

**2020-2021 Annual Review of**

***Growing the Future, Leading the World:***

***The Strategic Plan for Morgan State University, 2011-2021***

**December 2021**

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 tenth year.

The Plan has five major goals:

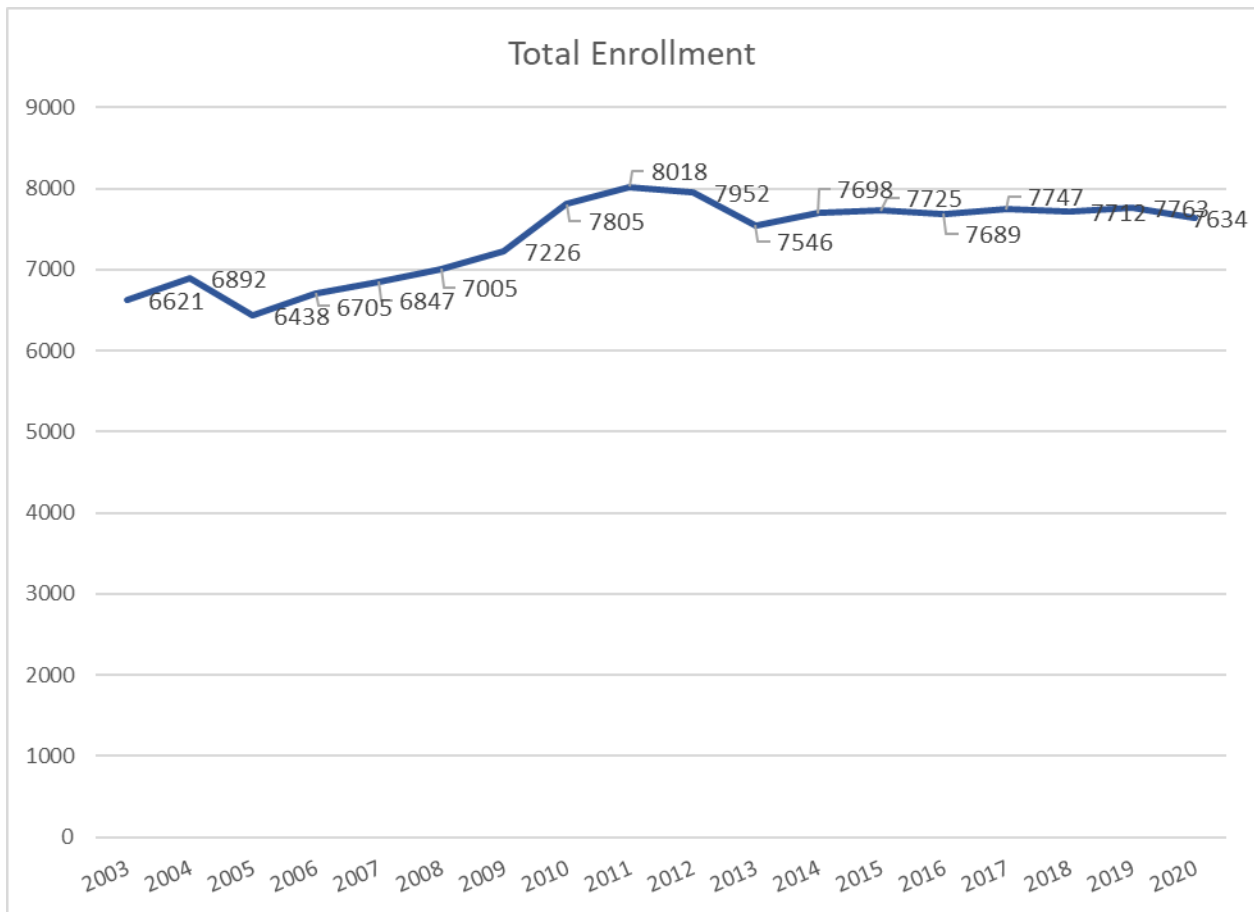
1. Enhancing Student Success,
2. Enhancing Morgan’s Status as a Doctoral Research University,
3. Improving and Sustaining Morgan’s Infrastructure and Operational Processes,
4. Growing Morgan’s Resources, and
5. Engaging with the Community.

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.

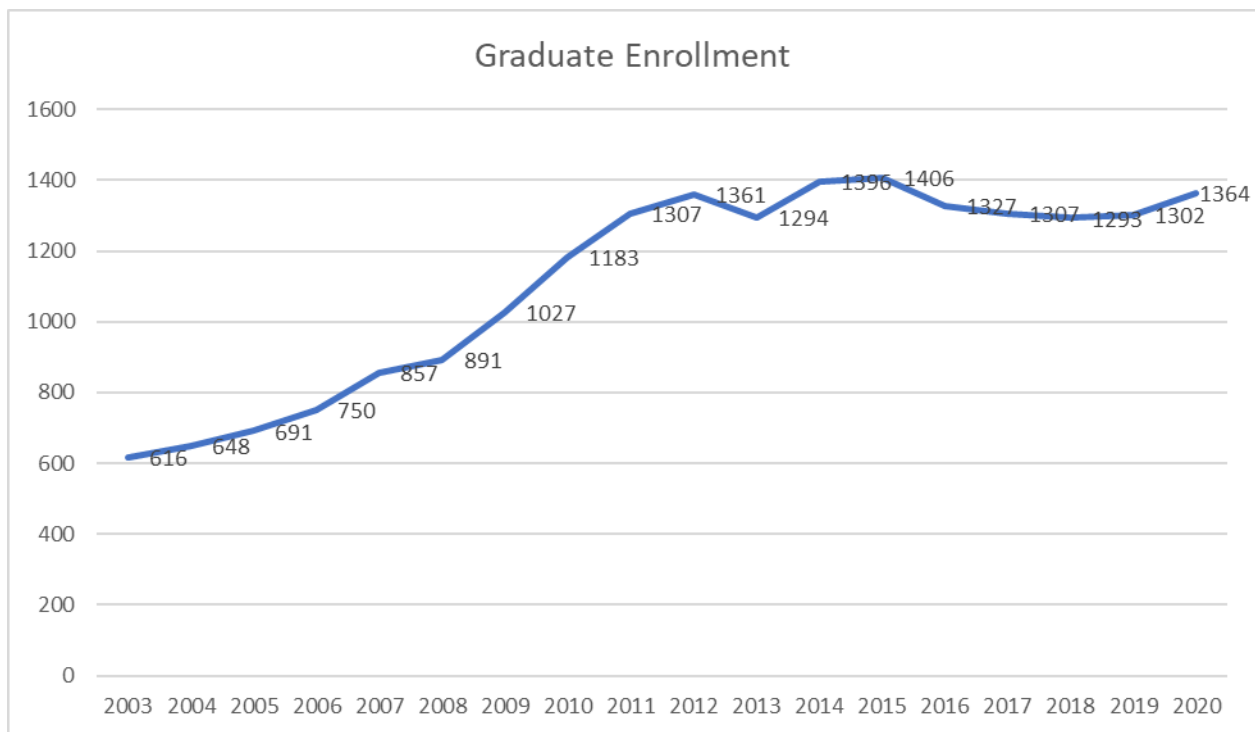
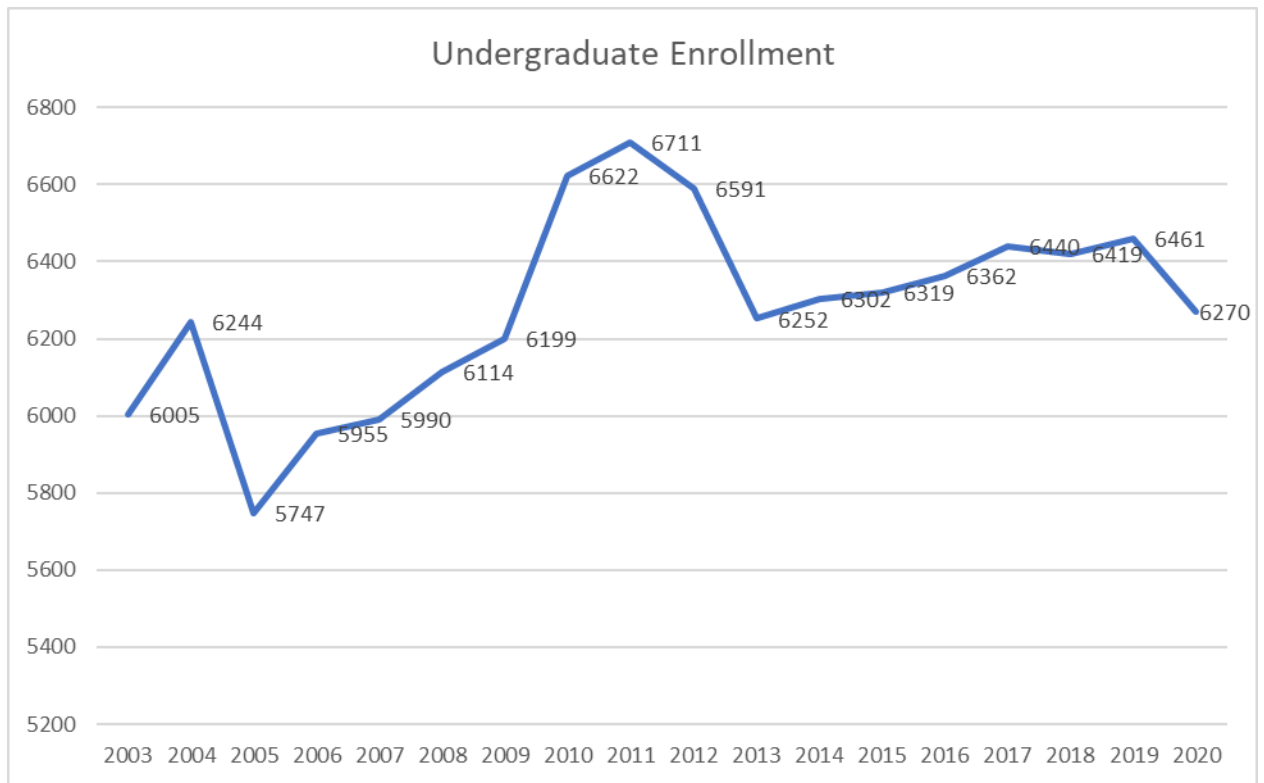
## 1. Enhancing Student Success

*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.*

For the fall of 2020, the University's total enrollment remained steady, although enrollment is still below the historic high achieved in fall 2011. The University's long-term goal is a total enrollment of 10,000.



Undergraduate numbers decreased from 6,461 in fall 2019 to 6,270 in fall 2020.



Graduate enrollment increased from 1,302 in fall 2019 to 1,364 in fall 2020.

Morgan State University has a well-established approach to enhancing student success, including: a six-week summer bridge program for students with demonstrated potential but whose SAT scores and/or GPA do not meet the University's criteria for admission (CASA Academy); a summer bridge program for incoming freshmen majoring in Engineering (PACE) designed to increase their likelihood of successful and timely degree completion; an early alert and response system for faculty to alert students and advisors to students showing signs of being in jeopardy (Starfish); Degree Works, the University's degree auditing system; a Tutoring Center that offers one-on-one peer tutoring; a mandatory four day summer freshman orientation experience (Access Orientation).

The Enrollment Management and Student Success division has continued with a 3rd year of EAB Metrics Mapping. EAB Metrics Mapping utilizes the Advanced Search Filter, Saved Searches, Watch Lists, and Messaging in EAB Navigate to identify, contact, and monitor students in specific subgroups. EAB Metrics Mapping reports and nudges are now a standard component of the Morgan workflow every semester. EAB Advanced Filter saved searches and draft email communications have been created for students with low first semester GPAs, low cumulative GPAs, Pell-eligible students, students who earn fewer than 15 credits per semester, students who have not enrolled for the upcoming term, and students who are eligible for specific scholarship opportunities. Dozens of EAB campaigns are sent to students to encourage them to register for the upcoming semester, especially to students who had stopped-out for one or more semesters. One of our signature innovations is the Reclamation Project, in which we invite students back who left the University in good academic standing (2.0 GPA or better) and earned at least 90 credits to return in their 5th or 6th academic year to finish Morgan "on-time" in six consecutive years or less. These initiatives are aligned with the State higher education goals of ensuring equitable access and promoting student success.

Another best practice is that all first-year freshman students at Morgan are advised by professional staff from the Center for Academic Success and Achievement (CASA) and the Office of Student Success and Retention (OSSR). Holds are placed on every first-year student's account preventing them from making changes to their course schedule without consulting with an academic advisor first. Once first-year students have earned at least 24 credits with a 2.0 minimum cumulative GPA and a declared major, they are reassigned to their departmental/faculty advisor for the balance of their matriculation. All of the notes from first-year advising meetings are saved in Starfish for faculty advisors to refer back to in subsequent advising meetings. Every student has an online advising folder through Starfish.

Beginning last year, out of concern for the unknown consequences of the COVID-19 pandemic on enrollment, several rounds of emails to students were added to the withdrawal process for students who request to withdraw from their classes. The emails offer financial support and explain various academic support options for their matriculation. Many students responded to the emails with detailed reasons for their decision to withdraw including mental health challenges such as depression and anxiety, medical conditions such as COVID, death and/or sickness of family members, financial hardship, housing insecurity, conflicts with work schedules, and problems with remote learning. Morgan was able to help a good number of students to stay enrolled as a result of the changes to the withdrawal process; the new process will continue indefinitely.

