



Self-Study Design

MORGAN STATE UNIVERSITY

Dr. David Wilson
PRESIDENT
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Institutional Overview

Classified as a Doctoral Universities: Moderate Research Activity (R3) by the Carnegie Foundation for the Advancement of Teaching, Morgan State University (Morgan or the “University”), one of the nation’s premier universities and a leading historically black institution (HBI)¹, currently enrolls more than 7,500 students from throughout the United States and numerous foreign countries. Morgan is one of the few HBCUs offering a comprehensive range of degree-granting programs. The University currently awards degrees in seventeen doctoral level programs, thirty-five master’s level programs, and more than forty baccalaureate level programs.

By action of the Maryland Legislature, the University has been designated as Maryland's Public Urban University, with the responsibility of addressing the needs of residents, schools, and organizations within the Baltimore Metropolitan Area. Of the State’s thirteen public four-year colleges and universities, Morgan is one of only two institutions with its own governing board and that does not report to the Chancellor nor is governed by the University System of Maryland. Instead, Morgan State University is governed by its own 15 member Board of Regents (Board) appointed by the Governor of Maryland. Board members serve five-year terms, except for the student regent who is appointed for a one-year term. The Board appoints the University President, who serves at the pleasure of the Board.

The Academic Affairs Division of the University is organized around the College of Liberal Arts; the School of Architecture and Planning; the Earl Graves School of Business and Management; the School of Computer, Mathematical and Natural Sciences; the School of Community Health and Policy; the School of Education and Urban Studies; the School of Engineering; the School of Global Journalism and Communication; the School of Social Work, and the School of Graduate Studies.

Since the last visit to Morgan by a Middle States Commission on Higher Education (MSCHE) team almost a decade ago (April 2008), Morgan has undergone significant personnel and organizational changes. For instance, effective July 1, 2010, Dr. David Wilson, was appointed Morgan’s tenth president. With this appointment, Morgan’s Board of Regents, its faculty, students and various University and community stakeholders engaged in a yearlong strategic planning process that culminated in new mission and vision statements. The resulting strategic plan, entitled *Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011 – 2021*, (the Strategic Plan”) was approved by the Board of Regents in August 2011.

¹ Morgan, and other institutions founded as a result of the discriminatory educational systems of the states in which they were located are officially designated as “historically black colleges and universities” or “HBCUs”. The HBCU designation is a historical statement of fact and not a statement of exclusion.

The new Strategic Plan formed the foundation of several organizational and programmatic changes designed to improve institutional efficiency, increase the number of degree and certificate programs, and enhance the delivery of instructional services to students. Specifically, three new administrative divisions have been established. These divisions are: the Division of Academic Outreach and Engagement, the Division of Research and Economic Development and the Division of International Affairs. These new divisions complement the existing organizational structure which consists of five divisions – Academic Affairs, Finance and Management, Institutional Advancement, Planning and Information Technology, and Student Affairs. Each division is led by a vice president except for the Division of Planning and Technology, for which a new position, Chief Information Officer (CIO), was created.

Model for Self-Study

Morgan is among the first of the colleges and universities in the Middle States region to be evaluated under the revised MSCHE standards. Thus, this self-study is designed to demonstrate Morgan's compliance with the revised standards, by presenting evidence of the University's ongoing efforts to deliver the best possible instruction and support to students. It should be noted that it is the policy of the Morgan professional community to be engaged in continuous assessment of student learning and outcomes, student services, student development and best practices in improving institutional efficiency.

The previously mentioned Strategic Plan will serve as the foundation for the self-study. The Strategic Plan contains five primary goals for the University's growth, mission and vision statements, and organizational structure. Thus, the Strategic Plan is an essential touchstone for the University's enhanced organizational performance and progress.

Intended Outcomes from the Self Study

The University's Strategic Plan sets forth five goals which are:

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.

The University is realizing substantial ongoing success in accomplishing these goals. For example, over the past five years overall enrollment at Morgan has increased by seven percent to 7,725 students. Graduate student enrollment, however, has increased dramatically by thirty-seven (37%) percent during the same period to 1,406 students. Retention and graduation rates also have increased. The cohort loan default rate has decreased. The number of doctorate degrees awarded since 2010 increased by eighty-seven (87%) percent from 31 to 58 degrees awarded in 2015. According to data from

the National Science Foundation, Morgan is ranked first in the nation among institutions awarding doctoral degrees in Engineering to Black females and second in doctoral degrees in Engineering awarded to Black males. Morgan students have received a total of 138 Fulbright-related grants for study, research, and/or teaching in 44 different countries. These successes continue to grow.

The University has also expanded its footprint by opening a new School of Business and Management and commencing construction of a new Social and Behavioral Sciences facility both on the former Northwood shopping center site across the street from Morgan's main campus. A new footbridge provides safe access to facilities on both sides of the street.

The University also has been successful in growing its resources. Morgan won a \$28 million contract in collaboration with Universities Space Research Association (USRA) to carry out research in support of NASA's earth sciences programs. Finally, the University secured its first endowed professorship of \$2 million and was recently the recipient of the largest individual donation in its history — \$5 million for an endowed scholarship fund.

