



Office of the President

August 20, 2012

The Honorable Governor Martin O'Malley
100 State Circle
Annapolis, MD 21401

The Honorable Thomas V. Mike Miller, Jr.
President of Senate
State House, H-107
Annapolis, MD 21401

The Honorable Michael E. Busch
Speaker of House of Delegates
State House, H-101
Annapolis, MD 21401

Dr. Danette G. Howard, Secretary
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Governor O'Malley, Senator Miller, Delegate Busch and Secretary Howard:

Please find enclosed a copy of the report on the *Annual Review of Morgan State University's Strategic Plan* as required by **Section 14-104(1)(3)** of the Education Article and in accordance with Section 2-1246 of the State Government Article of the Annotated Code of Maryland.

Should you have any questions or concerns, please feel free to contact me.

Kind regards,

David Wilson
President

Enclosure

cc: T. Eloise Foster, Joseph Popovich, Ray Vollmer, Jordan Butler, Sarah Albert

Annual Review of

Growing the Future, Leading the World:

The Strategic Plan for Morgan State University, 2011-2021

August 2012

The strategic Plan for Morgan State University was adopted in August, 2011, by the Board of Regents. It covers the period 2011 – 2021. This report is a brief review of the degree of implementation of the plan during its first year.

The Plan has five major goals:

1. Enhancing Student Success,
2. Enhancing Morgan's Status as a Doctoral Research University,
3. Improving and Sustaining Morgan's Infrastructure and Operational Processes,
4. Growing Morgan's Resources, and
5. Engaging with the Community.

For each goal, the Plan sets forth strategic initiatives for reaching the goal. These as well as other activities contributing to goal attainment are summarized herein.

1. Enhancing Student Success

Morgan will create an education environment that enhances student success by: hiring and retaining well-qualified, experienced, and dedicated faculty and staff; offering challenging, internationally relevant academic curricula; and welcoming and supporting a diverse and inclusive campus community.

The University has given high priority to increasing both its short-term retention rates and its longer-term graduation rates. The campus has given particular attention to the first-year success of students. For the fall 2010 enter class, the first-year retention rate increased by five percentage points. The six-year graduation rate for the entering class of 2006 increased by one percentage point.

The campus has a comprehensive undergraduate retention program that utilizes best practices throughout its operations. For example, the campus has a summer bridge program for students who do not meet all of its standards for admissions. Students have to successfully complete the courses in this summer program in order to be admitted for the subsequent fall semester. Students admitted to the University under this program and who have successfully completed the required summer coursework have an above-average retention rate. Another example is the use of Accuplacer, a standardized placement test, to assign students to freshman-level courses. Students are assigned to either remedial courses or regular courses based on the results of the Accuplacer assessment. Students who are placed in remedial courses and who successfully complete these courses, on average, achieve first-year GPAs equal to those for students who are not required to complete remedial courses.

Morgan has expanded its cooperative agreements with Maryland community colleges. In the process it upgraded the staffing for the transfer center, which is responsible for coordinating the admission of all types of transfer students. During the first year of the Plan, the number of transfer students enrolling at Morgan increased by over 60 students.

The campus is in the process of increasing the number of internship programs available to its students. It also is in the process of considering how to create a significant number of opportunities for its students to study internationally.

Among the curricular changes being studied by the campus are shortening of academic program requirements for those programs currently requiring more than 120 credits and the re-organization of the general education experience. In the case of requirements for a degree, the University is seeking to ensure that students are not required to remain enrolled for a longer period of time than is educationally necessary. In terms of general education, the University is attempting to ensure that all students complete a rigorous and broad educational experience during their first two years on campus.

2. Enhancing Morgan's Status as a Doctoral Research University

Morgan will enhance its status as a Doctoral Research University through its success in securing grants and contracts and its faculty's achievements in basic and applied research, professional expression, artistic creating, and creative inquiry. Additionally, initiatives will be designed to enhance doctoral achievement in the science, technology, engineering, and mathematics (STEM) fields and other academic disciplines for underrepresented students of color.

During this past year the University increased its research contract and grant activity to \$33M, a significant increase from \$28M the prior year. Research funding for the current year includes a new grant from NASA, the largest in the University's history. Morgan also maintained its level of doctoral degree production at more than 30 annually.

Graduate enrollments have been growing rapidly at the campus. Over the past decade, graduate enrollments on the campus have more than doubled, growing by 108%. By comparison, statewide graduate/professional enrollments grew by 26% between 2002 and 2011. While doctoral degrees have averaged between 30 and 40 annually, master's degrees grew rapidly this past year as some of the newer programs at this level started to become productive.

Morgan has developed a fully online doctoral program in community college leadership. It has become the University's largest graduate program with nearly 130 students for fall 2011.

The University is restructuring its administrative organization in order to better support its research mission. It has added the position of Vice President for Research in an effort to consolidate the infrastructure supporting research proposal development and research administration within a single division. An individual has been selected for this position and will begin work in December of this year.

One obstacle that the University will have to overcome in order to develop further as a doctoral research University is a shortage of full-time tenure-track faculty. This affects the campus research mission in two ways. First, faculty teaching loads are relatively heavy, averaging 3.7 courses per semester. This limits the amount of time that faculty can devote to research and writing grant proposals. The average teaching load for research faculty nationally is between 2 and 3 courses. Second, many full-time Morgan faculty are adjuncts, who are not eligible to apply for grants. The fact that both full-time and part-time adjunct faculty do not have responsibilities for advising and other non-teaching duties further burdens regular faculty and further limits the time available for research.

