

# **Morgan State University**

**August 2024**

## **Performance Accountability Report Narrative**

### **Mission**

Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

Morgan State University is, by legislative statute, Maryland's Preeminent Public Urban Research University. The goals and objectives in this Performance Accountability Report reflect the legislatively mandated mission as well as the six goals of the University's ten-year strategic plan entitled, *Transformation Morgan: Leading the Future: Strategic Goals 2021-2030*. Our strategic plan was approved by our Board of Regents in November of 2021 and includes six goals. This report addresses our progress towards these goals.

### **Institutional Assessment**

#### **Goal 1: Enhancing Student Success and Well-Being**

*Morgan strives to create an educational environment that enhances student success by offering new academic programs and holistic co-curricular activities in a welcoming, diverse and inclusive campus community.*

For the fall 2017 cohort, the most recent year that MHEC has data, 42% of those students graduated from Morgan State University or other four-year institutions in Maryland within six years. For African American freshmen, the six-year graduation rate is 42%. The graduation rate of the university is higher than the 28% six-year rate predicted based on national data (i.e., UCLA Higher Education Research Institute); however, the university's goal is to increase graduation rate to 50% by 2025.

For the fall 2022 cohort, the most recent year that MHEC has data, MHEC has reported our first to second year retention rate as 68% overall and 69% for African American students. The University would like to point out that the MHEC rates are based on students' Social Security Numbers, which do not take into account students who did not provide their Social Security number because they do not use federal financial aid, students who do not have a Social Security number, or students whose Social Security numbers may have changed from the past year due to data entry errors. Using campus student identification numbers, the retention rate for the fall 2022 cohort was 71% and was 72% for African American students.

Morgan State University has a well-established approach to enhancing student success which supports the state-wide goals of increasing student access and success. Initiatives include: a six-week summer bridge program for students with demonstrated potential but whose SAT scores and/or GPA do not meet the University's criteria for admission (CASA Academy); a summer bridge program for incoming freshmen majoring in Engineering (PACE) designed to increase their likelihood of successful and timely degree completion; an early alert and response system for faculty to alert students and advisors to students showing signs of being in jeopardy (Starfish); Degree Works, the University's degree auditing system; and a Tutoring Center that offers one-on-one in-person and virtual peer tutoring. Understanding, however, the need for continuous improvement, especially in addressing the needs of the post-pandemic generation, the University continues to enhance its student success efforts. For summer 2024, we redesigned our summer freshman orientation program and look forward to seeing positive outcomes from this initiative. The University is also currently in the process of transitioning to EAB Navigate for advising and early alerts and has implemented the EAB Navigate 360 student app.

The Enrollment Management and Student Success division has continued with a 5th year of EAB Metrics Mapping. EAB Metrics Mapping utilizes the Advanced Search Filter, Saved Searches, Watch Lists, and Messaging in EAB Navigate to identify, contact, and monitor students in specific subgroups such as students with low GPAs or students who are eligible for specific scholarships. One of our signature innovations is the Reclamation Project, in which we invite students back who left the University in good academic standing (2.0 GPA or better) and earned at least 90 credits to return in their 5th or 6th academic year to finish Morgan "on-time" in six consecutive years or less.

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

Morgan State University continues to provide higher education access to a segment of the population which faces financial constraints and challenges which impact our retention and graduation rates. Fifty-seven percent of our undergraduates are Pell recipients. However, Pell grants only cover about a third of the cost of attendance for an in-state student. The six-year graduation rate for Pell recipients has increased from 36% in 2019 to 38% in 2024. The University has begun initiatives to increase the success of our Pell recipients, and these efforts are described in the Institutional Response section of this report.

Beginning in 2020, out of concern for the unknown consequences of the COVID-19 pandemic on enrollment, several rounds of emails to students were added to the withdrawal process for students who request to withdraw from their classes. Morgan was able to help a good number of students to stay enrolled because of the changes to the withdrawal process; the new process will continue indefinitely.

