

BOWIE STATE UNIVERSITY FACILITIES MASTER PLAN 2020-2030 EXECUTIVE SUMMARY

JANUARY 2021



BOWIE STATE UNIVERSITY

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INTRODUCTION

A DAY IN THE LIFE of Bowie State University in the year of this Facilities Master Plan (FMP) is extraordinarily different from any day in any other year of the University's existence. Acknowledging each FMP is unlike those preceding it, the confluence of development of this plan with events and circumstances of this year takes it out of the realm of simple uniqueness to degrees not experienced previously. This Plan at this time is pivotal.

During the development of the Plan, the University's leadership has been forced to let go of nearly all of its previous rules of operation in order to be able to establish a workable basis for learning. We are referring here to the impacts of the COVID-19 pandemic. While needing to focus on immediate preparations for and implementation of the Fall 2020 semester, the University's leadership has also made time to help form the direction of campus development as described in this plan. The FMP must look beyond the exigencies of the 2020-2021 school year to the 10-year planning horizon.

Three circumstances have come together during the development of this plan that shape in large part how it sets the course for the development of the BSU campus:

1. This is the first Facilities Master Plan to be undertaken during the term of Dr. Aminta Breaux, president of the university, and her cabinet. That new leadership is marked by new energy, dynamic thinking, and astute perspective of the needs and opportunities of the University. The importance of this plan under Dr. Breaux's leadership is not to be missed.

2. The COVID-19 virus has turned the historic ways Bowie State University and other institutions of higher education have conducted their business upside down. The University has been forced to

re-examine how it delivers the learning experience to its students, and the students have to make choices about adapting to very different modes of learning and living. Some of these changes will have a lasting mark; others will be more temporary. We need only to reflect on historic formulas of square feet per student, furniture configurations, and classroom sizes that won't be fitting in the short term and may even eventually become obsolete to begin to understand the pandemic impacts. The pandemic study is included as an appendix in the full FMP report.

3. Importantly, our society appears to be embracing a long-overdue awareness of the value of the lives of our African American brothers and sisters. To be sure, there is a sea of challenges that will need to be navigated and overcome; that must happen and happen much sooner than later. More than ever, our Historically Black Colleges and Universities must play key roles in formulating and creating permanent and positive change. More than ever, Black Lives Matter. More than ever, HBCUs matter. More than ever, Bowie State University matters .

In the meantime, the goal stays in sight – the 10-year plan. Inherently, the FMP is long-range, shaped by both short and long term needs and precedents. The plan assumes that enrollment increases will occur, based on State projections; that the University will have returned to a more typical mix of face-to-face classes and remote learning, allowing for some growth of on-line classes; and that the demand for on-campus student housing will not have abated and the new units will be filled. Still, it will be necessary for the University to take stock of and measure changes in its enrollment, demand for programs, and changes to its fiscal condition as they all relate to this FMP. This evaluation should occur at least annually, in the Spring semester.

SNAPSHOT IN TIME

This Facilities Master Plan (the “Plan”) addresses the accomplishments, needs and aspirations of Bowie State University (BSU) at a time when the University is poised to continue its track towards first rate facilities, accommodating BSU’s program offerings and the aspirations of its students. The Plan acknowledges the fiscal realities of 2020 capital planning while keeping the needs of the institution as paramount, within the long range vision. The Plan embraces the University’s pride in its history, programs, and campus and lays out a roadmap for development which, if fully implemented, will provide the facilities necessary to satisfy the needs of a modern, comprehensive university.

Major drivers influencing this plan include the following:

- Academics
- Costs and Economics
- Quality of Life
- Legacy

Major considerations include the following:

- Institutional Mission, Vision, and Strategic Plan
- The student experience
- The campus environment

PURPOSE

The Plan was undertaken to establish a framework for the physical growth and change that can be anticipated for Bowie State University over the next ten years. It establishes projected enrollment growth and space needs. Several capital projects are identified and others are suggested. For each major project, the master plan will need to be followed by programming, design and construction. The master plan does not attempt to design projects but it does provide a campus development plan which suggests locations for specific projects and organizes them within the boundaries of the current campus and beyond.

METHODOLOGY

The team has:

- Used existing information to create the base site plan.
- Gathered and evaluated the significant statistics of the University, including population trends, enrollment characteristics and trends, academic programs, and space inventory.
- Reviewed the University’s new Mission, Vision, and Strategic Plan in relation to the setting that they provide for the Facilities Master Plan. In addition, the team reviewed numerous documents related to the academic programs, facilities, operations and planning for the University.
- Canvassed a wide range of internal and external constituencies in a series of forty interviews and focus groups.
- Performed walk-through surveys of existing buildings to gain a sense of their character and condition. This was coupled with data from the University as well as observations of the campus.
- Tabulated and organized by HEGIS code all spaces, compared the existing to the State allowances, and noted deficiencies.
- Evaluated the existing buildings and site to determine the suitability of the facilities for existing and future needs of the University.
- Proposed and evaluated several campus development schemes, consolidating and distilling the most beneficial elements from each into a cohesive campus plan.

EXISTING CAMPUS



OVERVIEW

Bowie State University (BSU) is a nationally accredited four-year Master's (Comprehensive) University (Master's/PhD) by Carnegie classification. Established in 1865, BSU is the oldest of the four Historically Black Institutions (HBIs) of higher education in the State of Maryland and one of the oldest in the nation. Offering 43 bachelor's and master's degree programs, two doctoral, and 14 specialty certificate programs with a focus on computer science, information technology, business, nursing, natural sciences, and education, BSU is one of 12 degree-granting institutions in the University System of Maryland (USM), the state's public higher education system. USM comprises 12 institutions, two regional higher education centers, and a system office. Having evolved from a normal school into a comprehensive university, Bowie State University serves a historically and predominantly African American student population, providing educational opportunities that will enable students to function in a highly technological and interdependent world. The university continues to honor its heritage of providing access to higher education for under-represented populations, with a commitment to reach a diverse student population.

BSU is also a leader in the infusion of technology into the curriculum while maintaining its role as an institution grounded in the liberal arts, and produces graduates who are leaders among their peers in a global community, who think critically, who value diversity, and who are committed to high moral standards. Bowie remains a leader in the graduation of African Americans in teacher education and technological fields.

BSU is in a rural setting adjacent the City of Bowie, and centrally located between the metropolitan areas of Baltimore (25 miles), Washington D.C. (17 miles), and Annapolis (15 miles). The Baltimore-Washington-Annapolis triangle serves as a center of international, national, and regional business, government and technology. Located within close proximity to each of these urban hubs, BSU is connected to the regional highway network and has on-campus access to the regional and local public transit.