The Division of Student Affairs also has a number of initiatives which support student success. The Office of Residence Life supports several programs including 1) the Academic Enrichment Program which provides tutoring services in the residence halls for students; 2) Living and Learning Communities; 3) The Academic Recovery, Insulation, Stability, and Encouragement (ARISE) Program which is designed to provide academic support services to residential students who have below a 2.0 cumulative GPA; 4) Morgan EVOLVE (Elevating Voices of Leadership, Virtue and Excellence) which is a leadership development program for women living in the residence halls; and 5) The Morgan Male Initiative on Leadership & Excellence (MILE) is an Office of Residence Life and Housing program that seeks to enhance the quality of student life and engagement for male students at Morgan State University. The Morgan Center for Career Development is the key component of Morgan's Career Pathways Initiative (CPI), a \$2 million investment by the United Negro College Fund (UNCF) to strengthen career placement outcomes by increasing the number of Morgan graduates who achieve "meaningful employment immediately after graduation." Bear-Tracks uses a UNCF's three-pronged approach designed to shape an undergraduate experience which results in "Students Engaged to Learn". This approach includes Guided Pathways to engage students early on in their academic and career, curriculum enhancements to include 21<sup>st</sup> century skills, and co-curricular engagement to include learning activities outside the classroom which support students' skill development and competencies.

Through a donation from HomeFree USA and the Center for Financial Advancement, the division is partnering with campus entities to promote financial literacy and provide students with opportunities for jobs and internships in the real estate finance, mortgage and technology industry, prepare them for solid financial growth, teach money management and social skills, introduce them to credit, wealth building and aspects of real estate finance.

The Counseling Center provides psychological and psycho-educational services to the MSU campus through individual and group counseling for students; consultations for faculty and staff; liaison work with deans, directors and department heads, and campus wide outreach activities. During the Pandemic, the Counseling's Center quickly pivoted to continue to serve students remotely. Current plans are in place to add 2 additional counselors and collaborate with the School of Social Work's graduate students to expand programs and services for residential students and student athletes.

The Food Resource Center (FRC) continues to address the issue of food insecurities among the student population. The fundamental purpose of the FRC is to provide resources to our students and reinforce a community that cares. The FRC helps our students/community by reducing stress and anxiety through regular food and emergency distributions and educates the entire MSU community on strategies for healthy living and methods such as couponing, food prep, nutritional value, and proper food selection. The FRC has been primarily supported with food donations which helps to create and sustain an environment of healthy eating and overall well-being that contributed to student success beyond the classroom. During the Pandemic, the FRC continued to support students and employees in the surrounding communities who were challenged with food insecurity issues. To date, the FRC has served approximately hundreds of students via food distribution and has educated approximately 200 participants via food demonstrations. It has collected and distributed over 105,000 lbs. of non-perishable food and toiletry items. Through grant writing efforts, the FRC volunteers have been awarded over \$65,000.00 in grant funding to support the efforts and needs of the Center. Our team is partnering the fight statewide by working with Maryland Delegate, Debra Davis and Senator, Mary Washington on the Hunger Free Campus Act. Securing the future of the FRC is mission critical as many other universities have come to understand. The work of the FRC continues to be recognized nationally through various publications <https://hechingerreport.org/opinion-far-too-many-college-students-go->

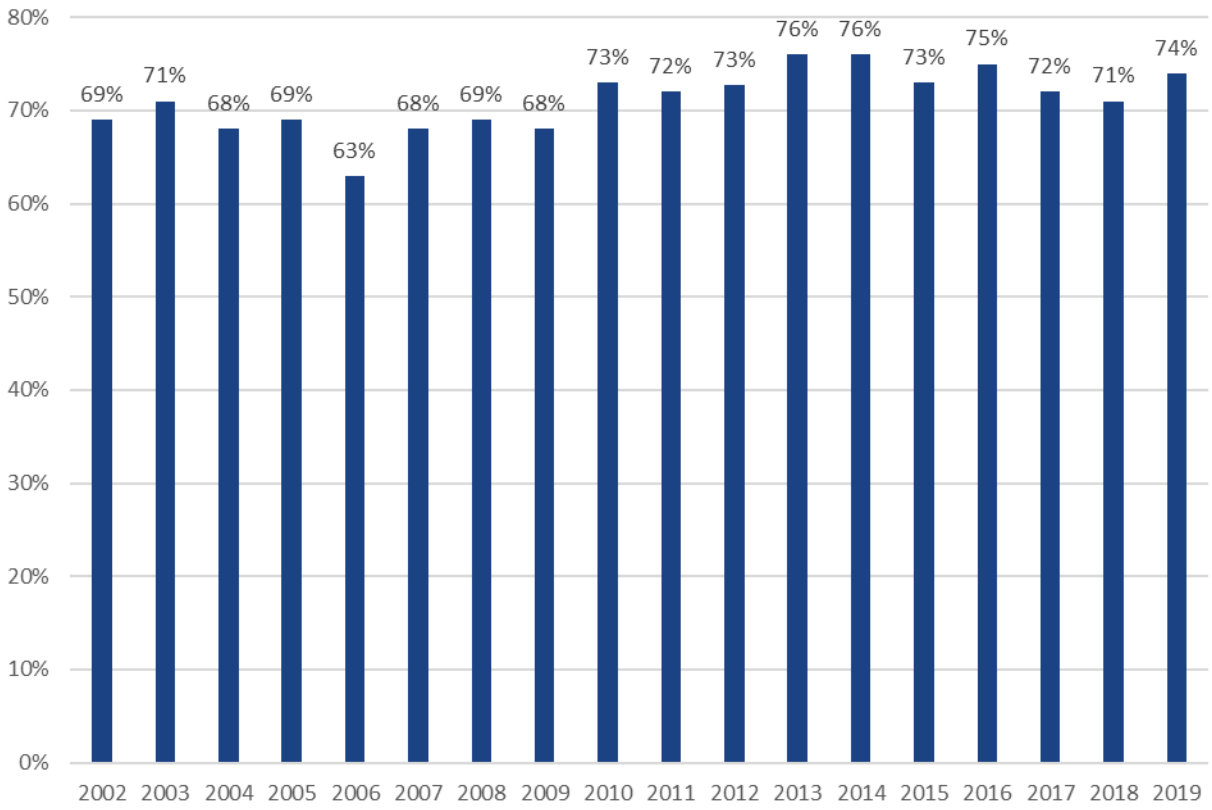
[hungry-heres-how-colleges-and-policymakers-can-help/](#). In Spring 2022, we will expand our offerings to include items which require refrigeration, as well as serve more of our Morgan community in need.

Finally, in an effort to promote women in STEM careers, the division of Student Affairs received a \$100,000 grant from Verizon \$100,000 for scholarships to support women to pursue careers in the Esports Gaming Industry. In addition, the partnership with Verizon has led to in-kind donations to create an Esports lab on campus.

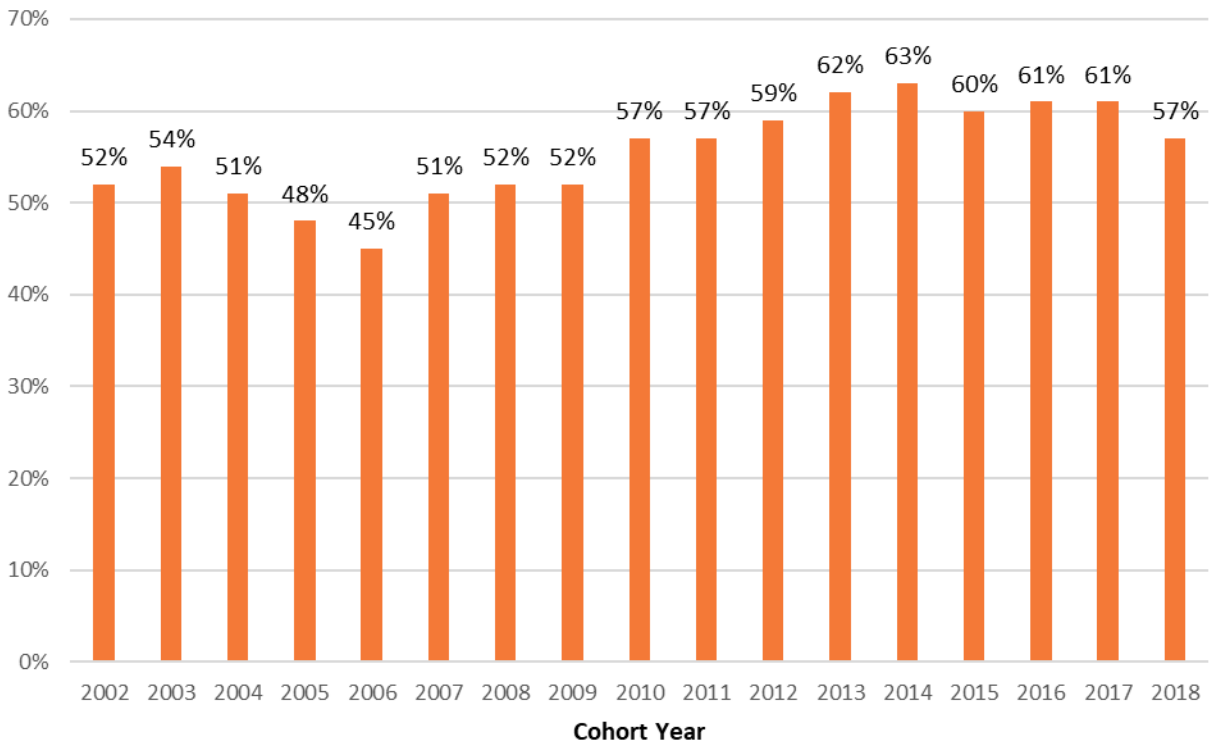
Morgan State University is committed to supporting its scholar athletes. The Morgan State University Department of Intercollegiate Athletics received the NCAA Accelerating Academic Success Program (AASP) three-year grant (2017-2020) to maximize the student-athlete academic experience while providing supplemental courses, additional staff and experiential learning opportunities designed to deliver a holistic student-athlete experience. The Department of Intercollegiate Athletics established the Student-Athlete Academic Center, doubling the square footage of academic space designated solely for student-athletes. Within the Student-Athlete Academic Center technology upgrades were made including, computers, printers and SmartTVs. The Student-Athlete Academic Center also provides offices for the student-athlete success team. As a result, the Department of Intercollegiate Athletics has seen student-athlete academic progress increase via grade point average (GPA), graduation rates and postgraduate success. The athletic department GPA increased from a 2.60 during the 2016-17 academic year to a 3.41 following the 2020-21 academic year. The graduation rate has risen from 51 percent in 2016 to 70 percent in 2020. Finally, over the past five years the athletic department has successfully nominated five Mid-Eastern Athletic Conference (MEAC) postgraduate scholarship award winners. Even during the COVID-19 pandemic the student-athletes within the athletic department continued to excel establishing a record-high department GPA of 3.51 following the Spring 2021 semester.

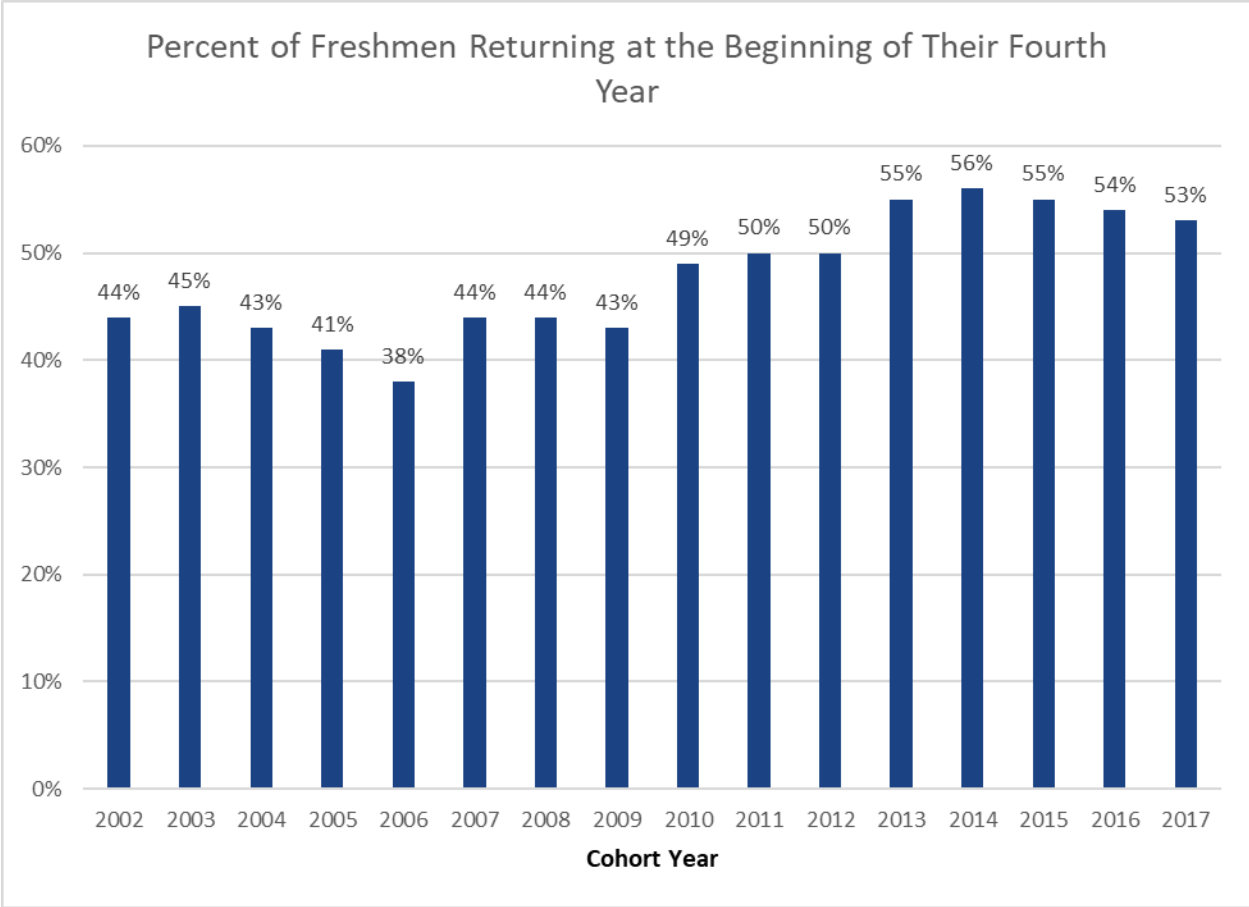
Retention and graduation rates have received a great deal of attention at the campus in recent years. Beginning with the entering class of 2010, the University has significantly increased its freshmen-sophomore and sophomore-junior retention rates. Second-year retention rates have been above 70% for the past ten years. Third-year retention rates are near 60%. Fourth-year retention rates are above 50%. Retention and graduation rates in this report reflect students who entered and who returned to or graduated from Morgan and not students who may have transferred and graduated from other institutions.

