



Morgan State University Cultural Diversity Report

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Maryland Higher Education Commission

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INTRODUCTION

By action of the 2017 Maryland Legislature, Morgan State University has been designated as *Maryland's Preeminent Public Urban Research University* with the responsibility of addressing the needs of residents, schools, and organizations within the Baltimore Metropolitan Area. The University is located in a residential area of northeast Baltimore, a city with a population of 620,961. Demographics for Baltimore City include the following: 63% of the residents are African American; 28.0% are White; 4.2% are Hispanic, 2.3% are Asian, and 2.1% are two or more races, 0.4% are Native American or Native Hawaiian. For 150 years, Morgan State University has been an important part of the higher education system in Baltimore City, the State of Maryland, and the nation. Throughout its history, Morgan has served the community with distinction while meeting the educational needs of an increasingly diverse society.

I. Institutional Plan to Improve Cultural Diversity

Morgan's motto, "Growing the Future, Leading the World," underlies the development of the University's 2011-2021 Strategic Plan. The strategic plan focuses on a core set of goals that will build a transformative educational environment enriched by diverse perspectives. Such an environment will ensure a supportive atmosphere that promotes student success, enhances Morgan's status as a doctoral research university, and facilitates the University's contribution to community development. Morgan State University serves as an intellectual and creative resource to the community, state, nation, and world, by supporting, empowering and preparing high-quality, diverse graduates to lead the world. A broad diversity of people and ideas are welcomed and supported at Morgan as essential to quality education in a global interdependent society.

Morgan State University embraces cultural diversity in its broadest sense. Morgan's diversity efforts focus attention to underrepresented racial and ethnic groups who have been marginalized. Additionally, diversity at Morgan also encompasses a commitment to enhancing the equity and inclusion of women, those who are economically disadvantaged, and those of different sexual orientations, religions, and abilities. In summary, Morgan's mission is to serve a multi-ethnic and multi-racial student body and to help ensure that the benefits of higher education are enjoyed by a broad segment of the population.

Morgan's *Strategic Plan for Enhancing Cultural Diversity at Morgan State University* (Diversity Plan) was developed by the University community and approved by the Board of Regents at its May 3, 2011 meeting. As Maryland's public urban university, Morgan is one of the nation's premiere historically black colleges and universities (HBCUs). As such, achieving and maintaining a diverse student body, faculty, and staff, is a compelling interest and important goal for Morgan. To that end, the Diversity Plan sets forth 33 goals in six core areas: 1) Students (undergraduate, graduate, and non-traditional); 2) Faculty and Staff; 3) Curricular; 4) Socio-economic; 5) Disability; and 6) Community Engagement. (See Table 1).

An assessment plan with goals, objectives, anticipated outcomes, measurements/benchmarks, assessment methods, and responsibility was developed for each core area and goal. Successful implementation of the goals in the Diversity Plan requires the coordinated and sustained efforts of all members of the University community and the systematic assessment of progress toward the goals. While all members of the Morgan community are expected to contribute to the enhancement of cultural diversity on campus, some members are more responsible than others in monitoring the initiatives and outcomes related to the diversity goals. (See Table 1). The Office of Diversity & Equal Employment Opportunity, the Office of Assessment in Academic Affairs, and the Office of Institutional Research will use the timelines in the assessment plan to collect, analyze, and report data on the goals and six core areas of the Diversity Plan.

Table 1: Summary of Strategic Plan to Enhance Cultural Diversity

<i>Major Areas</i>	<i>Goals</i>	<i>Measure/Benchmark</i>	<i>Responsibility</i>
Students	Undergraduate (UG): Goals 3-5 Graduate (GD): Goals 14-17 Non-Traditional (NT): Goals 18-21	Number of UG-students (All) Number of GD-students (All) Number of NT-students (All)	<ul style="list-style-type: none"> • Institutional Research • Admissions • Registrar’s Office • Deans • Office of Student Disability Support Services • Dept. & Program Offices • Graduate School
Faculty and Staff	Tenure-Track: Goals 1-2 Faculty & Staff: Goals 30-33	Number of faculty (All) Number of Staff (All) Climate Survey (All)	<ul style="list-style-type: none"> • Institutional Research • Human Resources • Dept. & Program Offices • Academic Affairs-Faculty Affairs, Faculty Development • Diversity & EEO Office
Curricular	General Education Program (GEP): Goal 29 Exchange Program (EP): Goal 28 Study Abroad: Goals 26-27	Curricular Initiatives Assessment of GEP Study Abroad data	<ul style="list-style-type: none"> • Academic Affairs • College of Liberal Arts • Office of Assessment • Int’l Student/Faculty Services
Socio-economic	Economic Disadvantaged: Goal 6	Number of undergraduate students with family income above national mean	<ul style="list-style-type: none"> • Institutional Research • Financial Aid Office
Disability	Students with Disabilities: Goals 9-13	Professional development initiatives Workshops, Seminars Academic Support Lab Feedback Surveys	<ul style="list-style-type: none"> • Student Disability Support Services • Center for Career Dev. • Office of Assessment • Facilities Management
Community Engagement	Climate: Goals 22-25	Community Initiatives Feedback Surveys	<ul style="list-style-type: none"> • Center for Global Studies • Int’l Student/Faculty Services • Division of Academic Affairs • President’s Office • Academic Outreach & Engagement

Morgan continues to demonstrate success in a number of areas listed below. (See Tables A-1 through A-4 provided in the Appendix).