While our updated strategic plan is to increase enrollment to 10,000 by fall 2030, we are actually on track to achieve this important milestone by fall 2024. Additional enrollment growth beyond the strategic plan objective is expected via the new College of Interdisciplinary and Continuing Studies which houses 18 programs from the bachelor's degree through the doctoral degree that are geared towards adult learners with some college credits who need pathways to earn their degrees. A Summer Accounting Academy program geared for high school and community college students has resulted in an increase in accounting majors.

Another new objective is to increase the number of undergraduates in research. The Association of American Colleges and Universities counts undergraduate research experience as a high impact practice that leads to increased student engagement, retention, and success. An Office of Undergraduate Research has been established to lead this effort. As the University continues to recover from the COVID 19 pandemic, we expect that the number of undergraduates participating in research will reach and surpass the pre-pandemic numbers.

Another component of our goal of Student Success is to add to the racial and ethnic diversity of the student body. Currently, 6.4% of our student body are members of other racial/ethnic groups.

Morgan State University continues to expand services for transfer students. The newly restructured Office of Transfer Initiatives (OTI) has launched a process that allows students/advisors transparency in tracking the status of their transfer credit evaluation and has reduced the turnaround in transcript evaluation from 20+ business days to 5 business days. OTI has also hired an in-house advisor to support transfer students in addition to their School Transfer Coordinator; redesigned the online orientation and onboarding module for new transfer students and sponsored in-person New Transfer Student Welcome Days; and sponsored Welcome activities and engagements throughout the semester, including the celebration of National Transfer Student Week. The University also signed the Degrees to Succeed partnership with the Community College of Baltimore County, a dual admission program providing a streamlined admission and evaluation process. Additionally, we've implemented a transfer student portal that allows prospective students wishing to transfer to Morgan to review coursework that has already been articulated to see its applicability and submit new courses for review before applying to MSU.

The Office of Undergraduate Admission and Recruitment (OUAR) has expanded its recruitment efforts in out-of-state territories and modified its in-state recruitment philosophy to position the University to continue its enrollment growth. The percentage of applicants from Maryland urban districts out of all Maryland applicants has averaged 70% for the past six years.

Morgan State University continues to generate strategies to increase student enrollment and retention in the STEM fields. For the academic year 2023-2024, 228 bachelor's degrees were awarded in the STEM fields. Two initiatives with Google and Intel provide our STEM students with opportunities to work with these leading innovators in technology. Record enrollment has taken place in the newly launched BS in Cybersecurity Intelligence Management.

For the past several years, Morgan State University has continued to rate well in relation to its outcome quality indicators. Data from the Maryland Longitudinal Data System (MLDS) indicates that on average 43% of our bachelor's degree recipients after one year of graduation are included in the state workforce data available through MLDS. Morgan State University's undergraduate alumni continue to express their satisfaction with the way in which the University has prepared them for careers with 71% rating job preparation as good or excellent. Additionally, Morgan State University's undergraduate alumni continue to express their satisfaction with the way in which the

University has prepared them for advanced degree programs with 66% of those attending graduate school rating preparation for advanced study as good or excellent. Undergraduate students at Morgan State University have continued their studies in graduate school or first professional degree programs. Based on survey results, graduate or professional school going rate has averaged 30% for the 2019-2024 period. Additionally, on average for the 2019-2024 period, 96% of employers expressed satisfaction with Morgan hires.

To support our student athletes, we have included a new objective to maintain a culture of academic achievement in athletics with at least 60% of student athletes earning a Grade Point Average of 3.0 or higher. Our current percentage of athletes at 3.0 or higher is 60%. In addition to academic support services available to all students, the Athletic Department also provides Study Halls for student athletes and the P.A.W.S. (Providing Athletes With Success Strategies) Program. P.A.W.S. is a "Life Skills" program designed to provide an optimum experience for every Morgan State student-athlete. P.A.W.S. focuses on the "total development" of the student athlete including academic, personal, career, service, and athletic development.