Given its growth and accomplishments since the 2008 MSCHE team visit and report, this Self-Study is intended to answer questions concerning the following trends impacting Morgan's future growth and development:

1. Past Accomplishments and Future Direction

- A. What have been Morgan's major accomplishments and/or areas of growth in the last ten years?
- B. How might these accomplishments or areas of growth inform the development of new instructional delivery programs, such as online degrees or certificate programs?
- C. How might these accomplishments or areas of growth inform Morgan's initiatives to achieve the next level Carnegie classification of R2 from its current R3 status?
- D. Should the University consider the creation of branch campuses and/or the creation of new instructional sites?

2. Student Diversity and Development

- A. In the face of an increasingly more diverse student body, how can the University best match student support services to students' emotional, social, developmental and physical needs?
- B. Also, how can the University insure the quality of student learning outcomes for all students?

3. Policies and Procedures

- A. What existing institutional policies, procedures, traditions and structures need to be amended, strengthened, or removed to insure that Morgan remains true to its current mission and vision statements?
- B. What new policies and procedures need to be established to insure that Morgan remains true to its current mission and vision statements?

4. Communication and Dissemination

- A. Is Morgan's administration currently communicating the University's mission, vision, core values, policies, procedures and traditions to its faculty, staff, students and alumni in an efficient and effective manner?
- B. What are the most effective and efficient means of disseminating timely information to the campus community, the public, stakeholders and other constituents?

Questions concerning Morgan's past accomplishments and future direction, the diversity and development of the student body, the appropriateness of the institution's policies and procedures and the effectiveness of the University's initiatives to communicate and disseminate information in a timely manner are interrelated and each holds implications regarding how well Morgan meets the seven MSCHE Standards for Accreditation. For the purposes of this Self-Study, each Subcommittee has been assigned primary responsibility for addressing one or more aspects of the questions outlined above.

Subcommittee I: Mission and Goals

Communication and Dissemination

- A. Is Morgan's administration currently communicating the University's mission, vision, core values, policies, procedures and traditions to its faculty, staff, students and alumni in an efficient and effective manner?

Subcommittee II: Ethics and Integrity

Policies and Procedures

- A. What existing institutional policies, procedures, traditions and structures need to be amended, strengthened, or removed to insure that Morgan remains true to its current mission and vision statements?

Subcommittee III: Design and Delivery of the Student Learning Experience

Past Accomplishments and Future Direction

- B. How might these accomplishments or areas of growth inform the development of new instructional delivery programs, such as online degrees or certificate programs?

Subcommittee IV: Support of the Student Experience

Student Diversity and Development

A. In the face of an increasingly more diverse student body, how can the University best match student support services to students' emotional, social, developmental and physical needs?

Communication and Dissemination

B. What are the most effective and efficient means of disseminating timely information to the campus community, the public, stakeholders and other constituents?

Subcommittee V: Educational Effectiveness Assessment

Student Diversity and Development

B. Also, how can the University insure the quality of student learning outcomes for all students?

Subcommittee VI: Planning, Resources, and Institutional Improvement

Past Accomplishments and Future Direction

A. What have been Morgan's major accomplishments and/or areas of growth in the last ten years?

C. Should the University consider the creation of branch campuses and/or the creation of new instructional sites?

Subcommittee VII: Governance, Leadership and Administration

Policies and Procedures

B. What new policies and procedures need to be established to insure that Morgan remains true to its current mission and vision statements?

Organizational Structure of the Steering Committee and Subcommittees

Morgan's Self-Study Steering Committee and Subcommittees represent a broad cross section of faculty, staff, and students. The Provost and Senior Vice President, Dr. Gloria Gibson, wrote to the vice presidents, program directors, and the deans of the University's nine schools and the College of Liberal Arts, requesting "recommendations for the committees you feel are most relevant to your areas." The Provost encouraged the vice presidents, directors, and deans to, "Feel free to nominate as many people from your area for the various committees as you see fit." The Provost added, "and, of course, self-nominations are welcome." Following receipt of the initial set of recommendations, the Provost met with the Chair and Co-Chair of the Self-Study Steering Committee to organize the lists of faculty, staff, and students, into the Steering Committee, and the Chairs of the Subcommittees. The members of the Self-Study Steering Committee and the offices they represent on campus are listed below.

SELF-STUDY STEERING COMMITTEE

Member	Department/Office/Representation
Clara Adams	Special Assistant to the President
Solomon Alao	Co-Chair, Self-Study and Assistant Vice President for Assessment, Division of Academic Affairs
Yacob Astatke	Assistant Dean, School of Engineering
Lisha Barnes	Undergraduate Student
Hans Cooper	Registrar
Sidney Evans	Vice President, Division of Finance and Management
Gloria J. Gibson	Provost and Senior Vice President, Division of Academic Affairs
Julie Goodwin	General Counsel
Tiffany B. Mfume	Director, Office of Student Success and Retention
Adebisi Oladipupo	Chief Information Officer, Division of Planning and Information Technology
Carrol Perrino	Professor, Department of Psychology
Joseph Popovich	Special Assistant to the President
Glenda Prime	Chair, Department of Advanced Studies, Leadership and Policy,
Johnson Smith	Graduate Student
Maurice C. Taylor	Chair, Self-Study and Vice President, Division of Academic Outreach and Engagement
Halaevalu Vakalahi	Associate Dean, School of Social Work
Seth Vannatta	Chair, Department of Philosophy and Religious Studies

Adjustments were then made to the membership of the eight Subcommittees to ensure appropriate representation from all units at the University including representation of undergraduate and graduate students. The Provost and Co-Chairs then met with the President, Dr. David Wilson, to review, refine, and finalize appointments to the Steering Committees and Subcommittees. Finally, the President sent members of the Steering Committee and Subcommittees letters informing them of their respective appointments and notifying them of the details and logistics of the campus-wide kickoff meeting of the Self-Study hosted by the President.