- The total number of undergraduate international students increased by 231% from 219 in AY 2010 to 724 in AY 2017 (Table A-1).
- The total number of graduate international students increased by 128% from 100 in AY 2010 to 228 in AY 2017 (Table A-2).
- The total number of Hispanic students enrolled at the undergraduate level increased more than 273% from 59 in AY 2010 to 220 in AY 2017 (Table A-1).
- The total number of Hispanic students enrolled at the graduate level increased 411% from 9 in AY 2010 to 46 in AY 2017 (Table A-2).
- The total number of White or Caucasian students enrolled at the graduate level increased 30% from 99 in AY 2010 to 129 in 2017 (Table A-2).

In comparison to AY 2011, the percent of students enrolled from urban districts declined by 7%. The university awarded the same number of STEM degrees (66) to women at the undergraduate level in AY 2016-2017 as in AY 2010-2011. The university awarded 158 STEM bachelor's degrees to underrepresented minority students in AY 2017 which is a 42% increase from 111 in AY 2011. The total STEM bachelor's degrees awarded at the university increased by 25% in AY 2017 (210) from 168 in AY 2011.

At the state level for AY 2014, the most recent data available, Morgan is 1st in the number of bachelor's degrees awarded to African Americans in engineering, architecture, journalism, and physics; 1st among all campuses in the number of doctorates awarded to African Americans; and 2nd among campuses in the number of bachelor's degrees awarded to African Americans (IPEDS Completions Data 2013-2014). At the national level, Morgan is ranked 3rd in architecture; 4th in engineering; 13th in communication and journalism and 15th in family and consumer science in bachelor's degrees awarded to African Americans. Morgan is ranked 4th in masters degrees awarded to African Americans in architecture. At the doctoral level Morgan is ranked 2nd in engineering and 11th in total number of doctoral degrees awarded to African Americans (Diverse Top 100 Producers 2013-2014).

Morgan State University remains committed to recruiting and retaining a diverse student body and workforce. However, resources (e.g. human and fiscal) are challenges to diversity. There is concern that the University lacks the required resources as compared to other campuses in Maryland with the same Carnegie designation as a Doctoral Research University. Morgan will continue to seek grants and funding sources at the state and national level to support and fulfill the mission and goals of its Diversity Plan.

II. Efforts to Increase the Numerical Representation and Retention of Traditionally Underrepresented Students, Administrative Staff, and Faculty

On an annual and ongoing basis, Morgan State University employs a variety of strategies and initiatives to foster an inclusive community and to recruit diverse and underrepresented students, faculty, and administrative staff.

ADULT AND NON-TRADITIONAL STUDENTS

Consistent with its strategic plan goals to diversify its student body, the University has invested heavily in new online degree programs to attract non-traditional students. Specifically, during the 2016-2017 academic year the university has received approval from the Maryland Higher Education Commission (MHEC) to offer online degrees in the following degree and post-baccalaureate certificate programs:

- Masters in Community College Administration, Instruction and Student Development (M. Ed)
- Masters in Business Administration (MBA)
- Masters in Social Work (MSW)
- Master of Public Health – Executive Health Management (MPH)
- BS in Nursing/Master of Public Health (RN to BSN to MPH)
- Bachelor of Science in Applied Liberal Studies (BS)
- Post Graduate Certificate in Urban Sustainable Communities
- Post Graduate Certificate in Urban Journalism

The BS in Applied Liberal Studies, in particular, is designed for students whose academic interests are broad and interdisciplinary and whose career interests require diverse and multidisciplinary exposure. Thus, adult, transfer, veterans, EMT personnel, and other non-traditional students will be well served by earning a bachelor’s degree in Applied Liberal Studies and having an opportunity to select courses in their particular areas of interest that helps them advance in their chosen job, career, or profession.

Converge Consulting has been retained to assist Morgan Online as well as the departments offering online degree and certificate programs to develop a messaging matrix and marketing strategies to attract non-traditional students. An example of the Message Matrix developed for Morgan Online targeting The Non-Traditional Student is reflected below.

Converge Consulting Message Matrix for Morgan Online

A Premier Historic Institution Grounded in Research and Community	Discover the value of community as a student of Morgan Online. Designated Maryland’s Preeminent Public Urban Research University, We’ve supported high academic, research and professional achievement for more than 150 years.
Where Affordability and Convenience Meet	We designed Morgan Online for you to study anywhere, anytime to earn a credential without breaking the bank. We offer financial aid and scholarships for adult and traditional learners.
Diverse Online Offerings to Propel You to Your Professional Future	Select from our certificate programs and undergraduate and graduate degrees to gain the skills you need to succeed.
Year Round Courses that Enhance Your Life and Workforce Skills	Explore a variety of online non-credit and career training programs. Programs that promote degree attainment and job advancement.