## **Goal 2: Implement Faculty Ascendancy and Staff Development Initiatives**

*The University will implement a broad range of human resource development initiatives for the benefit of faculty and staff. These initiatives will facilitate the ascendancy of faculty to higher ranks and provide staff with progressive opportunities for professional development and merit-based promotions.*

An engaged and highly qualified faculty and staff are essential to the accomplishment of our strategic goals. Currently, the University has two endowed professors. To support faculty ascendancy, 9 Associate Professors were promoted to Professor during the academic year 2023-2024. The average number of Scholarly Publications for the past six years is 462. The average number of faculty and staff engaged in professional publications and creative activities for the past four years is 343.

Morgan State University's strategic plan delineates the University's objective to increase its online presence to better serve both traditional and non-traditional students. This objective ties directly to the Maryland 2022 State Plan for Higher Education goal of expanding access to quality higher education in the state. The percentage of faculty and staff at Morgan engaged in training to teach online has increased from 8% to 26% during the 2019-2024 period. Additionally, the number of faculty and staff with online courses has increased from 45 to 137 during the same period. This growth aligns with Morgan's strategic plan goal of faculty ascendancy and development, demonstrating a commitment to enhancing faculty capabilities and promoting professional growth through initiatives like Quality Matters (QM) and the Association of College and University Educators (ACUE) training.

## **Goal 3: Elevate Morgan's Status to R1 Very High Doctoral Research University**

*Over the next ten years, Morgan will emerge as an R1 doctoral research university fully engaged in basic and applied research and creative interdisciplinary inquiries undergirded and sustained through increased research grants and contracts.*

In Fiscal Year 2024 (FY2024), MSU's research enterprise received \$88 million in new grants, cooperative agreements, and contracts. A portion of these awards are for research and development

(R&D). While the FY2024 expenditures have not yet been finalized, we estimate that the R&D expenditures will be approximately \$50 million. Both new awards and expenditures show remarkable increases over the corresponding numbers in FY2021 and years prior to that.

Morgan now has an expansive research portfolio and is receiving funding from a variety of agencies, including the U.S. Department of Education, the U.S. Department of Health and Human Services, the U.S. Department of Defense, the U.S. Department of Commerce, the National Science Foundation, and the U.S. Department of Transportation.

Additionally, to ensure that our research is impactful for Baltimore City, Maryland, and the nation, we have created several new research centers such as the Center for Equitable Artificial Intelligence and Machine Learning Systems, the Center for Urban Health Equity, the Center for Urban Violence and Crime Reduction, and the Center on Urban and Coastal Climate Science Research. The research conducted by these centers will enhance equity, reduce disparities, and save lives.

The University has increased its full-time Post-Doctoral Research staff from 52 in FY2019 to 92 in FY2024. The University awarded 62 research and scholarship doctorates. Over the next few years, the University expects to hire 100 new tenure-track faculty.

#### **Goal 4: Expand and Improve a Campus-Wide Infrastructure to Support Operational Excellence and Increase Overall Institutional Capacity**

*Morgan will advance new construction, capital improvement, deferred maintenance, and campus safety projects in keeping with the University's evolving master plan. The University will also implement an information technology plan to accommodate and optimize operational excellence in all aspects of its service delivery.*

The Division of Institutional Advancement exists to advance the vision, mission and core values of Morgan State University. It also aims to foster a culture of philanthropy through strategic fundraising, communications and alumni engagement.

During fiscal year 2024, the Division of Institutional Advancement upgraded the constituent relationship management system which allows front-line fundraisers greater access to data on major donor prospects. The division is in the final stages of implementing an integrated prospect management infrastructure which will include strategically defining portfolios development staff for cultivation. In addition, donor prospects were screened using public data and predictive modeling to determine their propensity to make a major gift of \$25,000 or more. Lastly, the unit is expanding its team with several open positions that will enhance capacity and result in raising additional funds. One of these positions, the Director of Development for the School of Engineering and the School of Business, is a new role that will directly support these two units with priority fundraising initiatives. Other open positions include Associate Vice President for MSU Foundation Operations, Assistant Vice President for Advancement Services & Donor Relations and Director of Donor Relations.