Percent of Freshmen Returning for 2nd Year

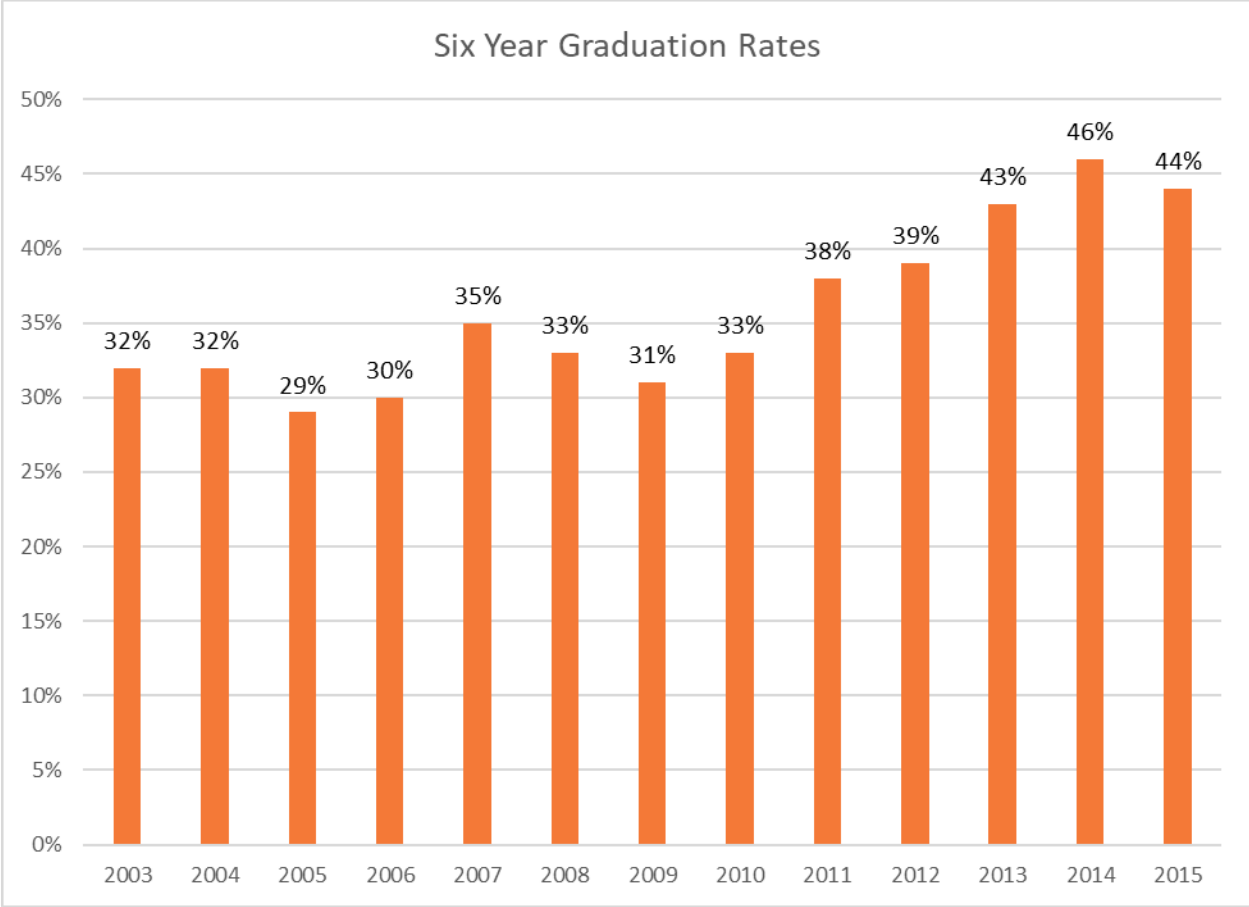


### Percent of Freshmen Enrolled at the Beginning of Their Third Year

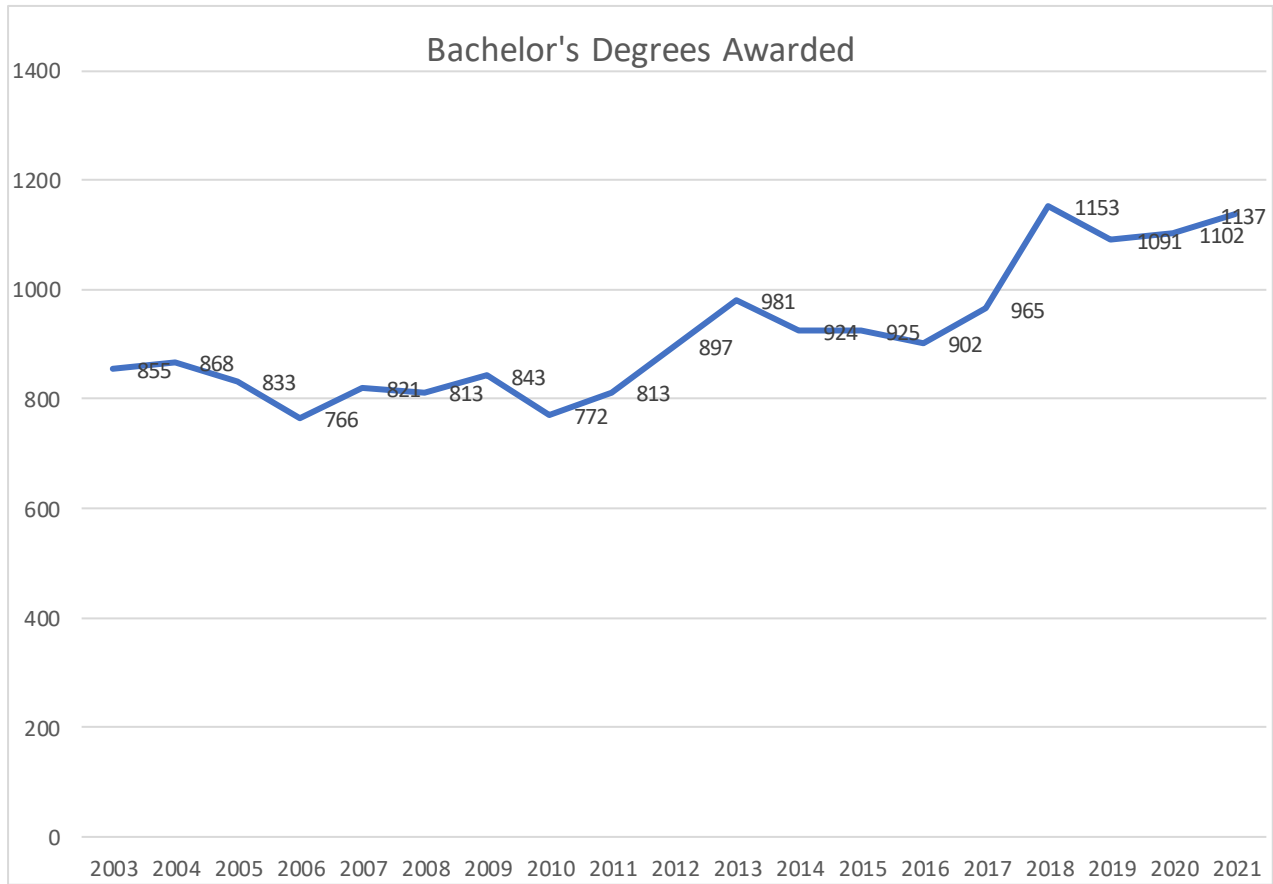




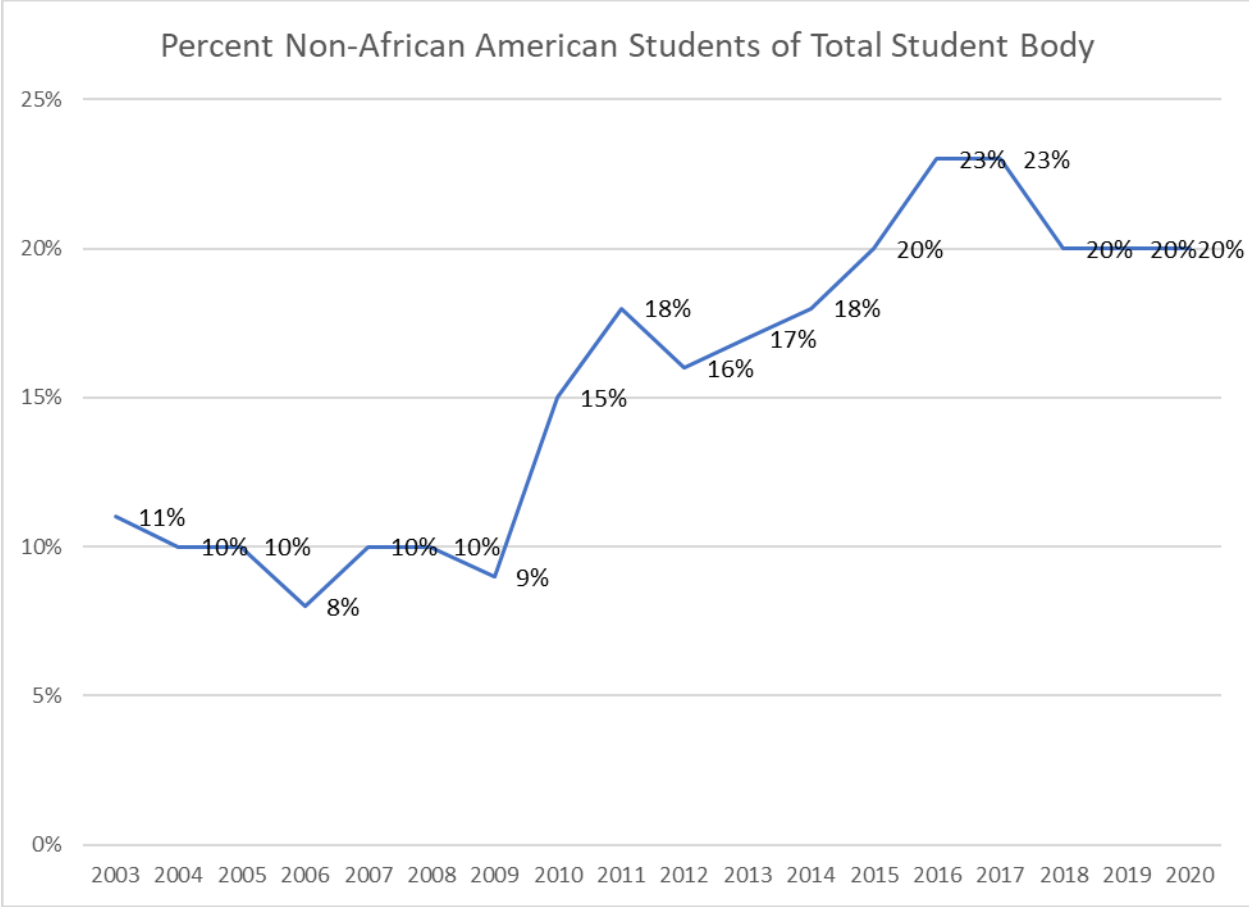
Six-year graduation rates have increased with increased retention rates. The university’s six-year graduation rate for the fall 2015 cohort is at 44%, two percentage points below the all time high of the 2014 cohort of 46%.



In addition to increased graduation rates, the number of bachelor’s degrees awarded also has increased during the 2004 to 2021 time-period. The university awarded 1,137 Bachelor’s degrees during academic year 2020-2021. This is close to our highest number of degrees awarded in a year which was 1153 at it’s highest. Our new bachelor’s program in Applied Liberal Studies is a factor in the growth of the number of bachelor’s degrees awarded.



Another component of Goal 1 of the Plan is to add to the racial and ethnic diversity of the student body. The campus has shown good progress on this measure. Currently of those students who reported race or ethnicity, 20% of undergraduates in fall 2020 were other than African-American.