TRADITIONALLY UNDERREPRESENTED STUDENTS

Goals 3-5, 14-17, and 18-21 of the Diversity Plan are designed to increase the numerical representation of traditionally underrepresented students at Morgan State University. Goals 3-5 and 14-16 are designed to recruit, admit, retain and graduate greater numbers of Caucasian, Hispanic, and Asian undergraduate and graduate students. Goal 17 is designed to increase the percentage of international students enrolled at Morgan. Goals 18-21 are designed to recruit, admit, and retain a greater number of non-traditional students (over the age of 25). Examples of strategies utilized by the University include: 1) hiring a diversity admissions officer; 2) open house in fall and spring semesters to engage parents, diverse students, and schools in the recruitment process; 3) campus tours to invite diverse students from different geographic areas to experience campus life; 4) overnight programs that target underrepresented and international students; and 5) enhance monitoring and review of applications from underrepresented

students. Examples of targeted programs that address underrepresented student recruitment, retention, and graduation are outlined below.

Summer Bridge Programs

Morgan offers several summer bridge programs designed to increase student academic success and retention. Some examples include, but are not limited to the following:

Morgan State University's **Center for Academic Success and Achievement (CASA)** sponsors CASA Academy, an alternative admissions program for students who do not meet the SAT/ACT requirements for regular admission. CASA accepts up to 300 students each year, and all participants who successfully complete the summer bridge program are guaranteed admission to the University for the fall semester. The six-week program offers a wide range of activities including developmental courses, study skills, mandatory tutoring, peer mentoring, academic advising, career exploration, orientation to the campus and its offices and resources, opportunities for personal/social development, and an avenue for parent involvement. Also, since 2010, CASA has required students to engage in a common reading experience related to a social issue.

Morgan State University also offers bridge programs for academically talented students who plan to enter challenging fields. Morgan has achieved outstanding results with its **PACE (Pre-Accelerated Curriculum in Engineering) Program**. PACE is a five week comprehensive and intense summer program that gives students a significant advantage in both academic and personal development. Academically, the program reinforces fundamental subject matter that will increase the probability of a successful freshman year. Students take Physics, Chemistry, Mathematics, English and Computer Science courses. Also, students take part in a research rotation and participate in a science fair. This on-campus program also allows students to become acclimated to college life, bond with professors, peers, tutors and instructors.

International Diversity at Morgan

The Division of International Affairs in addition to several University initiatives contribute directly to international diversity at Morgan.

Division of International Affairs. The mission of the Division of International Affairs is consistent with the mission, and Strategic goals of the University, that of preparing diverse and competitive graduates for success in a global, interdependent society. Morgan State University has established over 30 international relationships in Brazil, Tanzania, China, South Africa, Ghana, Ethiopia, Finland, France, Honduras, Botswana, India, Mexico, Senegal, Peru, Saudi Arabia, Dubai and Trinidad and Tobago. Morgan currently enrolls approximately 950 international students from over 60 countries. Among the programs in the Division of International Affairs that support international diversity at Morgan are:

- The Center for Global Studies and International Education
- The Office of Study Abroad & Scholar Exchange
- HBCU-Brazil (Alliance) Program
- The Office of International Student and Faculty Services
- The Fulbright Program

The ***Center for Global Studies and International Education (CGSIE)*** is the institution's arm for facilitating the university-wide efforts to internationalize the curriculum across disciplines, in a fashion that is consistent with the President's vision of "*Growing the Future and Leading the World!*" To achieve this goal, CGSIE serves as a gateway to the globalization of the local and regional communities and their minority populations. As well, the Center works collaboratively with academic departments to enhance

student and faculty development through workshops, study abroad, internships, exchanges and other relevant international education programs.

Our Commitment to Internationalization: Globalization requires that institutions of higher education graduate globally- competent citizens and professionals. Morgan State is committed to doing this by broadening the scope of student, faculty, and staff awareness of the world in which they live, through travel, experiential and service learning, and collaborative international research at home and abroad. In a post 9/11 world, and for national security reasons, this undertaking becomes even more urgent.

The ***Office of Study Abroad & Scholar Exchange*** is charged with helping students fulfill their study abroad goals, by working with them to find a study/ intern/ volunteer abroad program that meets their needs and interests. As well it supports the exchange of visiting scholars who participate in work-and study-based exchange visitor programs. This exchange of visitors promotes interchange, mutual enrichment, and linkages between research and educational institutions in U.S. and foreign countries. Particularly at Morgan State, it helps to diversify our research interests and increase mutual understanding between the people of the United States and the people of other countries through educational and cultural exchanges.