Charges to the Self-Study Subcommittees

Standard I: Mission and Goals

The charge to this Subcommittee is to demonstrate how Morgan State University's mission and purpose, as reflected in its Strategic Plan are being fulfilled in the context of higher education, the students it serves, and what it intends to accomplish as reflected in its Strategic Plan. This Subcommittee will assess whether Morgan's stated goals are clearly linked to its mission, and will specify how the institution fulfills its mission. This Subcommittee will focus on documenting the following attributes and activities and on identifying how the outcomes are used to guide improvement and future development at Morgan:

1. Clearly defined mission and goals;
2. Institutional goals that are realistic, appropriate to higher education, and consistent with the institutional mission;
3. Goals that focus on student learning and related outcomes as well as on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission; and,
4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.

Standard I Subcommittee: Mission and Goals

Subcommittee Chair: Glenda Prime, Chair, Department of Advanced Studies, Leadership and Policy

Members:

Joyce Allison - Assistant Coordinator, Student Activities
Esther Aribilola - President, Student Government Association
Yvonne Bronner - Professor, School of Community Health and Policy
Michael Callow - Professor, School of Business and Management
Chasity Cauthen - Graduate Student
Natasha Pratt Harris – Associate Professor, Department of Sociology and Anthropology
Monique Head - Associate Professor, Department of Civil Engineering
Burney Hollis - Professor, Department of English
Nina Hopkins - Director, Counseling Center
Gaston N'Guerekata - Associate Dean, School of Computer, Mathematical and Natural Sciences
Johnson Niba - Assistant Director, Center for Global Studies and International Education

Sarai A. Nwagbaraocha - Student Regent
Kim Dobson Sydnor - Dean, School of Community Health and Policy
Rhonda Wells-Wilbon - Director, Ph.D. Program in Social Work
Raymond A. Winbush - Director, Institute for Urban Research

Standard II: Ethics and Integrity

The charge to this Subcommittee is to provide evidence that ethics and integrity are central and indispensable to how Morgan State University operates as an institution in its interactions with students, faculty, staff, alumni, and other stakeholders. This subcommittee will assess the ways in which ethics and integrity are defining hallmarks of Morgan in all activities (internal and external) and will document the ways that Morgan is faithful to its mission, honors its contracts and commitments, represents itself truthfully (to current and prospective students and to the wider university community) and adheres to its policies. This Subcommittee will assess how the following are used to make improvements to institutional effectiveness and improve the delivery of instruction and support services to an increasingly economically, culturally, ethnically, and racially diverse University community:

1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;
3. Documented grievance or alternative dispute resolution policies and procedures that are fair and impartial;
4. The avoidance of conflicts of interest;
5. Fair and impartial employment practices;
6. Honesty and truthfulness in public relations;
7. Promotion of affordability and accessibility as appropriate to Morgan's mission, services or programs;
8. Compliance with all applicable federal, State of Maryland, and Maryland Higher Education Commission reporting policies; and,
9. Periodic assessment of ethics and integrity as evidenced in institutional policies.

Standard II Subcommittee - Ethics and Integrity

Subcommittee Chair: Seth Vannatta, Chair, Department of Philosophy and Religious Studies

Members:

Sherlease Bagby - Assistant Director, University Transfer Center

Susan D. Baker – Associate Professor, School of Business and Management
Tanyka Barber - Director, Office of Diversity and Equal Employment Opportunity and Title IX Coordinator
Lamont Brown III - Undergraduate Student
Daniel Campo - Associate Professor, School of Architecture and Planning
Mark Garrison - Dean, School of Graduate Studies
Yvonne Greene - Chair, Department of Bachelor of Social Work
Christine Hohmann - Professor, Department of Biology
Edet Isuk - Director, Office of Sponsored Programs
Larry Jones - Associate Director, Office of Public Relations and Communications
Bernard Keels - Director, University Memorial Chapel
Colina Mason - Associate Director, Office of Human Resources
Omar Muhammad - Director, Entrepreneurial Assistance and Development Center
Alethea Pounds - Assistant General Counsel
Anika Simpson - Associate Professor and Coordinator, Women and Gender Studies Program
LaMonte Summers - Assistant Professor, Global Journalism and Communication
Erlease M. Wagner - Assistant Athletic Director/Senior Women's Administrator
Chad Williams-Bey - Graduate Student

Standard III: Design and Delivery of the Student Learning Experience

The charge to this Subcommittee is to assess how Morgan State University provides its students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. As a Doctoral Research University, Morgan offers students a variety of learning experiences, teaching modalities, program pace and schedules, and degree levels. This Subcommittee will demonstrate how Morgan has implemented the following characteristics of higher education, consistent with best practices of peer and aspirant institutions, to improve students' learning experiences:

1. Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education activities designed to foster a coherent student learning experience and to promote synthesis of learning;
2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time and part-time) and/or other appropriate professionals who are qualified for the positions they hold;
3. Academic programs of study that are clearly and accurately described in official publications;
4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress;

5. An undergraduate free standing general education program of sufficient scope to expand students' areas of intellectual experience and enhance their cultural and global awareness;
6. Graduate and professional education programs that provide for the development of research, scholarship, and independent thinking;
7. Adequate and appropriate institutional review and approval of any student learning opportunities; and,
8. Periodic assessment of the effectiveness of programs providing student learning opportunities.

