.

University of Baltimore’s Main Campus total inventory of net assignable square feet (NASF) is summarized by building and room use classification in the tables that follow. These tables provide a ready review of the distribution of existing space among the functional classification categories.

Main Campus Space Inventory (NASF) By Building

<table>
<thead>
<tr>
<th>Use Classification</th>
<th>CR</th>
<th>(WC)</th>
<th>(CM)</th>
<th>(AC)</th>
<th>(AL)</th>
<th>(LL)</th>
<th>(LC)</th>
<th>(AC)</th>
<th>(LL)</th>
<th>(WC)</th>
<th>(CM)</th>
<th>(AC)</th>
<th>Total</th>
<th>NASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>59,880</td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>32,671</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50,648</td>
<td></td>
</tr>
<tr>
<td>Study</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>31,148</td>
<td></td>
</tr>
<tr>
<td>Special Use</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>37,553</td>
<td></td>
</tr>
<tr>
<td>General Use</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>23,538</td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>746</td>
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</tr>
<tr>
<td>Total</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>86,866</td>
<td></td>
</tr>
</tbody>
</table>

Data Source: Compiled by Facilities Planning Associates from inventory data provided by University of Baltimore Office of Facilities Management & Capital Planning

December 1, 2015

REVIEW DRAFT

3-5
Main Campus Space Inventory (NASF) By Building (Continued)

<table>
<thead>
<tr>
<th>Code</th>
<th>Auxiliary Enterprise Buildings</th>
<th>Leased Buildings</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Classroom Facilities</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>200</td>
<td>Laboratory Facilities</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>220</td>
<td>Open Laboratory</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>230</td>
<td>Research Laboratory</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>300</td>
<td>Office Facilities</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>400</td>
<td>Study Facilities</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>420/31</td>
<td>Stack/Open Stack</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>520/10</td>
<td>Processing/Service</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>550</td>
<td>Support Facilities</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>510</td>
<td>Anteport</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>545</td>
<td>Clinic</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>580</td>
<td>Greenhouse</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>400</td>
<td>General Use Facilities</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>510</td>
<td>Assembly</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>620</td>
<td>Exhibition</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>630</td>
<td>Rest Facility</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>640</td>
<td>Day Care</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>650</td>
<td>Loughe</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>660</td>
<td>Merchandising</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>670</td>
<td>Recreation</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>680</td>
<td>Meeting Room</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>700</td>
<td>Support Facilities</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>710</td>
<td>Central Computer/Telecom</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>720-745</td>
<td>Storage/Service</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>750</td>
<td>Central Service</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>760/770</td>
<td>Hazmat Storage</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>800</td>
<td>Health Care Facilities</td>
<td>Leased Buildings</td>
</tr>
<tr>
<td>100-1000</td>
<td>Totals</td>
<td>Leased Buildings</td>
</tr>
</tbody>
</table>

STUDENT ENROLLMENTS

Fall 2014 enrollment at UB is 6,422 students. A total of 61,422 credit hours are generated by 4,497 full-time equivalent student enrollments.

Enrollment Summary – Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Full-Time Headcount</th>
<th>Part-Time Headcount</th>
<th>Fall 2014 Total Headcount</th>
<th>FTE Enrollments</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>2,089</td>
<td>1,396</td>
<td>3,485</td>
<td>2,486</td>
<td>37,295</td>
</tr>
<tr>
<td>Graduate</td>
<td>1,295</td>
<td>1,642</td>
<td>2,937</td>
<td>2,011</td>
<td>24,127</td>
</tr>
<tr>
<td>Totals</td>
<td>3,384</td>
<td>3,038</td>
<td>6,422</td>
<td>4,497</td>
<td>61,422</td>
</tr>
</tbody>
</table>

Data Source: University of Baltimore Office of Institutional Research and Analysis

December 1, 2015 REVIEW DRAFT
A distribution of student credit hours is presented in the following table. The on-campus (Main) data is organized by Day before 5:00 p.m. and Evening after 5:00 p.m. Most of UB’s total student credit hours (51%) are generated on campus during the day.

### Credit Hour Distribution – Fall 2014

<table>
<thead>
<tr>
<th>Source</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Total</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Campus (Day)</td>
<td>16,901</td>
<td>8,316</td>
<td>25,217</td>
<td>51%</td>
</tr>
<tr>
<td>Main Campus (Evening)</td>
<td>13,001</td>
<td>11,595</td>
<td>24,596</td>
<td>49%</td>
</tr>
<tr>
<td>Subtotals On-Campus</td>
<td>29,902</td>
<td>19,911</td>
<td>49,813</td>
<td>81%</td>
</tr>
<tr>
<td>Various Alternate Locations</td>
<td>624</td>
<td>848</td>
<td>1,472</td>
<td>13%</td>
</tr>
<tr>
<td>Online (Web)</td>
<td>6,769</td>
<td>3,368</td>
<td>10,137</td>
<td>87%</td>
</tr>
<tr>
<td>Subtotals Off-Campus</td>
<td>7,393</td>
<td>4,216</td>
<td>11,609</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Totals University of Baltimore</strong></td>
<td><strong>37,295</strong></td>
<td><strong>24,127</strong></td>
<td><strong>61,422</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Data Source: University of Baltimore Office of Institutional Research and Analysis

### FACULTY AND STAFF

University of Baltimore employs 208 full-time faculty and 473 full-time staff. In addition, the University employs 286 part-time faculty and 101 part-time staff. The following table illustrates the distribution of personnel who are critical to providing an environment that fosters UB’s goal to “enhance student success and career readiness.”

### Faculty and Staff 2014

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>208</td>
<td>286</td>
<td>494</td>
</tr>
<tr>
<td>Staff</td>
<td>473</td>
<td>101</td>
<td>574</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>681</strong></td>
<td><strong>387</strong></td>
<td><strong>1,068</strong></td>
</tr>
</tbody>
</table>

Data Source: University of Baltimore Office of Institutional Research and Analysis
LIBRARY COLLECTIONS

The University of Baltimore supports two libraries, the Langsdale Library and the Law Library. Each of these entities contains learning resources in diverse formats including, books, print and electronic periodicals, reference tools, audiovisual materials and indexes. While the Langsdale Library Building is currently undergoing renovation, its collections and operations are being housed in the H. Mebane Turner Learning Commons. The tables below list the University’s current collections in each library.

### Physical Bound Volume Equivalents (PBVE): UB Libraries

<table>
<thead>
<tr>
<th>Langsdale Library</th>
<th>Current Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>67,393</td>
</tr>
<tr>
<td>Bound Periodicals</td>
<td>1,642</td>
</tr>
<tr>
<td>Documents/Pamphlets</td>
<td>6,392</td>
</tr>
<tr>
<td>Microfilm Reels</td>
<td>18</td>
</tr>
<tr>
<td>Maps</td>
<td>0</td>
</tr>
<tr>
<td>Microform (non-reel)</td>
<td>0</td>
</tr>
<tr>
<td>Newspapers Unbound</td>
<td>0</td>
</tr>
<tr>
<td>Reference Books</td>
<td>3,087</td>
</tr>
<tr>
<td>Periodicals Unbound</td>
<td>3,523</td>
</tr>
<tr>
<td>Video Disks</td>
<td>11,305</td>
</tr>
<tr>
<td>Audio Tapes</td>
<td>13,343</td>
</tr>
<tr>
<td>Computer Diskettes</td>
<td>0</td>
</tr>
<tr>
<td>Compact Disks</td>
<td>0</td>
</tr>
<tr>
<td>Video Tapes</td>
<td>7,415</td>
</tr>
<tr>
<td>Films (reel-to-reel)</td>
<td>5,125</td>
</tr>
</tbody>
</table>

**Physical Bound Volume Equivalent (PBVE)** 106,909

<table>
<thead>
<tr>
<th>Law Library</th>
<th>Current Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>63,474</td>
</tr>
<tr>
<td>Bound Periodicals</td>
<td>9,943</td>
</tr>
<tr>
<td>Documents/Pamphlets</td>
<td>3</td>
</tr>
<tr>
<td>Microfilm Reels</td>
<td>4,570</td>
</tr>
<tr>
<td>Maps</td>
<td>1</td>
</tr>
<tr>
<td>Microform (non-reel)</td>
<td>816,878</td>
</tr>
<tr>
<td>Newspapers Unbound</td>
<td>4</td>
</tr>
<tr>
<td>Reference Books</td>
<td>4,388</td>
</tr>
<tr>
<td>Periodicals Unbound</td>
<td>2,843</td>
</tr>
<tr>
<td>Video Disks</td>
<td>309</td>
</tr>
<tr>
<td>Audio Tapes</td>
<td>0</td>
</tr>
<tr>
<td>Computer Diskettes</td>
<td>0</td>
</tr>
<tr>
<td>Compact Disks</td>
<td>603</td>
</tr>
<tr>
<td>Video Tapes</td>
<td>5</td>
</tr>
<tr>
<td>Films (reel-to-reel)</td>
<td>0</td>
</tr>
</tbody>
</table>

**Physical Bound Volume Equivalent (PBVE)** 109,809

### SECTION SUMMARY

Projections of these elements form the computed future demand generated by student enrollments, faculty and staff against an anticipated supply of space. The impact of such demand against the supply of space inventory is addressed later in the Space Needs section.
UTILIZATION OF INSTRUCTIONAL SPACE

INTRODUCTION

Utilization analysis provides a measure of adequacy and how efficiently spaces are being used. The focus of this analysis is on the regularly scheduled instructional spaces (classrooms and class laboratories). This utilization analysis does not measure other uses of instructional spaces such as for meetings, continuing education classes, or other uses that may not be regularly scheduled. Although other spaces, such as open laboratories, libraries and offices are used intensely, their use is not scheduled, therefore, not lending themselves to utilization analysis with any degree of confidence.

Information and findings are presented that represent the results of an analysis of readily available input data pertinent to the utilization of instructional spaces.

Utilization focuses on both classroom and class laboratory/studio space. Nevertheless, a preface is appropriate with reference to classrooms. Although efficient use of all spatial resources is important, classrooms offer the best barometer of whether or not space is being used efficiently and effectively. When determining the enrollment capacity of a campus, the focus should be on classroom space. This is because nearly every student needs and uses classroom space, while only some students use all other kinds of space. Most other kinds of space will not impact an institution’s enrollment capacity.

While it is generally understood that it is impossible to use classrooms every hour of the day, there are always opportunities to improve their utilization. The primary reason that utilization goals that approach 100% are not realistic is that the use of classrooms is market driven. That is that both students and faculty, for varying reasons, prefer certain times of the day and week for attending and teaching classes.

There are many factors that can impact the utilization of instructional spaces. Some factors that can adversely affect utilization can be directly influenced by the University, such as:

- Incomplete or inaccurate facilities databases such as facilities inventory and course data
- Non-standardized course starting and ending times
- Non-standardized course meeting times
- Tablet armchair seating
- Outdated technology
- Oversized classrooms
- Antiquated layout and physical condition

University of Baltimore would have more difficulty influencing other factors that can impact utilization of classrooms:

- Student preference for class times
Faculty preference for class times
- Competition with laboratory sections
- Competition with continuing education courses
- Time constraints of the working student
- Time constraints of the adjunct faculty
- Student course loads

The consultants used the inventory of assignable spaces and floor plans as well as course enrollment data provided by UB for the 2014 fall semester to use as the basis for preliminary analysis of how classroom and class laboratory spaces are used. For the most part, these two sources were used without field verification or major data clean-up.

In order to insure adequate data linkage and consistency, only data with complete information fields, i.e., class start and end times, class location, room size, student stations, was included in the analysis.

This analysis focuses on three areas of utilization:

1. Time Utilization: Room use by day, by time of day
2. Room Utilization: Average number of hours per week that rooms were used
3. Station Occupancy: The percentage of student stations that were filled when rooms are in use

Generally, two measures of utilization are employed to determine how efficiently instructional spaces are being used. Room Utilization, expressed as weekly room hours, is the number of hours each room is used for regularly scheduled classes during the week. Station Occupancy, expressed as a percentage or fraction, is the ratio between the average number of stations per room actually occupied during the week and the number of stations available for occupancy.

The two utilization measures, along with Student Station Size, form the three basic components of instructional space planning guidelines, thus providing suitable means of comparison and measure against guidelines, standards or targets.

Valid comparisons with institutions from other four-year systems are often problematic for several reasons:

- Data is not always uniform among systems in different states
- Lack of uniform interpretation of definitions
- Methodology of data collection is not standard
- Facilities data is not as readily available as are other educational data such as enrollment, library and fiscal data

Nevertheless, where comparable facilities utilization data is available, it is included as appropriate. This utilization analysis addresses University of Baltimore’s Main Campus only.
SUMMARY OF KEY FINDINGS

CLASSROOMS

- Of 73 classrooms on campus available for use, 63 were scheduled between 8:00 am and 5:00 pm.

- The most scheduled times for classrooms during the day were from 1:00 pm to 4:00 pm on Tuesdays when 55% of scheduled rooms were in use. The most heavily scheduled three-hour period day and evening was from 5:00 pm to 8 pm on Mondays and Thursdays when 85% of scheduled classrooms were in use.

- Classrooms averaged 12 room hours per week which is well below Maryland’s room utilization guideline of 20 hours.

- Student stations were 57% occupied when rooms were scheduled which is below Maryland’s guideline.

- The average student station size for classrooms was 21 NASF which is in accord with Maryland’s guideline.

<table>
<thead>
<tr>
<th>Instructional Space Utilization Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room Type</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
</tr>
<tr>
<td>Class Laboratories</td>
</tr>
</tbody>
</table>

CLASS LABORATORIES

- Of 20 class laboratories on campus available for use, 12 were scheduled between 8:00 am and 5:00 pm.

- The most scheduled times for class laboratories during the day were from 2:00 pm to 5:00 pm on Wednesdays and Thursdays when 55% of all labs were in use. Between 5:00 pm and 8:00 pm, 75% of all class laboratories were in use.

- Class Laboratories averaged 7 room hours per week which is well below Maryland’s utilization guideline of 20 hours.

- Student stations were 68% occupied when rooms were scheduled which is below Maryland’s 80% occupancy guideline.

- The average student station size for class laboratories was 36 NASF which is well below target guidelines of 64 NASF. It must be noted that guidelines for laboratory spaces range anywhere from 30 ASF for math and statistics labs to 150 ASF for art studios.
METHODOLOGY

The University provided base data in the form of course enrollments and facilities room-by-room space inventory for the 2014 fall semester.

The consultant team analyzed course enrollment data to define which classrooms and class laboratories were scheduled for use. This data was also used to determine instructional space use by day and time of day, average weekly room hour use, student station occupancy, and weekly student contact hours. The facilities space inventory provided sizes for each instructional space as well as the number of student stations in each room.

Weekly room hours define the number of hours each classroom or class lab is used per week for regularly scheduled classes. Weekly student contact hours are the product of student course enrollment times the weekly room hours. Student station occupancy is the percentage of seats occupied when a room is used for a regularly scheduled course. It is determined by dividing the weekly student contact hours by the weekly student contact hour capacity. Student station size is an average resulting from the room size (in assignable square feet) divided by the number of student stations.

Courses not scheduled for on-campus classrooms and class laboratories were not included in this analysis. Courses held off-site, independent study courses, online courses and courses not scheduled by the registrar were excluded. Also eliminated were courses with incomplete data such as start/end times and location. Finally, classrooms and class laboratories that had no course enrollment were included in tables and charts for accounting and information purposes, but were not included in calculations or analysis.

Expectations and inferences for instructional space utilization provided by the Maryland Higher Education Commission (MHEC) Space Guidelines for Four-Year Public Institutions were used as benchmarks to compare UB's utilization of instructional spaces.

INSTRUCTIONAL SPACE INVENTORY SUMMARY

UB’s Main Campus total inventory of net assignable square feet (NASF) is summarized by building and room use classification in tables presented earlier. The following table provides an extraction of instructional space data for ready reference.

Instructional Space Inventory (NASF) by Building: Fall 2014

<table>
<thead>
<tr>
<th>Room Use Classification</th>
<th>(AC) Academic Center</th>
<th>(AL) Angelos Law Center</th>
<th>(BC) Thumel Business Center</th>
<th>(LC) Turner Commons</th>
<th>(LP) Liberal Arts &amp; Policy</th>
<th>UB Instruction Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>110 Classroom</td>
<td>12,257</td>
<td>16,030</td>
<td>15,573</td>
<td>9,133</td>
<td>3,410</td>
<td>56,403</td>
</tr>
<tr>
<td>210 Class Laboratory</td>
<td>6,958</td>
<td>1,985</td>
<td>0</td>
<td>0</td>
<td>833</td>
<td>9,776</td>
</tr>
<tr>
<td>Totals</td>
<td>19,215</td>
<td>18,015</td>
<td>15,573</td>
<td>9,133</td>
<td>4,243</td>
<td>66,179</td>
</tr>
</tbody>
</table>

Data Source: University of Baltimore Office of Facilities Management & Capital Planning
CLASSROOM UTILIZATION

For purposes of this utilization analysis, classrooms are defined as spaces that are not tied to a specific subject or discipline by equipment or room configuration. These rooms are generally used for scheduled instruction and have a room use code of 110. Although the inventory includes spaces that directly support classrooms (classroom service: code 115) in its total accounting of net assignable square feet, utilization addresses only the spaces used for actual instruction. On the other hand, application of generally recognized space planning guidelines address space allocated to both classroom and classroom service activity.

The University, from time-to-time, designates rooms that may have been designed for other purposes to be used for classroom instruction. In the fall semester of 2014, there were occasions where instructional spaces were used to teach both lecture and laboratory sections. In such instances, the consultants used the primary generator of contact hours (lecture vs. laboratory) to determine the room use classification.

Course enrollment data identifies a total of 63 rooms scheduled for classroom instruction that were used for credit courses during the 2014 fall semester. These 63 “classrooms” are the subject of this analysis of classroom utilization.

Using a 45-hour week (Monday through Friday from 8:00 am to 5:00 pm) Maryland’s classroom utilization target for University of Baltimore is 20 hours per week. Maryland’s guidelines infer 60% student station occupancy and 20.5 NASF per station.

The following table presents a comprehensive view of classroom utilization both campuswide and by building. Overall classrooms at University of Baltimore were in use an average of 12 hours with 57% of the seats occupied when rooms were in use. Average weekly room hours were significantly below Maryland’s minimum utilization guideline while station occupancy was just below the minimum of 60%. At 21 NASF per student station, UB’s classrooms are rounded at the guideline.

### Classroom Utilization by Building (Day Only)

<table>
<thead>
<tr>
<th>Building</th>
<th>Scheduled Rooms</th>
<th>NASF*</th>
<th>Student Stations</th>
<th>Average NASF/Station</th>
<th>% of Stations Occupied</th>
<th>Average Weeks Room Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC  Academic Center</td>
<td>18</td>
<td>12,257</td>
<td>578</td>
<td>21</td>
<td>63%</td>
<td>13</td>
</tr>
<tr>
<td>AL  Angelos Law Center</td>
<td>15</td>
<td>16,030</td>
<td>716</td>
<td>22</td>
<td>55%</td>
<td>14</td>
</tr>
<tr>
<td>BC  Thumel Business Center</td>
<td>16</td>
<td>15,573</td>
<td>677</td>
<td>23</td>
<td>65%</td>
<td>11</td>
</tr>
<tr>
<td>LC  Turner Learning Commons</td>
<td>9</td>
<td>9,133</td>
<td>532</td>
<td>17</td>
<td>39%</td>
<td>9</td>
</tr>
<tr>
<td>LP  Liberal Arts &amp; Policy Building</td>
<td>5</td>
<td>3,410</td>
<td>145</td>
<td>24</td>
<td>81%</td>
<td>11</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>63</strong></td>
<td><strong>56,403</strong></td>
<td><strong>2,648</strong></td>
<td><strong>21</strong></td>
<td><strong>57%</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Data Source: Compiled by Facilities Planning Associates

*Total of scheduled rooms
Review of scheduled classrooms shows that Monday through Friday between 9:00 am and 12:00 noon approximately 68% of scheduled classrooms are in use. Between 5:00 pm and 8:00 pm approximately 66% of classrooms are in use. The highest three-hour use of classrooms occurs Mondays between 5:00 pm and 8:00 pm when 89% are in use. The most heavily scheduled day is Tuesday when 47% of all scheduled classrooms are in use between the hours of 9:00 am and 5:00 pm.