HISTORY

For over 155 years Bowie State University has provided an exceptional learning experience to the African American community. Today it continues to position itself to meet the challenges of the 21st Century by continuing to build systems of academic and institutional excellence. The following outline summarizes BSU's legacy and achievements:

- 1865-** First School opened in Baltimore by Baltimore Association for the Moral and Educational Improvement of Colored People.
- 1866-** First normal School classes to train Negro teachers.
- 1867-** Normal school relocates to new building in Baltimore
- 1908-** Renamed Normal School #3, and relocated to current location in Prince George's County
- 1914-** Becomes known as Maryland Normal and Industrial School at Bowie
- 1925-** Started two-year professional curriculum in Teacher Education
- 1935-** Renamed Maryland Teachers College at Bowie, Teacher Education expanded to four years
- 1951-** Established programs to train junior high school teachers
- 1961-** Implemented comprehensive teachers training program for secondary education
- 1963-** Established liberal arts program and renamed Bowie State College
- 1970 -** Authorized to grant Master of Education degree
- 1988-** Renamed Bowie State University to reflect significant institutional growth and began one of 12 constituent institutions of the newly formed University System of Maryland
- 1992-** Became first HBU to expand satellite and continuing education programs overseas
- 1994-** Maryland Higher Education Commission approved new mission for BSU, reaffirming its commitment to the African American community and identifying special focus on computer and technology.
- 2005-** Graduated first class of doctoral candidates (Doctorate of Education) and first class of four-year nursing students
- 2006-** Approved doctoral degree in Computer Science
- 2007-** Established the Climate Commitment Coordinating Committee (C4)
- 2015-** Signed the new Climate Commitment and White House Act on Climate Pledge part of which is the cornerstone to the Paris Climate Agreement.

Bowie State University continues to position itself to meet the challenges of the 21st Century by continuing to build systems of academic and institutional excellence.

VISION, MISSION STATEMENT, CORE VALUES, STRATEGIC PLAN

VISION

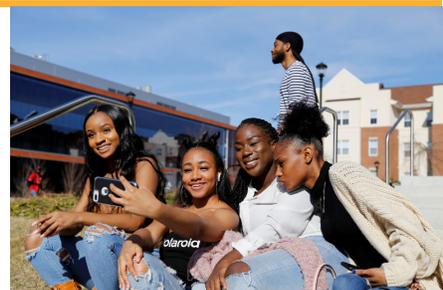
BOWIE STATE UNIVERSITY WILL BE WIDELY RECOGNIZED AS ONE OF THE NATION'S BEST PUBLIC COMPREHENSIVE UNIVERSITIES THAT IS A MODEL FOR ACADEMIC EXCELLENCE, INNOVATION, AND STUDENT SUCCESS.

MISSION STATEMENT

AS MARYLAND'S FIRST HISTORICALLY BLACK PUBLIC UNIVERSITY, BOWIE STATE UNIVERSITY EMPOWERS A DIVERSE POPULATION OF STUDENTS TO REACH THEIR POTENTIAL BY PROVIDING INNOVATIVE ACADEMIC PROGRAMS AND TRANSFORMATIONAL EXPERIENCES AS THEY PREPARE FOR CAREERS, LIFELONG LEARNING, AND CIVIC RESPONSIBILITY. BOWIE STATE UNIVERSITY SUPPORTS MARYLAND'S WORKFORCE AND ECONOMY BY ENGAGING IN STRATEGIC PARTNERSHIPS, RESEARCH, AND PUBLIC SERVICE TO BENEFIT OUR LOCAL, STATE, NATIONAL, AND GLOBAL COMMUNITIES.

CORE VALUES

- EXCELLENCE
- INCLUSIVITY
- INTEGRITY
- ACCOUNTABILITY
- INNOVATION



STRATEGIC PLAN

The BSU 2020-2030 Facilities Master Plan is the campus and community development plan. It seeks to respond to the strategic plan *Racing to Excellence* which has at its core the intertwining of a mindset of entrepreneurship throughout the Bowie State University campus and community. The strategic focus is on activities that will transform the character of the academic, co-curricular, and administrative activities to create a holistic approach to student success. The emphasis is placed on every facet of the university in improving retention, graduation, and post-graduate placement.

This plan has been guided by the Vision, Mission Statement, Core Values, and, especially, the Strategic Plan Goals. The Goals are:

1 - Achieve academic excellence supported by curricular and co-curricular experiences

Bowie State University will achieve academic excellence through quality teaching, learning, and research; high-demand innovative academic programs; high-impact student activities; and strategic partnerships.

2 - Promote a holistic and coordinated approach to student success

Bowie State University will honor its rich heritage and culture by promoting access, affordability, and completion through resources and opportunities that empower students to succeed at every level of learning

3 - Encourage academic and administrative innovation to meet student needs

Bowie State University will engage in academic transformation initiatives which encourage increased levels of student success and we will regularly evaluate administrative processes and leverage new approaches to improve the student experience.

4 - Enhance our campus culture of diversity, inclusion and civic engagement

Bowie State University will embrace, promote, and support a community of cultural inclusivity, diversity and accountability by ensuring that faculty, staff, and students develop a mindset of accountability in teaching, learning, support programs, and extra-curricular campus experiences designed to enhance collaboration and engagement.

5 - Ensure long-term viability of BSU

Bowie State University will create a unified understanding of the elements that define the unique qualities of its value to attract a culturally diverse student body and actively engage alumni, friends, and partners to address critical needs of Prince George's County and the surrounding region. We will leverage fiscal resources from public and private sources to advance strategic priorities that create a sustainable future for the university, the county, and the state of Maryland.

ACADEMIC PROGRAMS

High-quality academic programs are offered by the University. Students are able to choose from 23 undergraduate majors, 20 master's degree programs, 14 specialty certificates and two doctoral programs in a variety of high-demand fields:

UNDERGRADUATE MAJORS:

- Bioinformatics
- Biology
- Business Administration
- Chemistry
- Child & Adolescent Studies
- Communications
- Computer Science
- Computer Technology
- Criminal Justice
- Early Childhood Education
- Elementary Education
- English
- Fine Arts
- History & Government
- Mathematics
- Nursing
- Psychology
- Science Education
- Social Work
- Sociology
- Sport Management
- Theatre Arts
- Visual Communication & Digital Media Art

CONCENTRATIONS:

- Accounting
- Advertising Design
- Animation & Motion Graphics
- Applied & Computational Mathematics
- Art
- Banking & Finance
- Broadcast Journalism
- Business Information Systems
- Community Based Corrections
- Creative Writing
- Digital Cinema & Time-Based Media
- Digital Media Arts
- Economics
- Emerging Media
- Entrepreneurship & Small Business Management
- Fashion Design

- Forensic Science
- General Business
- Government
- Language & Literature
- Management
- Marketing
- Mathematics Education
- Music
- Music Technology
- Print Journalism
- Public Relations
- Pure Mathematics
- Social Justice
- Special Education

MASTERS:

- Applied & Computational Mathematics
- Business Administration
- Computer Science
- Counseling Psychology
- Culturally Responsive Teacher Leadership
- Elementary & Secondary School Administration
- Elementary Education
- English
- Human Resource Development
- Management Information Systems
- Mental Health Counseling
- Nursing
- Organizational Communications
- Public Administration
- Reading Education
- School Counseling
- School Psychology
- Secondary Education
- Special Education
- Teaching

SPECIALTY CERTIFICATES:

- Addictions Counseling
- Applied & Computational Mathematics
- Database Management/ Artificial Intelligence
- Graphics & User Interface
- Geographical Information Systems & Image Processing
- Information Systems Analyst
- Networks & Distributed Systems
- Organizational Communications Specialist
- Project Management