International student diversity is also a component of the university’s diversity efforts. The Division of International Affairs (DIA) at Morgan is committed to facilitating campus internationalization efforts in a fashion that is in congruence with the university’s strategic plan. Established in 2012, efforts in achieving this goal forges ahead in spearheading an agenda that entices student and faculty passion in new and innovative ways.

As an integral part of the university’s goal of providing a holistic education to its students, Morgan State University works to create an enabling environment on campus for students to successfully engage in international experiential learning. In doing so, students can broaden the scope of their knowledge of other languages and cultures in general. To date, the Office of Study Abroad under the Division of International Affairs has sent over 632 students to study/intern/volunteer and/or teach abroad and engaged 213 students in virtual study abroad, virtual exchange and Collaborative Online International Learning (COIL).

The Division of International Affairs also has executed between 2012 and 2021 approximately 99 Memorandum of Understandings (MOUs) with countries across the globe including Brazil, China, Botswana, Cameroon, Ethiopia, Ghana, Nigeria, South Africa, United Arab Emirates, Haiti, and Jamaica. Recently, the University has initiated an agreement with the Tertiary Education Trust FUND (TETFUND). TETFUND is a Nigerian Federal educational intervention agency originally inaugurated to provide

supplementary support to all levels of public tertiary institutions for purposes of improving education at Federal and State level tertiary education systems. Through this means, the TETFUND agency formalized an agreement with Morgan to support 17 J-1 Exchange Scholars among 70 other terminal degree candidates in efforts of addressing Nigeria's higher education literacy level.

As a result of the activities of the Division of International Affairs, in fall 2020, 488 international students were enrolled representing 6.4% of the total student enrollment, and 60 countries.

The University also promotes diversity through programs for non-traditional undergraduates. The Center for Continuing and Professional Studies (CCPS) is designed to serve the lifelong educational needs of traditional and non-traditional students pursuing undergraduate, graduate, professional, and personal growth aspirations. The CCPS coordinates a broad variety of educational activities and community outreach initiatives for learners from culturally diverse populations from Baltimore City, Maryland, nationally, and internationally. Some of the CCPS' programs include the following:

The Bernard Osher Scholarship Program provides scholarships to promising students, ages 25-50, who have experienced an educational gap of five years or more and are returning to complete a bachelor's degree on a full-time or part-time basis. Since receiving the initial award in 2008, CCPS secured a \$1M endowment from the Bernard Osher Foundation to provide financial support to adult students. To date, 115 students have graduated as Bernard Osher Scholars.

The success of the Osher Scholarship Program has resulted in the funding of a new award, the Crankstart Reentry Scholarship Program, in November 2016. This scholarship funds an additional 20 adult students, ages 25-50 who have experienced a break in their education of five years or more and are returning to complete undergraduate degrees. Current Crankstart majors include Social Work, Psychology, Engineering, Computer Science, Education, and Sociology. From 2016 to the present, the Crankstart Foundation has continued its support of non-traditional students by renewing the two-year agreement in 2018-2020 awarding \$200,000 and \$220,000 in 2020-2021. In total, 37 students that have received Crankstart scholarships have earned bachelor's degrees.

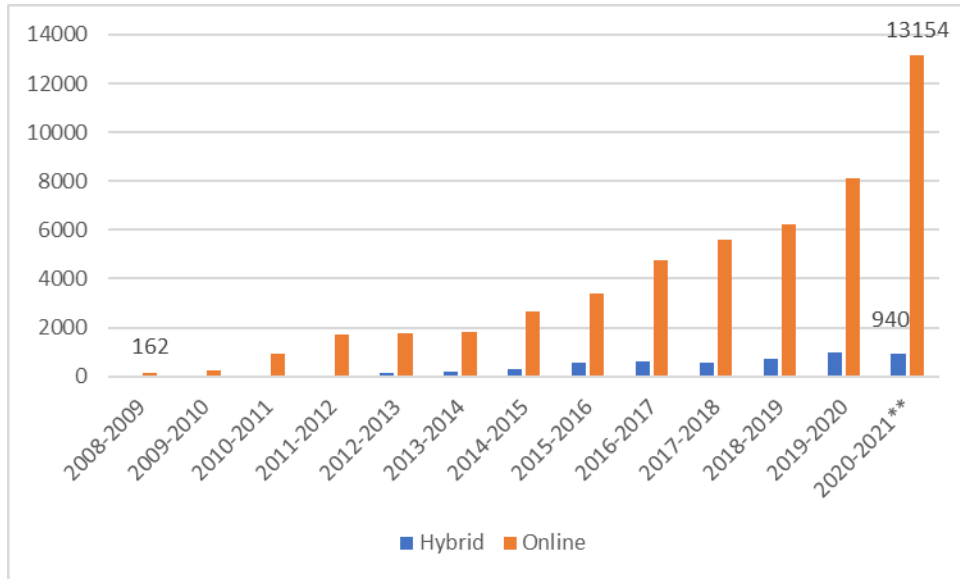
The Improved Opportunities for Parents (IOP) Program was initiated in 1983 to assist low-income Maryland residents, especially parents, in obtaining a bachelor's degree. To be eligible for the IOP Program, participants must meet the low-income threshold as determined by Financial Aid Guidelines for the state of Maryland and meet at least one of the following criteria: (1) parent; (2) male; (3) Job Corps Student; (4) Foster Care recipient; or (5) be unemployed. A bridge grant in the amount of approximately \$40,000 is provided by the University each year. This program offers the nontraditional adult student a support system and access to University resources. To date, 205 parent-students have graduated from Morgan. Twenty (20) student-parents, 17 females and 3 males received IOP funds during the 2020-2021 academic year with eight graduating from Morgan State University.

Morgan Online facilitates the administration as well as the development of online degrees and courses at Morgan State University. Through external and institutional funds, Morgan Online also supports the professional development of faculty teaching online. Working with the Division of Academic Affairs, Morgan Online was instrumental in developing University policy approved by the Board of Regents governing instruction in online courses. Over the past decade, the University has enjoyed a dramatic increase in student enrollment in online and hybrid courses. For example, in academic year 2008-2009, there were only 162 course enrollments in web classes and no course enrollments in hybrid courses. During the 2020-2021 academic year, there were 13,154 course enrollments in a comprehensive array of online courses and 940 course enrollments in an expanded

number of hybrid courses. The table below depicts course enrollments in online and hybrid courses at Morgan from 2008 through 2021.

### Morgan Online

Course Enrollment by Academic Year: 2008-2021\*



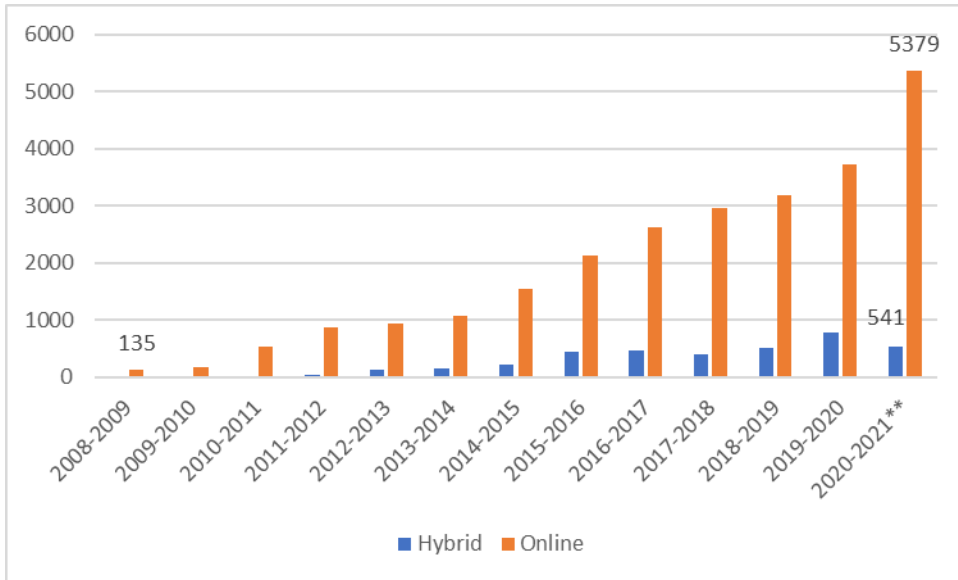
\*Data source: APEX Report

\*\*APEX Course Enrollments (Fall 2020, Winter 2021, Spring 2021). 02/01/21. These numbers do not include remote courses.

The increase in enrollment in online and hybrid courses is consistent with the national trend in online enrollment. The 2018 Babson Study, *“Grade Increase: Tracking Distance Education in the United States”*, for example found that thirty-one and one half percent (31.5%) of all students take one or more online courses. (<https://www.onlinelearningsurvey.com/highered.html>). During the academic year 2020-2021, because of the switch to online learning due to the COVID-19 pandemic, sixty-six (66%) of all Morgan students enrolled in one or more online courses. The growth in students taking online courses is displayed in the chart below.

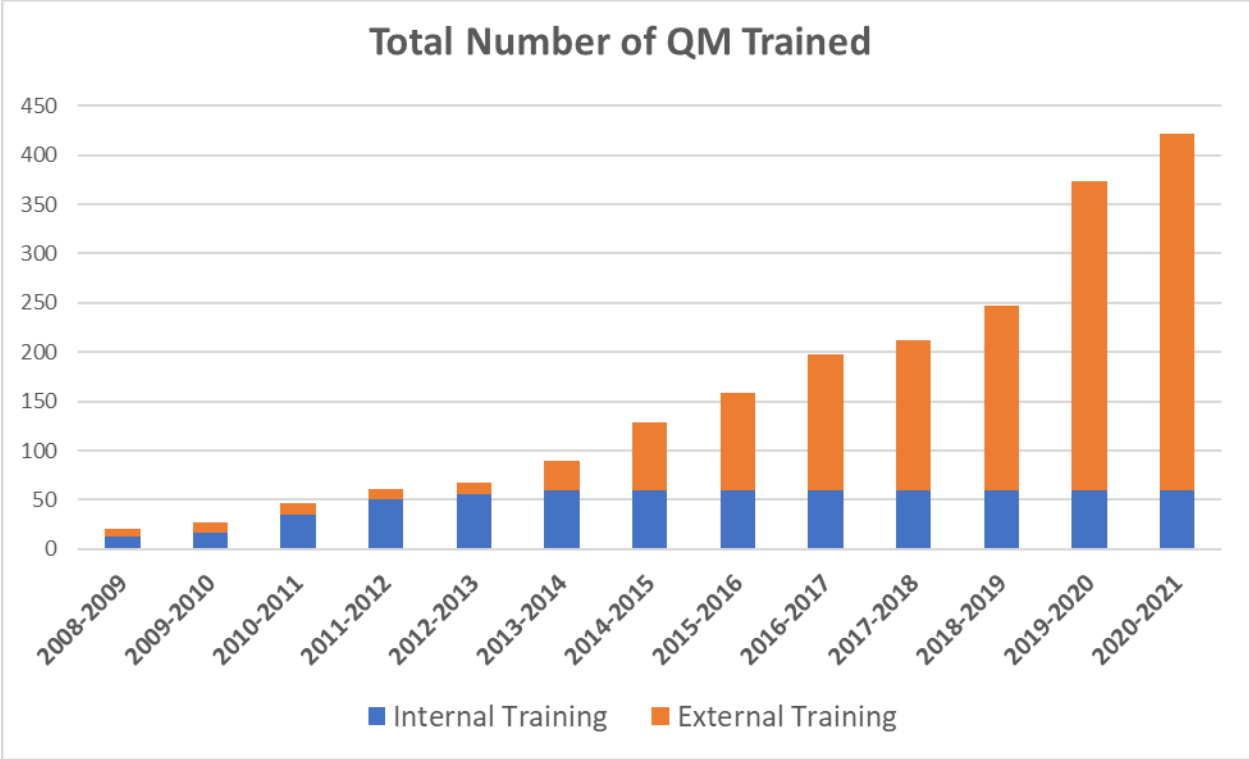
### Morgan Online

Unduplicated Student Enrollment by Academic Year: 2008-2021\*



\*Headcount of students that are enrolled in one or more Online/Hybrid Courses. \*\*2020-2021 headcount of APEX course enrollments. (Fall 2020, Winter 2021, Spring 2021). 02/01/21. These numbers do not include remote courses.

Behind this growth in online enrollment, there is a cadre of faculty members who have been trained in best practices in online teaching. Quality Matters, a non-profit organization, develops standards and rubrics to ensure quality in online course content and delivery. To date, over 350 faculty, staff, and graduate teaching assistants have been trained in Quality Matters standards. The graph below shows the growth in faculty trained in Quality Matters standards.



## **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.*

The research enterprise at the university enjoyed another phenomenal year, garnering \$36M in awarded grants and contracts for FY21.

MSU has several major prestigious grants funded by the National Institutes of Health (NIH). ASCEND (A Student-Centered Entrepreneurship Development Training Model to Enhance the Diversity of Biomedical Research Workforce) is an NIH-funded cooperative agreement that brings approximately \$4 million to the campus every year (cumulatively \$40 million over 10 years), resulting in enhanced research infrastructure, preparedness of faculty members, and training of the students in biomedical research. Another major NIH-funded cooperative agreement is the Research Centers in Minority Institutions (RCMI), which bring over \$3 million to the campus every year (cumulatively \$15 million over 5 years). The funds are spent for enhancing the research infrastructure of the university, as well as conducting research on health disparities in Baltimore. We have several other research and training grants from the NIH, all contributing to Morgan's move toward R1.