The fundraising results for fiscal year 2024 from private was \$15.3M, and the alumni participation rate of 12%.

The campus has made progress in reducing energy consumption. The average decrease of electrical usage for the past six years is 5%. The average gas usage in 2024 declined by 28% from 2023.

This decline is mainly due to the ongoing implementation of an Energy Performance Contract which includes key natural gas usage reduction initiatives such as improved infrastructure. A plan was developed in fall 2021 to curtail gas usage and to continue to reduce the use of electricity campus wide.

The Division of Information Technology (DIT) improved resiliency, scalability and capacity of enabling technology services such as Virtual Desktop Infrastructure (VDI), endpoint device management, and patch management through strategic hybrid cloud infrastructure integration. In addition, the enterprise firewall upgrade was completed in fall 2023. A total of 667 computers were upgraded throughout campus in an effort to remove obsolete computers from the university's network and minimize risk. The Technology Refresh Program (TRP) funded the upgrade of 188 office desktop computers while grant funding was used to upgrade 399 computers in student labs and 79 instructor podium computers in classrooms.

### **Goal 5: Serve as the Premier Anchor Institution for Baltimore City and Beyond**

*Morgan will expand and deepen its role as a recognized anchor institution with broad social and economic impact. The University will engage community residents and officials in the application of knowledge and policy analyses derived from faculty and student research, an appropriate sharing of mutually beneficial resources and the deployment and utilization of University experts and professionals to address local and regional concerns in the areas of public education, housing, safety, employment and neighborhood revitalization. In this way, Morgan State University will serve as a dynamic epicenter dedicated to the generation, integration and dissemination of new knowledge as a driving force to effect policy and catalyze meaningful social change.*

Morgan State University has a strong commitment to serve the residents of Baltimore City, Maryland, and the nation as evidenced by its numerous partnerships with local school, government agencies, businesses and industries, and community organizations. Over the course of the next ten years, Morgan expects to expand its partnerships with a focus on providing internships for Morgan's undergraduate and graduate students. Overall, Morgan executed 33 new partnerships in 2024 with other government agencies, businesses, industries, non-profit, and community organizations. Morgan's signature community service program is the Morgan Community Mile which serves neighborhoods in Northeast Baltimore that are within a 1-mile radius of the campus. This area includes nine communities encompassing 56 community associations.

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

The University, with the help of state support, has established seven cross-school research centers that address research and manufacturing challenges through an interdisciplinary lens. These centers provide focal points for the development and transfer of new knowledge, technologies, processes, and equipment in a cooperative environment with academic, industrial, government, non-profit, and community organizations. Output from these centers will allow Morgan to serve as a dynamic epicenter dedicated to the generation, integration, and dissemination of new knowledge as a driving force to affect policy and catalyze meaningful social and technological change.

## **Goal 6: Accelerate Global Education Initiatives and Expand the University's International Footprint**

*Morgan will enhance its study abroad program and promote global awareness and intercultural competencies through its diverse curricular and co-curricular programs and activities. The University will also increase international student enrollment and leverage its ongoing presence in West Africa to develop effective and replicable models of excellence in international development and responsive, market-based educational service delivery in Latin America and the Caribbean nations.*

The University continues to build back its enrollment of international students that was impacted by the COVID 19 pandemic and changes to federal international student policy. In 2024 the University hosted 336 international students. The University also is in the process of establishing additional partnerships with universities in Africa. Additionally, the University continues to build back its study abroad program which was impacted by COVID 19. In 2024, 145 Morgan students participated in Study Abroad programs, while 310 participated in the Virtual Exchange-COIL Study Abroad Program. The University expects to increase the number of faculty and staff engaged in both face-to-face Study Abroad programs as well as the Virtual Exchange-COIL Study Abroad Program.

### **Institutional Response**

Responses to the prompts below follow.

1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on the impact of those initiatives on completion rates.