- Psychotherapy
- Scientific Software Development
- Software Engineering
- School Psychology

DOCTORAL:

- Computer Science
- Educational Leadership

ACCREDITATION

Bowie State University is accredited by the Middle States Commission on Higher Education (MSCHE), an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Individual disciplines are accredited by the appropriate accrediting body:

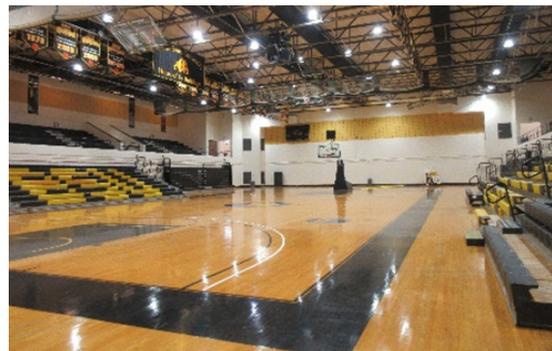
- **Business Administration Programs**
The Accreditation Council for Business Schools and Programs (ACBSP) accredits the Business Administration (BS) and Business Administration (MBA) programs.
- **Computer Science and Computer Technology Programs**
The Computing Accreditation Commission of ABET accredits the Computer Science (BS) and Computer Technology (BS) programs.
- **Counseling Programs**
The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the Mental Health Counseling (MA) and School Counseling (MED) programs.
- **Education Programs**
The National Council for the Accreditation of Teacher Education (CAEP) accredits the following programs: Early Childhood Education (BS), Educational Leadership (EDD), Elementary Education (BS), Elementary Education (MED), Elementary and Secondary School Administration (MED), Reading (MED), School Psychology (MA), Special Education (MED) and Teaching (MA). The Maryland State Department of Education approves the Secondary Education (MED) and

Secondary Education (BA/BS) programs.

- **Nursing Programs**
The Accreditation Commission for Education in Nursing (ACEN) accredits the Nursing (BS) and Nursing (MS) programs.
- **Public Administration Program**
The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) accredits the Public Administration (MA) program.
- **Social Work Program**
The Council on Social Work Education (CSWE) accredits the Social Work (BS) program.

In addition to the above stated accrediting, Bowie State programs are compliant with the following licensure bodies:

- Maryland Board of Nursing
- Maryland State Department of Education
- National Council on Social Work Education
- National League for Nursing Accrediting Commission



LEADERSHIP STRUCTURE



ENROLLMENT

RECENT TRENDS

In the Fall semester 2019, student headcount enrollment was 6,171 with total undergraduate students numbering 5,227 and graduates accounting for 944 students. First-time freshmen, both full and part-time totaled 834.

Whether measured by Full Time Equivalent Students (FTES) or Headcount, despite minor decreases in the Fall terms 2015 and 2019, the trend line has been steady growth:

- FTES: from Fall 2014 at 4,721 students to Fall 2019 at 5,260 students, averaging 2.2% per year
- Headcount: from Fall 2014 at 5,695 students to Fall 2019 at 6,171 students, averaging 1.6% per year

PROJECTED ENROLLMENT

Projections of enrollments for fall 2020 through fall 2029 represent the recommendations developed by Bowie State University in keeping with the pursuit of BSU's mission through the year 2029. Note the following projections for FTES and Headcount:

- FTES: from Fall 2019 at 5,260 students to Fall 2029 at 6,026 students, averaging 1.4% per year
- Headcount: from Fall 2019 at 6,171 students to Fall 2029 at 7,029 students, averaging 1.3% per year

FACULTY AND STAFF

In the Fall semester 2019, BSU employed 510 faculty and 518 staff. 92% of full-time faculty hold at least a master's degree and 64% hold a PhD. Student-faculty ratio at Bowie is 16:1.

NEEDS ANALYSIS

Anticipated student population increases from fall 2020 through fall 2029 and anticipated impact on campus inventory as the result of the following programmed building projects: 1) Construction of the new Martin Luther King, Jr. Communications Arts and Humanities Building to replace the existing MLK Communication Arts Center and 2) Renovation of Thurgood Marshall Library. These projects will have a significant impact on campus-wide space needs at Bowie State University, replacing and updating outdated and aging academic buildings and providing 21st century learning facilities. BSU currently has an overall space deficit of approximately 500 net assignable square feet (NASF) when space guidelines are applied to existing inventory. By the year 2029, the projected overall deficit will be approximately 34,000 NASF. Space deficits in 9 of 14 major room use categories are projected when the Maryland Higher Education Commission's Space Guidelines for Four Year Public Institutions formulae are applied to BSU's projected (2029) space inventory. The remaining five categories suggest surpluses.

CAMPUS FACILITIES

The facilities inventory at Bowie State's campus consists of 23 state-owned buildings which collectively total approximately 1,535,000 gross square feet (GSF) and contain approximately 920,000 net assignable square feet (NASF) of space. The various academic, administrative and auxiliary enterprise buildings range in age from the 104-year old Goodloe House to the four-year old Center for Natural Sciences, Mathematics and Nursing.



Building Category Summary

Building Category	GSF	NASF
Academic / Research	801,911	456,210
Administration / Institutional Support	236,514	146,710
Auxiliary Enterprise	496,079	314,725
Totals	1,534,504	917,645

Source: Bowie State University Facilities

Campus Buildings

Campus Buildings	Built	Renovated	GSF	NASF	Primary Use
Academic / Research					
James E. Proctor, Jr.	2000	n/a	101,193	58,241	Instruction, Faculty Offices
Martin Luther King, Jr. Communication Arts Center	1973	n/a	149,374	77,082	Instruction, Assembly, Faculty Offices
Thurgood Marshall Library	1977	1996	166,869	107,635	Study
Center for Natural Sciences, Mathematics and Nursing	2017	n/a	148,000	85,022	Instruction, Faculty Offices
Computer Science Building	2002	n/a	47,000	27,641	Instruction, Faculty Offices, Research
Center for Business and Graduate Studies	2007	n/a	66,000	37,944	Faculty Offices, Instruction
Fine and Performing Arts Center	2011	n/a	123,475	62,645	Assembly, Instruction, Faculty Offices
Subtotals			801,911	456,210	
Administration / Institutional Support					
Boiler Plant	1952	1993	2,970	2,970	Inactive
Goodloe House	1916	2003	3,815	2,100	Inactive
Field House	1992	2015	7,909	4,540	Athletics/Physical Education
William E. Henry Administration Building	1996	n/a	37,396	19,027	Administrative Offices
Leonidas S. James Physical Education Complex	1973	n/a	102,135	63,976	Athletics/Physical Education
Facilities Management Building	1967	1973	29,613	20,432	Shops, Storage
Theodore McKeldin Gymnasium	1957	n/a	21,142	15,469	Athletics/Physical Education, Inactive
Charlotte Robinson Hall	1960	n/a	31,534	18,196	Administrative Offices, Inactive
Subtotals			236,514	146,710	
Auxiliary Enterprise					
Alex Haley Residential Community	1994	n/a	90,855	54,929	Residential
Dwight Holmes Residence Hall	1951	1970	21,779	15,114	Residential
Lucretia Kennard Residence Hall	1957	1998	22,646	14,267	Residential
Towers Residence Hall	1973	n/a	40,828	23,518	Residential
Goodloe Apartments	1954	n/a	5,946	5,001	Residential
Harriet Tubman Residence Hall	1921	1971	33,282	19,374	Residential
Christa McAuliffe Residential Community	2004	n/a	185,240	124,305	Residential, Health Center
Student Center	2013	n/a	95,503	58,217	Student Union
Subtotals			496,079	314,725	
State vs. Non-State Supported					
State Supported			1,038,425	602,920	
Non-State Supported			496,079	314,725	
Totals Bowie State University			1,534,504	917,645	