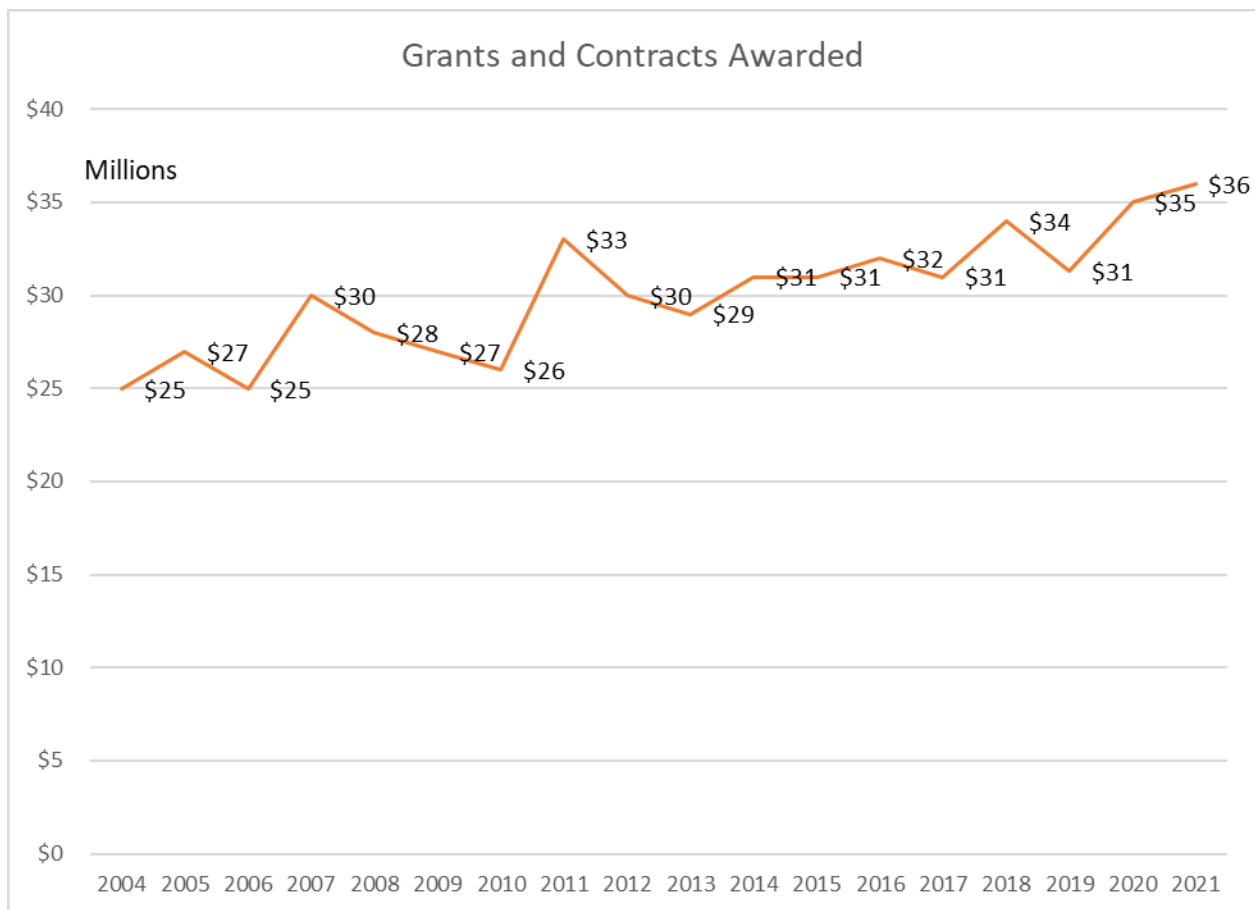
National Science Foundation (NSF) is another major source of funding for MSU researchers. In the Fiscal Year 2021, we submitted 82 grants to the NSF and received 21 new awards from the agency. Most recently, NSF awarded Morgan a \$3.2 million grant (Secure Embedded Systems) to provide training to our students about cybersecurity. We have applied for several major grants from the NSF, including the CREST Center, which if funded, will substantially boost MSU's research.

The GESTAR cooperative agreement is a NASA award to the University Space Research Association (USRA), Morgan State University (MSU) and other partners. GESTAR primarily supports NASA's Earth Science Division within the Science Mission Directorate. The GESTAR MSU program is comprised of 17 Goddard-based scientists and a 2-person program office. GESTAR continues to receive top marks from NASA for research. The program is in the 10th year of funding. The current value of GESTAR MSU is \$21,042,171. In October of 2021, NASA announced that a University of Maryland Baltimore County led team with Morgan as the primary partner had been awarded the Goddard Earth Science Technology and Research Center (GESTAR-2) Cooperative Agreement. Morgan's share of the funding is \$27.9 million dollars.

Morgan also received a new major award (\$7.5 million) from the Department of Defense (DoD) to establish the Center for Advanced Electro-Photonics with 2D Materials.

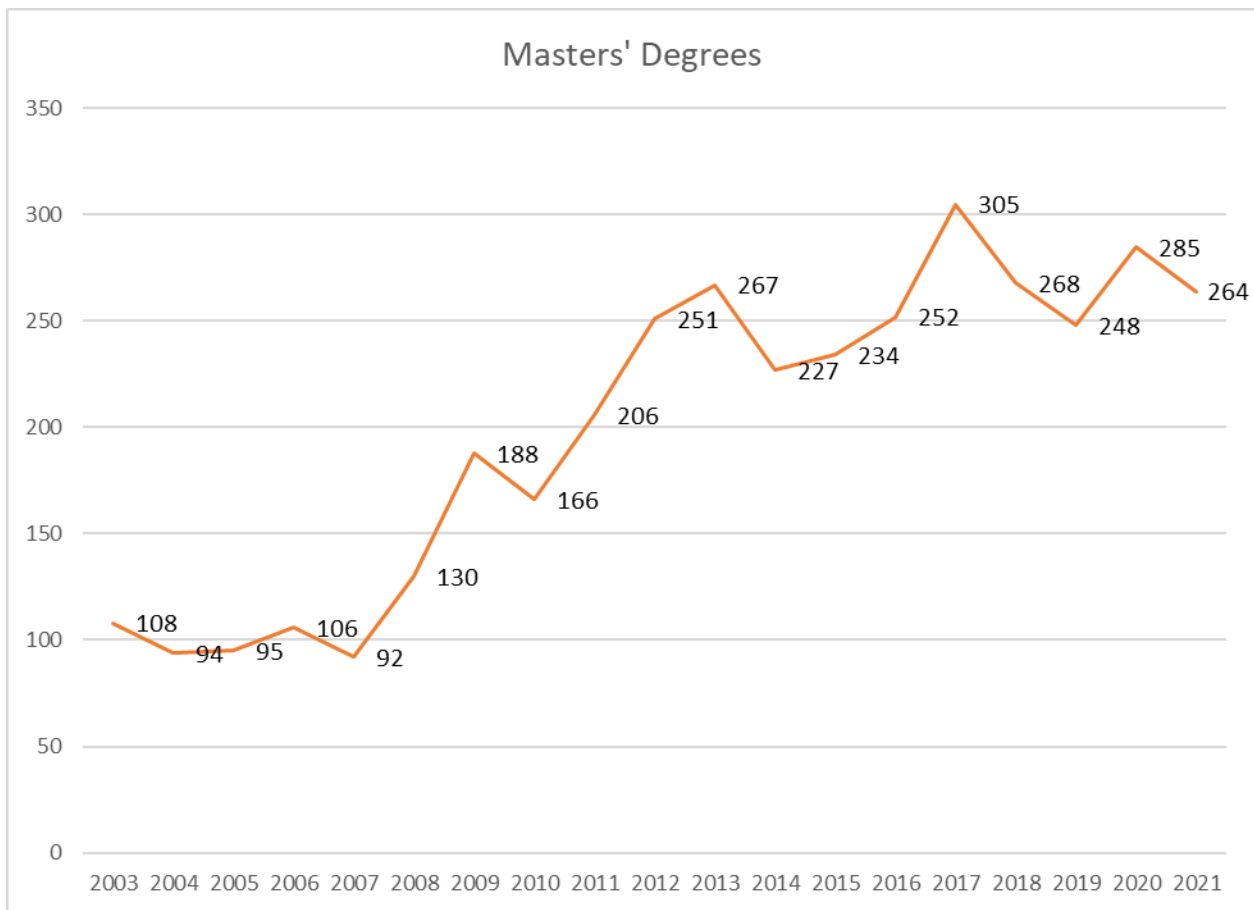
The School of Social Work has been awarded over six million dollars in grant funds which cover a wide range of projects which support services for the community as well as training for Social Work Students. Brief descriptions of the grants that provide stipends to Morgan's students follow. The Title IV-E Education for Public Child Welfare Program, funded by the Department of Human Services and The University of Maryland Baltimore, annually supports Morgan State University's recruitment and training

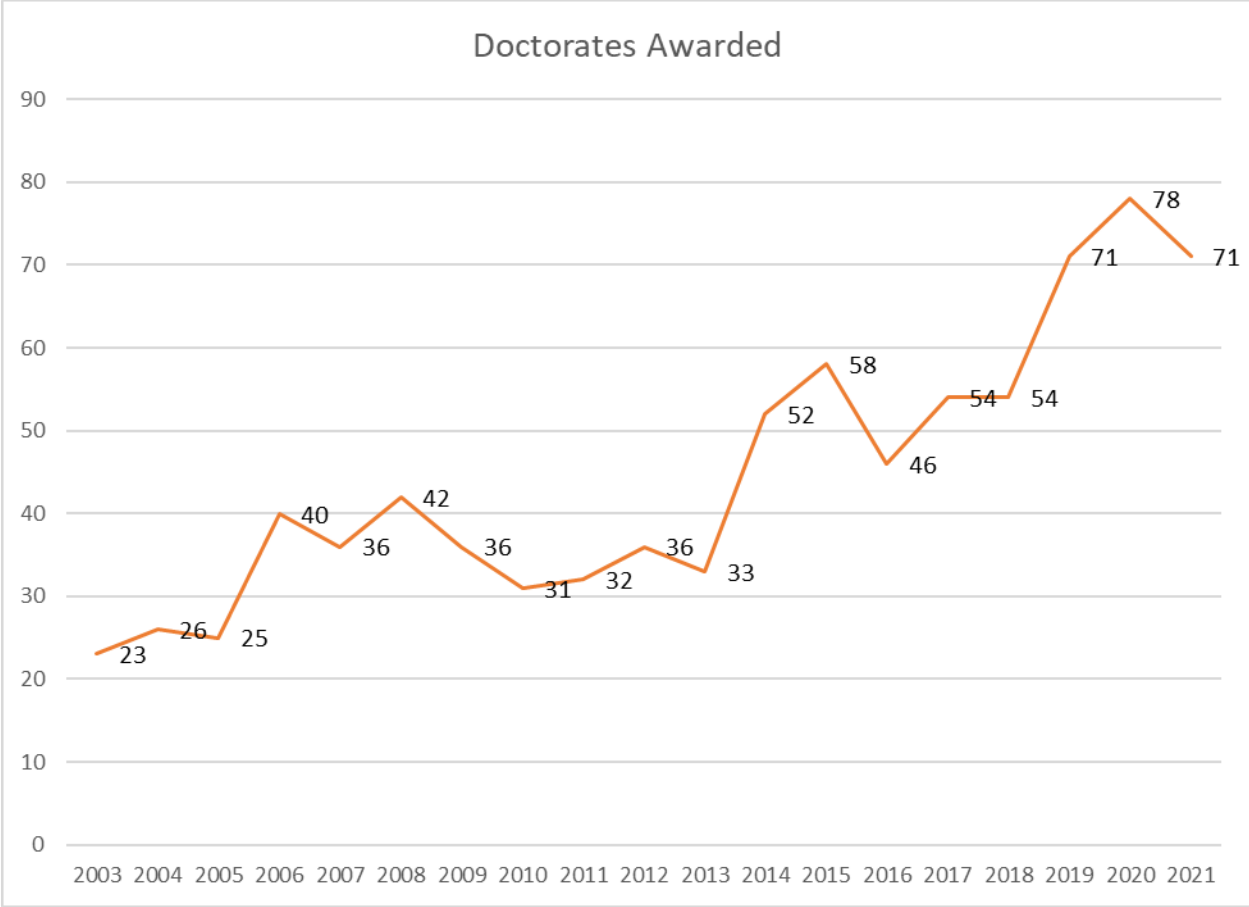
of 12 MSW students who are DHS employees for participation in the Title IV-E Education in Public Child Welfare Work-Study Program. The Substance Use Disorder & Health Initiative for Education and Leadership Development (SHIELD), funded by the Maryland State Department of Health Behavioral Health Administration, provides training to students on opioid use disorders/substance use disorders (OUD/SUD) topics and Screening, Brief Intervention, and Referral to Treatment (SBIRT). The Substance Use Disorder Training, Education, and Practice with Urban Populations (STEP-UP) Fellowship Program (STEP-UP) is a collaborative workforce development program with the University of Maryland and Salisbury University MSW Programs. It provides a one-year fellowship to advanced standing and/or ASP MSW students at Morgan who are ineligible for the other behavioral health fellowships. The STEP-UP fellowship program provides each fellow with specialized substance use related training to better engage and equip them to participate in the workforce. The Child Support Research Project, funded by the Maryland State Department of Human Services and the Child Support Administration ("DHS/CSA"), the Child Support Research Project recruits and trains four undergraduate students, Community Research Scholars, to develop qualitative and quantitative research instruments per year. The project explores low-income African American experiences and service needs of fathers. The Maryland Behavioral Health Integration in Pediatric Primary Care (B-HIPP) project at Morgan State University works to develop behavioral health support services to pediatric and primary care providers through the placement of MSW interns.