The ***Office of International Student & Faculty Services*** is charged with meeting the administrative, advising, and programming needs for the nonimmigrant students, staff, and faculty at Morgan State University. Services provided by the Office of International Student & Faculty Services include:

- Immigration information workshops
- Orientation programs for new international students
- Employment workshops to provide information on the various types of employment available to F-1 students; campus employment, CPT, OPT and economic hardship applications
- Assistance with preparing and/or filing initial petitions to include H-1B petitions, program extension, SEVIS school transfer in/out, preparation of depended forms, reinstatement, and other regulatory compliance processes
- Advising services to the International Student Associations and the Morgan State community at large on all immigration-related matters
- SEVIS reporting to safeguard student status by providing the U.S. Department of Homeland Security with timely and accurate updates of enrollment activities.
- Collaboration with other university international stakeholders to facilitate the infusion of global themes throughout the formal and informal curriculum
- Facilitation of inter-cultural programs and activities with the primary aim of exposing the Morgan community to the importance and advantage of being aware and sensitive to the diversity of cultures in our campus and the wider community.

The Fulbright Program - Morgan State University has long been the Fulbright leader among historically Black colleges and universities. Morgan students have received a total of 140 Fulbright-related grants for study, research, and/or teaching in 44 different countries. Fulbright Scholars from Morgan have often stressed not only the academic advantages of studying in a foreign milieu, but the personal and cultural rewards as well, the enlightenment gained from close contact with new languages and ways of life. The Director of the Fulbright Program is fully committed to ensure that Morgan Students are successful in their international academic pursuits.

English as a Second Language (ESL) Program. The ESL Program is committed to providing intensive language instruction and rich local and regional cultural experiences which will empower our students that are learning English as a second language to become successful students in the mainstream classroom and productive members of our community at home and beyond. Begun in the summer of 2013, the ESL

Program consists of three interrelated components: language instruction, cultural immersion and educational field experiences. Additionally, in December 2015, the ESL Program secured a contract with the Saudi Arabian Cultural Mission to become a primary ESL program for King Abdullah intensive English scholarship recipients from Saudi Arabia. The ESL Program is now administered by the Division of International Affairs.

Intervention and Support Services for Students

Morgan's 2011-2021 Strategic Plan includes indicators designed to focus considerable attention on the "educational attainment gap between the races." Consistent with the focus of the Strategic Plan, the purpose of Morgan State University's *Office of Student Success and Retention* (OSSR) is to work in collaboration with the various schools, colleges, and academic support programs of the University to provide continuous, quality support for undergraduate students from matriculation to graduation. The goal of this comprehensive program is to increase student retention rates and persistence to graduation with a focus on academic success and achievement through early intervention and systematic tracking of undergraduate students. The Office of Student Success and Retention manages new student and parent orientation, placement testing, Starfish Retention Solutions' Early Alert and Connect systems, first-year advisement, financial literacy, alumni mentoring, and academic recovery among other programs and services. The work of the OSSR has helped to promote a nine point increase in retention rates, from 67% in 2010 to 76% in 2016. The OSSR has secured grants from the Bill & Melinda Gates Foundation, the Lumina Foundation, and the Maryland Higher Education Commission. Morgan State University's Office of Student Success and Retention has been selected as national winners of the 2017 Hobsons Education Advances Award for Student Success and Advisement, the 2016 Association of Public and Land-grant Universities (APLU) Turning Points: From Setback to Student Success Award, and the 2015 Association of Public and Land-grant Universities (APLU) Project Degree Completion Award. These prestigious national awards serve as evidence of the effective student success model at Morgan State University, a model which includes a comprehensive early alert system, intrusive advising, ongoing tracking and monitoring of student cohorts, transparent and consistent note-taking, and specific programs and initiatives designed and delivered to promote degree completion.

The Office of Residence Life & Housing (ORL&H) sponsors the *Academic Enrichment Program* (AEP). This program offers tutorial/study sessions through workshops, seminars, individualized tutoring, and computer tutorial for students residing in a residence hall. The AEP tracks the grades of resident students and provides support as needed. New and returning students who have a G.P.A. below 2.0 are mandated to receive tutoring services. Additionally, a component of the AEP is the International Student ConneXion. This program provides a host of academic and campus engagement support services for Morgan's international student population.

TRADITIONALLY UNDERREPRESENTED FACULTY AND ADMINISTRATIVE STAFF

Morgan remains committed to recruiting and retaining a diverse workforce. (See Tables A-3 and A-4). Morgan has a well-credentialed faculty that is racially and ethnically diverse. This represents a continuation of a long tradition at the University. Diversity is particularly valued by today's college-age population and Morgan's degree of diversity among members of its faculty differentiates it from most other Maryland campuses. For example, 461 full-time instructional faculty at Morgan, 56% (260) are males and 44% (201) are females. African-American males comprise twenty-three percent (108) of full-time instructional faculty at Morgan. The 101 African American female faculty represent 22% of the full-time instructional faculty. White faculty (71) comprises 15% of the full-time instructional faculty at Morgan.

The **Office of Diversity and Equal Employment Opportunity (EEO)** continues to provide sensitivity/cultural competency training and diversity activities. These activities are designed to: 1)

address cultural diversity among students, faculty, and staff; 2) educate the university community about laws governing equal opportunity; 3) reduce discrimination complaints; and 4) create an environment that promotes the recruitment and retention of underrepresented faculty, staff and students. Additionally, meetings are held with search committees as needed to provide tips on how to avoid engaging in discriminatory behavior during the selection process, recognizing and avoiding bias and prejudice, structuring a job-based interview, and asking appropriate interview questions.