We have a number of long-standing successful academic support and student retention initiatives such as our CASA Summer Bridge Program, an early alert system, and centralized first-year advising. One of our newer student success initiatives is the Second Year Experience program (SYE) which provides students with experiential learning opportunities and career coaching. Students who participate in SYE have higher second to third-year retention rates than students who do not. With help from a \$1M JP Morgan Chase grant, we have exponentially increased the number of students participating in the program from fewer than 50 in 2018-2019 to over 500 in 2022-2023. Another new initiative is the addition of two Scholarship Coordinator positions to help our students identify and apply for external funding opportunities. To further support our students, we have also added several additional full-time academic advisors and are in the process of rolling out the EAB Navigate 360 student app, which will make it easier for students to access student success services and information. Additionally, we have reimaged our new student summer orientation program and are in the process of redesigning our first-semester orientation course to better support the needs of the post-pandemic generation. Finally, MSU has secured a \$1.5 million grant with the National Institute for Student Success at Georgia State University which will support enhancements to our advising model; increase our effectiveness at utilizing data to support student success; and help us engage in proactive financial outreach to our students.

2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?

MSU has invested significantly in transfer success over the past few years, including adding several new positions to support transfer evaluation, articulation and student advising; creating of an online onboarding and orientation module for all new transfer students in our learning management system; and sponsoring Welcome activities and engagements throughout the semester, including the celebration of National Transfer Student Week.

Our specific goals around transfer student success are:

**Goal 1:** Increasing transfer student participation in student organizations.

*Measure:* Partner with the Office of Student Life and Development to track transfer student participation in student organizations. We will also work to make a concerted effort to introduce transfer students to the organizations via social engagements and outreach.

**Goal 2:** Increasing transfer student use of university resources such as the Center for Career Development (CCD).

*Measure:* Cross-promote opportunities with the CCD to encourage transfer students to get an early and engaged start on internship and career opportunities. We have also made creating a Handshake account part of the new student orientation module; this will allow us to track how many students have completed this task and are actively using Handshake.

**Goal 3:** Streamline the path to degree completion.

*Measure:* We have added transfer advising to the Office of Transfer Initiatives; we are working closely with the Office of Student Success and Retention and using their model. This will include tracking all advising engagements and student outreach via EAB Navigate. This will allow us to quantify how often we engage with students to assist them with completing their degree requirements in as short a time as possible.

3. In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?

Closing the achievement gap between Pell and non-Pell recipients has been a major focus as the University has continued to hone its student success efforts. While the overall six-year graduation rate has risen significantly over the past few years, including for Pell students, the gap in the graduation rate of Pell and non-Pell students has only closed slightly. The biggest challenge with eliminating this gap is the complexity of the reasons for the gap. Students may be facing financial challenges beyond paying for their educational expenses, such as food and/or housing insecurity. They may work numerous hours per week to support themselves and their families which may negatively impact their academic performance. They are more likely to be the first in their families to attend college and therefore to have less familial support in understanding how to navigate and succeed at a university. Additionally, they may be more likely to have attended schools that left them less academically prepared. We continue to work on enhancing our wraparound services to increase the success rates of our Pell students, and indeed of all our students. Such services implemented in recent years include implementing EAB Navigate, student success management system; utilizing Lumina Foundation's Beyond Financial Aid toolkit to provide students with information about resources that they may find useful in providing supplemental financial and social support; establishing the Growing the Future student emergency fund in 2020; and organizing a Food Resource Center to provide free, nutritious food to students. Currently, the



University is working with the National Institute for Student Success (NISS) at Georgia State to decrease the achievement gap between our Pell and non-Pell students through a multi-pronged approach.