<table>
<thead>
<tr>
<th>Class Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Average (M-F)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rooms</td>
<td>% Utilized</td>
<td>Rooms</td>
<td>% Utilized</td>
<td>Rooms</td>
<td>% Utilized</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>2%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>16</td>
<td>25%</td>
<td>14</td>
<td>22%</td>
<td>18</td>
<td>29%</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>19</td>
<td>30%</td>
<td>22</td>
<td>35%</td>
<td>24</td>
<td>38%</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>29</td>
<td>46%</td>
<td>37</td>
<td>59%</td>
<td>29</td>
<td>46%</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>35</td>
<td>56%</td>
<td>34</td>
<td>54%</td>
<td>31</td>
<td>49%</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>32</td>
<td>51%</td>
<td>28</td>
<td>44%</td>
<td>28</td>
<td>44%</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>33</td>
<td>52%</td>
<td>36</td>
<td>57%</td>
<td>30</td>
<td>48%</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>34</td>
<td>54%</td>
<td>40</td>
<td>63%</td>
<td>33</td>
<td>52%</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>21</td>
<td>33%</td>
<td>28</td>
<td>44%</td>
<td>25</td>
<td>40%</td>
</tr>
<tr>
<td>5:00 PM</td>
<td>46</td>
<td>73%</td>
<td>46</td>
<td>73%</td>
<td>44</td>
<td>70%</td>
</tr>
<tr>
<td>6:00 PM</td>
<td>56</td>
<td>89%</td>
<td>52</td>
<td>83%</td>
<td>52</td>
<td>83%</td>
</tr>
<tr>
<td>7:00 PM</td>
<td>57</td>
<td>90%</td>
<td>54</td>
<td>86%</td>
<td>51</td>
<td>81%</td>
</tr>
<tr>
<td>8:00 PM</td>
<td>19</td>
<td>30%</td>
<td>22</td>
<td>35%</td>
<td>18</td>
<td>29%</td>
</tr>
<tr>
<td>9:00 PM</td>
<td>8</td>
<td>13%</td>
<td>14</td>
<td>22%</td>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>10:00 PM</td>
<td>7</td>
<td>11%</td>
<td>14</td>
<td>22%</td>
<td>5</td>
<td>8%</td>
</tr>
</tbody>
</table>
CLASSESSROOM CAPACITY

When determining the enrollment capacity of a campus, the focus should be on classroom space. This is because nearly every student needs and uses classroom space, while only some students use all other kinds of space. Most other kinds of space will not impact an institution’s enrollment capacity.

The following tables offer a view of the size of classes and the capacities of the classrooms in which they were scheduled during the fall semester of 2014. The first table is based on the size of classes while the second table provides the number of classes in rooms with corresponding capacities. The third table presents the distribution of UB’s 63 scheduled classrooms by room capacity.

### Class Distribution by Class Size

<table>
<thead>
<tr>
<th>Class Size</th>
<th>&lt;21</th>
<th>21-30</th>
<th>31-40</th>
<th>41-60</th>
<th>&gt;60</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Classes</td>
<td>112</td>
<td>112</td>
<td>40</td>
<td>8</td>
<td>11</td>
<td>283</td>
</tr>
<tr>
<td>Percent of Total</td>
<td>39.6%</td>
<td>39.6%</td>
<td>14.1%</td>
<td>2.8%</td>
<td>3.9%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Class Size Distribution by Room Capacity

<table>
<thead>
<tr>
<th>Room Capacity</th>
<th>&lt;21</th>
<th>21-30</th>
<th>31-40</th>
<th>41-60</th>
<th>&gt;60</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Classes</td>
<td>19</td>
<td>108</td>
<td>63</td>
<td>70</td>
<td>23</td>
<td>283</td>
</tr>
<tr>
<td>Percent of Total</td>
<td>6.7%</td>
<td>38.2%</td>
<td>22.3%</td>
<td>24.7%</td>
<td>8.1%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Classroom Distribution by Room Capacity

<table>
<thead>
<tr>
<th>Room Capacity</th>
<th>&lt;21</th>
<th>21-30</th>
<th>31-40</th>
<th>41-60</th>
<th>&gt;60</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Classrooms</td>
<td>7</td>
<td>23</td>
<td>14</td>
<td>15</td>
<td>4</td>
<td>63</td>
</tr>
<tr>
<td>Percent of Total</td>
<td>11.1%</td>
<td>36.5%</td>
<td>22.2%</td>
<td>23.8%</td>
<td>6.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Review of these tables offers the following:

- There were 112 classes with fewer than 21 students, while 19 classes were offered in rooms with capacities of fewer than 21.
- Twenty three (23) classes were held in four (4) rooms with capacities greater than 60, while there were eleven (11) classes of 60 students or more.
- 40% of classes enroll 20 or fewer students while only 11% of classrooms have corresponding capacity.
- 79% of classes enroll 30 or fewer students while only 48% of classrooms have corresponding capacity.

There is a shortage of classrooms with capacities of 30 or less, and there appears to be little “quantitative” need for classrooms with capacities exceeding 60. However, there is obvious qualitative and programmatic need for lecture halls with capacity for 100 or more students.

This analysis suggests that the University should consider reconfiguring some of the existing classroom spaces to provide additional classrooms appropriate for 20 or fewer students.
CLASS LABORATORY UTILIZATION

Class laboratories are defined as instructional spaces that are used primarily for formally or regularly scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline. These rooms have a room use code of 210. Included in this category are science labs, computer labs, art and music studios, architectural drafting rooms and distance learning classrooms. Although the inventory includes spaces such as preparations rooms, balance rooms, cold rooms, stock rooms, dark rooms, equipment issue rooms that directly support class laboratories (class laboratory service: code 215) in its total accounting of assignable square feet, utilization addresses only the space used for actual instruction. As is the case with classrooms, application of space planning guidelines addresses space associated with both class laboratory and class laboratory service activity.

The class laboratory room use categories do not include informally scheduled or unscheduled laboratories such as open laboratories (code 220) or research laboratories (code 250). It does not include gymnasium and pools (code 520), animal quarters (code 570) or greenhouses (code 580).

Course enrollment data identifies a total of 12 rooms scheduled for laboratory instruction that were in use for credit courses during the 2014 fall semester. These 12 “class labs” are the subject of this analysis of class laboratory utilization.

Maryland’s class laboratory utilization targets for UB suggest 20 hours per week room use, 80% student station occupancy, and 64 NASF per student station.

<table>
<thead>
<tr>
<th>Building</th>
<th>Scheduled Rooms</th>
<th>NASF*</th>
<th>Student Stations</th>
<th>Average NASF/Station</th>
<th>% of Stations Occupied</th>
<th>Average Week Room Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC Academic Center</td>
<td>8</td>
<td>6,958</td>
<td>184</td>
<td>38</td>
<td>79%</td>
<td>6</td>
</tr>
<tr>
<td>AL Angelos Law Center</td>
<td>3</td>
<td>1,985</td>
<td>66</td>
<td>30</td>
<td>48%</td>
<td>8</td>
</tr>
<tr>
<td>LP Liberal Arts &amp; Policy</td>
<td>1</td>
<td>833</td>
<td>25</td>
<td>33</td>
<td>63%</td>
<td>8</td>
</tr>
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Data Source: Compiled by Facilities Planning Associates

*Total of scheduled rooms
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<th>Thursday % Utilized</th>
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University of Baltimore Main Campus
AVGERAGE CLASS LABORATORY USE BY HOUR
Monday - Friday

University of Baltimore Main Campus
AVGERAGE CLASS LABORATORY USE BY HOUR
Monday

University of Baltimore Main Campus
AVGERAGE CLASS LABORATORY USE BY HOUR
Tuesday

University of Baltimore Main Campus
AVGERAGE CLASS LABORATORY USE BY HOUR
Wednesday

University of Baltimore Main Campus
AVGERAGE CLASS LABORATORY USE BY HOUR
Thursday

University of Baltimore Main Campus
AVGERAGE CLASS LABORATORY USE BY HOUR
Friday
### (AC) ACADEMIC CENTER

**Number of Classrooms:**
Number of Classrooms Scheduled: 18

**Time Utilization:**
Average Weekly Room Utilization: 13 hours
Student Station Occupancy: 68%
Average Student Station Size: 21 NASF

**Number of Class Labs:**
Number of Class Labs Scheduled: 8

**Time Utilization:**
Average Weekly Room Utilization: 6 hours
Student Station Occupancy: 79%
Average Student Station Size: 38 NASF

#### Academic Center (AC) (8:00 a.m. - 4:59 p.m.)

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<tr>
<th>Room</th>
<th>Use Code</th>
<th>Room Use</th>
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<th>NASF/Student</th>
<th>Total Students</th>
<th>No. of Classes</th>
<th>Ave. Enroll/Class</th>
<th>Station Occupancy</th>
<th>Ave. Weekly Room Hours</th>
<th>Room Utilization</th>
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Totals: 12,257 578 21 1,870 86 22 68% 13 27.9% 5,873

**Maryland Public Four-Year Guidelines:**

- Academic Center (AC) (8:00 a.m. - 4:59 p.m.):
  - 20.5 %
  - 60%
  - 20

- **Academic Center (AC) (8:00 a.m. - 4:59 p.m.)**
  - 8 Class Laboratories Scheduled
  - 40.0% 460

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<th>Total Students</th>
<th>No. of Classes</th>
<th>Ave. Enroll/Class</th>
<th>Station Occupancy</th>
<th>Ave. Weekly Room Hours</th>
<th>Room Utilization</th>
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Totals: 6,958 184 38 399 22 18 78.9% 6 14.2% 1,098

**Maryland Public Four-Year Guidelines:**

- 64
- 80%
- 20
(AC) Academic Center

AVERAGE CLASSROOM USE BY HOUR

(AC) Academic Center

AVERAGE CLASS LABORATORY USE BY HOUR
Number of Classrooms:
Number of Classrooms Scheduled: 18

Time Utilization:
Average Weekly Room Utilization: 13 hours
Student Station Occupancy: 68%
Average Student Station Size: 21 NASF

Number of Class Labs:
Number of Class Labs Scheduled: 3

Time Utilization:
Average Weekly Room Utilization: 8 hours
Student Station Occupancy: 48%
Average Student Station Size: 30

Angelos Law Center (AC) (8:00 a.m. - 4:59 p.m.)

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<th>No. of Stations</th>
<th>NASF / Station</th>
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Maryland Public Four-Year Guidelines: 20.5 60.0% 20

Angelos Law Center (AL) (8:00 a.m. - 4:59 p.m.)

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Maryland Public Four-Year Guidelines: 64 80% 20

December 1, 2015 REVIEW DRAFT 3-23
(AL) Angelos Law Center
AVERAGE CLASSROOM USE BY HOUR

(AS) Angelos Center
AVERAGE CLASS LABORATORY USE BY HOUR
(BC) BUSINESS CENTER

Number of Classrooms:
Number of Classrooms Scheduled: 16

Time Utilization:
Average Weekly Room Utilization: 11 hours
Student Station Occupancy: 65%
Average Student Station Size: 23 NASF

Number of Class Labs:
Number of Class Labs Scheduled: 0

Time Utilization:
Average Weekly Room Utilization:
Student Station Occupancy:
Average Student Station Size:

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Maryland Public Four-Year Guidelines:

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(BC) Business Center

AVERAGE CLASSROOM USE BY HOUR

December 1, 2015 REVIEW DRAFT 3-25
Number of Classrooms:
Number of Classrooms Scheduled: 9

Time Utilization:
Average Weekly Room Utilization: 9 hours
Student Station Occupancy: 39%
Average Student Station Size: 17 NASF

Number of Class Labs:
Number of Class Labs Scheduled: 0

Time Utilization:
Average Weekly Room Utilization:
Student Station Occupancy:
Average Student Station Size:

### Learning Commons (LC) (8:00 a.m. - 4:59 p.m.)

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Maryland Public Four-Year Guidelines:

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### (LC) Learning Commons

**AVERAGE CLASSROOM USE BY HOUR**
### (LP) LIBERAL ARTS & POLICY

**Number of Classrooms:**
- **Number of Classrooms Scheduled:** 5
- **Time Utilization:**
  - **Average Weekly Room Utilization:** 11 hours
  - **Student Station Occupancy:** 85%
  - **Average Student Station Size:** 24 NASF

**Number of Class Labs:**
- **Number of Class Labs Scheduled:** 1
- **Time Utilization:**
  - **Average Weekly Room Utilization:** 8 hours
  - **Student Station Occupancy:** 63%
  - **Average Student Station Size:** 33

#### Liberal Arts & Policy Building (LP) (8:00 a.m. - 4:59 p.m.)

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Maryland Public Four-Year Guidelines:
- 20.5
- 60.0%
- 20

#### Liberal Arts & Policy Building (LP) (8:00 a.m. - 4:59 p.m.)

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<th>Use Code</th>
<th>Use</th>
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<th>Total Students</th>
<th>No. of Classes</th>
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<td>8</td>
<td>17.8%</td>
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</table>

Maryland Public Four-Year Guidelines:
- 64
- 80%
- 20
(LP) Liberal Arts and Policy Building

AVERAGE CLASSROOM USE BY HOUR

(LP) Liberal Arts and Policy Building

AVERAGE CLASS LABORATORY USE BY HOUR
SECTION SUMMARY

This overview of University of Baltimore’s supply of existing space and its utilization as of the fall semester 2014 serves as a context for or transitioning into the actual planning for future facilities.

The next section begins the evaluation of the adequacy of existing and projected space to determine its suitability to support the University’s existing and future programs.
SPACE NEEDS ANALYSIS

INTRODUCTION

The purpose of space needs analysis is to assess, on a macro level, the extent to which the current total amount of academic and other space is adequate for use in support of future enrollments. Specifically, space needs analysis incorporates the concept of supply and demand. It is the process of estimating the needed supply of learning, support and resource space given a projected demand of academic programs, faculty and staffing levels, and student enrollments.

Projected space needs are the results of demand, in terms of anticipated programs, enrollments and staffing, on buildings and space at a future date. The ultimate outcome of this assessment is to provide estimates of the supply of types and amounts of space likely to be needed to accommodate University of Baltimore’s projected fall 2024 demand in terms of academic programs and their ensuing enrollments and staffing levels.

Growth of some existing programs and the establishment of new ones suggest a very modest growth in enrollment, but a need for specific, specialized facilities. We believe that exploiting opportunities to effectively market the “UB Brand” will drive program offerings in the coming years. Many of these programs, forensic studies, human services, psychology and crime scene investigation in particular, and to a lesser degree continuing education, require specialized classrooms, labs and other facilities that can be flexibly adjusted for a variety of teaching/learning settings.

This demand is considered in subsequent sections to identify space needs and suggest future physical development. The need for facilities should also be viewed in the context of how the process of learning may evolve over time.

Due to ever changing technology for both teaching and learning, much of higher education must rethink its learning environments. Although the lecture/lab instructional delivery mode will continue to be used, colleges and universities will increasingly supplement that delivery methodology with specialized learning environments that allow for both scheduled and unscheduled instruction and learning in discipline related simulated environments.

Central to UB’s efforts to enhance and refine its learning environments are the major thrusts of restoring and maintaining existing and planned facilities, as well as the aesthetic environment. These thrusts are to be developed, guided, and modified within the parameters of systematic, coordinated planning efforts. The short and long-term outcomes of each planning methodology will provide direct evidence of the revitalization of levels of integrity that reflect optimal teaching and learning environments.

Contemporary learning environments are required in order for the University to continue to successfully attract and retain a representative level of Baltimore’s available student population. UB will consider the merits of removing some obsolete facilities from inventory, renovating and rehabilitating other existing facilities, as well as providing new facilities. Contemporary teaching/learning environments
include the provision of detailed and unique needs for classroom, laboratory, research and office space, as well as ancillary spaces required for supporting future programmatic impetus.

Improved literacy and refinement of technology in educational institutions dictate the provision of instructional spaces that are designed for both unique and/or shared functions. These spaces will further require adequate consistency with a global reconfiguration that increases the utilization efficiency ratio.

Future environments should be such that the distinction between a computer lab and a lecture classroom will disappear because the technology and furnishings will be unobtrusive but available on demand. All furnishings will be easily movable or the instructional area will automatically be able to configure the furnishings based upon immediate need. With the exception of science labs, athletic and recreation spaces, and some arts studios, the idea of rooms belonging exclusively to an instructional area will disappear. Credit classrooms would be available to continuing education learners and vice versa.

Electronic presentation that allows integration and manipulation of complex data into the learning environment is becoming more and more the norm. Teleconferencing and online learning capabilities will make partnerships with other schools and businesses, even ones in other countries, commonplace. Modernization of instructional delivery requires that instructional spaces be configured relative to future disciplinary/programmatic goals whose objectives and functions dictate more efficient organization and utilization of space.

In summary, space needs analysis is the process of estimating the needed supply of learning, support and resource space given a projected demand of academic programs, disciplines and student enrollments. Thus, space needs analysis begins the transitioning from the language of academic assessment and academic planning to the language of facilities planning and master planning.