Standard III Subcommittee - Design and Delivery of the Student Learning Experience

Subcommittee Chair: Tiffany Beth Mfume, Director, Office of Student Success and Retention

Members:

Mary Anne Akers - Dean of the School of Architecture and Planning

Audrianna Alvarez - Undergraduate Student

Lisa Brown - Associate Professor, Department of Biology

Seana T. Coulter - Director, Center for Career Development

Brenda James, Director - Center for Academic Success and Achievement

Adrienne Karasik - Director, University Transfer Center

Alvin Kennedy - Interim Dean, School of Computer, Mathematical and Natural Sciences

Gabriel Kroiz - Associate Professor and Chair, Undergraduate Department, School of Architecture and Planning

Krystal Lee - Assistant Director, Academic Enrichment Program

Ian Lindong - Assistant Professor, School of Community Health and Policy

Robert Nettey - Executive Director, Center for Global Studies and International Education

Asamoah Nkwanta - Chair, Department of Mathematics

Gregory Ramsey - Associate Professor, Department of Information Science and Systems

Praria Stavis-Hicks - Assistant Dean, School of Graduate Studies

Tiffany Thompson-Johnson – Research Analyst, Office of Institutional Research

Jocelyn Turner-Musa - Associate Professor and Interim Chair, Department of Psychology

Fatima Wahab - Graduate Student

Patricia Welch - Dean, School of Education and Urban Studies

Joseph Wells - Director - Master's in Business Administration

Standard IV: Support of the Student Experience

The charge to this Subcommittee is to examine across all educational experiences, settings, levels, and instructional modalities the means by which Morgan State University admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The Subcommittee will review the evidence of Morgan's commitment to undergraduate and graduate students' retention, persistence, completion, and success. Institutional data will be collected to substantiate that a coherent and effective support system of qualified professionals is in place at the University which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success. Specifically, the Subcommittee will focus on ways in which the following policies and procedure may be improved as the University develops and expands to support the student learning experience:

1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students at all levels;
2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning;
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records;
4. Athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;
5. Adequate and appropriate institutional review and approval of student support services that are designed, delivered, or and assessed by third-party service providers; and,
6. Periodic assessment of the effectiveness of programs supporting the student experience at all levels.

Standard IV Subcommittee - Support of the Student Learning Experience

Subcommittee Chair: Halaevalu Vakalahi, Associate Dean, School of Social Work

Members:

Molefi Kete Asante - Associate Professor - Department of English

Joyce Brown - Director, Office of Alumni Relations

Rod Carveth - Assistant Professor and Director of Graduate Studies, School of Global Journalism and Communications

Myra Curtis - Support Specialist, School of Engineering

Kevin Daniels - Associate Professor, School of Social Work

Blaise Depaolo - Coordinator of Fine Arts

Shonda Gray-Cain - Director, Office of Undergraduate Admissions

Armada W. Grant - Director, Office of Payroll and Human Resources

Douglas F. Gwynn - Director, Office of Residence Life and Housing

Cleo Hughes-Darden - Associate Professor and Chair, Department of Biology
Michael C. James - Retention Coordinator, School of Education & Urban Studies
Jeremy Kargon - Associate Professor and Director, Graduate Program in Architecture
Samia Kirchner - Associate Professor, School of Architecture and Planning
Natasha Lewis-Williams - Coordinator, Student Activities, University Student Center
Sequean Zev Mahnke - Retention Coordinator, School of Social Work
Qimmah Najeeullah - Program Manager/ SEVIS Coordinator, Center for Global Studies
Darryl Peterkin - Director, University Honors Program
Karen Proudford - Associate Professor and Coordinator, Honors Program, School of Business and Management
Desiree Richardson - Undergraduate Student
Shelia Richburg - Director, Student Support Service and Outreach
Tracy Rone - Associate Professor, institute for Urban Research
Sunni Solomon - Graduate Student
Kara Turner - Associate Provost, Enrollment Management and Student Support
Anita M. Wells - Assistant Professor, Department of Psychology

Standard V: Educational Effectiveness Assessment

The charge to this Subcommittee is to assess student learning and achievement at Morgan State University and to demonstrate that Morgan's students have accomplished educational goals consistent with their programs of study, degree level, the University's mission, and appropriate expectations for institutions of higher education. The Subcommittee will collect and archive data and qualitative evidence for future use to illustrate the quality and effectiveness of the following assessment activities and demonstrate the ways that Morgan employs assessment data to improve student learning and achievement. Specifically, this Subcommittee will explore whether, given the expected growth and expansion of the University, the assessment activities listed below are sufficient to appropriately document student learning outcomes including:

1. Clearly stated educational goals at the institution and degree/program levels, which are interrelated and mapped to relevant educational experiences;
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals;
3. Consideration and use of assessment results for the improvement of educational effectiveness;
4. Adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third parties; and,
5. Periodic evaluation of the assessment processes utilized by the University for improving educational effectiveness.