4. How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?

At our full-service Center for Career Development, we are dedicated to ensuring that our graduates are well-prepared to enter the workforce with the skills and experiences necessary to thrive in their chosen careers. Below are a few of the key opportunities we provide:

1. Internships and Experiential Learning Opportunities: We partner with a diverse range of industries to offer internships that provide hands-on experience in real-world settings.
2. Professional Development Workshops and Mock Interviews: Workshops cover topics such as resume writing, interview techniques, networking strategies, salary negotiation, professionalism and job search tactics. We conduct mock interviews to help students gain confidence and receive constructive feedback to improve their performance in actual job interviews.
3. Career Counseling Services and Job Search Assistance: Our Career Specialists work one-on-one with students to explore career options, set goals, and develop personalized career plans. Our Career Specialists utilize an industry cluster model, allowing them to provide industry-specific guidance tailored to students' chosen fields. We also offer comprehensive one-on-one job search assistance.
4. Career Fairs and Networking Events: We organize annual career fairs and networking events, bringing employers to campus to meet with students.
5. Integration with Academic Programs: Our career development initiatives are closely integrated with academic programs to ensure that students receive a holistic education combining theoretical knowledge and practical skills.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success**. For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award Amount	Start Date	End Date	This column indicates that the award was a sub-award through another institution
Department of Education	Postsecondary Student Success Program (PSSP)	TEACH ME Grant: "Technology Enhanced Academic Communication to Help in Math and English"	\$1.78M (Morgan-subawardee)--total award amount \$7.6M over four years (Georgia State-Principal awardee; University of Central Florida, sub-awardee)	2024-2025	2028-2029	
National Science Foundation		National Science Foundation Convergence Accelerator Track C: National Quantum Literacy Workforce Curriculum and Training Network	\$ 911,483	9/15/2020	5/31/2022	
National Science Foundation		Studying the Implementation and Efficacy of an African-centered Pedagogy and Curriculum for the STEM Education of African American Learners	\$ 200,000	7/1/2023	6/30/2025	
National Science Foundation		An Immersive GEO-Revolution Adventure Experience for HBCU Undergraduates RISE	\$ 273,918	9/1/2023	8/31/2025	
Office of Naval Research		Broadening Participation of Underrepresented Groups in US Navy-Related Educational Experiences	\$ 445,728	7/1/2023	6/30/2027	
Department of the Interior		CULTURAL COLLECTION INTERNSHIP PROGRAM	\$ 10,000	6/1/2019	12/31/2022	
National Institute of Standards and Technology		National Institute of Standards and Technology (PREP) Consortium Gaitherburg Amendment 02	\$ 218,133	4/1/2023	6/30/2024	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology (PREP) Consortium Gaitherburg Amendment 01	\$ 312,968	4/1/2023	6/30/2024	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology (PREP) Consortium Gaitherburg	\$ 735,000	4/1/2023	3/31/2028	Johns Hopkins University
National Institutes of Health		BRIDGE to the Baccalaureate Program at Morgan State University	\$ 1,085,530	9/7/2022	7/31/2027	
NASA		LOX RP-1 Additively Manufactured Rocket Demonstrator for Pressure drop and Surface Property Enhancement	\$ 50,000	8/2/2022	5/31/2024	
Department of Transportation		DWIGHT DAVID EISENHOWER TRANSPORTATION FELLOWSHIP PROGRAM (DDETFP)	\$ 8,500	8/1/2023	9/30/2024	
Department of Transportation		DWIGHT DAVID EISENHOWER TRANSPORTATION FELLOWSHIP PROGRAM (DDETFP)	\$ 10,000	8/1/2023	9/30/2024	
Department of Transportation		DWIGHT DAVID EISENHOWER TRANSPORTATION FELLOWSHIP PROGRAM (DDETFP)	\$ 5,500	8/1/2023	9/30/2024	
Department of Transportation		Factors Affecting Electric Vehicle and Public Charging Infrastructure Adoption in Baltimore, MD	\$ 80,000	10/1/2023	10/1/2024	Johns Hopkins University Center for Climate-Smart Transportation
Department of Transportation		Morgan State University's Dwight David Eisenhower Transportation Fellowship Program (DDETFP) Local Competition	\$ 10,000	8/1/2022	8/31/2023	
Department of Transportation		Morgan State University's Dwight David Eisenhower Transportation Fellowship Program (DDETFP) Local Competition	\$ 8,500	8/1/2022	8/31/2023	
Department of Transportation		Morgan State University's Dwight David Eisenhower Transportation Fellowship Program (DDETFP) Local Competition	\$ 5,500	8/1/2022	8/31/2023	
Department of Transportation		Dwight D. Eisenhower Transportation Fellowship Program: Morgan State University Local Competition	\$ 17,000	2/7/2022	8/31/2022	