GLOSSARY OF TERMS

This glossary contains brief definitions of generic terms related to educational facilities planning and explanations of the acronyms and abbreviations referred to in this analysis of space needs.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Laboratory</td>
<td>Spaces that are used primarily for formally or regularly scheduled classes that require special purpose equipment for a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline</td>
</tr>
<tr>
<td>Classroom</td>
<td>Spaces that are not tied to as specific subject or discipline by equipment or room configuration</td>
</tr>
<tr>
<td>Core Space</td>
<td>Space necessary because of existence of the institution or program without regard to other factors</td>
</tr>
<tr>
<td>Credit Hour</td>
<td>A numerical value awarded a student for successfully completing a course</td>
</tr>
<tr>
<td>Facilities Inventory</td>
<td>Room-by-room and building-by-building listing of assignable spaces, their primary use, their size and their capacity</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Full-Time Equivalent Faculty (FTEF)</td>
<td>A base factor statistic equal to a full-time faculty plus 25% of all part-time faculty</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> This statistic is used in this document for facilities planning purposes only, and the calculation may differ from the FTEF computed for budgetary or other reporting purposes.</td>
</tr>
<tr>
<td>Full-Time Equivalent Student</td>
<td>The total number of on-campus credit hours taught during a given semester, divided by 15 for undergraduate and by 12 for graduate students.</td>
</tr>
<tr>
<td>(FTE or FTES)</td>
<td><strong>Note:</strong> This statistic is used in this document for facilities planning purposes only, and the calculation may differ from the FTE computed for budgetary or other reporting purposes.</td>
</tr>
<tr>
<td>Full-Time Day Equivalent Student</td>
<td>The total number of on-campus credit hours taught before 5:00 p.m. during a given semester, divided by 15 for undergraduate and by 12 for graduate students.</td>
</tr>
<tr>
<td>(FTDE or FTDES)</td>
<td><strong>Note:</strong> This statistic is used in this document for facilities planning purposes only, and the calculation may differ from the FTDE computed for budgetary or other reporting purposes.</td>
</tr>
<tr>
<td>Gross Square Feet (GSF)</td>
<td>The sum of square feet of space in a building included within the outside faces of exterior walls for all stories or areas that have floor surface. Included are all structural, mechanical, service and circulation areas.</td>
</tr>
<tr>
<td>Net Assignable Square Feet (NASF)</td>
<td>The sum of all areas on all floors of a building assigned to, or available for assignment to an occupant for specific use. Excluded are spaces defined as structural, mechanical, service and circulation areas.</td>
</tr>
<tr>
<td>On-Campus</td>
<td>Refers to University of Baltimore’s main campus only</td>
</tr>
<tr>
<td>Physical Bound Volume Equivalent (PBVE)</td>
<td>The physical space required to accommodate a variety of library materials in amounts equal to one single typical book</td>
</tr>
<tr>
<td>Student Contact Hour</td>
<td>A measure of time of scheduled interface between students and teacher that is usually expressed in terms of Weekly Student Contact Hour (WSCH), which is the number of hours per week of required interface</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> This statistic is used in this document for facilities planning purposes only, and the calculation may differ from the WSCH computed for budgetary or other reporting purposes.</td>
</tr>
</tbody>
</table>
SUMMARY OF KEY FINDINGS

The base year for this space needs analysis is the fall semester of 2014. The projected or target year is fall 2024. When space surpluses and deficits are computed as a result of comparing current enrollment and staffing data against existing space inventory, University of Baltimore’s main campus shows a deficit of 31,400 net assignable square feet (NASF). When projected enrollment and staffing data are applied to a projected space inventory for fall 2024, the outcome is an overall space deficit of 102,100 NASF. Quantitative indicators suggest immediate and long-term need for facilities to support the following space classifications:

- Study Facilities: 39,500 NASF
- Athletics/Physical Education: 24,500 NASF
- Laboratory Facilities (Class and Open): 18,800 NASF
- Laboratory Facilities (Research): 12,000 NASF
- Assembly: 8,500 NASF
- Lounge: 2,900 NASF
- Exhibition: 2,800 NASF
- Media Production: 1,400 NASF
- Central Service: 1,300 NASF
- Health Care Facilities: 1,200 NASF
- Hazardous Materials Storage: 300 NASF

Analysis of space need also reveals surpluses in:

- Classroom Facilities: 10,600 NASF
- Office Facilities: 900 NASF
- Central Computer/Telecommunications: 700 NASF

Shop/Central Storage/Vehicle Storage is at the allowable guideline. Other space classifications are not addressed by Maryland’s space guidelines. These are either specialized spaces for which need is based entirely on programmatic requirements which vary greatly by institution. For these following ad-hoc categories of spaces, existing space is the guideline:

- Animal Quarters
- Armory
- Clinic
- Day Care
- Demonstration
- Field Building
- Food Facilities
- Greenhouse
- Meeting
- Merchandising
- Recreation

These classifications, as well as Residential Facilities which are also not addressed by Maryland’s guidelines, are excluded from this analysis.
Unclassified Facilities reflects categories that are either inactive, unassigned, in the process of being renovated, unfinished at the time of the inventory, or spaces that are being occupied by entities other than the University and are not available for University use. UB assigns two space categories to this group: Inactive (9,850 NASF) space spread among three buildings and space that is in the process of being renovated (the 36,616 NASF Langsdale Library).

A comprehensive computation of space needs is summarized in the following table.

<table>
<thead>
<tr>
<th>Use Code</th>
<th>Use Classification</th>
<th>State-Owned Inventory</th>
<th>2011 Allowance</th>
<th>Surplus/Deficit</th>
<th>Inventory as % of Allowance</th>
<th>Additions</th>
<th>Deletions</th>
<th>State-Owned Allowance</th>
<th>Surplus/Deficit</th>
<th>Inventory as % of Allowance</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Classroom Facilities</td>
<td>59,880</td>
<td>35,129</td>
<td>24,751</td>
<td>170.5%</td>
<td>0</td>
<td>0</td>
<td>59,880</td>
<td>49,243</td>
<td>10,637</td>
</tr>
<tr>
<td>200</td>
<td>Laboratory Facilities</td>
<td>32,671</td>
<td>50,044</td>
<td>-17,373</td>
<td>65.3%</td>
<td>0</td>
<td>0</td>
<td>32,671</td>
<td>63,525</td>
<td>-30,854</td>
</tr>
<tr>
<td>210</td>
<td>Class Laboratory</td>
<td>20,990</td>
<td>27,391</td>
<td>-6,401</td>
<td>76.6%</td>
<td>0</td>
<td>0</td>
<td>20,990</td>
<td>38,400</td>
<td>-17,410</td>
</tr>
<tr>
<td>220</td>
<td>Open Laboratory</td>
<td>10,177</td>
<td>8,278</td>
<td>1,899</td>
<td>122.9%</td>
<td>0</td>
<td>0</td>
<td>10,177</td>
<td>11,600</td>
<td>-1,423</td>
</tr>
<tr>
<td>250</td>
<td>Research Laboratory</td>
<td>1,504</td>
<td>14,375</td>
<td>-12,871</td>
<td>10.5%</td>
<td>0</td>
<td>0</td>
<td>1,504</td>
<td>13,525</td>
<td>-12,021</td>
</tr>
<tr>
<td>300</td>
<td>Office Facilities</td>
<td>181,241</td>
<td>137,538</td>
<td>43,703</td>
<td>131.8%</td>
<td>0</td>
<td>0</td>
<td>181,241</td>
<td>180,339</td>
<td>902</td>
</tr>
<tr>
<td>400</td>
<td>Study Facilities</td>
<td>50,648</td>
<td>91,253</td>
<td>-40,605</td>
<td>55.5%</td>
<td>0</td>
<td>0</td>
<td>50,648</td>
<td>90,132</td>
<td>-39,484</td>
</tr>
<tr>
<td>410</td>
<td>Study</td>
<td>20,666</td>
<td>24,995</td>
<td>-4,329</td>
<td>82.7%</td>
<td>0</td>
<td>0</td>
<td>20,666</td>
<td>33,735</td>
<td>-13,069</td>
</tr>
<tr>
<td>420</td>
<td>Stack</td>
<td>23,773</td>
<td>51,049</td>
<td>-27,276</td>
<td>46.6%</td>
<td>0</td>
<td>0</td>
<td>23,773</td>
<td>41,375</td>
<td>-17,602</td>
</tr>
<tr>
<td>440</td>
<td>Processing</td>
<td>6,209</td>
<td>15,209</td>
<td>-9,000</td>
<td>40.8%</td>
<td>0</td>
<td>0</td>
<td>6,209</td>
<td>15,022</td>
<td>-8,813</td>
</tr>
<tr>
<td>500</td>
<td>Special Use Facilities</td>
<td>25,776</td>
<td>54,026</td>
<td>-28,250</td>
<td>47.7%</td>
<td>0</td>
<td>0</td>
<td>25,776</td>
<td>51,728</td>
<td>-25,952</td>
</tr>
<tr>
<td>520</td>
<td>Physical Education</td>
<td>23,900</td>
<td>51,710</td>
<td>-27,810</td>
<td>46.2%</td>
<td>0</td>
<td>0</td>
<td>23,900</td>
<td>48,440</td>
<td>-24,540</td>
</tr>
<tr>
<td>530</td>
<td>Media Production</td>
<td>1,876</td>
<td>2,716</td>
<td>-840</td>
<td>81.0%</td>
<td>0</td>
<td>0</td>
<td>1,876</td>
<td>3,288</td>
<td>-1,412</td>
</tr>
<tr>
<td>600</td>
<td>General Use Facilities</td>
<td>18,472</td>
<td>30,263</td>
<td>-11,791</td>
<td>61.0%</td>
<td>0</td>
<td>0</td>
<td>18,472</td>
<td>32,636</td>
<td>-14,164</td>
</tr>
<tr>
<td>610</td>
<td>Assembly</td>
<td>8,997</td>
<td>15,942</td>
<td>-6,945</td>
<td>56.4%</td>
<td>0</td>
<td>0</td>
<td>8,997</td>
<td>17,524</td>
<td>-8,527</td>
</tr>
<tr>
<td>620</td>
<td>Exhibition</td>
<td>0</td>
<td>1,971</td>
<td>-1,971</td>
<td>0.0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2,762</td>
<td>-2,762</td>
</tr>
<tr>
<td>650</td>
<td>Lounge</td>
<td>9,475</td>
<td>12,350</td>
<td>-2,875</td>
<td>76.7%</td>
<td>0</td>
<td>0</td>
<td>9,475</td>
<td>12,350</td>
<td>-2,875</td>
</tr>
<tr>
<td>700</td>
<td>Support Facilities</td>
<td>23,538</td>
<td>24,525</td>
<td>-987</td>
<td>96.0%</td>
<td>0</td>
<td>0</td>
<td>23,538</td>
<td>24,525</td>
<td>-987</td>
</tr>
<tr>
<td>710</td>
<td>Central Computer/Telecom</td>
<td>3,175</td>
<td>2,550</td>
<td>675</td>
<td>127.0%</td>
<td>0</td>
<td>0</td>
<td>3,175</td>
<td>2,550</td>
<td>675</td>
</tr>
<tr>
<td>720-740</td>
<td>Shop/Storage</td>
<td>17,630</td>
<td>17,627</td>
<td>3</td>
<td>100.0%</td>
<td>0</td>
<td>0</td>
<td>17,630</td>
<td>17,627</td>
<td>3</td>
</tr>
<tr>
<td>750</td>
<td>Central Service</td>
<td>2,683</td>
<td>4,000</td>
<td>-1,317</td>
<td>67.1%</td>
<td>0</td>
<td>0</td>
<td>2,683</td>
<td>4,000</td>
<td>-1,317</td>
</tr>
<tr>
<td>760</td>
<td>Humid Storage</td>
<td>50</td>
<td>358</td>
<td>-308</td>
<td>12.6%</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>398</td>
<td>-38</td>
</tr>
<tr>
<td>800</td>
<td>Health Care Facilities</td>
<td>148</td>
<td>1,000</td>
<td>-852</td>
<td>14.8%</td>
<td>0</td>
<td>0</td>
<td>148</td>
<td>1,381</td>
<td>-1,233</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td><strong>392,374</strong></td>
<td><strong>423,778</strong></td>
<td><strong>-31,404</strong></td>
<td><strong>92.6%</strong></td>
<td>0</td>
<td>0</td>
<td><strong>392,374</strong></td>
<td><strong>493,509</strong></td>
<td><strong>-101,135</strong></td>
</tr>
</tbody>
</table>

Detailed analysis of computed space needs by individual room use classification is presented later in this section.
HISTORICAL TRENDS

STUDENTS

By analyzing an institution’s student body composition during the past few years, it is possible to deduce trends in the numbers and types of students enrolled, number of credit hours generated and choices among continuing programs.

Examination of the table below shows that fall credit headcount enrollment trends for students attending University of Baltimore during the past six years has remained relatively flat (.5% average annual growth), ranging between a low of 6,265 in Fall 2009 and a high of 6,558 in Fall 2012, providing an average number of enrollments of 6,445. Overall undergraduate enrollment has averaged 3.0% growth, while graduate students have averaged a negative 2.1% in enrollments.

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Full-Time</td>
<td>1,768</td>
<td>1,924</td>
<td>1,944</td>
<td>2,012</td>
<td>2,061</td>
<td>2,089</td>
<td>18.2%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Undergraduate Part-Time</td>
<td>1,236</td>
<td>1,302</td>
<td>1,313</td>
<td>1,414</td>
<td>1,465</td>
<td>1,396</td>
<td>12.9%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>3,004</td>
<td>3,226</td>
<td>3,257</td>
<td>3,426</td>
<td>3,526</td>
<td>3,485</td>
<td>16.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Graduate Full-Time</td>
<td>1,519</td>
<td>1,495</td>
<td>1,456</td>
<td>1,446</td>
<td>1,396</td>
<td>1,308</td>
<td>-13.9%</td>
<td>-2.9%</td>
</tr>
<tr>
<td>Graduate Part-time</td>
<td>1,742</td>
<td>1,780</td>
<td>1,693</td>
<td>1,686</td>
<td>1,596</td>
<td>1,629</td>
<td>-6.5%</td>
<td>-1.3%</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>3,261</td>
<td>3,275</td>
<td>3,149</td>
<td>3,132</td>
<td>2,992</td>
<td>2,937</td>
<td>-9.9%</td>
<td>-2.1%</td>
</tr>
<tr>
<td>UB Totals</td>
<td>6,265</td>
<td>6,501</td>
<td>6,406</td>
<td>6,558</td>
<td>6,518</td>
<td>6,422</td>
<td>2.5%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Source: University of Baltimore Office of Institutional Research and Analysis
FACULTY AND STAFF

Since 2009, University of Baltimore’s student to faculty ratio has improved from 18:1 to 15:1 for the last two years as the University experienced a sharp increase in the number of faculty. With respect to the numbers of staff, UB has experienced no significant change since 2009.

Historical Faculty Trends (2009-2014)

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<tr>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty</td>
<td>178</td>
<td>182</td>
<td>182</td>
<td>197</td>
<td>204</td>
<td>208</td>
<td>16.9%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>195</td>
<td>222</td>
<td>215</td>
<td>252</td>
<td>287</td>
<td>286</td>
<td>46.7%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Faculty Totals</td>
<td>373</td>
<td>404</td>
<td>397</td>
<td>449</td>
<td>491</td>
<td>494</td>
<td>32.4%</td>
<td>5.8%</td>
</tr>
</tbody>
</table>

Source: University of Baltimore Office of Institutional Research and Analysis

Historical Staff Trends (2009-2014)

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Staff</td>
<td>500</td>
<td>483</td>
<td>485</td>
<td>478</td>
<td>479</td>
<td>473</td>
<td>-5.4%</td>
<td>-1.1%</td>
</tr>
<tr>
<td>Part-Time Staff</td>
<td>90</td>
<td>132</td>
<td>119</td>
<td>86</td>
<td>83</td>
<td>101</td>
<td>12.2%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Staff Totals</td>
<td>590</td>
<td>615</td>
<td>604</td>
<td>564</td>
<td>562</td>
<td>574</td>
<td>-2.7%</td>
<td>-0.5%</td>
</tr>
</tbody>
</table>

Source: University of Baltimore Office of Institutional Research and Analysis
LIBRARY COLLECTIONS

The following tables present historical trends in the Langsdale Library and UB Law Library collections. These are actual holdings of the Library, as well as physical bound volume equivalent (PBVE) measures of collection size. An aggressive weeding of both library collections took place in 2013. This was due to concurrent relocations of UB’s collections after occupancy of the Angelos Law Building and closing of the Langsdale Library Building for renovation. The Langsdale collections were temporarily relocated to the Learning Commons Building after the Law Library vacated that building and relocated to the new Angelos Law Building.


<table>
<thead>
<tr>
<th>Langsdale Library</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Average*</th>
<th>Annual Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>70,501</td>
<td>67,344</td>
<td>69,973</td>
<td>68,573</td>
<td>64,827</td>
<td>67,393</td>
<td>-2.1%</td>
<td></td>
</tr>
<tr>
<td>Bound Periodicals</td>
<td>4,830</td>
<td>5,353</td>
<td>5,703</td>
<td>4,864</td>
<td>2,188</td>
<td>1,642</td>
<td>-18.0%</td>
<td></td>
</tr>
<tr>
<td>Documents/Pamphlets</td>
<td>43,262</td>
<td>41,665</td>
<td>20,248</td>
<td>12,642</td>
<td>12,221</td>
<td>6,392</td>
<td>-27.1%</td>
<td></td>
</tr>
<tr>
<td>Microfilm Reels</td>
<td>143</td>
<td>138</td>
<td>139</td>
<td>127</td>
<td>104</td>
<td>18</td>
<td>-7.7%</td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Microform (non-reel)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Newspapers Unbound</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Reference Books</td>
<td>5,289</td>
<td>5,311</td>
<td>3,918</td>
<td>3,928</td>
<td>3,778</td>
<td>3,087</td>
<td>-8.1%</td>
<td></td>
</tr>
<tr>
<td>Periodicals Unbound</td>
<td>2943</td>
<td>2779</td>
<td>2954</td>
<td>2595</td>
<td>3201</td>
<td>3,523</td>
<td>2.1%</td>
<td></td>
</tr>
<tr>
<td>Video Disks</td>
<td>1,945</td>
<td>2,398</td>
<td>2,756</td>
<td>3,031</td>
<td>3,257</td>
<td>11,305</td>
<td>13.8%</td>
<td></td>
</tr>
<tr>
<td>Audio Tapes</td>
<td>23</td>
<td>24</td>
<td>198</td>
<td>43</td>
<td>43</td>
<td>13,343</td>
<td>16.9%</td>
<td></td>
</tr>
<tr>
<td>Computer Diskettes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Compact Disks</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Video Tapes</td>
<td>933</td>
<td>833</td>
<td>627</td>
<td>470</td>
<td>416</td>
<td>7,415</td>
<td>-18.3%</td>
<td></td>
</tr>
<tr>
<td>Films (reel-to-reel)</td>
<td>5175</td>
<td>5175</td>
<td>5175</td>
<td>5175</td>
<td>5175</td>
<td>5175</td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>

Physical Bound Volume Equivalent (PBVE) | 109,545 | 106,186 | 103,074 | 98,403 | 93,934 | 106,909 | -3.8%      |


Data Source: Office of the Director, Langsdale Library

Law Library

<table>
<thead>
<tr>
<th>Law Library</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Average*</th>
<th>Annual Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>174,126</td>
<td>166,123</td>
<td>156,314</td>
<td>144,547</td>
<td>55,169</td>
<td>63,474</td>
<td>-18.3%</td>
<td></td>
</tr>
<tr>
<td>Bound Periodicals</td>
<td>27,186</td>
<td>27,429</td>
<td>27,344</td>
<td>27,307</td>
<td>14,822</td>
<td>9,943</td>
<td>-18.2%</td>
<td></td>
</tr>
<tr>
<td>Documents/Pamphlets</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Microfilm Reels</td>
<td>4,667</td>
<td>4,717</td>
<td>4,838</td>
<td>5,857</td>
<td>2,467</td>
<td>4,570</td>
<td>-0.4%</td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Microform (non-reel)</td>
<td>1,049,900</td>
<td>1,062,827</td>
<td>1,067,274</td>
<td>1,076,649</td>
<td>815,926</td>
<td>816,878</td>
<td>-4.9%</td>
<td></td>
</tr>
<tr>
<td>Newspapers Unbound</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Reference Books</td>
<td>6,346</td>
<td>6,373</td>
<td>5,502</td>
<td>5,296</td>
<td>4,614</td>
<td>4,388</td>
<td>-7.1%</td>
<td></td>
</tr>
<tr>
<td>Periodicals Unbound</td>
<td>3,961</td>
<td>4,811</td>
<td>5,401</td>
<td>5,646</td>
<td>3,469</td>
<td>2,843</td>
<td>-6.4%</td>
<td></td>
</tr>
<tr>
<td>Video Disks</td>
<td>47</td>
<td>58</td>
<td>62</td>
<td>62</td>
<td>51</td>
<td>309</td>
<td>45.7%</td>
<td></td>
</tr>
<tr>
<td>Audio Tapes</td>
<td>70</td>
<td>50</td>
<td>52</td>
<td>69</td>
<td>0</td>
<td>0</td>
<td>-100.0%</td>
<td></td>
</tr>
<tr>
<td>Computer Diskettes</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>57</td>
<td>0</td>
<td>-100.0%</td>
<td></td>
</tr>
<tr>
<td>Compact Disks</td>
<td>296</td>
<td>307</td>
<td>299</td>
<td>306</td>
<td>319</td>
<td>603</td>
<td>15.3%</td>
<td></td>
</tr>
<tr>
<td>Video Tapes</td>
<td>230</td>
<td>225</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>-53.5%</td>
<td></td>
</tr>
<tr>
<td>Films (reel-to-reel)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>

Physical Bound Volume Equivalent (PBVE) | 250,900 | 246,797 | 236,610 | 225,643 | 108,670 | 109,809 | -15.2%     |

Data Source: Office of the Director, UB Law Library

Langsdale & Law Libraries | 360,445 | 352,983 | 339,684 | 324,046 | 202,604 | 216,718 | -9.7%      |

December 1, 2015 REVIEW DRAFT 3-37
METHODOLOGY

The consultant team then applied elements of the data to the space guidelines published in the Maryland Higher Education Commission’s *Space Guidelines for Four Year Public Institutions* to provide quantitative indicators of current of future space needs. Definitions and room use codes are those provided by the space use taxonomy found in the *Postsecondary Education Facilities Inventory and Classification Manual (FICM) 2006 Edition* published by the U.S. Department of Education in cooperation with the National Center for Education Statistics. For the most part, room use codes and classifications referenced in this analysis refer to the primary activity space plus support or service space that directly services the primary activity. Basic methodology for quantitative analysis can be expressed using the following demand vs. supply formula:

\[
\text{Total Space Need (Demand)} - \text{Facilities Space Inventory (Supply)} = \text{Net Space Need (Minimum Need)}
\]

NEED DETERMINANTS

The need for space via new or renovated facilities is typically calculated with respect to hours of instruction and the number of students, employees, and library volumes to be accommodated. Projections of total space need are based on anticipated student enrollments, faculty and staff, and library volumes for fall semester 2024 as determined by the University of Baltimore.