The **Office of Faculty Development**, a unit under the auspices of the Division of Academic Affairs, provides opportunities for faculty to explore issues around diversity and cultural competency/sensitivity through faculty institutes, conferences, workshops, seminars, and trainings. These experiences foster dialogue and collaboration among faculty of diverse backgrounds, orientations, and perspectives and serve to promote retention of underrepresented faculty. Additionally, orientation sessions for new faculty integrate attention to diversity issues. The Office of Faculty Development also provides faculty with mini-grant opportunities to: 1) support curricular development in all disciplines, with particular attention given to issues of diversity and cultural competency; 2) develop interdisciplinary, and cultural diversity initiatives; and 3) promote faculty development. Additionally, promotion and tenure training is provided to support and retain underrepresented faculty.

III. Efforts to Create Positive Interactions and Cultural Awareness

Morgan State University utilizes ongoing cultural training programs, curricular initiatives, and community partnerships to create positive interactions and cultural competence and awareness within the University community. Examples of the initiatives related to the aforementioned processes are the focus of this section.

CURRICULAR INITIATIVES

The new **Center for Excellence in Teaching and Learning (CETL)** at Morgan State University is a unit under the auspices of the Division of Academic Affairs. The overall goal of the Center is to enhance the quality of teaching through the delivery of innovative and socially inclusive, active learning environments that promote greater student retention and success. The Center provides opportunities for faculty and graduate teaching assistants (TAs) to receive training and mentorship related to teaching and learning and scholarship and research that is grounded in the best practices to address the professional growth and development of the University's culturally diverse faculty. The Center's programs and services comprise, but not limited to, new faculty and TAs workshops, faculty institutes and conferences, online resources, and consultations focused on course redesign and student assessment.

The **General Education Program** establishes a number of significant goals and high expectations for Morgan students. Students who complete the program are expected to exhibit the following outcomes as it relates to cultural competence and awareness:

- Demonstrate integrated knowledge of the heritage, culture, social structures, and accomplishments of autochthonous African cultures and African-American Civilization;
- Demonstrate a global perspective and integrated knowledge of the heritage, culture, social structures and accomplishments of one Non-Western Civilization; and
- Demonstrate integrated knowledge of the political, social, and economic development of American society in relation to the world, of the history and geography of America and the world, of civic affairs and responsibilities, of personal, interpersonal, intergroup and intra-group relations, and of learning, work habits, and career choices.

The College of Liberal Arts offers a minor in the area of **Women's and Gender Studies**. These courses provide students with the opportunity to explore gender and sexuality, while paying particular attention to

how those constructs are affected by race, religion, class, and nationality. The program in Women's and Gender Studies works collaboratively with the University at large, as well as with local and national organizations by engaging in varied academic and advocacy initiatives.

The **Division of Academic Affairs** collaborates with deans, chairs, faculty, and student organizations to ensure curriculum diversity at the undergraduate and graduate levels. Examples of data collected include, but are not limited to, the following:

- Study abroad initiatives
- Diversity or multicultural initiatives
- Diversity of educational experiences available to faculty and students
- General Education Program and curriculum diversity initiatives
 - Undergraduates' knowledge of diversity issues, understanding of pluralistic societies, engagement with peers from diverse backgrounds, and the development of competencies for success in a multicultural world;
 - Interpersonal communication and acquiring the abilities to relate to and work effectively with diverse groups of people; and
 - Social responsibility and tolerance and respect for diverse groups of people and a disposition towards responsible citizenship and building a connection to the community.
- First year experiences related to diversity
- Service and community-based learning experiences
- Internship opportunities in diverse settings
- Capstone experiences and projects

The **Office of Study Abroad and Scholar Exchange** hosts a *study abroad fair* for Morgan students in the Fall and Spring semesters to build an awareness of study abroad opportunities for our students around the world. Over 200 students signed a commitment to study abroad before they complete their academic programs. Within the most recent reporting period, a total of 89 students studied abroad and participated in cultural immersion programs in Brazil, China, Costa Rica, Cameroon, Italy, South Korea, Spain, Japan, and India.

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 services 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***, supported by a 1 million endowment from the Bernard Osher Foundation, provides scholarships to non-traditional adult students between the ages of 25-50 to return to the University after a gap of 5 or more years in order to complete a bachelor's degree. During the 2016-2017 academic year, scholarships were awarded to 33 Osher Scholars, 23 females and 10 males. Since the inception of the program, scholarships have been awarded to adult students across disciplines in the eight schools and the James H. Gilliam, Jr. College of Liberal Arts. Seventy adult students have graduated from Morgan State University.