National Science Foundation		Track 3: Mentoring for the Formation of Research Careers in Engineering. (M-FORCE)	\$ 180,000	7/15/2023	6/30/2028	Regents of the University of Minnesota
NASA		STUDENT AIRBORNE SCIENCE ACTIVATION FOR MSI (SaSa)	\$ 403,943	1/1/2021	12/31/2024	
National Science Foundation		Leveraging the Collective Strengths of e4usa and FIRST for Greater Impact on the Future Engineering Workforce	\$ 260,871	4/15/2021	6/30/2023	
U.S. Department of Transportation		Developing Transportation Engineering Graduates for Industry	\$ 74,976	2/10/2021	2/9/2023	Pennsylvania State University
Health Resources and Services Administration National Institute of Standards and Technology		Howard University MSI H2P Project : Minority serving institutions HIV/HCV testing/counseling program that raises college students' awareness.	\$ 35,000	10/1/2021	9/30/2022	Howard University
National Science Foundation		HBCU-RISE: Enhancing Research and Education Infrastructure in Bioenvironmental Science PhD program at Morgan State University: Microplastics in estuarine ecosystem	\$ 999,999	2/1/2021	1/31/2024	
National Science Foundation		Evaluating an Innovative, Structured Teaching Assistantship Program: Impacts on Student Success and Career Readiness	\$ 499,998	10/1/2023	9/30/2026	
USDA		Enhancing Teaching and Learning Capabilities in Flat Pattern Making Through the Development of Animation-based Technology Tool	\$ 20,000	11/6/2023	4/30/2024	North Carolina Agricultural and Technical State University
National Science Foundation		Chesapeake Student Recruitment, Early Advisement, and Mentoring Program	\$ 22,311	10/1/2020	9/30/2023	Chesapeake Research Consortium
Department of Defense		SCALE: A Microelectronic Workforce Development Production Project	\$ 350,000	4/1/2023	3/31/2024	Purdue University
Department of Defense		Cyber Reliability Analysis of Software Defined Network Controllers	\$ 183,000	8/18/2022	2/15/2024	Booz Allen Hamilton
National Security Administration		Department of Defense CYSP 2022	\$ 65,247	9/7/2022	9/7/2024	
Department of Defense/National Security Administration		Department of Defense Cyber, Scholarship Program	\$ 68,735	9/2/2021	12/31/2022	
National Science Foundation		CyberCorps Scholarship for Service: Secure Embedded Systems	\$ 3,184,625	7/15/2021	6/30/2027	
National Security Administration		2020 Department of Defense Cyber Scholarship Program	\$ 161,602	9/16/2020	12/16/2021	
National Security Administration		2022 GenCyber Grant Program - Morgan State University	\$ 148,863	6/23/2022	6/22/2023	
National Security Administration		Gen Cyber Females Are Cyber Stars	\$ 100,000	3/1/2021	4/30/2022	
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program (PREP) Partnership #7	\$ 411,324	6/27/2022	7/31/2023	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program (PREP) Partnership #6	\$ 518,114	3/1/2022	6/30/2023	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program (PREP) Partnership #4 (\$433,556) & #5 (\$198,143)	\$ 631,700	7/1/2022	6/30/2023	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program (PREP) Partnership #3	\$ 61,622	7/1/2021	6/30/2022	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program Partnership #2	\$ 407,396			Johns Hopkins University