<table>
<thead>
<tr>
<th>Space Categories</th>
<th>Need Determinants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Spaces</td>
<td>Contact Hours (WSCH)</td>
</tr>
<tr>
<td>Open Laboratory Spaces</td>
<td>FTDES</td>
</tr>
<tr>
<td>Research Spaces</td>
<td>Full-Time Faculty engaged in research</td>
</tr>
<tr>
<td>Office Spaces</td>
<td>FTE Staff &amp; Faculty</td>
</tr>
<tr>
<td>Study (Library) Spaces</td>
<td>FTDES &amp; Physical Bound Volume Equivalents (PBVE)</td>
</tr>
<tr>
<td>Special Use Spaces</td>
<td>FTDE &amp; Ad hoc allowance</td>
</tr>
<tr>
<td>All Other Spaces</td>
<td>FTDE &amp; Core allowance</td>
</tr>
</tbody>
</table>

*Source: Maryland Higher Education Commission *Space Guidelines for Four-Year Public Institutions* 9/9/1999*

These space projections should be viewed as a listing of the amounts of space the University is allowed and does not necessarily relate to needs for a particular program. The space planning guidelines application suggests only a computed allowance for each category of space and does not suggest what sort of projects should be undertaken. Space deficits and surpluses are identified based on the application of Maryland guidelines to inventories of various categories of space and projected student enrollments. However, guidelines are not to be used as the only determining factor when making decisions about facilities’ needs. A variety of qualitative indicators of space need offer augmentation to any statistical calculations.
Qualitative indicators of current conditions and future space needs/desires are a culmination of observations by the consultants and of views expressed by University personnel and students during interviews, focus group sessions, and written statements. Interviews and focus groups were the primary methods of eliciting the opinions of the various members of the University community. Much of what was learned via these methods is non-specific and cannot be summarized except to say that it contributed to an overall view of the University. These indicators were taken to heart by the consultant team and were, in various ways, both directly and indirectly, incorporated into the recommendations found later in this document.

EXISTING SPACE

A detailed examination of existing space inventory was previously presented. A condensed summary of that information is included here for ready reference and perspective.

UB’s Main Campus facilities inventory comprises 13 state-owned buildings, including a parking garage, which collectively total approximately 1,055,000 gross square feet (GSF) and contain approximately 460,000 net assignable square feet (NASF) of space. UB leases additional space in three buildings which house the Barnes & Noble Bookstore, Fitzgerald Parking Garage (a public-private partnership) and the University of Baltimore Foundation. These leased facilities are not subject to this analysis.

As depicted in the accompanying table and graphics, 20% of net assignable campus space is classified as classroom and laboratory instruction (classroom 13%, laboratory 7%), 40% as office, 11% as study (library), and the remaining 29% is a combination of special use, general use, support, health care and unclassified spaces.

<table>
<thead>
<tr>
<th>FICM</th>
<th>Room Use</th>
<th>NASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Classroom</td>
<td>59,880</td>
</tr>
<tr>
<td>200</td>
<td>Laboratory</td>
<td>32,671</td>
</tr>
<tr>
<td>300</td>
<td>Office</td>
<td>181,241</td>
</tr>
<tr>
<td>400</td>
<td>Study</td>
<td>50,648</td>
</tr>
<tr>
<td>500</td>
<td>Special Use</td>
<td>31,148</td>
</tr>
<tr>
<td>600</td>
<td>General Use</td>
<td>32,553</td>
</tr>
<tr>
<td>700</td>
<td>Support</td>
<td>23,538</td>
</tr>
<tr>
<td>800</td>
<td>Health Care</td>
<td>148</td>
</tr>
<tr>
<td>000</td>
<td>Unclassified</td>
<td>46,466</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>458,293</td>
</tr>
</tbody>
</table>

This inventory of existing space serves as the supply against which the computed demands for space are compared.
DEMAND AGAINST EXISTING SPACE

The base year for this analysis is fall 2014. Current demands against existing space reflect the actual situation during the fall semester of 2014 while the data projected to 2024 are statistically based and are, for the most part, assumptions made by the University. Summary explanations of the data assumptions for the input items are as follows:

- **Library Information**, in terms of Physical Bound Volume Equivalent (PBVE), is based on an anticipated 0.6% average annual increase of basic collection over the next ten-year period.

- **Student Data** (FTDE) are calculated from course credit hours. Credit Hour and Contact Hour Data are derived from current enrollment course data provided by University of Baltimore Office of Institutional Research and Analysis; and projections were then calculated based on enrollment projections developed by the University.

- **Faculty and Staff Data** for 2014 are provided by University of Baltimore Office of Institutional Research and Analysis. Information about the projected number of faculty is obtained by maintaining the current student/faculty ratio. Information about the projected number of staff is based on a conservative anticipated average annual growth rate of 2.5% over the next ten years.

STUDENT ENROLLMENTS

Headcount enrollments and full-time equivalent student (FTE or FTES) enrollments are the primary measures of student population. Although the headcount is most commonly used when referring to enrollments, this measure is generally not used for facility planning purposes. The most generally accepted method of counting students for the purposes of assessing facilities needs is the FTE. However, it is useful to analyze trends in headcount enrollments with particular attention given to the mix of full-time versus part-time students. Because full-time students have more needs for space than do part-time students, a sizeable shift in the ratio of full-time to part-time could have a significant impact on FTE generation, and consequently, on overall space needs.

Space needs analysis primarily focuses upon academic activities that occur during the prime hours before 5:00 p.m. (Day), and will be engaged by full-time and part-time students, faculty and staff. Students enrolled during these hours are referred to as full-time day equivalent students (FTDES).

While presenting various measures of FTES is important, of prime significance is establishing a stable foundation of planning tools upon which the effectiveness and quality of instructional environments necessary for learning can be predicted. For those purposes, projections of weekly student contact hours (WSCH) are also presented.

The University estimates that the total daytime on-campus undergraduate WSCH will reach 23,152 by fall 2024. Of this total, approximately 17,364 WSCH will be generated by lecture segments and approximately 5,788 WSCH are expected to occur in laboratory segments for courses offered before 5:00 p.m. Graduate WSCH is projected to generate 15,245 WSCH by fall 2024. Approximately 75% of all WSCH’s are generated by lecture segments.
Determination of program and course content ten years out is difficult at best. However, given an anticipated number of students to be enrolled, projections of weekly student contact hours generated, as well as the number of classroom and laboratory sections, general estimates of space need can be calculated. These projections of weekly student contact hours form the basis for planning for future instructional spaces.

Projections of enrollments for fall 2014 through fall 2024 represent the recommendations developed by University of Baltimore in keeping with the pursuit of UB’s mission through the year 2024.

The table below presents an overall distribution of projected credit/contact hours for fall semester of 2024 in comparison with fall 2014 enrollments. The table isolates those on-campus credit hours, FTDES and weekly student contact hours expected to be generated on campus during the day before 5:00 p.m.

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Full-Time Credit Hours</th>
<th>Part-Time Credit Hours</th>
<th>Total Headcount</th>
<th>Credit Hours</th>
<th>FTDES</th>
<th>WSCC</th>
<th>Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>2,089</td>
<td>1,396</td>
<td>3,485</td>
<td>37,295</td>
<td>2,486</td>
<td>17,365</td>
<td>1,158</td>
</tr>
<tr>
<td>Fall 2024</td>
<td>2,965</td>
<td>1,982</td>
<td>4,947</td>
<td>52,959</td>
<td>3,531</td>
<td>24,658</td>
<td>1,644</td>
</tr>
<tr>
<td>% Change 2014-2024</td>
<td>41.9%</td>
<td>42.0%</td>
<td>42.0%</td>
<td>42.0%</td>
<td>42.0%</td>
<td>42.0%</td>
<td>42.0%</td>
</tr>
<tr>
<td>Average Annual Growth Rate</td>
<td>3.6%</td>
<td>3.6%</td>
<td>3.6%</td>
<td>3.6%</td>
<td>3.6%</td>
<td>3.6%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Full-Time Credit Hours</th>
<th>Part-Time Credit Hours</th>
<th>Total Headcount</th>
<th>Credit Hours</th>
<th>FTDES</th>
<th>WSCC</th>
<th>Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>1,295</td>
<td>1,642</td>
<td>2,937</td>
<td>24,127</td>
<td>2,011</td>
<td>9,759</td>
<td>813</td>
</tr>
<tr>
<td>Fall 2024</td>
<td>1,790</td>
<td>2,269</td>
<td>4,059</td>
<td>33,344</td>
<td>2,779</td>
<td>13,419</td>
<td>1,118</td>
</tr>
<tr>
<td>% Change 2014-2024</td>
<td>38.2%</td>
<td>38.2%</td>
<td>38.2%</td>
<td>38.2%</td>
<td>38.2%</td>
<td>37.5%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Average Annual Growth Rate</td>
<td>3.3%</td>
<td>3.3%</td>
<td>3.3%</td>
<td>3.3%</td>
<td>3.3%</td>
<td>3.2%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Enrollments</th>
<th>Full-Time Credit Hours</th>
<th>Part-Time Credit Hours</th>
<th>Total Headcount</th>
<th>Credit Hours</th>
<th>FTDES</th>
<th>WSCC</th>
<th>Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>3,384</td>
<td>3,038</td>
<td>6,422</td>
<td>61,422</td>
<td>4,497</td>
<td>27,124</td>
<td>1,971</td>
</tr>
<tr>
<td>Fall 2024</td>
<td>4,755</td>
<td>4,251</td>
<td>9,006</td>
<td>86,303</td>
<td>6,309</td>
<td>38,077</td>
<td>2,762</td>
</tr>
<tr>
<td>% Change 2014-2024</td>
<td>40.5%</td>
<td>39.9%</td>
<td>40.2%</td>
<td>40.3%</td>
<td>40.4%</td>
<td>40.1%</td>
<td>40.2%</td>
</tr>
<tr>
<td>Average Annual Growth Rate</td>
<td>3.5%</td>
<td>3.4%</td>
<td>3.4%</td>
<td>3.5%</td>
<td>3.5%</td>
<td>3.4%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

Data Source: University of Baltimore Office of Institutional Research and Analysis

While the use of static demographics may not be realistic for micro-level planning, such as individual project programming where population movement needs to be considered and planned for, macro-level analysis and estimates of future student populations often using static demographic data have shown to be a relatively reliable tool for facilities master planning purposes.
When student population movement is projected by means of comprehensive academic planning and/or expressions of institutional policy, such considerations are incorporated into space planning guidelines applications to set priorities for campus development and to compute campuswide allowances for each category of space. In instances where such is not the case, static data for student enrollments, faculty and staff levels, and library collections are appropriately used as the basis for computing future campus-wide need for space.

FACULTY AND STAFF

The University expects to maintain its current student/faculty ratios of 15:1 for the year 2024. For master planning purposes, an extremely conservative annual increase of 2.5% is projected for staff.

<table>
<thead>
<tr>
<th>Current (2014) and Projected (2024) Faculty and Staff Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty</strong></td>
</tr>
<tr>
<td>Fall 2014</td>
</tr>
<tr>
<td>Fall 2024</td>
</tr>
<tr>
<td>% Change 2014-2024</td>
</tr>
<tr>
<td>Average Annual Growth Rate</td>
</tr>
</tbody>
</table>

Data Source: University of Baltimore Office of Institutional Research and Analysis

LIBRARY VOLUMES

Use of Physical Bound Volume Equivalents (PBVE) is a generally accepted determinant of need for overall library or study space. The BVE concept provides for conversion of a variety of collections materials such as e-books, audio-visual materials, and electronic reference sources into amounts equal to on typical book. Although the term physical bound volume equivalent is used to reference the measure of overall library collections, it should not be construed that growth in PBVE’s necessarily means a corresponding growth in actual “book” resources. Although gradual acquisition of electronic formats is a goal for libraries and will begin to reduce some storage needs long term, particularly for journals, reference books, and government documents, these new formats will not obviate the need for stack space.

The learning landscape is constantly and dramatically changing in terms of the ways by which people learn and the technologies that can facilitate the learning process. Increasing use of technology that facilitates teaching, learning, and accessing and processing information creates demands for library spaces that bring together information resources. Technology also affects other kinds of space needs. Accommodating the added space needed for computer workstations and other technology often comes at the expense of space for collections or services.

Just as the use of static demographics is generally accepted as reliable in macro-level planning for people-driven space requirements, the use of book equivalents is a generally accepted methodology for
estimating long-range library and study space needs. At the time of actual programming for future library/study facilities, as for other facilities, more timely consideration can be given to actual planning for design that is contemporary.

<table>
<thead>
<tr>
<th></th>
<th>Langsdale</th>
<th>Law</th>
<th>UB Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>106,909</td>
<td>109,809</td>
<td>216,718</td>
</tr>
<tr>
<td>Fall 2024</td>
<td>114,000</td>
<td>116,000</td>
<td>230,000</td>
</tr>
<tr>
<td>% Change</td>
<td>6.6%</td>
<td>5.6%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Average Annual</td>
<td>0.6%</td>
<td>0.5%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

Data Sources: Langsdale Library and Law Library

*Physical Bound Volume Equivalent (PBVE): the physical space required to accommodate a variety of library materials in amounts equal to one single typical book.
QUANTITATIVE INDICATORS OF SPACE NEED

Computation of quantitative need for space is based primarily on the projected program of instruction and the number of weekly student contact hours (WSCH) that it generates. Determinations of current and projected space surpluses and/or deficits are driven by current space inventory and anticipated changes, current enrollment and projected enrollments, and current and anticipated staffing levels.

The consultant team used the space guidelines model developed by the State of Maryland and published in the Maryland Higher Education Commission’s Space Guidelines for Four Year Public Institutions. These guidelines provide an initial assessment of campus-wide facilities’ needs.

By applying information about the type of space required to teach the various courses to the current and projected enrollments previously presented, it is possible to determine the approximate amount of space that is needed using the guidelines. Then by applying current space inventory data, it is possible to determine the current and projected space surplus and/or deficit.

The assumptions made for the application of the formulae-driven space computations for fall 2024 were presented in the previous section, and are applied here to the existing Main Campus space inventory. With respect to current and projected space surpluses and deficits as the result of the Guidelines application, review of the individual data elements reveals the following:

**Classroom (110):** A room or space used primarily for instruction classes and that is not tied to a specific subject or discipline by equipment in the room or the configuration of the space. This category includes general purpose classrooms, lecture halls, seminar rooms, and support rooms that directly service classroom activity.

Classroom space needs are determined by a guideline formula that multiplies weekly student contact hours (WSCH) by the space factor. The space factor for University of Baltimore is 1.71 NASF/WSCH.

Given the current inventory of classroom space, application of the guideline to the University’s weekly student contact hour data suggests a current surplus of 24,751 NASF and a surplus of 10,637 NASF by 2022. This anticipated reduced space surplus is attributed primarily to a projected 40.2 % increase in enrollment with no increase in classroom space.

The University currently owns 170 % of the space allowance in this classification. The data suggests that by 2024, the University will own 121% of its computed space allowance.

<table>
<thead>
<tr>
<th>CLASSROOM</th>
<th>2014 Inventory</th>
<th>2014 Guideline</th>
<th>Surplus (-) Deficit</th>
<th>Additions</th>
<th>2015-2024 Deletions</th>
<th>2024 Inventory</th>
<th>2024 Guideline</th>
<th>2024 Surplus (-) Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>59,880</td>
<td>35,129</td>
<td>24,751</td>
<td></td>
<td></td>
<td>59,880</td>
<td>49,243</td>
<td>10,637</td>
</tr>
</tbody>
</table>
Class Laboratory/Open Laboratory (210/220): A class laboratory or teaching laboratory (210) is space used primarily for formally or regularly scheduled instruction (including associated mandatory, but non-credit-earning laboratories) that requires special purpose equipment or a specific space configuration for student participation, experimentation, observation, or practice in an academic discipline. Included in this category are spaces generally called teaching laboratories, instructional shops, art studios, computer laboratories, drafting rooms, band rooms and similar specially designed or equipped rooms, and support rooms that directly service class laboratory activity.

An open laboratory (220) is used primarily for individual or group instruction that is informally scheduled, unscheduled, or open. An open laboratory is designed for or furnished with equipment that serves the needs of a particular discipline or discipline group for individual or group instruction. Included in this category are spaces generally called music practice rooms, language laboratories used for individualized instruction, studios for individualized instruction, special laboratories or learning laboratories if discipline restricted, individual laboratories, and computer laboratories involving specialized restrictive software or where access is limited to specific categories of students.

Class Laboratory space needs are determined by a guideline formula that multiplies weekly student contact hours (WSCH) by the space factor. The class laboratory space factor for University of Baltimore is 4.0 NASF/WSCH. As with lecture contact hours, the total number of weekly student contact hours for a laboratory section is derived by multiplying the number of students enrolled by the number of meeting hours in a week.

Open Laboratory space needs are determined by a formula that multiplies fall term full time day equivalent students (FTDES) by a space factor of 4.2 NASF.

Given the current inventory of laboratory space, application of the teaching and open laboratory guidelines to the University’s weekly student contact hour data suggests a current deficit of 4,401 NASF for Class Laboratory and a surplus of 1,899 NASF for Open Laboratory. By 2024, Class Laboratory will have a deficit of 17,410 NASF and Open Laboratory will have a deficit of 1,423 NASF.

The University currently owns 87 % of the space allowance in this combined classification. The data suggests that by 2024, the University will own 62 % of its computed space allowance.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Laboratory</td>
<td>20,990</td>
<td>27,391</td>
<td>-6,401</td>
<td></td>
<td></td>
<td>20,990</td>
<td>38,400</td>
<td>-17,410</td>
</tr>
<tr>
<td>Open Laboratory</td>
<td>10,177</td>
<td>8,278</td>
<td>1,899</td>
<td></td>
<td></td>
<td>10,177</td>
<td>11,600</td>
<td>-1,423</td>
</tr>
<tr>
<td>Totals</td>
<td>31,167</td>
<td>35,669</td>
<td>-4,502</td>
<td></td>
<td></td>
<td>31,167</td>
<td>50,000</td>
<td>-18,833</td>
</tr>
</tbody>
</table>

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December 1, 2015 REVIEW DRAFT 3-45
Research Laboratory (250): A space used for laboratory experimentation, research, or training in research methods; professional research and observation; or structured creative activity within a specific program or for sponsored research (whether sponsored with federal, state, private, or institutional funds). This category is also referred to as non-class laboratory.