Source: Bowie State University Facilities

PROJECTED SPACE NEEDS

PLANNING ASSUMPTIONS

The base year for this analysis is fall semester 2019. Assumptions made for the application of formulate-driven space guidelines computations for fall 2019 and fall 2029 are shown in the following table. Full-time day equivalent students (FTDE) are calculated from credit hours earned reflected in BSU course data files. Data on faculty and staff are provided by the University. Library Volumes are physical bound volume equivalents calculated from base collections data provided by the University. Refer to the following table.

Planning Assumptions

	FTDE	WSCH Lecture	WSCH Laboratory	Full-Time Faculty	Part-Time Faculty	Full-Time Staff	Part-Time Staff	Library Volumes
Fall 2019	4,485	72,888	9,300	221	289	424	94	416,982
Fall 2029	5,151	82,020	12,303	250	230	460	70	449,393
Percent Change 2019-2029	14.8%	12.5%	32.3%	13.1%	-20.4%	8.5%	-25.5%	7.8%
Average Annual Growth Rate	1.4%	1.2%	2.8%	1.2%	-2.3%	0.8%	-2.9%	0.8%

Sources: Bowie State University Office of Planning, Analysis and Accountability (Enrollment) and Facilities (Faculty, Staff and Library Volumes)

EXISTING BUILDING SPACE INVENTORY

A building-level inventory of assignable space in each building was prepared by the University and given to the consultant team. This inventory of existing spaces serves as the baseline data against which computed space needs are compared. As depicted in the accompanying table and graphic, residential constitutes the largest single classification in Bowie's 917,645 net assignable square feet (NASF) of total campus inventory. Twenty percent of assignable space is classified as classroom and laboratory instruction (classroom 7%, laboratory 13%), 18% as office, 7% as study (library), 23% is a combination of special use, general use and support, and 28% of campus space is classified as residential. The remaining 4% or 39,728 NASF is unclassified space distributed among various buildings at the time of the inventory

Distribution of Existing Space by Room Use Classification

FICM	Room Use	NASF
100	Classroom	66,572
200	Laboratory	121,985
300	Office	160,512
400	Study	58,742
500	Special Use	75,178
600	General Use	109,970
700	Support	28,450
800	Health Care	1,600
900	Residential	254,908
000	Unclassified	39,728
Total		917,645

Source: Bowie State University Facilities

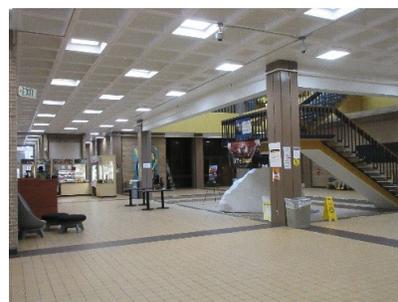
SPACE GUIDELINES APPLICATION AND ANALYSIS

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. With respect to current and projected space surpluses and deficits as the result of Maryland State Guidelines application, the following space needs are projected by space type:

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. Given the current inventory of classroom space, application of the guideline to the University's weekly student contact hour data suggests a current deficit of 14,334 NASF and a deficit of 24,169 NASF by 2029. This anticipated increased space deficit is attributed primarily to a projected 13.4% increase in enrollment with virtually no net increase in classroom space.

Class Laboratory/Open Laboratory (210/220): A class laboratory or teaching laboratory (210) is space used primarily for formally or regularly scheduled instruction that require special purpose equipment or a specific space configuration for student participation, experimentation, observation, or practice in an academic discipline. 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 surplus of 38,749 NASF for Class Laboratory and a deficit of 550 NASF for Open Laboratory. By 2029, Class Laboratory will have a surplus of 12,843 NASF and Open Laboratory will have a deficit of 3,195 NASF.

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. Given the current inventory of research laboratory space, application guideline suggests a current surplus of 4,411 NASF and a deficit of 724 NASF by 2029. This anticipated increased space deficit is attributed primarily to a projected 13.1% increase in full-time faculty with a net reduction in research space.



Academic Support Space: These spaces provide environments that directly support the institution's instruction and research activities and include office, study, physical education, media production, assembly, exhibition, lounge, central computer / telecommunications, physical plant, and health care, further described as follows:

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. Given the current inventory of office space, application guideline suggests a current surplus of 34,951 NASF and a surplus of 26,686 NASF by 2029.

Study (400): In this analysis, study space refers to, individually or collectively, three space categories: Study, Stacks, Processing/Service. Given the current inventory of study space, application guideline suggests a current deficit of 31,568 NASF and a deficit of 12,115 NASF by 2029.

Physical Education (520): A room or area used by students, staff, or the public for athletic or physical education activities. Physical Education space includes gymnasias, 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 also includes spaces used for dancing and bowling. Given the current inventory of physical education space, application guideline suggests a current deficit of 20,089 NASF and a deficit of 25,485 NASF by 2029. This anticipated increased space deficit is attributed primarily to a projected 13.4% increase in student enrollment with no increase in current physical education space.

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. Given the current inventory of media production space, application guideline suggests a current deficit of 3,438 NASF and a surplus of 213 NASF by 2029.

Assembly (610): A space designed and equipped for the assembly of many persons for such events as dramatic, musical, devotional, 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. Given the current inventory of assembly space, application guideline suggests a current surplus of 17,240 NASF and a surplus of 17,228 NASF by 2029.

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 institutionwide museums, galleries, and similar exhibition areas that are used to display materials and items for viewing by institutional population and the public. Given the current inventory of exhibition space, application guideline suggests a current deficit of 1,789 NASF and a deficit of 3,530 NASF by 2029.

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. Given the current inventory of lounge space, application guideline suggests a current deficit of 8,287 NASF and a deficit of 6,528 NASF by 2029.



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. Given the current inventory of central computer or telecommunications space, application guideline suggests a current surplus of 650 NASF and a maintained surplus of 1,327 NASF by 2029.

Physical Plant (720-760): Physical plant facilities, which provide centralized space for various auxiliary support systems and services of a campus, help keep all institutional programs and activities operational. Given the current inventory of physical plant facilities, application guideline suggests a current deficit of 16,255 NASF and a continued deficit of 16,558 NASF by 2029.

Health Care Facilities (800): Space used for patient care areas that is 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. Given the current inventory of health care facilities, application guideline suggests a current deficit of 174 NASF and a deficit of 343 NASF by 2029.