Recently awarded by the Crankstart Foundation in Fall 2016, the ***Crankstart Reentry Scholarship Program*** provided additional scholarships to 10 adult, non-traditional students, between the ages of 25-50 to return to the University after a gap of 5 years or more to complete a bachelor's degree. Eight females and two males received Crankstart Reentry Scholarships for the Spring 2017 semester.

The ***Improved Opportunities for Parents (IOP) Program*** is designed to assist adult individuals, especially student-parents, in obtaining a bachelor's degree. Twenty student-parents, 14 females and six males received IOP funds during the 2016-2017 academic year with nine students graduating from MSU.

As an accredited academic institution, MSU's CCPS offers ***Continuing Education Units and Professional Development Hours (PDHs)*** to a variety of ethnic groups from around the country. Through partnerships with organizations such as, American Contract Compliance Association, Blacks in Government, Ministerial Interfaith Group, Women of Color in STEM, Black Engineer of the Year Award (BEYA) STEM Global Competitiveness, and Grandparents and Caregiver training opportunities are provided for African American, Asian, Native American, Hispanic, and Caucasian individuals seeking professional development.

Recognizing the essential role that diversity plays in the global society, CCPS offers ***non-credit courses*** that welcome individuals regardless of age, ability, color, cultural background, ethnicity, gender identity, national origin, race, religious affiliation, sexual orientation, or socio-economic class. Through a partnership with ed2go, anyone may enroll in online non-credit classes focused on workforce readiness, professional development and personal enrichment activities.

Morgan State University is the premier source for individuals seeking academic and personal enrichment courses. Twenty-four ***summer programs*** are operating on campus this year, offering classes and workshops in science, technology, engineering, mathematics (STEM) fields, history, transportation, wrestling, football, volleyball and art. Many of the programs focus on recruiting students from diverse linguistic, cultural and economic backgrounds with the goal of encouraging talented individuals from historically underrepresented groups to attend Morgan State.

The ***Alpha Sigma Lambda Continuing Education National Honor Society*** is dedicated to the advancement of scholarship and recognizes high scholastic growth in an adult student's career. It further acknowledges the accomplishments of adult students from culturally diverse backgrounds pursuing baccalaureate degrees. Thirty adult students were inducted into Alpha Sigma Lambda Continuing Education National Honor Society highlighting their academic achievement during the 2016-2017 year.

The CCPS offers courses tailored to meet ***workforce development and training*** needs of individuals and organizations. Several options are offered for course delivery, including face to face, blended and through specialized intensive institutes. These training programs prepare individuals, including adults with disabilities, to launch a career or advance an existing one by developing new skills and knowledge for today's competitive job market.

UNIVERSITY-BASED OUTREACH INITIATIVES

The **Office of Diversity & Equal Employment Opportunity (EEO Office)** is charged with the day-to-day implementation of the non-discrimination policies of Morgan State University. One of the major responsibilities of the EEO Office is to educate the University community about affirmative action and equal employment opportunity laws, and to ensure compliance with statutory and regulatory requirements in this regard. The EEO Office also collaborates with all units at the university (e.g. colleges, schools and divisions) to ensure successful implementation of the Diversity Plan, and in turn, create a more diverse community. The Office of Diversity & Equal Employment Opportunity (EEO) will continue to expand educational efforts relative to diversity and is in the process of incorporating an online training program to ensure ongoing educational opportunities are available to the University community.

The **Office of Student Disability Support Services (SDSS)** a unit under the auspices of Academic Affairs is dedicated to assisting all students with disabilities to accomplish their scholastic and career

goals by supporting their academic and advocacy skills. The Office of Student Disability Support Services is committed to providing all services and operating programs in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended. Students with a physical or mental impairment that substantially limits a major life activity register with SDSS for accommodations. Through the provision of reasonable accommodations, it is the goal of SDSS to support the academic success of student with disabilities by continuously working to eliminate the physical, technical, and attitudinal barriers that can impede progression to graduation. Reasonable accommodations at the university include, but are not limited to, housing, dining, mobility, classroom and learning support services (i.e. note-takers, interpreters, technology, etc.) and testing services for course examinations and quizzes. The Office of Student Disability Support Services oversees all sign language and transcription services for students with hearing impairments. Morgan State University has a large population of international students with hearing impairments requiring interpreting services which serves to create collaboration between SDSS and various offices throughout campus including The Office of International Students and Faculty Services. The Office of Student Disability Support Services also provides outreach to local high schools and participates in orientation events on-campus to share information on reasonable accommodations for students with disabilities at Morgan State University. Collaboration efforts are made with all departments on campus as well as with faculty to ensure students with disabilities are supported.