Standard V Subcommittee - Educational Effectiveness Assessment

Subcommittee Chair: Carrol Perrino, Associate Professor, Experimental Psychology

Members:

Maija Anderson - Assistant Professor and Director, Department of Nursing

Charles Chavis - Graduate Student

Dina El Mahdy - Assistant Professor, Department of Accounting

Marisa A. Francois - Coordinator, HBCU Brazil Alliance Program

Trent Haines - Associate Professor, Department of Psychology

Jacqueline Holland - Assistant Professor, Department of Family Consumer Sciences

Evan Johnson - Undergraduate Student

Phyllis Keys - Assessment Coordinator, School of Business and Management

Baruti N. Kopano - Chair, Department of Multiplatform Production

Reginald Legrier - Assistant Director of Operations, Office of Student Activities

Pavlina Ilieva – Director, Undergraduate Program in Architecture and Environmental Design

Anna McPhatter - Dean, School of Social Work

Cheryl Rollins – Director, Office of Institutional Research

Tanya Rush - Associate Vice President, Division of Student Affairs

Kofi Nyarko - Associate Professor, Department of Electrical and Computer Engineering

Anthony Saka - Chair, Department of Transportation and Urban Infrastructure Studies

Angela Winsted - Professor and Interim Chair, Department of Chemistry

Standard VI: Planning, Resources, and Institutional Improvement

The charge to this Subcommittee is to determine in what ways Morgan's planning processes, resources, and structures can be strengthened to align more closely and how the University ensures that its planning processes, resources, and structures are sufficient to fulfill its mission and goals, continuously assess and improve its programs and services, and respond effectively to future opportunities and challenges. The foci of this Subcommittee are:

1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement;
2. Clearly documented and communicated planning and improvement processes;
3. A financial planning and budgeting process that is aligned with Morgan's mission and goals;
4. Fiscal and human resources sufficient to support University operations;
5. Well-defined decision-making processes with clear lines of responsibility;
6. Comprehensive planning for facilities, infrastructure and technology;
7. An annual independent audit confirming financial viability;

8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources; and,
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Standard VI Subcommittee - Planning, Resources, and Institutional Improvement

Subcommittee Chair: Joseph Popovich, Assistant to the President

Members:

Richard Bradberry - Director, Earl S. Richardson Library
James Haynes, Coordinator, Title III Program
Kim I. McCalla - Associate Vice President, Facilities, Design and Construction Management, Division of Finance and Management
Victor R. McCrary - Vice President, Division of Research and Economic Development
Ali Emdad - Associate Dean, School of Business and Management
Mary Foster - Assistant Professor, School of Business and Management
Aurora Garcia - Assessment and Researcher, Office of Institutional Research
Erica Hawkins - Undergraduate Student
Shinil Hong - Deputy Chief Information Officer, Office of Information Technology
Keith Jackson - Chair and Professor, Department of Physics
Bickram Janak - Assistant Vice President and Budget Director, Division of Finance and Management
Mildred Lanier - Graduate Student
Rochelle Massey - Financial Manager, School of Graduate Studies
Linda Mehlinger - Assistant Vice President, Planning & Information Technology
Cynthia Mendoza-Robinson - Interim Deputy Director of Operations
Sharon Oliver-Whitehurst - Budget Officer, Division of Academic Affairs
Archana Sharma - Assistant Professor, School of Architecture and Planning
Siddhartha Sen - Interim Assistant Dean, School of Architecture and Planning
Cristol Sills - Financial Manager, Division of Academic Outreach and Engagement
Floyd E. Taliaferro III - Director, University Student Center
Adrian Wiggins - Executive Director, Campus and Public Safety
Cynthia Wilder - University Facility Planner

Standard VII: Governance, Leadership, and Administration

The charge to this Subcommittee is the examination of whether the organization of governance and administration at Morgan State University allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. As a public university and agency of the State of Maryland, Morgan is subject to policies and procedures promulgated by the Maryland

Higher Education Commission (MHEC). The Subcommittee is to provide evidence that, notwithstanding the nature of governance of higher education of public institutions in Maryland or its affiliation with federal and local governmental agencies, its collaborations with other colleges and universities or other unaccredited organizations, Morgan has education as its primary purpose, and it operates as an academic institution with appropriate autonomy. The Subcommittee is to focus on the following indicia of governance, leadership and administration in meeting its charge:

1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making by each constituency, including governing body, administration, faculty, staff and students;
2. The University's Board of Regents as its legally-constituted governing body;
3. The role of the President as the University's Chief Executive Officer as a function of the governance structure;
4. An administration that operates in a manner that allows the University to realize its stated mission and goals in a way that effectively benefits the institution and its students; and,
5. Periodic assessment of the effectiveness of governance, leadership, and the administration.

The overall goal of this chapter will be to show that the leadership and management structure is in place to deliver high quality education, conduct high quality research, and provide all of the services that one would expect from a strong regional University.