Other Classified Space (Ad Hoc): This grouping represents spaces that are not addressed by Maryland's space planning guidelines. These are either specialized spaces for which need is based entirely on programmatic requirements which vary by institution or auxiliary enterprises which are not state-funded. Examples of space needs based on programmatic requirements are armory,

spectator seating, clinic, demonstration, field building, and greenhouse. Auxiliary enterprise categories include day care, residential facilities, and space for student service functions typically housed in a student union building. Student union spaces include food facilities, lounge, merchandising, recreation, and meeting rooms. The current inventory of other classified space equals the allowance, resulting in a net zero surplus or deficit.

Unclassified Space (000): These spaces are assignable areas that are inactive or unassigned; in the process of being altered, renovated, or converted; or in an unfinished state at the time of the inventory. They include inactive areas, alteration or conversion areas and unfinished areas. Inactive areas are spaces that are available for assignment to an organizational unit or activity. Another area of unclassified space is "other organizations." These are spaces that are being occupied by entities other than the University and are not available for University use and are listed as ad-hoc. At the time of the inventory, the only unclassified spaces were inactive areas. The current inventory of unclassified space equals the allowance, resulting in a net zero surplus or deficit.

QUALITATIVE ANALYSIS (PROGRAM-BASED NEED)

Growth or change of some existing programs and the establishment of new ones suggest concomitant growth or change in enrollments and demographics, need for specific, specialized facilities. Taking advantage of opportunities to effectively market the “Bowie Brand” will drive program offerings in the coming years. Many of these programs require specialized classrooms, labs and other facilities that can be flexibly adjusted for a variety of teaching/learning or other settings. In addition to primary academic needs, there are needs for programs and projects focusing on various academic support, institutional support and campus-wide pursuits that collectively create an exceptional atmosphere for students, faculty, staff, alumni and visitors to the Bowie campus. These needs should be viewed in the context of how strategic responses would effectively align with the University’s mission, Strategic Plan, and its planned academic direction. Facilities master planning regimens should strategically focus on programs and projects that will collectively transform the character of Bowie State University’s academic, co-curricular, and administrative activities to create a holistic approach to student success. Strategic focus should allow for flexible and nimble response to future market dynamics. Refer to Chapter 2 Needs Analysis for more specific information and recommendations for the following uses, functions and opportunities:

- Safety, Security and Communications
- Physical Plant Operations
- Wellness, Fitness, Recreation
- Academic Commons
- Welcome and Admissions Center
- Campus Communities
- Athletics and Outdoor Recreation
- Research
- Community-Based Economic Development
- Campus-Wide Systems and Infrastructure Improvements



THE BSU BUILT ENVIRONMENT: THE CASE FOR IMPROVEMENTS

FACILITIES

The development of the BSU campus since its inception in the 1910's has seen relatively consistent growth to its Fall 2019 enrollment of 6,171 students (headcount) and 23 buildings totaling 1,534,504 gross square feet. In that period of just over 100 years, two major building expansions occurred: five buildings in the 1970's totaling nearly 500,000 square feet representing almost 1/3 of the total current inventory, and the other more recent expansion since 2000 totaling approximately 534,000 square feet. The five 1970's buildings have never had major comprehensive renovations; all are in need of complete top-to-bottom renovation or replacement. One, Martin Luther King Jr. Communication Arts Center, is scheduled to be replaced by the planned Communication Arts & Humanities Building now in design. Thirteen of the 23 existing buildings were built prior to 1978, and only the most historic – the 1916 Goodloe House and Harriet Tubman Residence Hall – have undergone major renovations. The average age of all buildings is 44 years.

After a period of modest growth, the University resumed expansion with additional major projects during the period 2000-2016. This expansion addressed many deficiencies, including much needed classroom, laboratory, student center and fine and performing arts spaces. Yet, several of the older buildings which have not had major renovations do not meet the needs of a 21st century comprehensive university. Needs vary from building to building, but the following highlights the issues and deficiencies of several campus buildings:

- The instructional spaces of the now 20-year old **James E. Proctor Building** are outdated and/or in need of major repurposing or reconfiguration, there are few study and gathering spaces for students, and major building systems including mechanical, electrical and technology are in need of upgrade.
- The **Henry Administration Building**,

while having undergone a renovation in 2003, still lacks appropriate and efficient building systems; the renovation never did solve the inherent net-to-gross inefficiency; and the layout discourages interaction between administrative staff with each other and with others.

- As previously mentioned, the **Martin Luther King Jr. Communication Arts Center** will be demolished.
- The **Charlotte Robinson Hall** building envelope is energy inefficient as are the HVAC and lighting systems; renovations over the 60-year life of the building have been piecemeal and seemingly without a compelling, overarching purpose for the building.
- While relatively new, the 2002 **Computer Science Building** is largely comprised of computer classrooms and labs that are too small, and there is virtually no space for students to gather and study collaboratively; in addition, the recent and anticipated growth of computer science programs suggests expanding the building to accommodate that growth and address the small size of the classrooms and labs.
- The 1967 **Facilities Management Building** suffers from a floor plan that does more to disconnect operations contained within the building than unify them, and all office, shop and support spaces are inadequate, outdated and woefully in need of replacement.
- The deteriorating **Central Steam Plant** has been decommissioned for at least the last ten years and serves no relevant purpose; demolition is recommended.
- BSU has done its best to upgrade certain spaces and building systems of the **Leonidas James Physical Education Complex**, now 47 years old, but many more elements of the building still need to be addressed, including the energy-inefficient building envelope, discontinuous circulation patterns and conveying systems, obsolete spaces such as racquetball courts and an unused wrestling

room; in addition, there is a significant deficit of net assignable space requiring expanding the building size.

- The 1957 **Theodore McKeldin Gymnasium** now includes a very small basketball court and spaces for some of the University's Public Safety operations; Public Safety space needs to be consolidated elsewhere, while the building will require a major renovation and expansion to accommodate fitness and wellness programs.
- The older residence halls (**Towers, Dwight Holmes, Lucretia Kennard, Harriet Tubman, and the Goodloe Apartments**) all contain significant deficiencies including: tiny rooms and halls, inadequate ventilation, outdated HVAC, electrical, lighting and technology systems, inaccessible elements not meeting ADA standards, and inefficient building envelopes. This report recommends re-investment in Kennard and Tubman, and removal of Towers, Holmes, and Goodloe Apartments.

SITE IMPROVEMENTS

In addition to building upgrades and replacement, key campus infrastructure systems are in need of upgrade, expansion and replacement. Thanks to recent upgrades and regular maintenance, paved systems including roadways, parking, and pedestrian systems are in generally good condition. This report does recommend some reconfiguration related to proposed building construction and improved safety and connections. Also due to recent major investment in identity and wayfinding, campus signage has been skillfully implemented. Other infrastructure systems, including water, storm water, sanitary sewer, gas, electric, and technology are necessary for proper functioning of all campus facilities. The extent of needed replacement of some portions of storm and sanitary sewer systems, most specifically underground piping, is not fully known, and study is needed and recommended to determine the scope of work for these systems.