Maryland’s guideline allows for non-class research space based on: One module per FT faculty member in academic disciplines in which a doctoral degree is awarded; one-half module/FT faculty member engaged in research in academic disciplines in which the highest degree awarded is master’s degree; and on-tenth module/FT faculty member engaged in research in disciplines in which the highest degree awarded is a baccalaureate degree, limited to the following disciplines and module sizes:

- HEGIS Disciplines 0100, 0400, 0900, 1000: 1,000 NASF/Module
- HEGIS Disciplines 0200, 1200, 1300, 1900, 2000: 650 NASF

The minimum allowance for this category is set at 5,000 NASF

Although the guideline assumes that need for research space is driven by faculty requirements, allowance is intended to also accommodate student participants in research activities.

University of Baltimore is not classified as a research institution; however, faculty and student research is a vital part of the University’s learning experience.

Given the current inventory of research laboratory space, application guideline suggests a current deficit of 12,871 NASF and a deficit of 12,021 NASF by 2024. This anticipated increased space deficit is attributed primarily to a projected 40.4 % increase in faculty with no increase in current research space.

The University currently owns 10 % of the space allowance in this classification. The data suggests that by 2024, the University will own 11 % of its computed space allowance.

<table>
<thead>
<tr>
<th>RESEARCH LABORATORY</th>
<th>2014 Inventory</th>
<th>2014 Guideline</th>
<th>Surplus (-) Deficit</th>
<th>Additions</th>
<th>2015-2024 Deletions</th>
<th>2024 Inventory</th>
<th>2024 Guideline</th>
<th>Surplus (-) Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Laboratory</td>
<td>1,504</td>
<td>14,375</td>
<td>-12,871</td>
<td></td>
<td></td>
<td>1,504</td>
<td>13,525</td>
<td>-12,021</td>
</tr>
</tbody>
</table>

Office (300): Office facilities are individual, multi-person, or workstation spaces specifically assigned to faculty, staff, or students in academic, administrative, and service functions of a college or university. This category also includes conference rooms, file rooms, break rooms, kitchenettes, copy rooms, and testing/tutoring space. The guideline allows for office space as follows:
- 166 NASF/FTE person requiring office space (faculty and staff only, plus
- 30 NASF/FT faculty member only in academic disciplines in which a doctoral or master’s
degree is awarded and which do not qualify for space in the Research Laboratory category

Given the current inventory of office space, application guideline suggests a current surplus of 43,703
NASF and a surplus of 902 NASF by 2024. This anticipated reduction of space surplus is attributed
primarily to a projected 28% increase in faculty and staff requiring office space with no increase in
current office space.

The University currently owns 132% of the space allowance in this classification. The data suggests that
by 2024, the University will own 100% of its computed space allowance.

### OFFICE

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>181,241</td>
<td>137,538</td>
<td>43,703</td>
<td></td>
<td></td>
<td>181,241</td>
<td>180,339</td>
<td>902</td>
</tr>
</tbody>
</table>

**Study (400):** In this analysis, study space refers to, individually or collectively, three space categories:

- **Study (410):** A room or area used by individuals to study at their
  convenience and not restricted to a particular subject or
discipline by contained equipment. It includes rooms or areas
located in the library or other buildings. Study spaces are
primarily used by students or staff for learning at their
convenience.

- **Stack (420):** A space used to house arranged collections of
  educational materials for use as a study resource.

- **Processing/Service (440):** A room or area devoted to processes
  and operations in support of library functions. Included are card
  and microfiche areas, reference desk and circulation desk areas,
bookbinding rooms, multimedia materials processing areas,
interlibrary loan processing areas, and other areas with a specific
process or operation in support of library functions.
Current Maryland guidelines allow the total of the following:

- 35 NASF/FTDE for 20% of the undergraduate and graduate FTDE for study facilities (410)
- .10 NASF/PBVE (1.5 NASF/PBVE for Law and Medical) for stack facilities (420)
- 20% of the allowance for HEGIS 410 and 420 space with a minimum of 3,000 NASF for processing space (440)

Library collections and physical bound volume detail were presented earlier in this section.

Given the current inventory of study space, application guideline suggests a current deficit of 40,605 NASF and a deficit of 39,484 NASF by 2024. This anticipated maintenance of space deficit is attributed primarily to a projected increase in students, faculty and library collections with no increase in current study space.

The University currently owns 56% of the space allowance in this classification. The data suggests that by 2024, the University will still own 56% of its computed space allowance.

<table>
<thead>
<tr>
<th>STUDY</th>
<th>2014 Inventory</th>
<th>2014 Guideline</th>
<th>Surplus (-) Deficit</th>
<th>2015-2024 Additions</th>
<th>2024 Inventory</th>
<th>2024 Guideline</th>
<th>2024 Surplus (-) Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td>20,666</td>
<td>24,995</td>
<td>-4,329</td>
<td></td>
<td>20,666</td>
<td>33,735</td>
<td>-13,069</td>
</tr>
<tr>
<td>Stack</td>
<td>23,773</td>
<td>51,049</td>
<td>-27,276</td>
<td></td>
<td>23,773</td>
<td>41,375</td>
<td>-17,602</td>
</tr>
<tr>
<td>Processing</td>
<td>6,209</td>
<td>15,209</td>
<td>-9,000</td>
<td></td>
<td>6,209</td>
<td>15,022</td>
<td>-8,813</td>
</tr>
<tr>
<td>Totals</td>
<td>50,648</td>
<td>91,253</td>
<td>-40,605</td>
<td></td>
<td>50,648</td>
<td>90,132</td>
<td>-39,484</td>
</tr>
</tbody>
</table>

**Athletic/Physical Education (520):** A room or area used by students, staff, or the public for athletic or physical education activities. Athletic/Physical Education space includes gymnasium, basketball courts, handball courts, squash courts, wrestling rooms, weight or exercise rooms, racquetball courts, indoor swimming pools, indoor putting areas, indoor ice rinks, indoor tracks, indoor stadium fields, and field houses. This category includes spaces used for dancing and bowling.

Guideline allowance is 30 NASF/undergraduate FTDE for the first 1,600 plus 10 NASF for each additional undergraduate FTDE, and an allowance of 5,800 NASF of team related locker/shower/support space for institutions with ICA programs.

Given the current inventory of athletic/physical education space, application guideline suggests a current deficit of 27,810 NASF and a deficit of 24,540 NASF by 2024. This anticipated increased space deficit is attributed primarily to a projected 40.2% increase in student enrollment with no increase in current athletic/physical education space.
The University currently owns 46% of the space allowance in this classification. The data suggests that by 2024, the University will own 49% of its computed space allowance.

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION</th>
<th>2014 Inventory</th>
<th>2014 Guideline</th>
<th>Surplus (-) Deficit</th>
<th>2015-2024 Additions</th>
<th>2024 Inventory</th>
<th>2024 Guideline</th>
<th>Surplus (-) Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>20,900</td>
<td>51,710</td>
<td>-30,810</td>
<td>20,900</td>
<td>48,440</td>
<td>-27,540</td>
<td></td>
</tr>
</tbody>
</table>

**Media Production (530):** A space used for the production or distribution of multimedia materials or signals. Includes spaces generally called TV studios, radio studios, sound studios, photo studios, video or audio cassette and software production or distribution rooms, and media centers.

Guideline allowance assumes 2 NASF per FTDE

Given the current inventory of media production space, application guideline suggests a current deficit of 440 NASF and a surplus of 1,412 ASF by 2026. This anticipated increased deficit is attributed primarily to a projected 40.2% increase in student enrollments with no increase in current media production space.

The University currently owns 81% of the space allowance in this classification. The data suggests that by 2024, the University will own 51% of its computed space allowance.

<table>
<thead>
<tr>
<th>MEDIA PRODUCTION</th>
<th>2014 Inventory</th>
<th>2014 Guideline</th>
<th>Surplus (-) Deficit</th>
<th>2015-2024 Additions</th>
<th>2024 Inventory</th>
<th>2024 Guideline</th>
<th>Surplus (-) Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Production</td>
<td>1,876</td>
<td>2,316</td>
<td>-440</td>
<td>1,876</td>
<td>3,288</td>
<td>-1,412</td>
<td></td>
</tr>
</tbody>
</table>

**Assembly (610):** A space designed and equipped for the assembly of many persons for such events as dramatic, musical, devotional, livestock judging, or commencement activities. Includes theaters, auditoria, concert halls, arenas, and chapels that are used primarily for general presentations (speakers), performances (dramatic, musical, dance), and devotional services.

The guideline allows:

- 12,000 NASF/institution, plus
- 10,000 NASF/institution with degree program in Theater, plus
- 5,000 NASF/institution with degree program in Music, plus
- 2 NASF/FTDE
Given the current inventory of assembly space, application guideline suggests a current deficit of 6,945 NASF and a deficit of 8,527 NASF by 2024. University of Baltimore is currently below the core guideline allowance for assembly space.

The University currently owns 56% of the space allowance in this classification. The data suggests that by 2024, the University will own 51% of its computed space allowance.

<table>
<thead>
<tr>
<th>ASSEMBLY</th>
<th>2014 Inventory</th>
<th>2014 Guideline</th>
<th>Surplus (-) Deficit</th>
<th>2015-2024 Additions</th>
<th>2024 Inventory</th>
<th>2024 Guideline</th>
<th>Surplus (-) Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly</td>
<td>8,997</td>
<td>15,942</td>
<td>-6,945</td>
<td></td>
<td>8,997</td>
<td>17,524</td>
<td>-8,527</td>
</tr>
</tbody>
</table>

**Exhibition (620):** A room or area used for exhibition of materials, works of art, artifacts, etc., and intended for general use by faculty, students, staff, and the public. This includes both departmental and institution-wide museums, galleries, and similar exhibition areas that are used to display materials and items for viewing by institutional population and the public.

The guideline allows for 1.0 NASF/FTDE.

The University currently has no space specifically designated as exhibition. However wall-mounted exhibits and valuable works of art can be found along most major circulation routes in campus buildings.

<table>
<thead>
<tr>
<th>EXHIBITION</th>
<th>2014 Inventory</th>
<th>2014 Guideline</th>
<th>Surplus (-) Deficit</th>
<th>2015-2024 Additions</th>
<th>2024 Inventory</th>
<th>2024 Guideline</th>
<th>Surplus (-) Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibition</td>
<td>0</td>
<td>1,971</td>
<td>-1,971</td>
<td></td>
<td>0</td>
<td>2,762</td>
<td>-2,762</td>
</tr>
</tbody>
</table>

**Lounge (650):** Lounge space used for rest and relaxation that is not restricted to a specific group of people, unit, or area. A lounge facility is typically equipped with upholstered furniture, draperies, and carpeting, and may include vending machines. This category is exclusive of areas so designated in residence halls.

The guideline allows 3% of HEGIS space categories 100 to 800 (excluding 630-670).

Given the current inventory of lounge space, application guideline suggests a current deficit of 2,875 NASF and a maintained deficit of 2,875 ASF by 2024.
The University currently owns 77% of the space allowance in this classification. The data suggests that by 2024, the University will continue to own 77% of its computed space allowance.

<table>
<thead>
<tr>
<th>LOUNGE</th>
<th>2014 Inventory</th>
<th>2014 Guideline</th>
<th>Surplus (-) Deficit</th>
<th>2015-2024 Additions</th>
<th>2024 Inventory</th>
<th>2024 Guideline</th>
<th>Surplus (-) Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lounge</td>
<td>9,475</td>
<td>12,350</td>
<td>-2,875</td>
<td></td>
<td>9,475</td>
<td>12,350</td>
<td>-2,875</td>
</tr>
</tbody>
</table>

**Central Computer or Telecommunications (710):** A space used as a data or telecommunications center with applications that are broad enough to serve the overall administrative or academic primary equipment needs of a central group of users, department, college, school, or entire institution.

The guideline allows a core of 2,500 NASF for the first 4,000 FTDE, 0.75 NASF/FTDE beyond 4,000

Given the current inventory of central computer or telecommunications space, application guideline suggests a current surplus of 675 NASF and a maintained surplus of 675 ASF by 2024.

The University currently owns 127% of the space allowance in this classification. The data suggests that by 2024, the University will continue to own 127% of its computed space allowance.

<table>
<thead>
<tr>
<th>CENTRAL COMPUTER/TELECOM</th>
<th>2014 Inventory</th>
<th>2014 Guideline</th>
<th>Surplus (-) Deficit</th>
<th>2015-2024 Additions</th>
<th>2024 Inventory</th>
<th>2024 Guideline</th>
<th>Surplus (-) Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Computer/Telecom</td>
<td>3,175</td>
<td>2,500</td>
<td>675</td>
<td></td>
<td>3,175</td>
<td>2,500</td>
<td>675</td>
</tr>
</tbody>
</table>

**Support Facilities (720-760):** Support facilities, which provide centralized space for various auxiliary support systems and services of a campus, help keep all institutional programs and activities operational. While not as directly accessible to institutional and community members as General Use Facilities (Code 600 series), these areas provide a continuous, indirect support system to faculty, staff, students, and the public. Support facilities are centralized in that they typically serve an area ranging from an entire building or organizational unit to the entire campus. Included are centralized areas for shop services, general storage and supply, vehicle storage (720-745); central services e.g., printing and duplicating, mail, shipping and receiving, environmental testing or monitoring, laundry, or food stores (750), and hazardous materials areas (760/770).
The guideline allows for the following:

- Shop, Central Storage, and Vehicle Storage (720-740): 4% of NASF excluding NASF in room use categories 720-745.
- Central Services (750): A core of 4,000 NASF for the first 4,000 FTDE, 1 NASF/FTDE beyond 4,000 FTDE and 1.5 NASF/FTDE beyond 15,000 FTDE
- Hazardous Material Storage (760): 3% of existing inventory in category 250 and 2% of existing inventory in category 720-740

Given the current inventory of support facilities, application guideline suggests a current deficit of 1,662 NASF and a continued deficit of 1,662 NASF by 2024.

The University currently owns 92% of the space allowance in this classification. The data suggests that by 2024, the University will still own 92% of its computed space allowance.

### SUPPORT FACILITIES

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shop/Storage</td>
<td>17,630</td>
<td>17,627</td>
<td>3</td>
<td>17,630</td>
<td>17,627</td>
<td>3</td>
</tr>
<tr>
<td>Central Service</td>
<td>2,683</td>
<td>4,000</td>
<td>-1,317</td>
<td>2,683</td>
<td>4,000</td>
<td>-1,317</td>
</tr>
<tr>
<td>Hazmat Storage</td>
<td>50</td>
<td>398</td>
<td>-348</td>
<td>50</td>
<td>398</td>
<td>-348</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>20,363</strong></td>
<td><strong>22,025</strong></td>
<td><strong>-1,662</strong></td>
<td><strong>20,363</strong></td>
<td><strong>22,025</strong></td>
<td><strong>-1,662</strong></td>
</tr>
</tbody>
</table>

**Health Care Facilities (800):** Space used for patient care areas that are located in separately organized and budgeted health care facilities: student infirmaries and centers, teaching hospitals, stand-alone clinics run by these hospitals, and veterinary and medical schools.

The guideline allows a core of 1,000 NASF for the first 2,000 FTDE, 0.3 NASF/FTDE beyond for institutions with at least 300 residential students or 0.5 NASF/FTDE beyond 2,000 FTDE for institutions with fewer than 300 residential students.

Given the current inventory of health care facilities, application guideline suggests a current deficit of 852 NASF and a deficit of 1,233 NASF by 2024. This anticipated increased space deficit is attributed primarily to a projected 40.2% increase in student enrollments with no increase in current health care facilities space.

The University currently owns 15% of the space allowance in this classification. The data suggests that by 2024, the University will own 11% of its computed space allowance.

### HEALTH CARE FACILITIES

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care Facilities</td>
<td>148</td>
<td>1,000</td>
<td>-852</td>
<td>148</td>
<td>1,381</td>
<td>-1,233</td>
</tr>
</tbody>
</table>
QUALITATIVE INDICATORS OF SPACE NEED

AN URBAN UNIVERSITY’S ACADEMIC, CAMPUS LIFE, AND HOUSING SPACE NEEDS

What is Integrated Planning? “Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community. Cohen and March (1974) used the term ‘loosely coupled organization’ to describe the competing and sometimes opposing operational cultures of the academy. This phrase captures the essence of an organization which, at its core, finds institutionally comprehensive planning antithetical to many of the activities that give American higher education its unique, dynamic character.”

Consistent with the concept of integrated planning, it is with an acknowledgement to and respect for the value and uniqueness of competing interests within the entrepreneurial spirit and intent of the University of Baltimore, that the consultants undertake a review and analysis of the qualitative indicators of space needs. A variety of qualitative or non-statistical environmental characteristics impact the space needs of the University of Baltimore. Unlike quantitative analysis, qualitative analysis depends upon “qualitative commentary provided by internal and external stakeholders”, including expressed program needs and gaps, common points of interest, issues and concerns and the resulting qualitative interview findings. This direct feedback from internal and external stakeholders is a critical complement to the secondary data provided in the quantitative analysis. The resulting universal space needs are summarized here by the following functions:

- Instruction
- Academic Support
- Student Services
- Institutional Support
- Auxiliary Enterprise
- Housing
- Outdoor Spaces
- Parking

The above list is not intended to be all inclusive; rather, it provides a context for reviewing and analyzing the University of Baltimore’s space needs due to the unique nature of its mission, physical condition, natural and urban environment, community setting, and other considerations such as current expectations and future demands. The Facilities Master Plan represents a comprehensive, strategic approach for implementing the University’s future capital program and is an evolving opportunity to direct the development of facilities and inform campus operations. As such, projects identified in the facility master plan require additional architectural programming. In each instance, whether new construction or adaptive reuse a more thorough review and analysis of the above cited functions and their component activities is required to determine a specific justification and rationale for new or redesigned spaces.