Standard VII Subcommittee - Governance, Leadership and Administration

Subcommittee Chair: Yacob Astatke, Interim Associate Dean, School of Engineering

Members:

Kadir Aslan - Professor and Assistant Dean, School of Computer, Mathematical and Natural Sciences

Kevin Banks - Vice President, Division of Student Affairs

Fikru Boghossian - Dean, School of Business and Management

Alexandra Burrel - Graduate Student

Antoinette Coleman - Assistant Vice President, Division of Academic Affairs

Laura Dorsey-Elson - Associate Professor, School of Global Journalism and Communication

Roni Ellington - Associate Professor and Coordinator, Mathematics Education, School of Education and Urban Studies

Linda Gilliam – Chair, Board of Regents' Academic and Student Affairs Committee

Cheryl Y. Hitchcock - Vice President, Division of Institutional Advancement

Farin Kamangar - Professor and Chair, Department of Public Health Analysis, School of Community Health and Policy

T. Joan Robinson - Vice President, Division of International Affairs
Payam Sheikhatari - Associate Professor, School of Community Health and Policy
Robert Singh - Associate Professor, School of Business and Management
Jahmaine Smith - Admissions Coordinator, School of Graduate Studies
Alex Tang - Professor, Department of Accounting, School of Business and Management
DeWayne Wickham - Dean, School of Global Journalism and Communication
Elot Williams - Vice President, Student Government Association
Don-Terry Veal - Chief of Staff, Office of the President

Standard on Compliance

The charge to the Compliance Subcommittee is to assess and document the extent to which Morgan has complied with relevant federal regulations. The Subcommittee will assess the current status of compliance with accreditation-relevant federal regulations including, but not necessarily limited to, 34 CFR §600.2, §602.16, §602.17, and §602.24; HEOA 2008. The Compliance Subcommittee is to identify strategies and best practices to insure that as Morgan enrolls a more diverse student body, and expands its degree offerings and instructional modalities, the following federal regulations will continue to be met:

1. Student identity verification in distance and correspondence education
2. Transfer of credit policies and articulation agreements
3. Title IV program responsibilities
4. Institutional records of student complaints
5. Required information for students and the public
6. Standing with state and other accrediting agencies
7. Contractual relationships
8. Assignment of credit hours

Compliance Subcommittee

Subcommittee Chair: Hans Cooper, Registrar

Members:

Cynthia Brown-LaVeist - Director, Morgan Online
Keisha Campbell - Assistant Registrar for Compliance
Joanna Crosby - Associate Professor, Department of Philosophy and Religious Studies
Mark Garrison - Dean, School of Graduate Studies
Stella Hargett - Chair, Department of Sociology and Anthropology
Carl Hyden - Associate Dean, School of Global Journalism and Communication
Floyd Kerr - Director, Intercollegiate Athletics

Role'sa Logan - Undergraduate Student
Karen Rubinstein - Instructional Designer
Sean Walker - Graduate Student
Landis Whitehurst - Budget Officer, School of Global Journalism and Communication
Tanya Wilkerson - Director, Office of Financial Aid

Organization of the Self-Study Report

Based on the stated intended purposes of this Self-Study and the research questions that the Self-Study is designed to answer, Morgan's final Self-Study will be organized into chapters that coincide with each of the MSCHE accreditation standards. The first chapter will focus on the federal compliance requirements followed in sequence by the MSCHE standards. Each of the MSCHE standard chapters will assess the data, documentation, and evidence to answer the relevant research questions as well as the charges to the Subcommittees.

The organization of the Self-Study will be as follows.

Executive Summary

Chapter 1 - Standard I: Mission and Goals

Chapter 2 - Standard II: Ethics and Integrity

Chapter 3 - Standard III: Design and Delivery of the Student Learning Experience

Chapter 4 - Standard IV: Support of the Student Experience

Chapter 5 - Standard V: Educational Effectiveness Assessment

Chapter 6 - Standard VI: Planning, Resources, and Institutional Improvement

Chapter 7 - Standard VII: Governance, Leadership, and Administration

Summary and Conclusions

Appendices

Editorial Style and Format

In addition to leading the collection of data, documents, and evidence to address their respective Subcommittee research questions and group charges, the Subcommittee Chairs are responsible for the timely drafting and submission of their respective Self-Study chapters to the Steering Committee. Drafts of the Subcommittee chapters are to be submitted as MS Word documents. The font should be Arial and the size should be twelve (12). Charts, tables and graphs may be included and placed in the draft chapters but must be able to be cut and pasted as necessary in the drafts of the Self-Study. Photos should be sent as separate attachments, not embedded in the MS Word document.

Depending on the extent and nature of edits to chapters, text may be embedded in the body of an email. The Steering Committee, in particular the Chair and Co-Chair, reserve the right to edit all submissions for length, style and clarity.

List of Peers and Peer Aspirant Institutions

In 2013, MHEC published Funding Guidelines Peer Performance Analyses for public colleges and universities in Maryland. Based on the 2005 Carnegie Classification of Morgan as a Doctoral Research University (DRU), MHEC identified eighteen public four-year colleges and universities with a Research and/or Research-High Activity and those institutions with FTE enrollments of less than 10,000 as Morgan's peer institutions. Other factors included in the selection of Morgan's peer institutions are:

- Urban Mission,
- Doctoral Mission with Emphasis on African-American Attainment,
- Research Expenditures,
- Socio-Economic Status of Students,
- Historically Black Institution (HBI) Mission and Degree Productivity,
- Academic Preparedness of Students; and
- Affordability for Low Income Students.