Similarly, and critically, campus technology systems will need major upgrade, replacement and expansion in order to meet the anticipated, growing demands of communications, academic and administrative computing, audio-visual, and security systems and equipment. The technology infrastructure is already in need of correcting deficiencies; in addition, rebuilding the network, replacing and expanding fiber and equipment, network nodes and terminal units must be undertaken to be ahead of proposed building projects. This will require significant investment in technology systems between and in buildings, such as a new backbone optical fiber network. A technology master plan is recommended to establish the scope and cost of all aspects of technology systems on campus, and it should be undertaken soon. This should be of the highest priorities for the University. The technology master plan needs to be performed first to establish the scope and extent of the upgrades

NEEDS ANALYSIS CONCLUSION

Data leading up to and including the quantitative and qualitative needs establishes the necessity for renovated and/or additional facilities at Bowie State University to meet its present and future requirements for space and programs. Potential strategies for meeting these identified requirements are addressed, in physical terms, in the impending chapters. Bowie State University's response to needs for space and programs manifests itself in a series of projects that will culminate in an orderly long-term physical development of Bowie's campus community. Priorities and sequencing of specific projects will allow for integration of this Facilities Master Plan into Bowie's Capital Improvement Program (CIP) and related financial planning required to implement this Plan.

CAMPUS DEVELOPMENT

The proposed Campus Master Plan provides a framework for logical, sequential phased development over a ten-year period and beyond. The master plan strives to respect and build upon the successful aspects of the existing campus, while building a new innovative academic community. The physical plan enhances existing traditions as well as offers new opportunities for ceremonies and celebrations. The plan identifies the location of future academic, administrative, residential and athletic facilities as well as building forms that give shape to shared outdoor spaces.

The key development strategies include the following:

1. Strengthens Henry Circle as a visitor destination, hub of campus activity and node to other campus spaces
2. Creates an innovative living-learning residential neighborhood between Jericho Park Road, Henry Circle and MARC station
3. Improves the arrival experience, spatial definition and pedestrian connections within the existing campus core
4. Reconfigures the athletics precinct to enhance the experience and strengthen access to sports events
5. Leverages MARC station to develop convocation center as an anchor for a future mixed-use TOD neighborhood.
6. Protects and enhances sensitive environmental features surrounding the campus

AERIAL VIEW: PROPOSED CAMPUS DEVELOPMENT PLAN



PROPOSED CAMPUS DEVELOPMENT PLAN



PROPOSED PROJECTS

SUMMARY DESCRIPTIONS, PROPOSED SEQUENCE

Note: All proposed projects must begin with a facilities program which will establish 1) the extent of spaces to serve programs and activities in the building or extent of campus-wide systems and 2) estimated costs. Gross areas indicated in the list of proposed projects should be viewed as orders of magnitude only, to be confirmed or modified during program development. The proposed sequence is a blueprint for orderly development; specific timing will ultimately be a function of the University’s Capital Improvement Plan.

PROJECTS TO MEET CRITICAL NEEDS

1. Technology Infrastructure Upgrades

This extensive project, critical to the future needs of the University, will involve upgrades to and expansion of the campus fiber network, equipment, and some related software. In addition, partial-to-extensive re-cabling will be required in several buildings. Refer to the Technology Recommendations in chapter 4D for additional information.

2. Public Safety and Communications Complex. (N2)

This 48,000 SF project, to be located on the current site of the Goodloe Apartments, will provide a replacement facility for the existing and aging Public Safety spaces in McKeldin and Robinson and DIT offices and data centers in Thurgood Marshall and Kennard. This project should be the first building project, preceding the Thurgood Marshall Library renovation, so that the Department of Information Technology spaces in the library can be relocated before the library work begins.



3. Site Utilities Upgrades Certain site utilities including some lengths of sanitary sewer and

storm water piping are broken and in need of replacement. This project addresses those current needs and should also anticipate replacement of other older pipe and utility systems including water, gas, and power.

4. Install Electric and Gas Meters at Each Building.

In order to assess the efficiency of campus-wide energy use, it will be necessary to install gas and electric meters at each building. Tracking and measurement of both gas and electric will provide the University with critical information to be able to assess energy use on a square-foot basis for each building, allowing BSU to make decisions relative to equipment, controls, envelope, operations, and disposition of all buildings, which should result in energy savings for several buildings.

5. Thurgood Marshall Library Renovations (N12.)

This large project will take advantage of the extensive space of the 167,000 SF library building by re-envisioning the library as a 21st century learning commons, with corresponding support functions such as library offices and processing space, tutoring, writing labs, help desk, group study rooms, maker space, faculty support center, and more. The library has needed a major top-to-bottom renovation for several years. As the learning hub for the campus, this project is key to support of the continued improvements to BSU’s academic programs. It is the next high priority large project for the University. The 20,000 SF Welcome and Admissions Center addition should occur in conjunction with the Library Renovations. It would serve to receive first-time visitors, house Admissions and related functions, and accommodate a proposed Center for Bowie State University History, Culture, and Traditions.



6. McKeldin Gym Renovation and Addition (N3).

As a Wellness Center, this 21,142 SF building plus proposed 32,000 SF addition will provide long-needed space for wellness, fitness, and recreation functions.

When completed, the renovation and addition will allow more flexibility in use and continued renovations to the James Complex.



7. New Residence Hall (N7). This first of three proposed new student housing projects will be located west of the Jericho Park Road connector to Maryland Route 197, across from the Entrepreneurship Living Learning Community now under construction.

It is proposed as a 200-bed apartment project; capacity defined by the size of the site; estimated area 130,000 SF.



8. James Complex Renovation and Addition (N4).

A much-needed overhaul of those portions of the existing 102,135 SF building not recently renovated plus upgrades to the building infrastructure, envelope and a proposed 40,000 SF addition will provide additional practice, team rooms, strength and exercise, locker/shower facilities, and training spaces.

Continuing with recent renovations will help achieve the still-needed comprehensive renovation to this building.



9. Facilities and Maintenance Building (N5). This 44,000 SF project will replace the existing 29,600 SF Maintenance Building now located east of the CMRC parking lot, moving it to a new site adjacent to the northwest section of the campus loop road. It will provide new space for most of the same functions currently housed in the existing aging building and much needed additional site area for parking and storage.



10. Computer Science Addition and Renovation (N6). Responding to the need established by the Computer Science leadership, this project acknowledges shortcomings of the existing building, mostly in the form of classrooms that are too small, with renovation of all existing spaces and an 18,000 SF 3-story addition to the south side of the building, providing additional and flexible learning spaces, labs and offices.



OTHER PROJECTS SUPPORTING BSU'S MISSION AND STRATEGIC PLAN

All of the following projects are important to the continued improvement and development of the BSU campus. Some may be viewed as critical. Some, including a proposed Convocation Center, Athletics and Recreation Field House and Fields, and Innovation and Incubator Center, will depend in small or large part on private development and/or funds generated by others with BSU participation and may be located on land not now owned by the University. Further study, including program development, is recommended to better define these and other projects listed below. Priorities will ultimately depend on funding and will be influenced by development of the Projects to Meet Critical Needs.

Proctor Building Renovation Now 20 years old, Proctor is showing signs of age. In particular, building systems including MEP, IT and AV systems are in need of upgrade and update, and since the Nursing program moved to the CNSMN building, configuration of those spaces should be reconsidered. A comprehensive renovation for the 101,200 SF building is recommended.