Lesbian, Gay, Bisexual, Transgender, Queer, Ally (LGBTQA) Advisory Council

The LGBTQA Advisory Council was established by the University President, Dr. David Wilson, in 2013 to assess and make recommendations for improving the campus climate and resources for LGBTQA students, faculty and staff. In addition, its charge was to promote personal, physical, and emotional safety while identifying ways to create educational and social opportunities and inclusion of issues of sexuality and gender identity and expression in recruitment, accommodations, academic and social programming at Morgan State University. The LGBTQA Advisory Council continues to work on its Sustained Inclusivity Action Plan focused on facilitating LGBTQA inclusion within nine (9) areas at the University: Institutional Infrastructure and Policy; Academic Affairs; Student Affairs; Recruitment, Retention and Alumni Efforts; Housing and Residence Life; Campus Safety; Counseling and Health; Academic and Community Outreach; and Faculty and Staff Support. Through these efforts, the LGBTQA Advisory Council has made significant strides over the last year to ensure that issues of sexual orientation and gender identity and expression are included in the framework of diversity at Morgan State University, strengthen the University’s commitment to gender identity and expression within the University community by providing trans-inclusive programs and services; assessing University policies and procedures to ensure specific attention to the development of trans –sensitive policies and procedures to support LGBTQ people.

Morgan State University also has a “*Safe Space*” program which offers strategies for preparing students, faculty, and staff to be effective allies to the LGBTQ community by placing a safe space symbol in a visible location in a person’s office. This allows the LGBTQ community to identify those persons with whom they can talk without fear of repercussion. As Morgan State University continues to expand its borders, the University is poised to offer sustained commitment to LGBTQA awareness as we continue our efforts to inculcate global perspectives to “grow the future and lead the world.”

COMMUNITY RELATIONS AND PARTNERSHIPS

Morgan continues to serve as a catalyst for positive change in the community. The University works with local, regional, national, and international governmental and private entities to fulfill its Diversity Plan. Examples of community initiatives include, but are not limited to, the following:

- The ***Morgan Community Mile Initiative*** is a university-community partnership that involves residents, businesses, public agencies, and other stakeholders in making the community a better

place. The five priority areas for the initiative are: 1) health and safety; 2) youth and education; 3) environment; 4) live-work-spend in the community; and 5) strengthening university/community relations.

- Morgan's ***Upward Bound Program*** provides first-generation, low-income high school students with access to postsecondary education as full participants. The Upward Bound is designed to enhance the academic and personal skills of qualifying Baltimore City Public School Students (BCPS) while preparing them while in high school for college admission, retention and graduation.
- During the third week of November every year, Morgan celebrates ***International Education Week (IEW)***. This campus wide celebration is led by the Division of International Affairs. IEW is an opportunity to celebrate the benefits of international education and exchange worldwide. Originally, this initiative was a joint venture between the U.S. Department of State and the U.S. Department of Education which was created to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences. Morgan State students, faculty, staff and neighboring communities are encouraged to attend and to participate in the week of events. The theme for 2016 was "*One Human Family: Unity in Diversity.*"
- The International Student Organizations, led by the Office of International Student and Faculty Services hosts the ***FEVER Program***. FEVER is an annual inter-cultural showcase and celebration of the various cultural groups within the Morgan State Community. Expression is done through the art forms of song, dance, and drama. In a broad sense, participants are drawn from America, Africa, Europe, Asia, Latin America and the Caribbean. While FEVER is primarily a student driven event, every effort is made to partner with faculty, staff and community groups.

The University's ***Office of Community Service*** was created to develop and implement dynamic community service programs that boldly address the educational, social, cultural and recreational needs of the under-represented, the educationally "at-risk" and the homeless residents in the Baltimore metropolitan area. By organizing multidimensional, holistic programs, which involve university students, faculty, staff, community organizations, government agencies, businesses, school children, and parents, the Office of Community Service positively impacts the educational, social, cultural and recreational problems of Baltimore's inner city population. While each of the community service programs vary in size, structure, and focus, they share the same goal of improving the educational challenges of Baltimore's urban population.

IV. Other Central Diversity Initiatives

In recognition of the growing religious diversity among the faculty, staff and students within the University community, the University chapel offers chaplain services for various ministries to include: Episcopal-Anglican; Muslim; Lutheran; Baptist; Roman Catholic; Intervarsity; and Apostolic.

V. Hate Crime Reporting

Campus-based hate crime incidents are reported to and investigated by the University's Police and Public Safety Department. In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University publishes an annual Campus Security and Fire Safety Report. The report includes data on all campus-based hate crime incidents. Copies of the report are made available in hard copy and are posted on the University's website.

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Table A -1: Undergraduate Students Comparison

	Baseline: AY-2010				AY-2014				AY-2015				AY-2016				AY-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	5761	92.9	2509	3252	5269	84.3	2303	2966	5318	84.4	2324	2994	5236	82.9	2286	2950	4891	76.9	2109	2782
American Indian or Alaska Native	12	0.2	4	8	21	0.3	10	11	17	0.3	4	13	16	0.3	6	10	10	0.2	4	6
Asian	46	0.7	25	21	86	1.4	37	49	70	1.1	40	30	40	0.6	27	13	58	0.9	41	17
Hispanic/Latino	59	1	20	39	182	2.9	78	104	208	3.3	92	116	226	3.6	91	135	220	3.5	89	131
White	102	1.6	49	53	126	2.0	75	51	127	2.0	69	58	114	1.8	54	60	120	1.9	70	50
Native Hawaiian or other Pacific Islander	0	0	0	0	7	0.1	3	4	6	0.1	4	2	5	0.1	3	2	5	0.1	4	1
Two or more races	0	0	0	0	213	3.4	75	138	222	3.5	88	134	215	3.4	93	122	190	3.0	81	109
International	219	3.5	122	97	277	4.4	174	103	303	4.8	205	98	416	6.6	338	78	724	11.4	622	102
Did not self-identify	0	0	0	0	71	1.1	28	43	31	0.5	13	18	51	0.8	28	23	144	2.3	69	75
Total	6199	100	2729	3470	6252	100	2783	3469	6302	100	2839	3463	6319	100	2926	3393	6362	100	3089	3273