The Integrated Postsecondary Education Data System (IPEDS) data center allows colleges and universities to develop a list of peer institutions based on user criteria. Based on the criteria referenced above, the list generated by IPEDS in 2013 included fourteen public four-year institutions which offer research/scholarship doctorates and are classified as Doctoral Research Universities. The MHEC and IPEDS lists contained five institutions in common which were:

MHEC – IPEDS MSU Public DRU Peer Universities

1. North Carolina A & T University
2. South Carolina State University
3. Tennessee State University
4. Texas A & M University - Kingsville
5. The University of West Florida

Among the questions that this Self-Study is intended to answer is, how does Morgan's growth and accomplishments over the past decade inform its future development? In brief, the question encourages the University to reflect on models of aspirant institutions. As of 2016, Morgan's basic classification is R3: Doctoral Universities – Moderate research activity. The next level Carnegie classification for Morgan is R2: Doctoral Universities – Higher research activity. The IPEDS data center also published a list of seventeen public research high universities with the highest degree offered being the research/scholarship doctorate. The MHEC and IPEDS lists also contained five common institutions including:

MHEC – IPEDS MSU Public Research High “Aspirant” Universities

1. Jackson State University
2. Michigan Technological University
3. University of Alaska Fairbanks
4. University of Maine
5. University of New Orleans

In an initiative under the Strategic Plan Goal 1 of Enhancing Student Success, Morgan is focused on “increasing Morgan’s student enrollment.” Specifically changing Morgan’s Carnegie classification from a Doctoral University with Moderate research activity to a Doctoral University with Higher research activity will also involve increasing overall enrollment to over 10,000 students. As such, Morgan’s aspirant peers with a Carnegie classification of R2: Doctoral Universities – Higher research activity would include:

IPEDS MSU Public Research High “Aspirant” Universities

1. New Jersey Institute of Technology
2. New Mexico State University
3. Portland State University
4. University of North Carolina at Greensboro
5. University of Texas at San Antonio

Timetable for the Self-Study

Year	Month	Task
2016	January	Nomination of Steering Committee and Subcommittee Members
2016	February	President Appoints Self-Study Steering and Subcommittee Members
2016	February	First Draft of Self-Study Design Submitted to President and Provost
2016	March	President Hosts Official Campus-Wide Kickoff of Self-Study
2016	March	Steering Committee Reviews Second Draft of Self-Study Design
2016	March	Subcommittees Review Revised Draft of Self-Study Design
2016	April	President Accepts Self-Study Design
2016	April	Self-Study Design Forwarded to MSCHE
2016	April	Steering Committee and Subcommittees Begin Meetings and Data Collection
2016	May	Self-Study Report and Steering Committee Presented to Board of Regents

2016	May	MSCHE Liaison Meets with President, Board of Regents, Steering Committee and Subcommittees
2016	June	Self-Study Design REVISED and Resubmitted to the President and to MSCHE
2016	August	Self-Study Process and Report and Steering Committee Presented at Faculty Institute
2016	October	Chairs Submit Preliminary Draft of Self-Study Chapters to Steering Committee
2016	December	Steering Committee Submits First Draft of Self-Study to Subcommittees
2017	February	Subcommittees Submit Edits of First Draft of the Self-Study to the Steering Committee
2017	March	Steering Committee Submits Second Draft of Self-Study to the President
2017	April	Second Draft of Self-Study Presented to University Community
2017	May	Report on the Self-Study Presented to the Board of Regents
2017	August	Subcommittees Submit Edits of the Second Draft of the Self-Study to the Steering Committee
2017	September	Steering Committee Revises Third Draft of the Self-Study
2017	October	Revised Third Draft of Self-Study Submitted to the President and to MSCHE Visiting Team Chair
2017	November	Report on the Self-Study Presented to the Board of Regents
2017	November	Final Edits to Third Draft of Self-Study Completed
2017	December	Final Draft of Self-Study Submitted to MSCHE Visiting Team

Profile of the Evaluation Team

By action of the Maryland Legislature, Morgan is designated as *Maryland's Public Urban University*. That mission includes the responsibility of addressing the needs of residents, schools, and organizations within the Baltimore Metropolitan Area and the much broader responsibility of addressing State, federal and global concerns that affect urban centers and conversely areas affected by urban centers. For example, the University's Patuxent Environmental & Aquatic Research Laboratory (PEARL) conducts research which impacts the Chesapeake Bay, environmental issues, estuary and aquatic life issues, all of which have an effect on urban centers, especially those located along the Chesapeake Bay and those adjacent to rivers, streams, and oceans, which is true of many cities since waterways are often major pathways for commerce. There are countless other examples of the broad impact of an urban mission. The University offers a comprehensive range of baccalaureate, master's, and doctoral degree programs and

is currently classified by the Carnegie Foundation for the Advancement of Teaching as an R3: Doctoral University – Moderate research activity. Morgan’s mission is to enroll a student body that is racially, culturally, geographically, internationally, and socioeconomically diverse and to provide the full-range of university instructional experiences and services for them.