3. Improving and Sustaining Morgan's Infrastructure and Operational Processes

Morgan will enhance its infrastructure and processes by improving the efficiency and efficacy of its operating procedures, focusing on the environmental sustainability of its facilities and by meeting the technological customer service needs of its students, faculty, staff and community.

Morgan's physical plant has continued to improve in ways that support both its educational and research missions. The new building housing architecture, civil engineering, and transportation studies programs will open during the fall 2012 semester. It is the first adequate space occupied by the architecture program since its inception in 1979.

Morgan has received initial construction funding for the new facility that will house the School of Business and Management. The contract for construction of the building is expected to be awarded in November. This facility will be located across Hillen Road from the main campus and will be accessible via a pedestrian bridge. It also will house the Hospitality Management program, which has never had access to specialized facilities.

The campus has nearly completed deployment of its wireless network. Because the project was completed in house, its total cost will be only about \$1M, about half of what it would have cost if done by an outside contractor. The campus also is planning to upgrade its data network beginning in 2012. This upgrade will make Morgan competitive with other public research campuses in terms of capacity and speed.

Morgan has taken a comprehensive approach to improving its processes. During the spring, it completed a survey of student satisfaction with academic and administrative operations. It will repeat this survey at regular intervals to determine the extent to which student satisfaction is improving. The campus also engaged a consultant to undertake a study of faculty and staff satisfaction with campus policies, procedures and services. Finally, the University is ready to select a vendor to carry out a comprehensive assessment of campus organizational structure and services. This multi-year effort is expected to provide guidance for staffing and structure as the campus mission evolves.

The campus is in the final stages of developing a balanced scorecard using its Strategic Plan as a framework. The scorecard will permit members of the Board of Regents as well as front-line employees to be aware of the status of the campus with respect to a variety of important measures of performance.

4. Growing Morgan's Resources

Morgan will grow its human capital as well as its financial resources by investing in the professional development of faculty, staff, and students, seeking greater financial support from alumni, the State and federal governments, private and philanthropic courses, and establishing collaborative relationships with private and public entities.

The University has made a major investment in its fundraising infrastructure. By any measure, in the past the campus supported a minimal staff engaged in raising funds from private sources. During the past year, the campus has significantly increased the size of the staff in the Office of Development. This included the hiring of fundraising personnel for each school and college. As a result, the University experienced a gain in the rate of alumni giving and in the amount of support received from private sources.

At the beginning of the year, the University commissioned a study concerning the feasibility of launching another major capital campaign. The prior campaign carried out reached its \$30M goal well ahead of schedule. The campus anticipates that the consultant's report will envision a more aggressive campaign in the next few years.

5. Engaging with the Community

Morgan will engage with the community residents and officials in the use of knowledge derived from faculty and student research, the sharing of mutually beneficial resources, and the appropriate and timely dispatch of University experts and professionals to collaborate in addressing community concerns.

The campus has increased the level of interaction with the neighborhoods in its regions on issues such as campus development, community needs, student parking, recreation facilities, etc. The University now has over 300 partnerships with local school systems, government agencies, business and industry, non-profits, and community organizations. More than 400 students participate in University-sponsored community service activities.

As a unified approach to providing targeted services to its immediate vicinity, the University has established the Morgan Community Mile Initiative. Coordinated by the School of Architecture and Community Planning this initiative is designed to determine the most important needs of the residents within a one-mile radius of the campus and to develop campus programs to address these needs.

Accomplishments to date include the following:

1. Established an Action Steering Committee which was formed to serve as the central coordinating unit to implement a strategic planning process for the initiative, facilitate partnerships and collaborations, and ensure that the goals and objectives are accomplished. The committee currently consists of 25 community representatives and Morgan faculty, staff, and students.
2. Defined the Morgan Community Mile boundaries to include a mile radius around the Morgan State campus and all Community Statistical Areas (CSA) that touch this mile. A CSA is a Baltimore-based metric that utilizes census data and other local neighborhood statistics.
3. Conducted a process within Morgan and among community residents to rename the initiative. The Morgan Community Mile graphic image is now being branded.
4. Organized an upcoming Kick-Off event for October 27, 2012. This event will bring together the community and Morgan faculty, staff, and students to start the process for developing a strategic plan for the Morgan Community Mile. Four additional meetings to solidify the plan will take place bi-weekly in November and early December. Please see Figure 1 for a schematic representation of the strategic planning process.
5. Analyzed existing neighborhood plans and identified common themes to define specific target subject areas, which are called pillars. The seven pillars include Workforce and Economic Development;

Education and Youth Development; Public Safety, Healthy Families, Livable Neighborhoods; Sustainable Environment; and Culture, Art, Recreation, and Entertainment Services.

6. Presented the Morgan Community Mile initiative to legislators and local officials (i.e., Senator Mikulski, Delegate Conway, Baltimore Deputy Mayor and department heads).

7. Developed an Android-based platform APP to share data and information about the various neighborhoods in the Morgan Community Mile boundaries. It is now being beta-tested.

8. Established a systems model to track, monitor, and evaluate every activity in the initiative.

9. Preparing a report that consolidates existing data to give a snapshot of the communities around the Morgan Community Mile Boundaries. This report will be presented and distributed to community representatives and faculty prior to the October Kick-off event.

10. Conducting an inventory of faculty projects that currently exist within the initiatives boundaries.

11. Conducting two focused studies on specific areas for economic development (i.e., Lake Montebello and Northwood Plaza).

12. Developing a proposal to submit to the President on how the Morgan Community Mile should be institutionalized and operated.