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Table A-2: Graduate Students Comparison

	Baseline: AY-2010				AY-2014				AY-2015				AY-2016				AY-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	792	77.1	294	498	932	72.0%	359	573	962	68.9	344	618	887	63.1	318	569	847	63.8	307	540
American Indian or Alaska Native	2	0.2	1	1	0	0.0	0	0	0	0.0	0	0	1	12.5	0	1	0	0.0	0	0
Asian	24	2.3	14	10	20	1.6	10	10	26	1.9	14	12	25	1.8	12	13	27	2.0	11	16
Hispanic/Latino	9	0.9	7	2	25	1.9	12	13	36	2.6	16	20	53	3.8	22	31	46	3.5	14	32
White	99	9.6	45	54	130	10.1	53	77	129	9.2	55	74	132	9.4	61	71	129	9.7	58	71
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Two or more races	0	0	0	0	35	2.7	13	22	37	2.7	13	24	40	2.8	13	27	40	3.0	13	27
International	100	9.7	51	49	144	11.1	83	61	197	14.1	109	88	260	18.5	141	119	228	17.2	116	112
Did not self-identify	1	0.1	0	0	8	0.6	3	5	9	0.6	4	5	8	0.6	3	5	10	0.8	3	7
Total	1027	100	412	615	1294	100	533	761	1396	100.0	555	841	1406	100	570	836	1327	100	522	805

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Table A-3: Faculty Comparison

	Baseline: AY-2010				AY-2014				AY-2015				AY-2016				AY-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	324	59.3	175	149	225	43.6	126	99	236	43.3	123	113	301	46.5	154	147	339	48.6	173	166
American Indian or Alaska Native	11	2	8	3	3	0.6	1	2	2	0.4	1	1	2	0.3	1	1	3	0.4	2	1
Asian	28	5.1	22	6	25	4.8	18	7	24	4.4	18	6	34	5.2	26	8	35	5.0	27	8
Hispanic/Latino	5	0.9	4	1	4	0.8	3	1	4	0.7	4	0	9	1.4	6	3	10	1.4	7	3
White	113	20.7	73	40	87	16.9	52	35	74	13.6	41	33	97	15.0	56	41	102	14.6	63	39
Native Hawaiian or other Pacific Islander	1	0.2	1	0	1	0.2	1	0	1	0.2	1	0	1	0.2	1	0	1	0.1	1	0
Two or more races	7	1.3	3	4	9	1.7	4	5	8	1.5	3	5	14	2.2	7	7	12	1.7	6	6
International	57	10.4	33	24	70	11	43	27	60	11.6	35	25	79	14.5	46	33	92	13.2	57	35
Did not self-identify	2	0.2	1	1	137	7.8	67	70	125	8.7	65	60	150	10.9	68	82	104	14.9	52	52
Total	1096	100	533	563	1746	100	800	946	1443	100	665	778	1373	100	618	755	698	100	388	310

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Table A-4: Staff Comparison

	Baseline: AY-2010				AY-2014				AY-2015				AY-2016				AY-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	962	87.8	463	499	1047	72.6	465	582	955	69.6	418	537	950	69.8	416	534	1051	70.5	469	582
American Indian or Alaska Native	3	0.3	1	2	6	0.4	3	3	6	0.4	3	3	6	0.4	2	4	4	0.3	2	2
Asian	16	1.5	6	10	21	1.5	7	14	24	1.7	10	14	24	1.8	8	16	24	1.6	10	14
Hispanic/Latino	10	0.9	4	6	22	1.5	11	11	30	2.2	14	16	40	2.9	16	24	43	2.9	18	25
White	64	5.8	40	24	59	4.1	32	27	57	4.2	34	23	54	4.0	30	24	72	4.8	43	29
Native Hawaiian or other Pacific Islander	2	0.2	0	2	2	0.1	1	1	1	0.1	0	1	1	0.1	0	1	1	0.1	0	1
Two or more races	12	1.1	5	7	30	2.1	10	20	27	2	8	19	24	1.8	7	17	31	2.1	12	19
International	25	2.3	13	12	131	9.1	71	60	123	9	63	60	124	9.1	62	62	133	8.9	65	68
Did not self-identify	0	0	0	0	102	19.8	54	48	117	21.5	61	56	113	17.4	59	54	131	8.8	62	69
Total	546	100	319	227	516	100	294	222	545	100	298	247	648	100	354	294	1490	100%	681	809