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INSTRUCTION

- There are insufficient numbers of multimedia classrooms and special purpose laboratories on campus.
- Several instructional areas are not accessible to students with disabilities.
- Many classrooms and laboratories are not properly sized and lack contemporary technology and flexibility.
- Limited to no classrooms and laboratories suited for collaboration and scholarship
- Need more open computer labs and network labs
- Require a greater variety of instructional spaces dispersed throughout campus
- As buildings are identified for reprogramming, such as The Langsdale Library, The Learning Commons, The Academic Center and the Student Center, greater focus needs to be directed to the competing needs of varied populations (e.g., international, veterans, English for Speakers of Other Languages (ESOL), transfer)
- Spaces need to reflect a different learning environment and different learning communities
- Need a Black Box Theater
- Need specialized space for lecture capture
- Need space for simulation and digital entertainment (e.g., Virtual Conservatory)
- Need space for an Integrated Arts Program

ACADEMIC SUPPORT

- Langsdale Library is undergoing renovation and its functions are temporarily relocated to the Learning Commons
- Langsdale Library renovation will not result in increased functional space
- Need more:
  - specialized and unspecialized library space
  - faculty study space
  - scholarship and collaboration space
  - game design lab (i.e., hardware and software)
  - multimedia production space
  - climate controlled archives space
  - general storage space
- Need more formal and informal learning spaces (e.g., IVN classroom)
- Students require more academic support services space
- Resource to USM Affiliates and by Special Agreement a resource to Baltimore City and Baltimore County Public Schools
- Partnerships with Libraries at Community Colleges to aid recruitment and transfers
- Insufficient and inadequate research space throughout the campus, especially in the Academic Center
- There is an imbalance in office space based upon demand/growth within specific schools
- Barnes and Noble Bookstore in Fitzgerald is seeking to downsize/right-size based upon demand
- There is insufficient storage space for long-term research data and records
STUDENT SERVICES

- An overview of the Student Center and the Academic Center from top to bottom is needed.
- Need for the Student Center to become a learning community and less “corporate”. The Student Center is problematic due to its “corporate” feel versus a more “informal” and “active” feel required by students.
- Student Affairs is located within the Student Center to provide support services to students in the following areas: counseling, access, achievement, learning, community life, residential life, career center, wellness and recreation, diversity and culture, student involvement, student ambassadors and club sports.
- Academic Center houses Center for Academic Access, Testing, and Universal Access. The location has advantages but the layout is challenging due to quantity and quality of space being inadequate and insufficient for the needs of students. It is collocated near Registration, Financial Aid, and Admissions which has both advantages and disadvantages.
- Center for Educational Access (CEA) is problematic due to building systems. Not the most conducive environment for testing.
- Student Affairs needs an assembly space for 600-1000 attendees.
- The Student Center must operate 7 days a week and requires more passive and active lounge spaces.
- The Recreation and Wellness Center is located in the Academic Center – ongoing spatial conflicts with academic instruction and athletic activities.
- Space Challenges:
  - Student Center has quiet zones and active zones interspersed and in conflict – need a quiet zone for computer labs, quiet lounge, and interfaith rooms
  - 1st Floor was public space with commercial cafe; need more inviting and less formal “active space
  - 2nd Floor functions as lounge, game room, events and food pantry, multipurpose space
  - 3rd Floor, Career and CSI, competing interests in conflict: corporate meetings versus student needs
  - 4th Floor is hang out space, informal commons, card key access
  - 5th Floor, Administration events take priority over the Student Government Association
  - Food Service
  - Dedicated space for Student needs across groupings: e.g., International, lower division undergraduates, veterans, ESOL, schools, transfer, etc.
  - Front facing functions for students need to be relocated as an attraction for prospective students

INSTITUTIONAL SUPPORT

- There is no large assembly space (e.g., convocations, orientations, public meetings)
- There is no large multipurpose space for events or theatrical performances
- Lack of adequate and sufficient storage space
- Inadequate and insufficient space for Data Center and Office of Technology Services
- Office space is sacrificed to create breakrooms and other informal gathering spaces for faculty and staff
There is no gallery space, some historical artifacts are in corridors within physical plant areas where they may be subject to adverse climate conditions and damage

- General lack of social space
- There is insufficient conference and meeting spaces
- There is a need for a properly located and sized recreation and wellness center
- There is a need for a childcare facility
- There is no alumni gathering space (i.e., indoor and outdoor)
- Discussion regarding energy efficiency, energy performance contracting for everything in Learning Commons; equipment; human behavior
- Baltimore City is doing recycling and streetscapes and Ub needs to be coordinated with them
- Need for signage, messaging, programming for bikes, Bike Share, Cycle Track, buffered bike lanes on Mt. Royal and Maryland Avenue
- Need bike stations located on Plaza, Penn Station, near Fitzgerald; racks at Gordon Center: Ub has Bike Friendly University Status, need Fix-it Stations
- Need monitors and submetering throughout campus and in all buildings for energy consumption with updated Building Automated Systems (BAS) – MEP issues for Sustainability/Interoperability need for interfacing Basic plumbing and infrastructure;
- Lack of systems redundancy and Fiber Plan – antiquated systems, some never used
- No campus Ring
- Need for trenching and redundancy
- Need standardized requirements as opposed to project by project requirements
- MDROM trying to partner with City of Baltimore and Baltimore County for shared internet USM is the leader
- External stakeholders need to be involved in a Cable Plan: Baltimore City, EduROAM wit OIT stubbed into all potential development and Infrastructure Renewal
- Power Source and UPS and Generators for entire campus
- More maintenance and facilities renewal to address backlog of deferred maintenance
- UBGreen program has led to Environmental Science Major in CAS with a need for specialty space and outdoor laboratory space in close proximity to campus
- Sustainability goals has UB rethinking walking; tree survey; pits; pedestrians traffic; green lounge; shade and moveable furniture; native gardens; maps; bus shelters; landscaping; crosswalks; sidewalks; green roofs; solar panels; power purchase agreements; trash handling and recycling sharing with MICA/Lyric and installation of Plu Load Controllers (PLC)
- Need for a “Welcome Center”
- UB Foundation is concerned about the lack of appropriate and adequate space for the Development Department
- Institutional Advancement needs adequate and sufficient space for conferencing and community engagement
- Need for an International House
- Rethink development options for outlier buildings and parking lots
- Redevelopment of the United States Postal Service site and the East Baltimore property
- Private Public Partnerships with adjacent properties and developers in order to address on campus space needs
- Create a Gateway into the campus
AUXILIARY ENTERPRISES

- Need for a Netcafe to compete with surrounding informal offcampus gathering places
- Need for improved conference space
- Rethinking – Barnes and Noble and their use of 20,000 gsf in the private public partnership project – The Fitzgerald
- Bee Card operations must be convenient to campus and ADA compliant
- Parking Office and Services are located in the Maryland Avenue Garage (MAG) but space is not ADA compliant
- Marketplace and Coffee Bar are located in vacated space within the Student Center that were not programmed nor designed for this purpose. The convenience store has inadequate cooling which results in a high rate of spoilage during the summer. It also lacks secure storage.
- Vending machines throughout the campus are not in spaces programmed or designed for this function. Ofttimes, there are not dedicated electrical lines and the aesthetics of the equipment is distracting; and the compressors are noisy.
- Maryland Avenue Garage is in need of renovations

HOUSING

- UB does not foresee itself in the dormitory business in the near future
- It may consider additional 3P projects such as the Fitzgerald or the Varsity
- Need for an International House requires further study

OUTDOOR

- Use of Mt Washington fields requires further study
- Reconfiguring and repurposing open space along Oliver Street is a priority
- Redevelopment of USPS property may present opportunity to recreate additional green space
- Upon completion of Langsdale Library Renovations, adjacent lot may be repurposed
- There are relatively few open leisure and activity spaces for students and other users of the campus.
- Hardscape dominates campus exterior
- There is limited outdoor seating and gathering space
- There is limited outdoor formal space

PARKING

- Demand has to be reviewed ongoing
- Alternate transportation modes may be sufficient in the near term, especially with UB’s promotion of bikes and other public transportation
- Development within the surrounding areas will have to be factored in the future
SUMMARY

The information and data leading up to and including computed and qualitative needs establishes the necessity for renovated and/or additional facilities at University of Baltimore’s Main Campus to meet the University’s present and future requirements for space. Potential strategies for meeting these identified space requirements are addressed, in physical terms, by the capital projects outlined later in this Facilities Master Plan.
LAND AND FACILITIES ASSESSMENT

Excerpt from President Schmoke’s investiture speech: *Continue the trend of making UB’s midtown environment more vibrant by being the “big anchor” along with MICA, Penn Station, the Meyerhoff, The Lyric, etc.*

INTRODUCTION

The University of Baltimore is an integral member of the Baltimore community. While located within the Mid-town Belvedere neighborhood, it is closely associated with up to seven other major Baltimore neighborhoods. The University supports the community’s cultural, historic, environmental, and educational efforts through outreach programs, offerings of concerts, theater, lectures, and support of Artscape, a free arts festival which annually attracts 350,000+ attendees over three days extending from the Maryland Institute College of Art (MICA) in the Bolton Hill neighborhood, through the UB campus, and up Charles Street into the Station North neighborhood.

*Figure x: The UB Community*
Figure x: UB Campus Map
Through its designation as an Anchor Institution and existing partnerships in the community, UB is strategically positioned to enhance the physical environment and the vitality of midtown Baltimore. Major revitalization efforts are underway in the Station North neighborhood, along the Charles Street Corridor, at Penn Station, and potentially at State Center, from which the University will benefit.

In 2013, the University entered into a public/private partnership to help develop The Varsity, a residential development on the northeast corner of Maryland Avenue and Biddle Street, offering a much desired residential experience for undergraduate students.

NEIGHBORHOOD CONTEXT

As stated in the 2010 Facilities Master Plan, the University of Baltimore’s Mid-Town location makes it attractive not only to working professional students who attend both day and night classes, but also for undergraduate students who want to experience a true walkable urban campus.

The Maryland Institute College of Art, The Lyric Opera House and the Meyerhoff Symphony Hall are three neighbors of distinction within walking distance. Along with UB, these institutions attract thousands of people to this resurging and growing center for film, concerts, plays, exhibits, lectures, and social events. With the University’s main academic core being along Mount Royal Avenue and North Charles Street, the surrounding city context provides for daily needs and housing in a mixed urban form.

Figure x: North Charles Street
CAMPUS CHARACTER

The University of Baltimore’s campus, woven into the dense urban fabric of the Mid-town Belvedere neighborhood, is rich in architectural character and diversity. Its enjoys a dynamic relationship with neighboring historic buildings such as Penn Station and MICA’s Mount Royal Train Station along with contemporary buildings such as the Meyerhoff Symphony Hall and MICA’s Brown Center.

Transparency and openness are qualities that characterize recent campus buildings, the Student Center, Angelos Law Center and the renovated Langsdale Library. These are juxtaposed with late twentieth century style buildings and the more historic Charles Royal and Liberal Arts and Policy buildings.

Yale Gordon Plaza, recognized as the heart of campus, is the University’s primary open and green space and is utilized as a respite within the urban context as well as an outdoor event space for University and community groups. Additional open and green space is needed and should be carefully considered in the development of all future projects.
ZONING

*Transform Baltimore* is the moniker applied to an ongoing initiative by the City of Baltimore to completely overhaul and rewrite its zoning regulations. As of August/September 2015, the revised regulations are being considered by the Baltimore City council as Legislative Ordinance 12-0152. While the legislation is being considered and amended prior to final passage, the previous zoning designations described in UB’s 2008-2018 Facilities Master Plan still apply to the campus. Final details of the new regulations regarding permitted heights, land uses, and floor area ratios are yet to be determined, but the preliminary zoning map for the area of UB’s properties as currently contemplated is shown below:

*Figure x: Proposed Zoning Map being reviewed by the City of Baltimore*
UB’s campus falls within three proposed districts: C-2, OR-2, and TOD-4. Various Baltimore City sources currently available describe the proposed districts in this way:

“Community Commercial (C-2) - Baltimore is a city of neighborhoods, many with the advantage of neighborhood based businesses. In the 1960’s and 70’s when our existing code was written, the focus was on separating uses, and little incentive to build apartments above the store or establish new walk-to small businesses. In addition, there were no design standards for new commercial buildings. C-2 is community commercial, typically located on a commercial street at least three blocks long” and is conceived to ensure compatibility between neighboring residential and commercial uses.

- Maximum Building Height: 60’ (100’ by Conditional Use)
- Front yard: None required, but 10’ maximum if provided
- Interior side yard: None required, but 10’ minimum if provided
- Corner side yard: None required
- Rear yard: 20’ unless rear yard abuts and alley, then none required

“Office-Residential (OR-2) is intended for areas where there is a mix of office and residential uses. The regulations are designed to ensure that office uses remain compatible with the residential uses, thereby permitting the area to maintain a more residential character.”

- Maximum Building Height: 100’
- Front yard: None required
- Interior side yard: None required, but 10’ minimum if provided
- Corner side yard: None required
- Rear yard: 10’

“Transit Oriented Development (TOD-4) is a development approach that encourages intensifying and mixing land uses (residential, office, retail, and entertainment) around transit stations, integrating public amenities (open spaces and landscaping), and improving pedestrian and bicycle access to transit as alternatives to automobile travel. Successful TOD projects also address ways to ensure personal security and safety, encourage economic and community development, respect the area’s cultural history, and strengthen the connections between transit and surrounding neighborhoods. The TOD-4 District is characterized by significant height and a full mix of uses.”

- Minimum Building Height: 24’ or 2 stories
- Maximum Building Height: 100’ additional height (no limit) permitted by Conditional Use
- Front yard: None required, but 5’ maximum if provided
- Interior side yard: None required
- Corner side yard: None required
- Rear yard: None required

The currently contemplated map above shows that a vast majority of the UB properties, including the USPS Maintenance facility property, can expect to receive the TOD-4 zoning designation. The general
description available at this time would suggest that there will be great flexibility in deciding appropriate mixes of uses, building height and densities as may be appropriate when various sites are slated for development in the future.
LANDSCAPE AND STREETSCAPE

There is a need for campus standards for materials, patterns, building signage, wayfinding signage, landscaping, street furnishings to provide a sense of arrival, strengthen campus identity, enhance the pedestrian environment, and demonstrate leadership in sustainable urban practices.

Gateways
Acknowledging the campus’ urban context and the porosity which comes with that, development of gateways that signify an intensity of university presence and activity rather than delineate a distinct boundary are needed. University signage at ‘entrance points’ into the campus zone would offer that sense of arrival at significant points – perhaps at Maryland Avenue and Mont Royal Avenue exits from the Jones Falls Expressway (I-83). The character of the sign should fit within the urban context yet be a recognizable symbol of UB. Similarly, bridges over I-83 may present opportunities to create gateways both above and below announcing arrival into the campus district.

Oliver Street as an important pedestrian corridor connecting Penn Station, UB, MICA, and the wider arts district (Meyerhoff Symphony Hall and Lyric Opera House). Conversion of the existing surface parking lot west of Langsdale Library into active green space would enhance the new library entrance and become a gateway feature.

Figure x: Yale Gordon Plaza
Figure x: Gateway opportunities
Landscape

Need to work hand in hand with City of Baltimore Department of Public Works to develop a “campus district” within which standards are enforced for both public and private projects. This has been done successfully at Johns Hopkins University.

Garden and orchard – raised bed garden on island at the Maryland Avenue exit off I-83;
- A recent initiative is the addition of “Native Gardens” on campus. Native gardens use plants that naturally occur in local climate and soil conditions. Specifically, foreign, ornamental, and invasive species are not used and are removed if they creep in.
- UB’s native garden #1 with plants provided by Blue Water Baltimore has incorporated these sun loving natives.

Activate the streets with:
- Street tree plantings with larger pits and standard tree grates. Recent inventory revealed 28 dead or missing trees adjacent to UB-owned properties. The larger more solid tree grates used around the Student Center seem to be effective and should become a UB “signature” streetscape item.
- Standardize the “campus” walkway material and pattern
- Uniquely designed bus shelters should be another UB signature streetscape feature
- Cycle tracks, buffered bike lanes are coming to Maryland Avenue and Mount Royal Avenue through a City of Baltimore’s Department of Transportation project.

Crossings
- Adopt patterned crosswalks like those at Charles and Mt. Royal as the prototype.
- Work with the City to plan and implement bump-outs at ends of blocks to shorten street crossing distances, slow traffic, and provide landscape opportunities
**Signage**
- Building signage
- Banners
- Large scale graphics
- Temporary / event signage

**Public Art**
- Explore opportunities to incorporate public art into the campus environment include gateways, bus stops, street furnishings
- Consider collaborative opportunities with MICA, Baltimore School for the Arts, Station North, and other integrated arts partners in the community
UTILITY INFRASTRUCTURE

**Stormwater Management**
Angelos Law Center building should be considered the prototype for addressing stormwater management requirements for future projects. A combination of techniques like green roofs, water harvesting and reuse, and landscape amenity spaces capable of bioretention and infiltration scattered throughout and integrated into the architecture of the project are the most effective way to meet the rigorous requirements within the urban environment.

**Solid Waste**
Dumpsters currently located on the surface lot west of Langsdale Library need to be relocated as the renovation creates a new, very public entry on the west side.

Facilities Department personnel and storage are currently scattered through various buildings. There is a desire/need for a single centralized facility to consolidate all physical plant operations incorporating offices, shops, and materials storage on the ground level to make receiving and dispatch easier. This facility should also incorporate trash compaction ability and space for recycling operations. Under the proposed zoning regulations as currently contemplated, recycling collection stations are a defined and regulated use permitted as a Conditional Use in the C-4, I-1, and I-2 Districts (none of these districts is contemplated for UB).

**Utility Infrastructure Needs**
Campus wide there are few utility infrastructural needs with the exception of the following:

- **Academic Center**
  - Potable water pipes need to be replaced

- **Business Center**
  - Potable water pipes need to be replaced
  - Needs larger emergency power electrical panel and service

- **Learning Commons**
  - Electrical service upgrade needed

- **Student Center**
  - New sewage ejector for lower level needed. Must have mastication and larger force main to the point of gravity connection (gravity sanitary building connection to public main is okay.)

- **5 W. Chase Street**
  - Water pressure problem recently solved with a booster pump, but perhaps a larger service connection is required and should be considered

- **Maryland Avenue Garage**
  - Electrical service upgrade needed
  - Lighting upgrades needed for lower energy use and brighter levels both inside and around exterior of garage
INFORMATION TECHNOLOGY AND TELECOMMUNICATIONS

UB has a lack of redundancy in the fiber plant. Some buildings “hang off” others buildings rather than being connected to a campus ‘ring’ which would provide redundancy. A ring could be accomplished by extending fiber down Maryland Avenue from the Maryland Avenue Garage to Langsdale Library. Placing fiber in the street incrementally when there are road construction projects would be ideal from a cost standpoint. It is recommended that long term planning and coordination with the City’s Department of Public Works be undertaken to maximize opportunities.

Quality and capacity of fiber may be an issue between key buildings (e.g. Academic Center and Business Center) which can be evaluated as part of proposed renovation projects. It is also recommended that while renovation of the Langsdale Library is underway, fiber be extended across Oliver Street to the USPS parcel in anticipation of future development and connection.

The University participates in Eduroam, an international consortium that offers secure, world-wide roaming access service which was developed for the international research education community.

A strategy to include technology on emergency power circuits, backed up with UPS support, should be considered for future generator upgrades and replacement projects. UPS currently supports services ranging from telephones to IP video in buildings on campus. A risk-based assessment of where current UPS support in all buildings should be continued will be proposed.

Power requirements for data centers on campus are shrinking and additional space is not expected to be required for the data center function on campus.

When the Academic Center renovation project is considered, it should be noted that moving the data center out would be very expensive and disruptive given that the Academic Center is an aggregation point for campus fiber and would require an extended campus wide IT outage. OTS and others integral to reprogramming the Academic Center, including the State of Maryland CIO, recommends that real-time online access control be expanded to support both campus data centers as well as the Media and Classroom Services space adjacent to the Business Center data center as this will better support state guidelines and Legislative Audit recommendation for more auditable and controllable access to critical spaces.

Instructional Space Technology

Most instructional spaces need to be updated to accommodate lecture capturing. And, while most instructional technology in the classroom is fixed as it relates to lecterns, controls, projectors, etc., providing greater flexibility in classrooms where moveable furnishings will allow a lecture format for one class might be modified to collaborative group project layout in the next is important. One method for accomplishing this is to use shallow access flooring which offers electrical flexibility for labs, classrooms, and collaborative spaces. However, these types of flooring systems are best designed into new
construction projects, and most of the University’s instructional space needs will be met through renovation projects.

OTS recommends that assessments be made for technology updates to address the following:

- Business Center auditorium is operating with much of the original technology installed when it was constructed in 1994 which raised concerns about OTS’ ability to provide ongoing support. Upgrading from analog to digital technology in this space would bring it in line with the rest of the campus.
- Expansion of Video Capture Capabilities into all classrooms to support lecture capture and audio/visual interaction. In some spaces this will mean the introduction of new technology. In others, space may need to be redesigned.
- Electrical outlet availability in classrooms, teaching labs, and at instructor’s stations across campus for students and faculty. Too often, equipment is unplugged for convenience which is disruptive to the next users.

Expansion of existing and creation of new informal seating areas for students and faculty to gather and use their devices is encouraged. Electrical support for laptops and mobile devices should be carefully considered as typical “power stations” may not be heavily used and thus not be an efficient use of funding. Careful consideration should be given to adding more electrical outlets and electricity-enabled multi-USB plugs in useful locations.
CIRCULATION

Vehicular

Main routes of vehicular circulation to and through the campus are Charles Street from the south, Maryland Avenue from the north, and Mt. Royal Avenue from the east and west. Heavy traffic along these streets, especially during the evening rush hours is a concern and an impetus for the University to work with the City of Baltimore to increase pedestrian safety measures at crossings.

Exit ramps off of south bound Jones Falls Expressway (I-83) deposit vehicles onto Maryland Avenue at Oliver Street and west bound onto Mt. Royal Avenue at the Angelos Law Center, virtually in the heart of the campus.