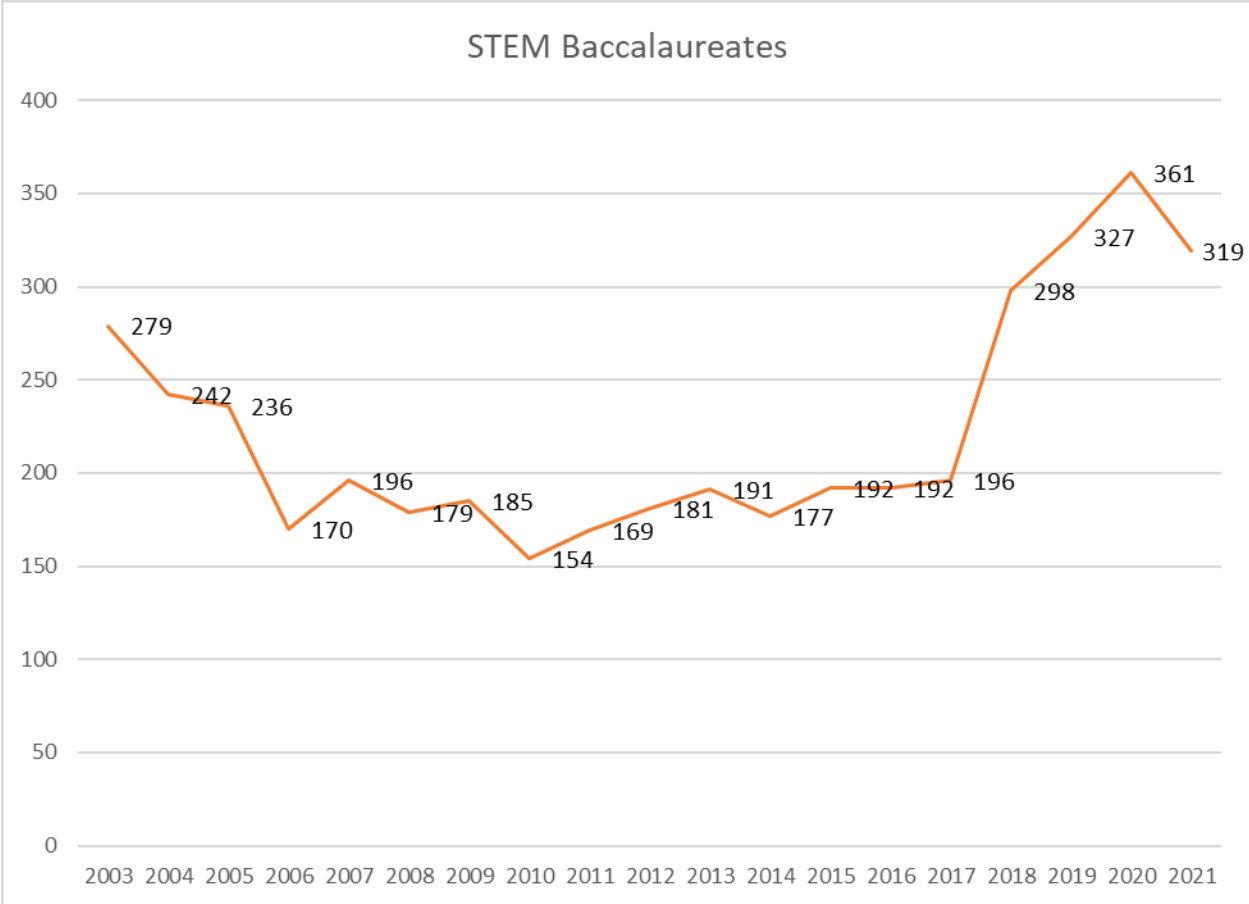
Graduate enrollments at the campus in general have grown, although nationally, the Council of Graduate Schools anticipates growth will slow in the coming years.

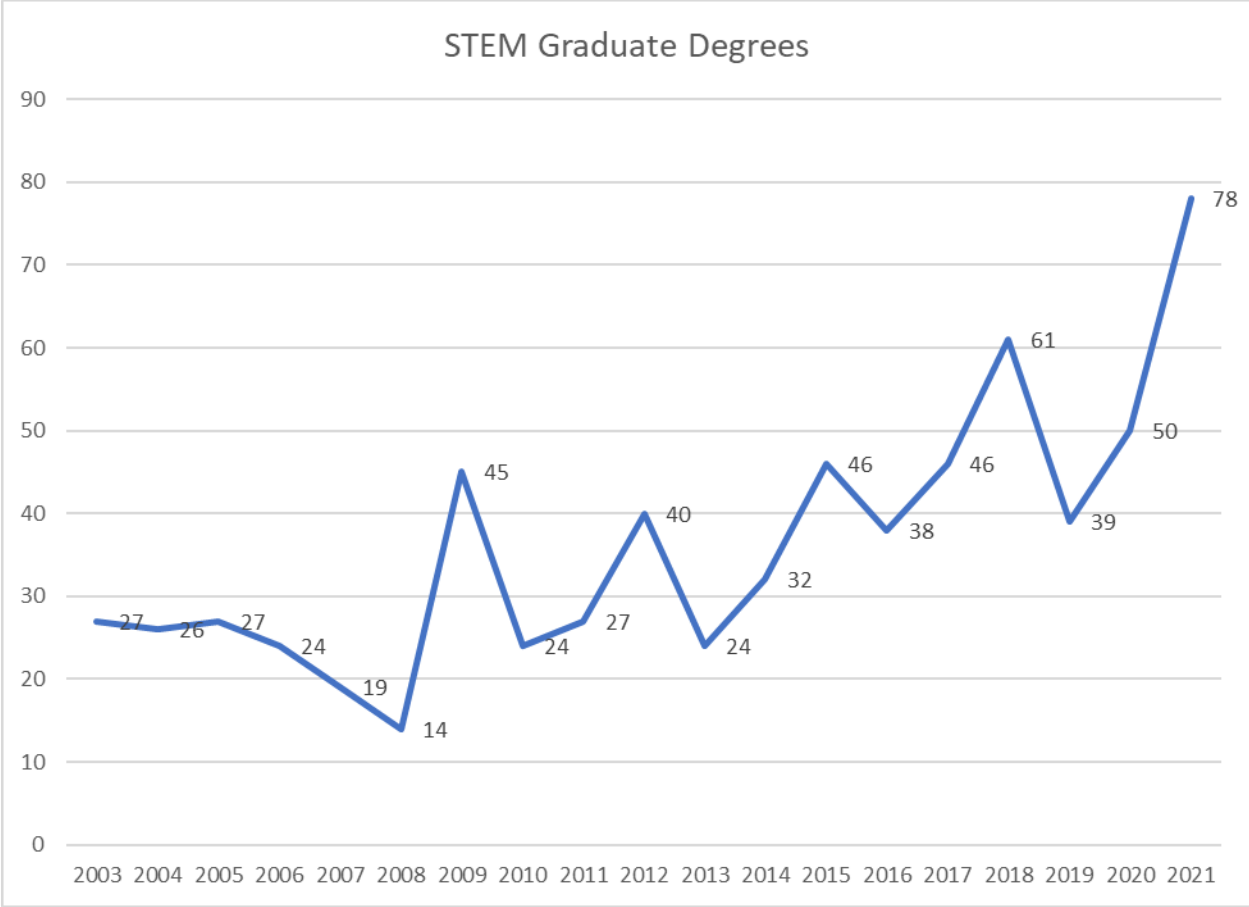
Morgan has experienced growth in degrees at the master's level since 2004 with 248 master's degrees awarded in 2020-2021. Morgan awarded 71 doctorates in 2020-2021.





Another component of Morgan’s goal of enhancing its doctoral research mission is that of increasing production of degrees at both the undergraduate and graduate levels in STEM fields. Morgan has experienced growth on these two measures over the 2014 levels. The University continues to generate strategies to increase student enrollment and retention in the STEM fields. Three initiatives with Google, Microsoft, and Oracle provide our STEM students with opportunities to work with these leading innovators in technology. There were 12 students who attended the Google Tech Exchange Program in 2021, among them 5 in spring and 7 in the fall. Two students accepted full-time job offers from Google after completing the internship program. Microsoft supports Morgan underrepresented students to excel in cloud computing and AI in learning, research, and mentoring with a \$200k grant. As a result, 4 new cloud computing and 4 new computer science courses have already been developed. The fund also supported 12 teaching assistants for programming courses. During summer 2021, 25 high school students participated in a summer coding camp. So far three students have received funding to support their research in AI/ML. Collaborating with Morgan, for the first time Oracle offered 5 full-time jobs for computer science students each with \$120k salary, \$20k signing bonus plus stock option in 2021. Oracle also provided 7 internship positions for computer science students with \$46/h, 40 hours per week during summer 2021. Oracle plans to expand the job and internship positions in 2022. Recruiting effort in collaborating with the computer science department has already started. Other support including \$5 million from Google to create pathway and opportunities for Black Students in STEM fields in computer science, and support a number of companies/organizations including Cisco, IBM, Northrop Grumman, RISE, etc.





The University's engineering programs have consistently been the largest component of STEM awards at both the undergraduate and graduate levels.

### **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.*

The University has placed a great deal of emphasis on improving the services that it provides to all of its stakeholders.

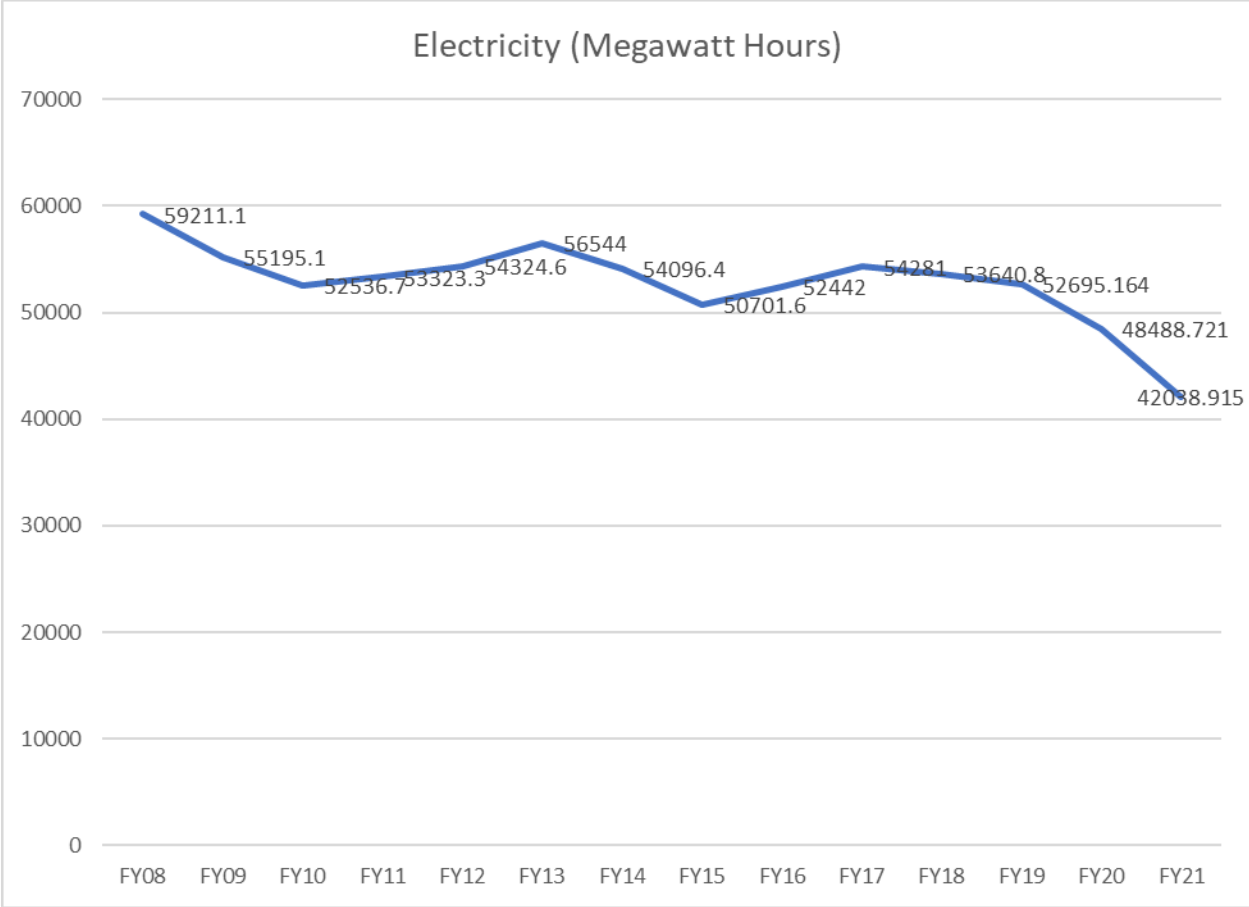
The Division of Information Technology (DIT) successfully completed a nimble development and expansion of the VDI (Virtual Desktop Infrastructure) (branded as BearAccess) to facilitate employee teleworking and provided VCL (Virtual Computer Labs) to students in summer 2020. In order to protect Morgan's business assets, we integrated secure, encrypted email transmission and identity management capabilities with Virtru and Duo Security. To date, there are universities still strategizing ways in which to develop and deploy an innovative environment comparable to the one now available at Morgan State University.