Tubman Hall Renovation As the oldest building on the main campus, Tubman is one of three historic buildings located in the “Historic Triangle” engaging both the Holmes and main academic quads. Further study is recommended to determine/confirm its continued use as a residence hall and the extent of renovation and construction (original building vs original plus wings vs original and replacement of wings).

Charlotte Robinson Hall Renovation A successful renovation two years ago provided space for Human Resources and University Relations & Marketing, and the two classrooms have been retro-fitted twice in the past five years. The

remainder of the building, including the building envelope, is in need of major renovation and upgrade. The proposed attached to Robinson and renovate Robinson or 2) build the first wing and replace Robinson with a concurrent or future second wing attached to the first; this latter scenario is illustrated in the proposed Campus Development Plan.

Stadium Complex (N8). The proposed campus master plan calls for complete replacement of the existing football stadium and grandstands, to be located immediately north of the track and west of the existing Field House. This location would take advantage of the natural slope down from the track, providing views not only to the football field but to the forested area beyond. A new softball field is shown to be located on the current site of the football field.



Steam Plant Demolition This small building, unused for at least 10 years, has no value to the University, has been deteriorating, and should be removed.

Alex Haley Residence Community The 90,900 SF residence hall is now 26 years old and should be undergo a comprehensive renovation.

Future Academic Building (N9). This new 100,000 SF building is referred to in the Charlotte Robinson Hall Renovation described above. It is envisioned as an L-shaped footprint, the N-S wing to be



completely new and the E-W wing to incorporate Robinson Hall or to replace it. Programs to occupy space in the building to be determined at a later date.

New Residence Halls. These two projects providing approximately 500 beds are integral to the “Innovation Village” envisioned at the southwest corner of the campus. They will expand the critical mass of on-campus student housing as well as inject additional vitality to the proposed location. This is also a high priority, facilitating continued expansion of the University’s goal of increasing on-campus student housing to a larger critical mass. Demolition of the existing Martin Luther King Jr. Communication Arts Center must precede this project.



Site Improvements. Separate from site utility work, the site improvements here would include improved pedestrian routes, lighting, landscaping, special features such as an amphitheater, and site amenities such as benches, trash and recycling containers, and bike racks. Related to these improvements would be reconfiguration of the Greek Plots, suggested to be located along the East Promenade and possibly in part of the Holmes quad. A study is needed to program the plot locations, size, and character.

Building Systems Upgrades. Systemic upgrades to buildings such as lighting, HVAC systems, door hardware and security controls may be undertaken to improve those systems on a more campus-wide basis than as part of individual renovation projects. Specifically, more efficient lighting systems are recommended to save energy, and hardware and security control systems should be undertaken to provide uniform systems throughout all buildings. IT systems upgrades are addressed elsewhere.

Parking. Additional parking is recommended at key locations throughout campus and in different forms:

- New parking lots east of Alex Haley and CMRC residence halls
- A parking garage on the current MARC Station surface lot east of the station. This need not be more than two-to-three levels, keeping a low profile.
- Convenience parking at the proposed new Academic Building
- Stadium parking north of the proposed new stadium location.
- Parking associated with the proposed new Facilities and Maintenance Building.
- Parking associated with the proposed new Public Safety and Communications Building

Future Residence Hall (N11). This 200-bed residence hall is envisioned as an Y-shaped footprint, to be located on the site of the current Maintenance Building. That location is convenient to existing residence halls and the central academic precinct of the campus. It will help define the “gateway” entrance experience for persons entering the campus along the east stretch of the loop road. Academic space is envisioned for the ground floor.



Goodloe House. Located across Maryland Route 97 from the BSU campus, Goodloe House is an important, iconic reminder of the rich history of Bowie State University. It currently serves as offices for the BSU Alumni Association. At 3,800 square feet and occupying about three acres, possibilities for future development are limited, unless the University and/or alumni were to acquire additional, adjacent land. If that were to occur, possible development could include, in addition to alumni functions, a center for conferencing, special events, studies, research, BSU history, University development and more.

Convocation Center. The FMP embraces the idea of locating this project in the Transit Oriented Development (TOD) parcel west of the MARC train station as previously proposed by Prince George’s County and suggested by others.



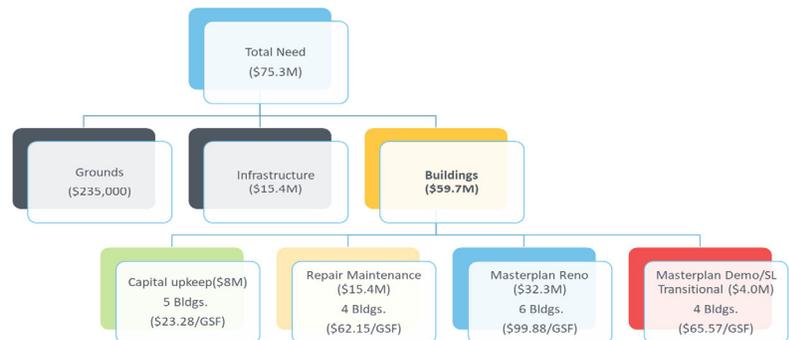
The Convocation Center will provide large and small scale conference, assembly and meeting space for the University as well as for nearby surrounding institutions, business organizations, and communities. The TOD envisions a development with office, retail, housing, institutional, parking, and other uses in addition to the Convocation Center. Further study is needed to determine the scope and size of this project.

Athletics and Recreation Field House and Fields. While the main BSU campus already accommodates practice and athletic fields, and the FMP further develops and recommends improvements to those elements, a robust slate of athletics and recreation programs will require additional space and facilities. A convenient location for additional practice and athletic fields can be found at the old Bowie Race Track site, about a mile to the east from the campus. Support facilities ranging from modest storage,

maintenance, locker and bath facilities to a large field house accommodating indoor sports and practice space would complement the practice fields. Joint use by BSU and the community is anticipated.

Innovation and Incubator Center. Shown in the proposed campus development plan to be located in the south campus area known in this report as “Innovation Village”, this 30,000 SF project is envisioned as a public-private partnership, fostering initiatives related to University programs and research, possibly in the fields of health, computer science and/or business. It may also be located in the TOD west of the MARC station. It may be a stand-alone building or joined as part of another. As with other projects above, further study is needed to determine size and scope.

The afore-described projects are summarized in the following Proposed Projects table and are recommended for development. Specific timing will be a function of the University’s Capital Improvement Plan.



Construction costs are not included in this report. However, a 2018 Sightlines study identified a total need of over \$75M in deferred need for the campus grounds, buildings and infrastructure. Allowing for escalation, this figure would be approximately \$80M in 2020 dollars. Sightlines further projected “a total need of \$102.3M coming due over the next 10 years” (to 2028). Projects identified in the Sightlines study do not include all projects subsequently recommended in the FMP.