Secondary east/west feeders into campus include Chase Street, Biddle Street, Preston Street, and Oliver Street.

Bicycle

New bicycle racks have been added doubling the options on campus to park in the last two years. There is bicycle parking within 50 feet of the entrances of 80 percent of academic buildings. Roughly 20 percent of these rack spaces are under cover. UB is advocating for design improvements for the planned Maryland Avenue Cycletrack and the Mount Royal Streetscape project currently under design by the Baltimore City Department of Transportation. UB will apply for League of American Bicyclists “Bicycle Friendly University” rating in the next two years.

Adequate secure parking for bicycles is an important element of the campus environment. Since the previous Facilities Master Plan, bicycle racks have been installed near the entrances of several of the main buildings on campus.

Pedestrian

UB’s campus is a ‘walker’s paradise’ according to Walkscore.com. Extending, at most, only four blocks outward from Gordon Plaza at its heart, the whole campus is easily within a five minute walk. Woven into the urban fabric, residences, cultural centers, restaurants, entertainment, parks, and public transit are all easily walkable from campus. And, almost twenty percent of UB students live within a close walk to campus.

Given that walking around the UB campus is literally walking along and crossing well-traveled city streets, working in concert with the City of Baltimore to provide a safe pedestrian environment is paramount. Crossing Charles Street and Mt. Royal Avenue, especially during rush hours, is difficult.
Figure x: Buffered bicycle lanes will be constructed by the City along Mt. Royal and Maryland Avenues.
Following are current issues identified during the development of this Master Plan which can be addressed through streetscape renewal projects:

- Many cross walks are practically worn away and in need of replacement. Developing a campus standard like the stamped asphalt ones at Charles Street & Mt. Royal Avenue would enhance both pedestrian safety and begin to present a unified campus district image.

- Acknowledge the heavy pedestrian crossing from Oliver Street to Penn Station and develop ways to mitigate danger to pedestrians.

- More bump-outs at the ends of blocks like to ones on the south side of Mt. Royal Avenue at Maryland Avenue and at Charles Street. Currently City plans call for a new bump-out on the east side of Maryland Avenue at W. Oliver Street – the corner closest to the Langsdale Library. Possible additional locations for bump outs are:
  - Projecting into north side of Mt. Royal Ave. on east side of Maryland Ave.
  - Projecting into north side of Mt. Royal Ave. on west side of Maryland Ave.
  - Projecting into north and south sides of E. Preston St. on both sides of Maryland Ave.
  - Projecting into north and south sides of E. Preston St. on both sides of Charles St.
  - Projecting into north and south sides of E. Biddle St. on both sides of Maryland Ave.
  - Projecting into north and south sides of E. Biddle St. on both sides of Charles St.

Morton Alley, running north/south through the campus between West Biddle Street and Oliver Street, is a main pedestrian spine used especially by students living in The Varsity. Low lighting between Preston and Biddle Streets is a security issue and may be hard to address since adjacent properties are not owned by the University.

Pedestrians crossing Mt. Royal Avenue at Morton Alley typically cut across mid-block over a landscaped median rather than walking to the corners at either Maryland Avenue or Charles Street. This has resulted in the landscape being trampled by constant pedestrian traffic. From both a safety and accessibility standpoint this is not acceptable. The University and the City of Baltimore can work together to improve the conditions at this point by either acknowledging the condition by placing walkway pavement in the median at the most heavily used crossing point, or discouraged by placing a continuous decorative fence or barrier in the median from Maryland Avenue to Charles Street (and Charles to St. Paul Street) to force pedestrian crossings at the intersections where there are signals to better control and protect pedestrians traffic.

These improvements will require coordination with and approvals by the City of Baltimore in order to insure that they do not impact traffic flows. The streets running north-south through UB are more problematic than the east-west streets because, in the particular cases of Maryland Avenue and Charles Street, parking is not permitted during rush hours since the parking lanes are used to accommodate the surge in traffic. Bump-outs would preclude this arrangement.
Figure x: Pedestrian circulation and key cross walk locations
PARKING

Parking is currently not a problem.

Parking facilities, both structured and surface lots, are fairly evenly dispersed across the campus, well within a five minute walking distance to/from the center of campus.

Parking is often available in the University’s Maryland Avenue Garage, on University owned surface lots, and on the street. Currently, there are enough available parking spaces to accommodate up to 8,000 students. Given the surplus of parking spaces, the opportunity exists to lease parking to the community. If these spaces are needed in the future, UB would take them back.

The University of Baltimore also leases 1,250 spaces in the Fitzgerald Garage. Leasing costs in the Fitzgerald Garage are likely to increase as the owner has expressed a desire to raise rates. These costs should be weighed against any surplus in the other UB facilities to decide whether to adjust the number of leased spaces in the Fitzgerald and/or restart a program that was discontinued of leasing Maryland Avenue Garage spaces to the community offset rent increases at the Fitzgerald.

Visitors to campus are typically directed to park in the Fitzgerald Garage due to its proximity to the Admissions Office in the Academic Center.

An overview of Owned and Partnered Parking is as follows:

- Maryland Avenue Garage 530
- Cathedral Street Lot 43
- Mount Royal Avenue Lot 30
- Oliver Street Lot 40
- Oliver Street – behind Academic Center 20 (state and police vehicles)
- Charles Royal 5 (state and police vehicles)
- Fitzgerald Garage (leased spaces) 1,250

1,918 Total off street spaces

Approximately fifty on-street handicap reserve spaces are located around campus.

Rush hour parking restrictions along major streets across campus present a challenge for early evening visitors, but students, faculty and staff primarily park in UB controlled spaces.

Additional public parking facilities in the vicinity of campus include: Meyerhoff Garage, Symphony Center Garage, Chambers Garage, Belvedere Garage, PMI Public Lot, Penn Station, and Lanvale surface lot to the north of Penn Station.

A projected increase in students living within walking distance, the potential extension of the UB Shuttle routes, and the abundance of public transportation all contribute to the expectation that parking needs will continue to be met even with the level of growth forecast in this master plan update.
Figure x: University controlled off street parking spaces total 1,918.
TRANSIT

In the heart of Baltimore, UB is the region’s most accessible campus. Easily within a five minute walk from the heart of campus are the following modes of transportation:

- **Bus**
  - MTA bus and regional MTA Commuter Bus routes
  - UB Shuttle bus – 2 routes
  - Charm City Circulator routes
- **Metro Subway**
  - Maryland State Office Building Metro Subway Station is located just four blocks from campus
- **Light Rail**
  - MTA Light Rail - University of Baltimore / Mt. Royal station is located one block west of campus
- **Train**
  - Amtrak and MTA MARC service are available at Penn Station, just one block north of campus
Figure x: Transit routes and stops
BUILDINGS

Campus buildings are predominantly either academic or administrative and either front, or are in close proximity to Yale Gordon Plaza, considered to be the heart of campus.

Several schools have programs that are distributed across campus such as the College of Public Affairs’ Schaefer Center for Public Policy is located at 5 West Chase Street and not in the Liberal Arts and Policy Building where the rest of the college’s programs are located. And the College of Arts and Sciences has faculty and programs distributed across multiple buildings: administration and faculty offices are located in the Learning Commons; the Klein Family School of Communications Design is located in the Liberal Arts and Policy building; science labs and SIAT, and are located in the Academic Center.

The Business and Law School programs are located entirely within their respective buildings.

The University does not have a building dedicated to physical education/recreation, or to plant operation. In fact, the recreation use spaces which are provided on campus are intermingled with administrative, student support, institutional support, and instructional spaces in the Academic Center.

Student housing is not provided by the University. However, participation in the recent P3 development of the Varsity, a dorm style residential building, is an example of the commitment to work within the community to provide a vibrant campus life.

No outdoor facilities are available on the main campus. However, the University’s 42 acre parcel in Mt. Washington, in northwest Baltimore, historically provided play fields and another gymnasium for athletics programs and clubs. Currently, the University leases this property to the City of Baltimore’s Department of Recreation and Parks for their use.

From an institutional perspective, small buildings are not efficient in their use of site, lead to fragmentation and potential isolation of programs, functions and people. Maintenance costs, energy consumption and costs are higher on a per gross square foot basis than larger buildings on campus. Therefore, careful consideration must be given to decisions between renovation or divestiture of the land and new construction on existing parcels.

Following is a summary of each building noting primary functions housed, age, and square footage.

**Academic Center** (221,539 GSF, 110,897 NASF) is comprised of three interconnected buildings that were previously identified as separate facilities located at 1420 N. Charles Street. The southern portion of the building, referred to as Academic Center South, was constructed in 1905 and renovated in 1971. The middle structure known as Charles Hall is a six story structure constructed in 1903 as an athletic club, modernized in 1947 and renovated in 1960 with an Annex addition. The Annex is the northern most part...
of the building. The three buildings are interconnected on the first and second floors. However, the floor elevations are not aligned, making it not possible to pass horizontally between buildings at all floor levels. Vertical circulation is isolated between the various sections.

Basement level of the Academic Center houses Physical Plant, Facilities, and Auxiliary Services, Procurement and Materials Management, Public Safety training and locker room. On the first floor is Public Safety’s Security station, the University Data Center including support space, Student Lounge, Bob Parsons Veterans Center, UB Housing, Campus Card Operations, as well as offices and support spaces for Admissions, Financial Aid, Records/Registration, the Bursar, Office of Community Life and Dean of Students. The Achievement and Learning Center, International Services, and Academic Research are also on the first floor. On the second floor are fifteen classrooms and five class laboratories as well as offices and support spaces for the College of Arts and Sciences’ Wagman Psychology Laboratory, and Division of Science, Information Arts and Technology (SIAT), Office of the Provost, Academic Innovation, and Student Affairs’ Counseling and Training Center.

Office and support spaces for the Office of the President, Executive Vice President for Administration and Finance, Institutional Research, Planning, Community and Government Relations, and the Comptroller are located on the third floor in the Charles Hall and north Annex portion of the building. Note that there is not a horizontal connection at this level into the center and south portions of the building which contain the primary recreational spaces.

Facilities for recreation and wellness are located on the third and fourth floors. Offices and support spaces for Recreation Services, the gymnasium, locker rooms, sauna, steam room, aerobics, weight, group exercise and a golf rooms are located on the third floor. Racquetball courts are located on the fourth floor.

The north section of the fourth floor contains general purpose classrooms, classroom laboratories and the Jami R. Grant Forensics Laboratory. Again, this section of the fourth floor is not accessible from the fourth floor of the center section where the racquetball courts are housed. The fourth floor of the southernmost section contains a mechanical room.

The fifth floor houses office/support for freshman and sophomore program. The sixth floor houses office/support for the Comptroller.

In addition to the lack of horizontal access on the upper floors, one major issue which several classroom and office spaces on the second floor must contend with is that they are located directly beneath the gymnasium and other recreation rooms including the weight room. This potentially can be addressed if recreation and wellness functions are relocated to the building that is developed on the USPS site.
William H. Thumel Sr. Business Center (120,790 GSF, 60,805 NASF) was constructed in 1994 with a lower level and five floors above grade. It houses Technology Services and Auxiliary Services Lecture Hall on the lower level. Upper levels provide the office/support space for the Entrepreneurial Opportunity Center, Advising Center, Jacob France Institute for Global Business, the Robert G. Merrick School of Business, and the University’s Chinese program.

The building also contains classrooms/case study rooms and open computer laboratories, faculty and School administrative offices, a student lounge, meeting rooms, and an auditorium with supporting catering facilities. A central, six story atrium provides the internal focus for all floors and serves as a multipurpose space for events, receptions, or casual seating.

Charles Royal Building (17,685 GSF, 9,484 NASF), constructed in 1894, renovated in 1994, and renovated again in 2014. It is comprised of three adjoining five story townhouses. The 1994 renovation created a single building with direct access from the Charles Street sidewalk into a central lobby where an elevator provides access to all five floors. The 2014 renovation addressed deficiencies of accessibility, HVAC systems, electrical infrastructure and envelope identified in the previous Facilities Master Plan.

The first and second floors contain Public Safety office/support spaces. Human Resources occupies office/support space on the third floor, Facilities Management and Capital Planning are located on the fourth floor, and Auxiliary Enterprises have office/support space on the fifth.

H. Mebane Turner Learning Commons (119,108 GSF, 70,604 NASF), constructed in 1982 to house the Law School and Law Library, it currently houses the Langsdale Library, instructional spaces, administrative and support spaces for the Yale Gordon College of Arts and Sciences, and the Town Hall.

The basement level contains the Langsdale Library archives, storage for Physical Plant supplies, and space vacated by a former food service facility. The former moot court on the first level is now named the Town Hall and utilized for both University and public lectures and presentations. Also on the first floor is storage for Auxiliary Services, administrative and support spaces for the Office of the Dean of the College of Arts and Sciences, Hoffberger Center for Professional Ethics, and the Writing Program.

Large general purpose classrooms, flat and tiered, are located on the second floor along with administrative and support space for Office of Academic Innovation and the Helen P. Denit Honors Program.

Aside from the archives in the basement, the Langsdale Library is housed on the third and fourth floors in administrative office and support spaces, stacks space, conference and study rooms.

The Division of Legal, Ethical, and Historical Studies occupies administrative and support space on the third floor. A faculty lounge is located in the southwest corner on this floor as well.
On the fourth floor the Division of Applied Behavioral Sciences and the Bob Parsons Veterans Center for Health and Well-Being is located.

Historically, the Learning Commons, originally the Law Center, was planned to be connected to the Academic Center at some point in time. It was envisioned that the vertical circulation in the southeast corner of the Learning Commons would serve both buildings when joined. The efficacy of this concept can be evaluated when the Academic Center renovation is planned and reconfiguration of Learning Commons is considered after the Langsdale Library moves out.

**John and Frances Angelos Law Center** (187,288 GSF, 106,335 NASF), completed in 2013, and certified as LEED Platinum, the building has twelve floor levels that are organized about a central atrium with levels from one side to the other being offset to accommodate varying programmatic requirements. The offset levels are connected by ramps, stairs, and elevators resulting in a dynamic choreography of activity throughout the very open building.

Law School administrative and support staff, faculty, and associated programs are housed entirely within the building, including the Law Library. Classrooms/case study rooms, open computer laboratories, faculty and School administrative offices, a café, meeting rooms are distributed throughout the levels with the moot court located in the lowest level. The following programs are housed within the Law Center:

- Center on Applied Feminism
- Center for International and Comparative Law
- Center for the Law of Intellectual Property and Technology
- Center for Medicine and the Law
- Center for Sport and the Law
- Clinical Law Offices
- Sayra and Neil Meyerhoff Center for Families, Children and the Courts

A strong connection between the interior programmed spaces and exterior spaces is a key component of the building design. A garden space located on the north side is one level below Charles Street providing a quiet enclosed green space and several accessible roof levels provide outdoor gathering spaces with spectacular views of the campus and city.

**Liberal Arts and Policy Building** (66,768 GSF, 35,777 NASF) is a five story building plus basement. It was constructed in 1916 as the Knights of Pythias Hall, and extensively renovated in 2009 by the University. An open decorative open stair linking the first through fifth floors was preserved. The basement level is primarily storage space used by the Department of Physical Plant. The ground floor houses administrative and support offices for the Dean of the College of Public Affairs as well as for the College of Arts and Sciences’ Klein Family School of Communications Design (KFSCD). On the second and third
floors are faculty offices, instructional rooms, graphics laboratory, studio classroom, audio-visual media labs utilized by the KFSCD, plus a student breakout space. Office and support spaces occupy the fourth and fifth floors and house the College of Public Affairs’ School of Public and International Affairs and the School of Health and Human Services.

**Langsdale Library** (58,218 GSF, 36,616 NASF), built in 1966, this four story building is currently under renovation. When completed in 2017, the renovated building will house all of the Langsdale Library functions with the exception of archives which will remain in the basement level of the H. Mebane Turner Learning Center.

**5 West Chase Street** (9,201 GSF, 3,986 NASF) built in 1940, and renovated in 2002, is a four story former townhouse. It is home to the Schaefer Center for Public Policy which is part of the College of Public Affairs. The building is fully accessible with reception, administrative offices and an open office style work area on the first floor. Conference, office and lounge spaces are located on the second floor with additional offices on the third. Storage is located in the basement.

The building is in good condition, but given its age and former life as a townhouse will continue to require maintenance and renewal efforts which are at higher per square foot cost than a larger, newer facility would require.

**Student Center** (60,123 GSF, 35,031 NASF), constructed in 2006, is a five story building with a basement and houses a mix of University administration and student focused uses. It is recommended that the mixture and distribution of student and administration spaces be reviewed as future realignments are considered with the goal of providing students with a more active, and potentially louder, environment commensurate with other institutions’ newer student centers.

At basement level are offices and support space for the Diversity and Culture Center, a student game room and computer center, and a staff supply and work room. On the entry level are an information desk, Starbucks kiosk, and the UB Market convenience store along with student lounge spaces with soft seating, and an office and support space for Student Affairs. A former food service space is currently vacant on the second floor, but used by students for informal gathering and additional study space. The Copy Center, Interfaith Room, a Quiet Room, and more student lounge space are also on the second floor. Offices and support space for Career and Professional Development Center, Henry and Ruth Blaustein Rosenberg Center for Student Involvement, the College of Arts and Sciences’ Spotlight UB, and a meeting room are housed on the third floor. Office and support spaces for the Student Government Association, UB Post, student organizations, along with student lounge space are located on the fourth floor. On the fifth floor are the campus’ recital hall, the Lucy and Vernon Wright Theater, and support spaces, as well as the Hilda and Michael Bogomolny conference room and support spaces.
40 West Chase Street (14,180 GSF, 7,483 NASF), constructed in 1940, was renovated in 1993. This four story former townhouse currently houses administrative and support spaces for the Office of Technology Services (OTS) on the first through fourth floors. The basement level was formerly leased to a bar/lounge, but is now vacant and is in need of repair to correct water infiltration and ventilation issues.

UB Foundation Building, 1130 N. Charles Street (8,653 GSF, 4,610 NASF), constructed in 1920, is a leased three story facility which is not accessible beyond the ground floor. The University of Baltimore Foundation owns the building. In addition to administrative and support spaces for the Foundation are located on the ground floor and the University’s Office of Institutional Advancement, Alumni and Donor Services, and Research and Database Management are located on the second and third floors. A storage room is located in the partial basement and a surface parking lot is located behind the building.

1104 Maryland Avenue (1,694 GSF, 1,349 NASF), is a two story townhouse constructed in 1940 and formerly was identified with two addresses: 1102 Maryland Avenue was assigned to the first floor and 1104 Maryland Avenue was assigned to the second floor. Currently, office and support space for the Parking Office is located on the second floor, though it is not accessible. The first floor is vacant.

1107 Cathedral Street (4,911 GSF, 2,746 NASF), is a three story townhouse constructed in 1940 and was formerly identified with two addresses: 1105 Cathedral Street was assigned to the first floor and 1107 was assigned to the second and third floors. Currently, this building is vacant.

Maryland Avenue Garage, 1111 Cathedral Street (176,022 GSF, 150 NASF), constructed in 1994, is a six level parking structure that accommodates 530 parking spaces and houses a Public Safety office. Service vehicles are stored on the fifth level of the garage.
FACILITIES RENEWAL

Ongoing maintenance and renewal of buildings, systems and spaces is a major concern for UB. Over 40% of UB’s buildings are older than 50 years and while several, such as the Academic Center and 40 W. Chase Street, have been significantly renovated, some of the smaller facilities are in need of major repair and renovation.

Figure X: Ages of buildings on campus.