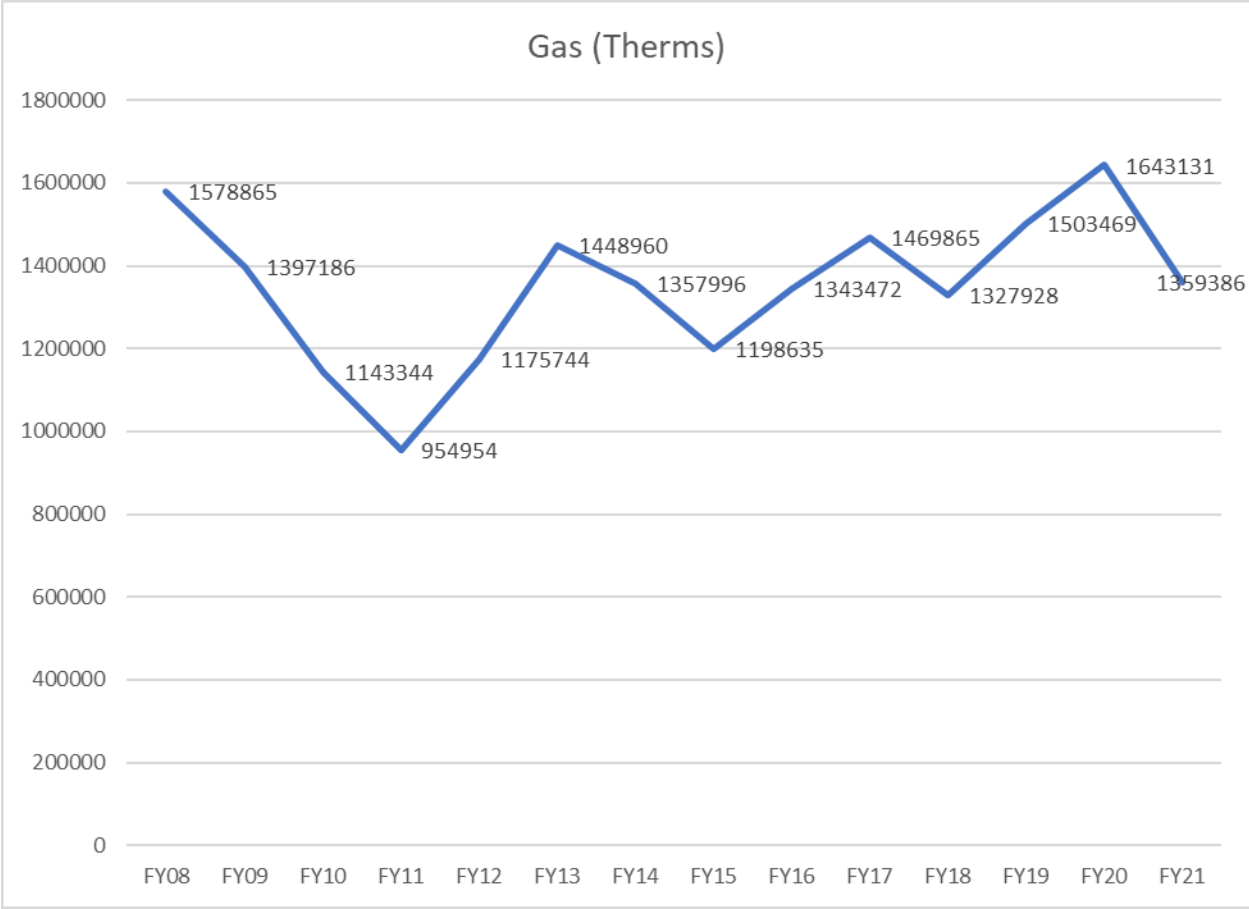
Additionally, the university's vision for a flexible instruction model is being brought to life via a 3-phase campus-wide classroom AV upgrade project. This project has empowered Morgan State University with a competitive advantage in state-of-the-art instructional delivery technology against other higher education institutions. Phase 1 of the project was completed by the start of the fall 2020 semester and phase 2 by the start of the fall 2021 semester. A total of 119 classrooms were upgraded in phases 1 and 2 combined. The third and final phase of this project, which includes 100 additional classrooms, is currently underway with an anticipated completion of January 2022.

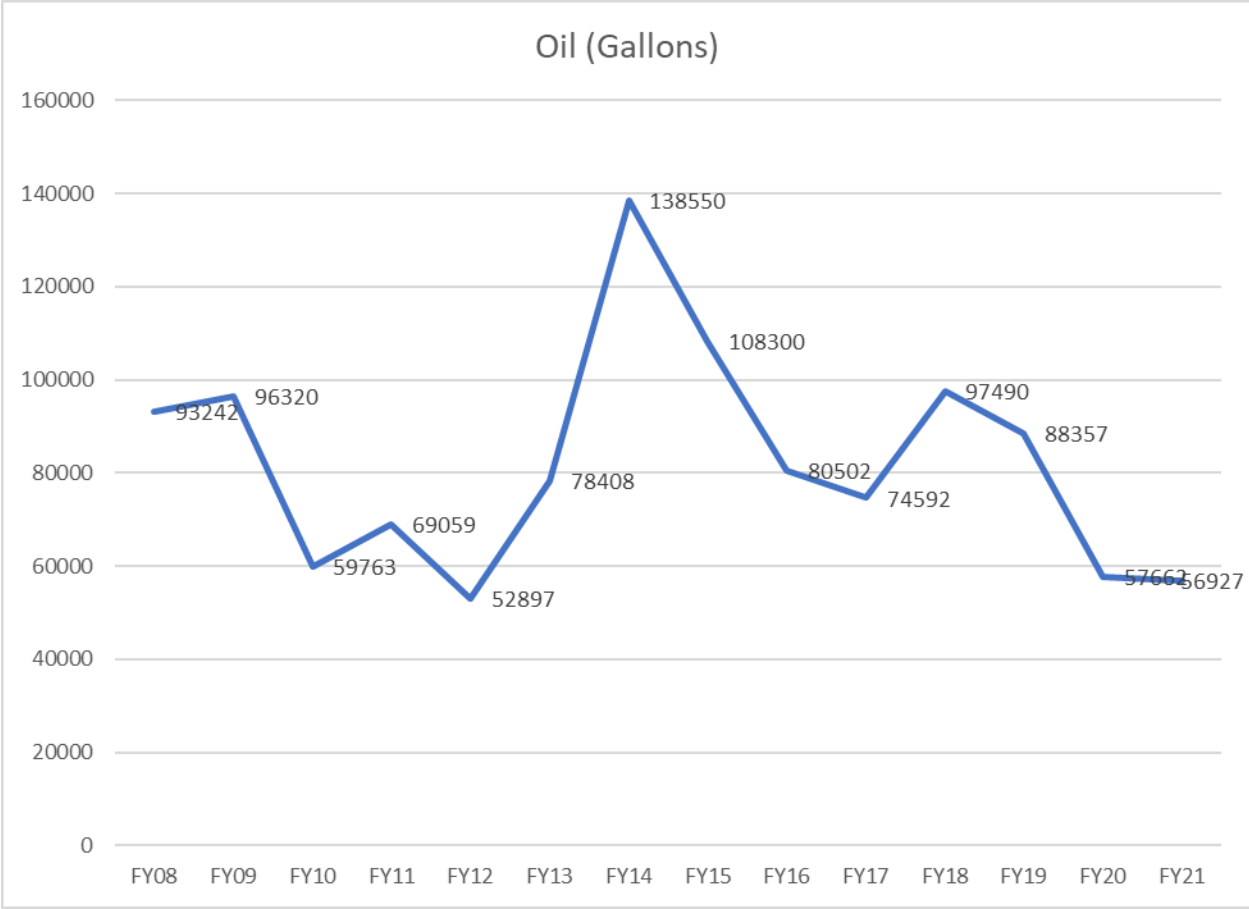
The DIT has enabled the university's operational continuity and remote collaboration capabilities by implementing a cloud telephony system, named "Rainbow." Rainbow provides staff and faculty the ability to make and receive phone calls with Morgan office phone numbers from anywhere with any device, as if they are sitting in front of their office desk phone, while masking their personal telephone numbers. This implementation supports flexible work environments and schedules.

In recent years, the University has increased investments into the safety and security of the campus. Those investments include hiring 20 additional police officers, strategically placing security guards throughout the campus on a 24/7 basis, additional cameras near University housing and improving the overall lighting throughout the campus. As a public safety department, the vision is to provide safety and security for our community and enhance the educational opportunities of our students through effective community policing, vigilant presence and superior customer service.

The campus also has made progress in reducing energy consumption. Even though the campus square footage has increased in recent years, our utility consumption has been declining. In FY13 extreme outdoor temperatures caused our energy consumption to escalate, but since then the University's energy consumption in general is trending downwards with FY 2021 being an all-time low in electricity consumption, most likely due to students being off campus during the COVID-19 pandemic.