PROPOSED PROJECTS

Bowie State University		Proposed Projects		
Projects to Meet Critical Needs				
	Renovation (GSF)	New (GSF)	Category	Remarks
1 Technology Infrastructure Upgrades			Systems Upgrades	Campus-wide and in buildings
2 Public Safety & Communications Complex*		48,000	Admin. & Support	On Goodloe Apartments site
3 Site Utilities Upgrades			Systems Upgrades	Storm, sanitary, water, gas, power, lighting
4 Install Electric & Gas Meters at Each Building				Excluding vacant and buildings to be demolished
5 Thurgood Marshall Library Renovation & Addition	166,869	20,000	Academic & Admin.	See Note 2
6 McKeldin Gym Renovation & Addition - Wellness Center	21,142	32,000	Wellness, Recreation	Addition size function of available footprint to south
7 New Residence Hall - 200 Beds (Apartments)		130,000	Student Housing	Replaces Towers beds
8 James Complex Renovation & Addition	102,135	40,000	Academic	Completes James renovation - by BSU over time
9 Facilities & Maintenance*		44,000	Admin. & Support	Incl Facilities Maintenance Building demolition
10 Computer Science Renovation & Addition	47,000	18,000	Academic	Renovation + expansion
Total: (not including Residential)	337,146	202,000		
Other Projects Supporting BSU's Mission and Strategic Plan				
	Renovation (GSF)	New (GSF)	Category	Remarks
Proctor Building Renovation	101,193		Academic	Comprehensive renovation
Tubman Hall Renovation	33,282		Student Housing	Further study recommended to determine best use
Charlotte Robinson Hall Renovation	31,534		Academic	Not required if Future Academic Building proceeds
Stadium Complex and Athletics Field		50,000	Wellness, Athletics	Incl Bleachers, Training, Concessions, Gateway
Steam Plant Demolition				Building unused for at least 10 years
Alex Haley Residence Community	90,855			
Future Academic Building		100,000	Academic	Replaces Robinson Hall
New Residence Hall - 250 Beds (Suites)		155,000	Student Housing	Replaces Holmes beds
New Residence Hall - 250-Beds (Apartments)		170,000	Student Housing	Expansion of total beds
Site Improvements				Non-utility - e.g. sidewalks, amphitheater
Building Systems Upgrades			Systems Upgrades	HVAC, plumbing, electric, lighting, security
Additional Parking				As needed
Future Residence Hall - 200 beds (Suites)		125,000	Student Housing	Market determines timing
Total: (not including Residential)	132,727	150,000		
*GSF based on prior program and available footprint				
Extended Campus Potential Development Projects. All projects need further study.				
	Renovation (GSF)	New (GSF)	Category	Remarks
A. Convocation Center				TOD site; Size TBD
B. Athletics & Recreation Field House and Fields		80,000	Wellness, Athletics	BSU and community joint use - Race Track site
C. Innovation & Incubator Center		30,000		South Campus or TOD site
Notes				
1. Two projects currently underway are not included in the above-recommended projects: A.) the 169,188 GSF Entrepreneurship Living Learning Community student housing now under construction, and B.) the 183,527 GSF Communication Arts & Humanities Building now in design.				
2. The proposed Thurgood Marshall Library renovation assumes Student Services and Administration relocate to the Library, vacating the Henry Building which then would be demolished. The proposed addition would include Admissions and Welcome Center.				
3. The following properties represent development opportunities: Goodloe House and property, Transit-Oriented Development (TOD) site adjacent to the AMTRAK right of-way west of the campus, and the Bowie Race Track site. The University owns and controls the Goodloe House and property.				

SUSTAINABILITY

Bowie State University is already making great sustainability strides. Its commitment and implementation of various initiatives on campus has resulted in many substantial achievements over the last several years. BSU recognizes the importance of stewardship, responsibility, accountability, and leadership on global environmental issues and challenges. The University acknowledge that addressing resiliency in addition to climate action and sustainability can yield positive effects on the environment, ecology, economy, equity, and the overall health and well-being of their campus and its occupants. Since the 2011 Facilities Master Plan, the University has made significant strides towards making the campus and its operations sustainable and friendly to the BSU community.

ACCOMPLISHMENTS INCLUDE:

- Updating the 2009 Climate Action Plan (2020); established a Climate Change Coordinating Committee
- Established the Bowie Green Ambassador program (2013)
- Initiated and continued annual green events, including Earth Day programs, Recycle-mania, Food Day, Shred Day, Green Expo, Campus Clean-Ups
- Committed to the Presidents' Climate Commitment, Endorsed the Paris Climate Agreement
- Added a Sustainability fee
- Created and manage a BSU Sustainability web page, energy and sustainability dashboards
- Promoted health and well-being with campus improvements
- Implemented replacement of site lighting with LED and light-pollution limiting fixtures
- Established green roofs and rain gardens
- Implemented bikeshare program, installed bike racks at all residence halls and several academic buildings
- Established bus shuttle service for students commuting from off-campus housing
- Introduced hybrid and fuel-efficient campus fleet vehicles, charging stations, and parking discounts for efficient/hybrid/fuel-efficient vehicles
- Achieved 15% carbon reduction
- Installed seven large solar panel arrays producing 18% of total campus electrical power
- Installed solar charging stations
- Implemented solar hot water heating for swimming pool
- Implemented building management systems for most campus buildings
- Built two LEED projects – one Platinum, one Gold
- Now using green cleaning products in all buildings
- Increased recycling containers and use
- Introduced paper reduction and electric lamp and printer toner recycling programs
- Food service: Implemented tray-less cafeteria, increased healthy food options
- Implemented food pantry program in conjunction with Food Lion



RECOMMENDATIONS

A sampling of recommendations follow. Refer to Section 4E Sustainability, Climate Action, Resiliency, and Well-Being for all recommendations.

- **Engagement / Outreach.** Reinforce the Presidents' Climate Commitment / Second Nature Statement.
- **Coordinate and consolidate information gathering and data collection** within and between sustainability website, newsletters, access to sustainability library resources, sustainability dashboards and BSU sustainability app.
- **Academics.** Consider campus-wide mandate, program, or degree; existing C4 faculty members: include sustainability into curriculum and a few other instructors
- **Health and Well-being.** Encourage and incentivize health and wellbeing of students, faculty and staff on campus;
- **Site / Grounds / Land Use.** Establish target goal of open space, natural habitat, and urban heat island; consider creation of additional outdoor classrooms /learning opportunities
- **Water.** Establish baseline metric and target goal for water use reduction
- **Transportation/Parking.** Establish baseline metric and target goal for % increase



in biking and alternative transportation usage / % decrease in parking permits and traffic.

- **Energy/Carbon.** Set energy reduction targets for new buildings and existing buildings in addition to campus wide goals: e.g. consider zero energy or solar ready for all new buildings; track and monitor energy (and water) usage in a portfolio manager.
- **Buildings.** Ensure an integrated design team and process for any improvement projects; plan and design for flexibility and adaptability for future change
- **Existing Buildings.** Retro/ Re- commission existing buildings as upgraded
- **New Buildings.** Consider LEED Gold as minimum target; consider other rating systems, e.g. Living Building Challenge, WELL Building Standard
- **Materials: Indoor Air Quality (IAQ) / Waste / Recycling.** Establish IAQ mandatory strategies for all new building and major renovations that enhance student learning, occupant satisfaction, and overall health and well-being – e.g. lighting, thermal comfort and control, access to daylight and views, connections to nature / biophilic design strategies
- **Food Service.** Establish target goal for decreased % of food waste.