Towards that end, we would recommend that the MSCHE evaluation team be comprised of members from Morgan’s peer or aspirant institutions who have experience with or sensitivity to the University’s Urban and HBI missions with emphasis on African-American educational attainment and degree productivity in the context of affordability for low income students. Given the strategic goal of enhancing Morgan’s status as a doctoral research university, team members should understand budgeting and research expenditures at institutions with a doctoral mission. Within MSCHE’s region, the colleges and universities from which Morgan’s evaluation team could be selected include:

UNIVERSITY	CITY	STATE
New Jersey Institute of Technology	Newark	New Jersey
Seton Hall University	South Orange	New Jersey
The College of New Jersey	Trenton	New Jersey
Indiana University of Pennsylvania (IUP)	Indiana	Pennsylvania
Duquesne University	Pittsburg	Pennsylvania
Villanova University	Philadelphia	Pennsylvania
Lincoln University	Lincoln University	Pennsylvania
West Chester University	West Chester	Pennsylvania
University of Rochester	Rochester	New York
St. John’s University	Queens	New York
Fordham University	Bronx	New York
Pace University	New York	New York
Howard University	Washington, DC	
Inter-American University of Puerto Rico Metropolitan Campus	San Juan	Puerto Rico
University of Puerto Rico - Mayaguez	Mayaguez	Puerto Rico

Documentation Roadmap

Several documents and reports are essential in adequately addressing the charges to each of the eight subcommittees. Chief among these documents and reports are “Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011 – 2021,” and current and former Undergraduate and Graduate Academic Catalogs. Other documentation, data, and evidence to be collected and assessed by the Steering Committee and the Subcommittees include, but are not necessarily limited to the following:

Standard I: Mission and Goals

- Morgan State University Mission and Vision Statements
- Key Initiatives and Documents in Support of the Mission and Vision Statements
- Board of Regents By-Laws
- Board of Regents Policies and Procedures including, but not limited to, Appointment, Promotion and Tenure Policy; Code of Student Conduct; Sexual Misconduct, and Intellectual Property
- Minutes of Board of Regents Meetings
- University Council Constitution and By-Laws
- Minutes of University Council Meetings
- Morgan State University Faculty Handbook
- MHEC State Plan for Post-secondary Education

Standard II: Ethics and Integrity

- Morgan Mission and Vision Statements and Core Values
- Appointment, Promotion, and Tenure (APT) Policy
- College/Divisional/Unit Promotion and Tenure Policies
- Student Grievance Policy and Practices
- Board of Regents Policies and Procedures (including but not limited to Appointment, Promotion and Tenure Policy; Code of Student Conduct; Sexual Misconduct, Conflicts of Interest and Commitment, Nepotism, Non-discrimination and Intellectual Property)
- Faculty and Staff Grievance Policies and Practices
- ADA/Section 504 Policies and Processes
- Institutional Review Board (IRB) Policies
- Title IX Related Policies and Processes
- Sample of public relations materials presented to current and prospective students and the wider University community

Standard III: Design and Delivery of the Student Learning Experience

- Course Offerings
- Library and Laboratory Resources
- Degree Audits
- Learning Outcomes
- Program Approval Procedures
- Program Review Procedures
- Course Assessments
- General Education Framework
- Faculty Credential Data
- Faculty Development Initiatives
- Samples of Syllabi across the Disciplines
- Undergraduate and Graduate Catalogs
- Academic Advisement Process

Standard IV: Support of the Student Experience

- Advising Procedures and Process
- Student Handbook
- Admissions and Website
- Student Success and Retention
- ACCESS Orientation
- New Student Orientation Program
- Student Government Process
- Faculty Handbook
- Living/Learning Communities
- Placement/Testing Processes
- Financial Aid and Website
- Open House Initiatives
- Athletics
- Clubs/Organizations
- National Survey of Student Engagement (NSSE)

Standard V: Educational Effectiveness Assessment

- Academic Affairs and Initiatives on Learning Outcomes Assessment
- Assessment Plans for the Academic and Non-Academic Units
- Annual Reports of Academic and Non-Academic Units
- General Education and Learning Outcomes
- Academic Program Reviews
- Survey Reports by the Career Center
- Distance Education Guidelines and Procedures
- Periodic Review Report
- Specialized Accreditation Reports
- Dashboard

- Performance Accountability Report

Standard VI: Planning, Resources, and Institutional Improvement

- University Strategic Plan
- Current Facilities Master Plan
- Current Capital Budget Request
- Current Five-Year Capital Improvement Plan
- Current Five-Year Academic Plan
- Information Technology Master Plan (Including Life Cycle Replacement)

Standard VII: Governance, Leadership and Administration

- Morgan State University Mission Statement
- Board of Regents By-Laws
- CIO Policy
- Board of Regents Policies and Procedures
- Minutes of Board of Regents Meetings
- University Council Constitution and By-Laws
- Minutes of University Council Meetings
- Morgan State University Faculty Handbook
- Student Government Constitution
- Similar documents from other “peer” and “peer aspirant” institutions listed in the MHEC-IPEDS for comparison purposes (if necessary)

Compliance Standards

- Title IV Cohort Default Rate
- Federal Family Educational Loans
- W. D. Ford Federal Direct Loans
- University Financial Literacy Programs
- Transfer of Credit Documents
- The Articulation System for Maryland Colleges and Universities (ARTSYS)
- Assignment of Credit Hours Policy
- §13B.02.01.12 of the Code of Maryland Regulations (COMAR).
- Student Identity Verification Process
- Code of Student Conduct
- Conflict Resolution (Module)
- US Department of Education Program Review
- A-133 Audit (ABE)
- PNC Contract for Financial Literacy Program
- Official Program Accreditation Documents
- EEO Guidelines on Student Complaints
- FERPA Disclosure
- MHEC Policy and Procedures on Student Complaints
- Academic Affairs Policy and Procedures on Student Complaints