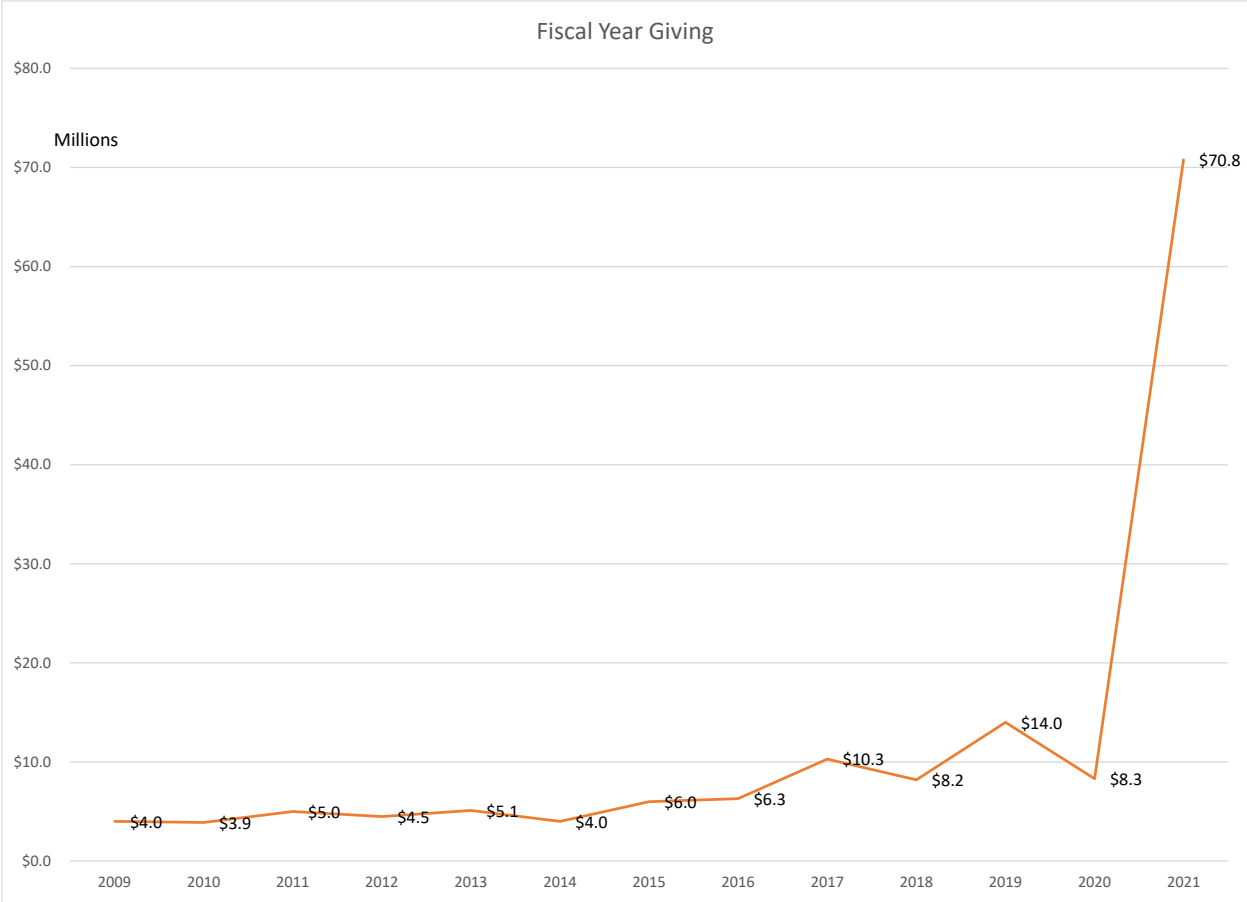


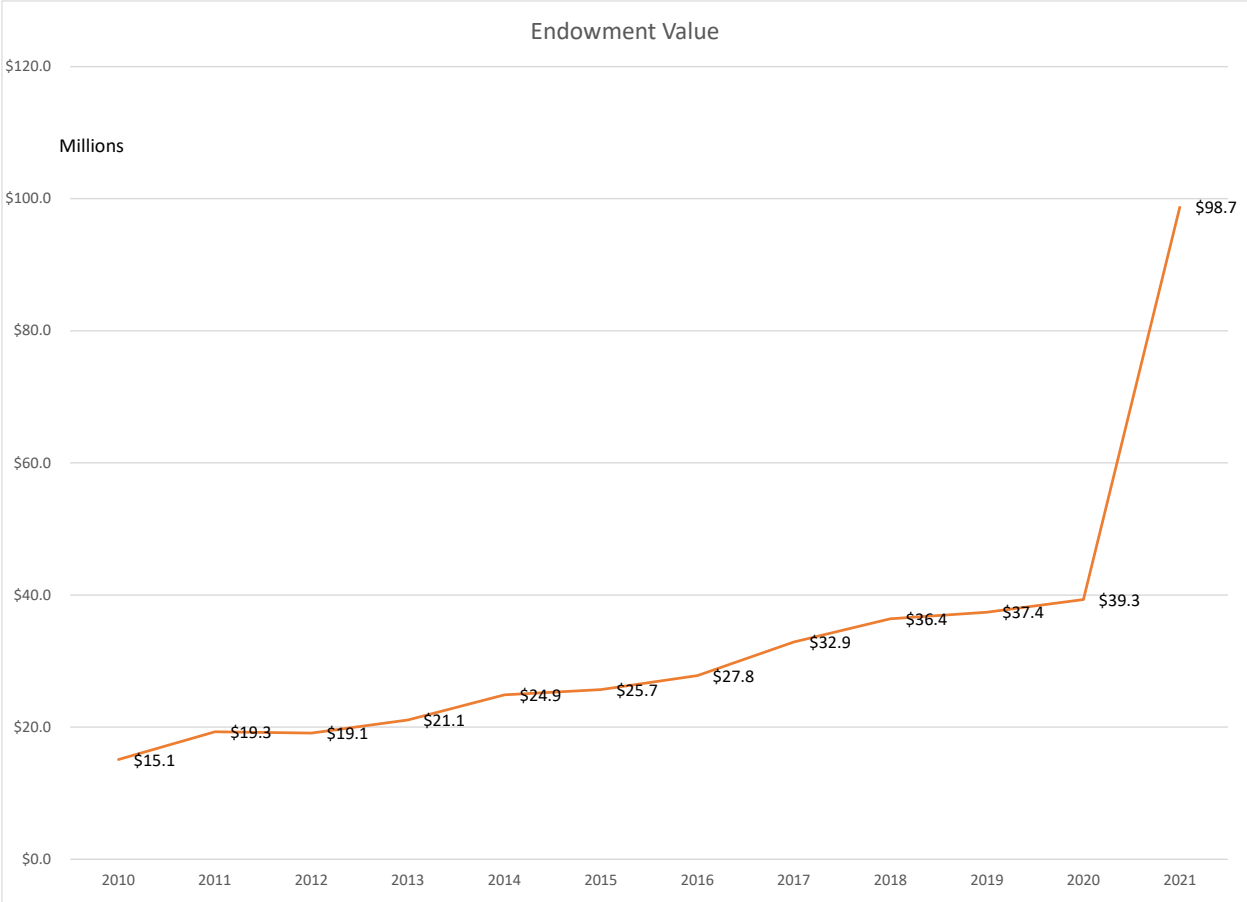


#### **4. Growing Morgan's Resources**

*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 sources, and establishing collaborative relationships with private and public entities.*

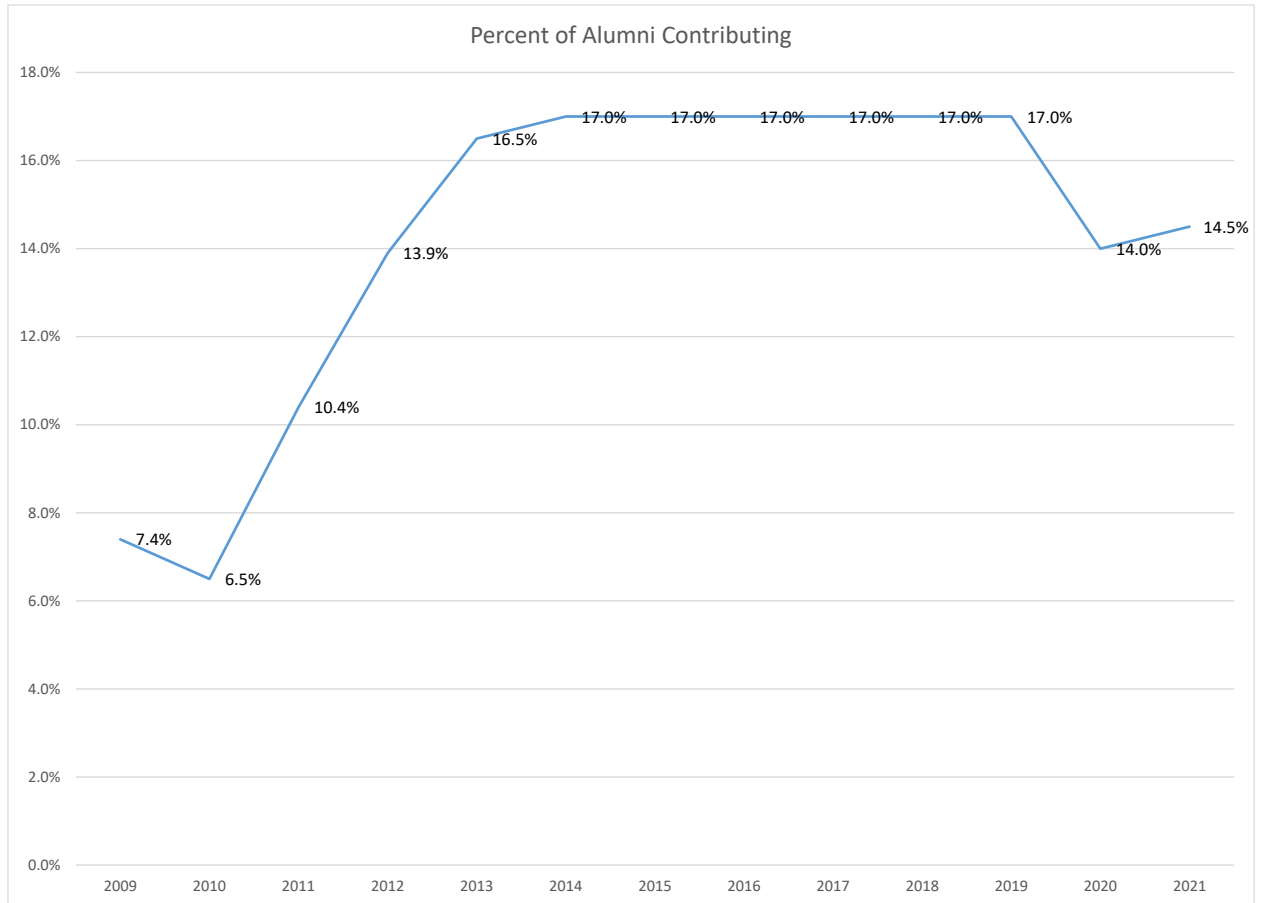
A major priority of the University has been to increase the amount of funds it raises from private sources. The campus has invested in additional fundraising infrastructure and, as a result, has experienced increases in the amount of money raised, and the value of the endowment. The Division of Institutional Advancement engages and solicits an institutional portfolio of 160 corporations and foundations; a major gifts portfolio of 3,000 plus alumni and friends who have capacity to make gifts at the \$10,000 plus giving level; an annual fund portfolio of 30,000 plus alumni and friends who make gifts in the range of \$1-9,999; a planned giving portfolio of 5,644 mature alumni; and a young alumni portfolio of 6,000 recent graduates. Fiscal year 2020-2021 was a banner year for giving at \$70M in contributions and fundraising. We estimate that cumulative private and philanthropic support during the period FY'11 through FY'21 totals approximately \$144M. FY'21 was a phenomenal year for fundraising at Morgan with the \$40M gift from philanthropist, MacKenize Scott as well as an additional \$20M commitment for Calvin and Tina Tyler and several new six and seven figure institutional gifts from corporations and foundations.





*Note: 2009 to 2013 are calendar years; 2014 and beyond are fiscal years*

The campus has paid particular attention to its alumni. Often other potential donors use alumni participation as one of the criterion in the decision to make a gift to an institution. Morgan has increased the percentage of alumni who contribute to the University.



Morgan successfully completed its second-ever comprehensive campaign—and raised more than \$250 million (\$254,307,730) in gifts and grants from more than 13,000 supporters to grow the University’s endowment, provide scholarships for students, and develop academic and research programs. The Anniversary Campaign which began in 2011 was publicly launched at Morgan’s Founders Day Convocation in 2016 to coincide with the start of the University’s year-long 150<sup>th</sup> Anniversary celebrations and concluded in December, 2018. More than \$50 million was raised in private support and some \$200 million was raised in public support.

## **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.*

Morgan State University has a strong commitment to serve the residents of Baltimore City, Maryland, and the nation as evidenced by its numerous partnerships with local school, government agencies, businesses and industries, and community organizations. Overall, Morgan has 175 partnerships with Baltimore City Public Schools, 40 partnerships with other state public school systems, and 378 partnerships with other government agencies, businesses, industries, non-profit, and community organizations. Morgan's signature community service program is the Morgan Community Mile which serves neighborhoods in Northeast Baltimore that are within a 1-mile radius of the campus. This area includes nine communities encompassing 56 community associations.

Morgan State University's students also play an active role in the local area. This past academic year approximately 900 students participated in university sponsored internship and field experience classes. A recent economic impact study found that Morgan students provide over 20,000 hours of community service annually.

Morgan's signature community service program is the Morgan Community Mile (MCM) which serves neighborhoods in Northeast Baltimore that are within a 1-mile radius of the campus. This area includes nine communities encompassing 56 community associations. The MCM since 2018 has continuously worked with the Office of Technology Transfer (OTT) on projects associated with I-Works in various communities, and has focused on 1) enhancing Morgan's MCM informational platforms for promoting the I-Works Community Programs that increase technology transfer and economic development; 2) identifying opportunities in the MCM to enhance OTT's efforts in moving technology into the workplace and start new local businesses; and 3) engaged MCM's partners to serve as prototype test beds for Morgan's innovations. This includes departments and schools at Morgan producing new technology that can be utilized by businesses and residents within the MCM. Morgan's faculty, staff and students used their education/instruction in innovations, and entrepreneurship to develop new technology and products that benefit the community consumers as well as partnering with community innovators to develop innovative ideas and products to solve community issues. The community evaluates the impact and effectiveness of Morgan's new innovative technologies. Also, the MCM has engaged in community engagement activities to promote innovation, technology transfer and patents. Additional focus areas of the Morgan Community Mile include community health and well-being, civic engagement, and assisting community organizations with grant funding opportunities. Highlights for the past year include helping four Morgan State University employees purchase homes within the MCM through the Live Near Your Work program, began work with the Morgan State University School of Community Health and Policy in bringing broadband Wi-Fi to low income residents, seniors, and students within the MCM, and partnering with the Alpha Kappa Alpha Sorority (AKA) to sponsor a community health "Pop Up" event. During this event the AKA's and the MCM assisted over 100 participants in receiving 35 mammograms, 23 flu shots, 13 COVID-19 vaccines and 126 COVID-19 tests.

Morgan's Research Centers serve as innovation hubs and benefit the state, and nation as well as the local community. The Morgan State University Patuxent Environmental and Aquatic Research Laboratory (PEARL), located in Leonardtown Maryland, generates scientific knowledge through innovative, interdisciplinary environmental research focused on maintaining the health and resilience of the Coastal Environment. PEARL scientists transmit and translate knowledge gained through their research for both scientific and public benefit through the inspiration and training of next generation scientists through experiential learning opportunities, mentored research experiences, and environmental education. PEARL's vision is to foster vibrant communities, prosperous economies, and a healthy natural environment through applied coastal research. The ASCEND ("A Student-Centered, Entrepreneurship Development") Center for Biomedical Research is focused on increasing diversity in the biomedical research workforce. The Goddard Earth Sciences, Technology and Research (GESTAR) program is a joint effort between Morgan State University, the University Space Research Association, and the Earth Science and Solar Systems Exploration Divisions of NASA's Goddard Space Flight Center in Greenbelt, Maryland. The program focuses on developing new space-based missions that help explain the behavior of Earth and other planetary systems. These three centers provide opportunities for Morgan students to participate in cutting-edge research. The Center for Cybersecurity Assurance and Policy (CAP) is the new home for the CREAM Lab (Center for Reverse Engineering and Assured Microelectronics of the School of Engineering) and going forward will involve contributions from the School of Computer, Mathematical and Natural Sciences and the School of Business. Eight new Faculty Lines have been established for this expanded endeavor. Acknowledging the convergence of disciplines and industries driven by the Fourth Industrial Age, the CAP Center will broaden its focus to address the grand challenges facing the United States as this digital-physical environment continues to grow. To meet these challenges, reverse engineering of IoT related threats will be the primary technology research area for insight, solutions and commercialization. Broader thought leadership in the legal, policy, economic, social and psychological issues impacting the future of the Fourth Industrial Age will be part of the CAP Center's journey. The recently established Center for Urban Health Equity, with an annual \$3 million fund, will be a major resource for research and education to eliminate health disparities in urban areas. Using funds from the Department of Defense, Morgan is also establishing the Center for Advanced Electro-Photonics with 2D Materials to conduct major research and to provide training in this field.