<table>
<thead>
<tr>
<th>Year</th>
<th>Age</th>
<th>Building</th>
<th>GSF</th>
<th>Totals</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>100+ years</td>
<td></td>
<td></td>
<td>235,396</td>
<td></td>
<td>26.63%</td>
</tr>
<tr>
<td>1894</td>
<td>121</td>
<td>Charles Royal building – renovated in 1994 and 2014</td>
<td>17,685</td>
<td>2.00%</td>
<td></td>
</tr>
<tr>
<td>1903</td>
<td>112</td>
<td>Academic Center, Middle (Charles Hall) – constructed 1903 as an athletic club; modernized in 1947 and renovated in 1961 with addition of the Annex</td>
<td>217,711</td>
<td>24.63%</td>
<td></td>
</tr>
<tr>
<td>1906</td>
<td>109</td>
<td>Academic Center, South – extensively renovated in 1971</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-99 years</td>
<td></td>
<td></td>
<td>75,421</td>
<td></td>
<td>8.53%</td>
</tr>
<tr>
<td>1925</td>
<td>90</td>
<td>Liberal Arts and Policy Building – extensively renovated in 2008</td>
<td>66,768</td>
<td>7.55%</td>
<td></td>
</tr>
<tr>
<td>1920</td>
<td>95</td>
<td>1130 N. Charles St. (UB Foundation building) – renovated</td>
<td>8,653</td>
<td>0.98%</td>
<td></td>
</tr>
<tr>
<td>60-79 years</td>
<td></td>
<td></td>
<td>29,986</td>
<td></td>
<td>3.39%</td>
</tr>
<tr>
<td>1940</td>
<td>75</td>
<td>1105/1107 Cathedral Street</td>
<td>4,911</td>
<td>0.56%</td>
<td></td>
</tr>
<tr>
<td>1940</td>
<td>75</td>
<td>1102/1104 Maryland Avenue - leased out</td>
<td>1,694</td>
<td>0.19%</td>
<td></td>
</tr>
<tr>
<td>1940</td>
<td>75</td>
<td>5 W. Chase Street – renovated 2002</td>
<td>9,201</td>
<td>1.04%</td>
<td></td>
</tr>
<tr>
<td>1940</td>
<td>75</td>
<td>40 W. Chase Street – renovated in 1993 and 2013</td>
<td>14,180</td>
<td>1.60%</td>
<td></td>
</tr>
<tr>
<td>40-59 years</td>
<td></td>
<td></td>
<td>58,218</td>
<td></td>
<td>6.59%</td>
</tr>
<tr>
<td>1961</td>
<td>54</td>
<td>Academic Center, North (Charles Hall Annex)</td>
<td>56,218</td>
<td>6.59%</td>
<td></td>
</tr>
<tr>
<td>1966</td>
<td>49</td>
<td>Langsdale Library (UB’s first purpose built facility, currently under renovation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-39 years</td>
<td></td>
<td></td>
<td>237,409</td>
<td></td>
<td>26.86%</td>
</tr>
<tr>
<td>1982</td>
<td>33</td>
<td>Learning Commons (formerly the Law Center)</td>
<td>119,108</td>
<td>13.48%</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>21</td>
<td>William H. Thumel Sr. Business Center</td>
<td>118,113</td>
<td>13.36%</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>21</td>
<td>Maryland Avenue Garage</td>
<td>188</td>
<td>0.20%</td>
<td></td>
</tr>
<tr>
<td>0-19 years</td>
<td></td>
<td></td>
<td>247,411</td>
<td></td>
<td>27.99%</td>
</tr>
<tr>
<td>2006</td>
<td>9</td>
<td>Student Center</td>
<td>60,123</td>
<td>6.80%</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>2</td>
<td>John and Frances Angelos Law Center</td>
<td>187,288</td>
<td>21.19%</td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td></td>
<td>883,841</td>
<td></td>
<td>100.00%</td>
</tr>
</tbody>
</table>
FACILITY NEEDS

Following is a list of facility needs raised during interviews with internal groups:

Child Care facility
To provide a child care facility on or adjacent to campus is a high priority for President Schmoke. The center would provide care for children of students, faculty and staff. Hours of operation would ideally be extended into the evening given the majority of classes occur after 5:30pm.

An established child care provider would contract with the University to operate the center.

Given the space, access, outdoor play, fire/life safety code, and certification requirements, locations where a child care center might be considered on campus are limited. However, several options to consider would be in the development of the USPS site, in a development of either the Maryland Avenue or Cathedral Street surface parking lots in which an area of green space could be used by the center. Identifying a potential property for purchase is also an option to be considered.

International House
An International House is not a residential facility, but a place where international students can gather and be supported; where diversity and cultural groups can meet; and perhaps where the campus Interfaith Room is located. Ideally, it would be close to the heart of campus to ensure that students are part of the UB culture.

Alumni House
An Alumni House would be a place where alumni can gather, interact with students, and that is close to the action of daily campus life.

Welcome Center
A conveniently located space where prospective and new students are welcomed onto campus and presented with an appropriate impression of UB’s quality and character is currently lacking.

Foreign Language Program
Space for a foreign language program that offers support for students whose first language is not English would benefit the University’s efforts to recruit more Hispanic students and facilitate its goal of expanding enrollment of international students.
Informal Spaces for Student Collaboration

Often mentioned was the need to provide a greater number of informal spaces in each building where students can informally meet, collaborate, study, or simply hangout. These spaces should have soft seating, full internet connectivity, and plenty of available power receptacles.

Faculty Lounges

Informal spaces were faculty can meet, collaborate, be connected, and interact with other faculty in small groups could be coordinated with work rooms and coffee stations within each building. A larger campus wide faculty lounge type space, similar to the lounge that once existed in the basement of the Learning Commons, would provide a place for cross-disciplinary activities and meetings.

Following are concepts proposed for consideration for use of space in the Learning Commons after the Langsdale Library moves out:

Center for Academic Inter-unit Collaboration

The typical space arrangement on campus is to separate staff by functional area. This minimizes collaboration, limiting it to meetings, informal contact in the hallway or motivated and intentional engagement. In a new era of “flipping the classroom” and bringing all resources to bear to make instruction and pedagogy effective and impactful, OTS recommends that representation from units such as at least the following be collocated, despite organizational separation, to encourage collaboration and cross-functional innovative thinking:

- Office of Academic Innovation
- Achievement Learning Center
- Honors
- eLearning
- Instructional Technology, Facilities and Support
- Digital Librarian

This proposal is based on opportunities that may exist once Langsdale returns to its renovated facility. The proposed location for this collaborative location is the 3rd floor of the Learning Commons in the administrative area of the old Law Library, leveraging offices and open configurable space. This approach would leave existing open space available for reconfiguration for collaborative spaces.

Large Scale Flexible Space

Several internal groups interviewed suggested that the campus needs a flexible “open space” with a capacity of up to 600 for large scale events such as employee recognitions, donor appreciation, admissions open houses, orientations and information sessions. This space could also be available for outside rental and thus be a revenue source. The fourth floor of the Learning Commons was mentioned in multiple interviews. This space, when not scheduled, might have a default setup that provides
students a place to work, collaborate and hangout, but then be easily collapsible to be converted for other purposes. It was also noted this particular space benefits from having a dedicated freight elevator with storage space easily accessible on lower levels were flexible furniture could be stored.
DEVELOPMENT PLAN

Guiding Principles

- Follow the goals established in the University’s 2014-2017 Strategic Plan
- Be prudent in the proposed use of State resources
- Demonstrate UB’s commitment as an Anchor Institution, to being a stabilizing factor within the neighborhood and a contributor to environmentally responsible growth in the midtown area.
- Define the edges of campus to both strengthen first impressions and to clearly communicate arrival onto the University of Baltimore campus.
- Develop gateways at critical moments in the urban fabric which respond to location specific context through buildings, signage, streetscape, paving and other site features.
- Expand and strengthen connections with adjacent neighborhoods and institutions.
- Provide a campus environment that is welcoming, safe, identifiable, open, and inspirational to students, faculty, staff, and visitors.

Capital Projects Since 2010

Since approval of the previous 2008-2018 Facilities Master Plan in April 2010, the following Capital Projects have been undertaken by the University:

State Funded

- Construction of the John and Frances Angelos Law Center, a LEED Platinum building
- Planning and design of the renovation of Langsdale Library, currently in Construction Documents Phase
- Demolition of the interior of Langsdale Library

Non-State Funded

- Renovation of the Charles Royal building into administration and institutional support spaces
- Renovation of office spaces in 40 W. Chase for OTS
- Renovations in the Learning Commons to accommodate the temporary relocation of Langsdale Library and the Parsons Veterans Psychology Clinic
- Renovations in the Academic Center to create a student lounge, to create the Parsons Veterans Center, to add a computer forensics classroom laboratory, and to reconfigure the Office of Admissions suite
- Renovation in the Liberal Arts and Policy building to add office space
- Renovations in the Student Center for the Diversity Lounge and Interfaith Room
Facilities Renewal

- Annual classroom renewal projects
- Energy Contract upgrades across campus
- Elevator door upgrades in the Business Center
- Added bike racks around campus
- Added experiential learning garden behind the Academic Center
- Streetscape projects on campus have included updating banners, replacing dead and unhealthy trees, planting additional trees, and installing decorative tree grates
PROPOSED CAPITAL PROJECTS

Proposed capital projects included in this Facilities Master Plan Update are renovation projects in part because the identified need for additional or different types of instructional space are expected to be accommodated through realignments within existing buildings. Development opportunities described further on in this section outline new construction projects that are anticipated to be either Public / Private Partnership opportunities, or are projected to be beyond the ten year window of this Master Plan.

Of particular note is the fact that once the Langsdale Library renovation is completed in 2017, a significant amount of space, approximately 23,000 NASF, will become available in the H. Mebane Turner Learning Commons. This space is also valuable to the University as swing space that can be utilized during the other renovation projects identified, especially renovation of the Academic Center.

In addition to the 58,218 GSF of renovation included in the Langsdale Library project, the Capital Projects included herein anticipate renovation of 128,630 GSF and no construction of new GSF outside the 1,782 GSF being added in the Langsdale Library renovation project.

Summary of Capital Project Costs 2014 – 2024

<table>
<thead>
<tr>
<th>Project</th>
<th>5-year Program*</th>
<th>Post 5-year Program*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renovate Langsdale Library</td>
<td>$23,825,000</td>
<td></td>
</tr>
<tr>
<td>Realign Spaces in Student Center</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>Renovate Academic Center**</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Renovate Business Center Basement</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>Renovate H. Mebane Turner Learning Commons</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>Totals</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

*Estimated Costs include Planning, Construction, and Equipment funds
** In USM’s five year CIP budget at $21,641,000.
Costs are in 2015 dollars.

Description of Capital Projects 2014-2024

1. Langsdale Library – renovation project to continue; construction budget is $23,825,000 ($7M of that is to come from fundraising). Anticipated occupancy is Fall 2017.

2. Student Center (35,031 NSF / 60,123 GSF)
   a. Realignment of approximately 25% of the NASF (8,795 NASF) to provide a more student focused facility with a more active and potentially noisier environment –
      - Basement level 3,860 NASF: Diversity and Culture; Game Room; Computer Center
      - First Floor : 1,000 NASF: office suite
- Second Floor: 2,560 NASF: former dining/servery, Interfaith Room
- Third Floor: no renovations
- Fourth Floor: 1,375 NASF: renovation of open workstations
- Fifth Floor: no renovations

b. New functions to consider adding:
- Campus Welcome Center
- Food Bank
- Multi-cultural space
- Relocation of the Bob Parsons Veterans Center from the AC (1,072 NASF)

3. Academic Center (129,870 NSF / 217,711 GSF)
   a. Renovations ($21,000,000 included on budget sheet submitted to DBM) would include:
      - Upgrade systems throughout including replacing the potable water system
      - Reorganize spaces to resolve issues with recreation spaces over office and classroom spaces – apply cost to entire building or identified sections?
      - 11,292 NASF of various spaces located beneath gymnasium
      - 12,251 NASF of vacant spaces that will be repurposed in the 2019 renovation

4. William H. Thumel Sr. Business Center (64,952 NSF / 118,113 GSF)
   a. Renovation of basement level Computer Lab spaces
      - Replacement of the raised accessible floor system – 1,668 NASF (2.5%)
      - Addition of two 5-ton split system air conditioning units in the IT room
   b. Replace potable water system throughout

5. H. Mebane Turner Learning Commons (48,504 NSF / 119,108 GSF)
   a. Renovation of spaces vacated by Langsdale Library which currently occupies 27,798 NASF (less 4,897 NASF of archives to remain in basement = 22,901 NASF, or 47.2%)
      Consideration to be given for a large multi-purpose space for Admissions’ events and as a revenue generator (600+ capacity) – this type of space does not currently exist on campus
Following are potential realignments that were considered:

**Liberal Arts and Policy building** (35,777 NSF / 66,768 GSF) – Move the Schaefer Center for Public Policy (currently 3,986 NASF) into LAP space that would be vacated by relocating the College of Arts and Sciences’ Klein Family School of Communications Design (KFSCD) into the Learning Commons to consolidate the College of Arts and Sciences. The KFSCD currently occupies 11,935 NASF so these moves would result in a surplus of space in the LAP to accommodate expansion of the College of Public Affairs.

**UB Foundation Building** (4,666 NSF / 8,653 GSF) – careful consideration should be given to long term maintenance and renewal costs required for the UB Foundation building before deciding to add an elevator tower to the rear to provide full access to all three floors. The 4,666 NASF currently utilized by the Foundation and UB’s Office of Institutional Advancement, Alumni and Donor Services, and Research and Database Management could be incorporated into one of the potential development options presented later in this section.

When other smaller renovation projects are required across campus over the next five to ten years, consideration should be given to creating informal spaces distributed in each academic building that have soft seating and an abundance of power outlets for students to study, collaborate, and to hang out. Similarly, conveniently located spaces for faculty to informally gather to interact, collaborate, and engage in cross disciplinary discussions should be considered in buildings across campus.
DEVELOPMENT OPPORTUNITIES

Development opportunities in and around the University of Baltimore’s campus are presented in this Facilities Master Plan Update as general proposals based upon projected enrollment and program growth, stated strategic goals and vision, an understanding of State fiscal constraints, and parcels owned by the University. They take into consideration development activities and pressures surrounding the campus: MICA’s continued development; Amtrak’s Penn Station development plans; potential redevelopment of the Meyerhoff’s parking garage; the State Center redevelopment project; Station North Arts & Entertainment District; and growth in Midtown’s residential market.

Though broad in their descriptions, these opportunities are specific to the major needs and challenges identified during the Master Plan Update process which include:

- New Student Commons
- Academic Center Renovations
- Student Center Renovations
- Plant Operations Building
- Business Center Renovations
- Child Care Center
- Veterans Center
- International House
- Alumni House
- Health and Wellness Center
- Open and Green Space
- Incubator Space
Figure x: University owned parcels available for development are shown in red.
CAMPUS ZONES

Many departments and divisions are currently mixed within buildings and dispersed across campus. This negatively impacts their efficiency and effectiveness. Implementation of the Facilities Master Plan 2014-2024 will clarify and strengthen the organization of University functions across campus into the following Zones:

- Student
- Academic
- Executive / Administrative
- Center
- Institutional Support & Plant Operations
- Green Corridor

A brief description of the Zones follows:

Student – anchored by development of a mixed use Student Commons on the USPS parcel, this Zone will be the focus of on-campus student life. After the renovation of Langsdale Library is completed, establishment of this Zone is the crucial next step in realization of the Facilities Master Plan Update.

Academic – comprised of the five main academic buildings, the anchor being a fully renovated Academic Center, this Zone would be recognized as the locus of the University’s academic activities.

Executive / Administrative – to bring the Executive and Administrative functions, especially those with whom prospective and current students interact, out from deep within the Academic Center and relocate them into the current Student Center, will provide the University with an appropriate ‘front door’.

Center – the Yale Gordon Plaza which is the perceived ‘heart of campus’, along with the Langsdale Library are the Center Zone of campus and community activity. With development of the Student Commons on the USPS site, these two campus elements will be the literal link between the Student Zone and the Academic Zone offering places where students and community can pause, connect, and interact.

Institutional Support & Plant Operations – concentrating Institutional Support and Plant Operations functions away from the center is not a problem. Aggregating Plant Operations with the Maryland Avenue Garage is beneficial and provide the University with an active presence at the southern tip of campus. Facilities shops can be interiorized within a more community focused mixed use development.

Green Corridor – building upon UB’s community gardens that have been developed in the interstices of the I-83 off ramps at Maryland Avenue and the outdoor spaces created at the Angelos Law Center, the Green Corridor would provide a Zone in which UB can demonstrate environmental stewardship and capitalize on its proximity to the Jones Falls.
Figure x: Campus Zones
Oliver Street
The previous Master Plan discussed converting the former Law School building, now the H. Mebane Turner Learning Commons, into a new library and demolishing the Langsdale Library building. That recommendation did not come to fruition. In fact, construction will begin in the spring of 2016 on the renovation of the Langsdale Library building. Renovation of the library will provide a new prominent entry on the west side facing what is now a surface parking lot. This reorientation of the main face of the library will apply pressure to develop the open space on the west side into a plaza/green space, enhancing the urban environment along Oliver Street and addressing the need for more green space on campus. Circulation through the library’s ground level will enhance the experience of walking from the Fitzgerald parking garage to the heart of campus, the Yale Gordon Plaza.

The existing lot at the corner of Oliver Street and Mount Royal Avenue is underutilized and not readily recognized as a part of the University of Baltimore campus. It is identified here as a potential parcel for redevelopment in relation to, but independent of, the creation of the plaza/green space described above. Anchoring the west end of Oliver Street, an increasingly busy pedestrian corridor between Penn Station and MICA and the Bolton Hill neighborhood this location would offer UB the opportunity to create a mixed use facility that contributes to the vitality of both student life and the community.
USPS Site

Potential development of the USPS Maintenance Facility site is an important consideration for the University because it presents an opportunity to not only leverage UB’s growth to the north, but also to provide solutions to needs identified in this and the previous Facilities Master Plan such as a Student Commons, a child care facility, a recreation center, a health and wellness center, a new physical plant, relocation and appropriate sizing of the UB Barnes & Noble bookstore, open and green space, and to strengthen campus identity.

A P3 development arrangement should be considered to most effectively leverage limited resources, to maximize community engagement and to potentially provide additional market rate apartments to increase residential density thereby contributing to a more vibrant midtown environment.

Phasing development of this parcel should also be considered as given its size, incremental develop would allow for adjustments in programming to accommodate future priorities.

Figure x: USPS Maintenance Facility site is a significant opportunity for the University's campus to expand north
Mount Royal Avenue Parking Lot

- Potential opportunity to partner with the Meyerhoff Symphony Hall as they consider redevelopment of their parking structure which is immediately adjacent to UB’s parcel.
- Just two blocks from Yale Gordon Plaza, redevelopment of this surface parking lot with non-instructional functions such as the UB Foundation, an International Center, an Alumni House, or even a child care facility could reinforce the concept of the Executive / Administrative Zone.
- From an architectural perspective, the prominent location of this parcel offers UB the opportunity to develop a building that would, in conjunction with the Angelos Law Center, bracket the campus along Mount Royal Avenue, and serve as a western gateway on to campus.

Figure x: Mount Royal Avenue surface parking lot
Cathedral Street Parking Lot

- Potential opportunity to develop a mixed use facility to address the University’s need for non-instructional space for a child care center, alumni related functions such as an Alumni House, the UB Foundation, and the University’s Alumni and Donor Services.
- While the Cathedral Street parking lot is further from the heart of campus than other UB owned parcels, its adjacency to the Maryland Avenue Garage is significant. Development on this parcel would strengthen the University’s presence in this section of Midtown. And, its proximity to State Center is also important to consider.
- While a vehicular exit on the west side of the Maryland Avenue Garage and the Cathedral Street right of way itself must be maintained, to consider development of this parcel along with the potential aggregation of 1107 N. Cathedral Street and 40 W. Chase Street into a single development project should be considered, whether as a single or phased project.

Figure x: Cathedral Street parking lot
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