Department of Education		Upward Bound at Morgan State University	\$	496,677	6/1/2021	5/31/2022	
Department of Education		UPWARD BOUND PROPOSAL 2022	\$	2,483,385	6/1/2022	5/31/2027	
National Science Foundation		Adapting an Experiment-centric Teaching Approach to Increase Student Achievement in Multiple STEM Discipline	\$	287,701	7/1/2019	4/30/2025	
National Science Foundation		Engage Globally: Tropical Plants Metabolomics Advanced Training Institute in Kenya, Africa.	\$	41,220	5/5/2021	5/31/2024	Bowie State University
National Science Foundation		Conference: HBCU-UP OPEN (CONFERENCE) QUANTUM LITERACY IN THE QUANTUM AI AGE: CLOSING THE HYPER-DISPARITIES GAP THROUGH DIVERSITY, EQUITY, AND INCLUSION FOR WORKFORCE DEVELOPMENT	\$	50,000	8/15/2022	7/31/2023	
National Science Foundation		National Science Foundation Convergence Accelerator - Track C: QuSTEAM: Convergent undergraduate education in Quantum Science, Technology, Engineering, Arts, and Mathematics	\$	100,000	10/1/2021	9/30/2023	Ohio State University
Department of Transportation/FRA		Development and Implementation of HBCU Based Railroad Engineering Program for Underrepresented	\$	2,362,288	11/1/2022	12/31/2026	University of Delaware
National Science Foundation		Cyber Training: Implementation: Small: Broadening Adoption of Cyberinfrastructure and Research Workforce Development for Disaster Management	\$	35,253	10/1/2023	9/30/2026	Texas A & M University
National Science Foundation		Distributed Learning for Undergraduate Programs in Data Science at Diverse Universities	\$	56,583	10/1/2022	9/30/2025	Embry-Riddle Aeronautical University
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program Partnership #2	\$	407,395	6/17/2019	6/30/2021	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program Partnership #1	\$	161,490	6/17/2020	6/31/21	Johns Hopkins University
National Institute of Standards and Technology		National Institute of Standards and Technology Professional Research Experience Program Partnership	\$	218,486	6/17/2019	6/30/2023	Johns Hopkins University
Department of Education		Establishing a Master of Science in Biomedical Sciences to Prepare Underrepresented Minority Students for Medical Schools	\$	1,995,000	6/1/2023	5/31/2026	
National Science Foundation		BOAST: Baltimore Online Algebra for Students in Technology	\$	16,545	3/13/2023	6/30/2024	Johns Hopkins University
Aerospace		Aerospace Corporate University Affiliation Program 2024	\$	56,500	10/1/2023	9/30/2024	
AFOSR		Air Force Aerospace Career Exploration Program (AACEP): Spring & Fall 2023 STEM Rocketry Camp	\$	85,000	4/1/2023	3/31/2024	Griffiss Institute
National Institutes of Health		Undergraduate research training for diversity in environmental health sciences	\$	39,138	12/1/2022	11/30/2025	Regents of the University of Michigan
National Institutes of Health		RISE REACHeS	\$	218,325	4/1/2023	3/31/2024	
National Institutes of Health		RISE REACHeS	\$	47,709	6/1/2021	5/31/2022	
National Science Foundation		Fostering Excellence as a Means to Increase Motivation and Persistence of Undergraduates in STEM	\$	999,531	9/1/2020	8/31/2025	
National Science Foundation		An AGEP Historically Black Universities Model with Community College Teaching as a Platform for Underrepresented Minority STEM Doctoral Candidates in Faculty Careers- (Supplemental)	\$	32,000	9/1/2020	8/31/2027	

National Science Foundation		An AGEP Historically Black Universities Model with Community College Teaching as a Platform for Advancing Underrepresented Minority nSTEM Doctoral Candidates in Faculty Careers	\$ 232,170	9/1/2020	8/31/2027	
NASA		Continuous Engagement of MSU Students in Designing and Building a Liquid Propellant Rocket	\$ 22,700	3/22/2021	8/31/2023	Johns Hopkins University
National Institutes of Health		ASCEND Training Model to Increase Diversity in Biomedical Research	\$ 8,560,215	9/26/2014	6/30/2024	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing the Center for Academic Success and Achievement (CASA)	\$1,351,165.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Developing the Office of Transfer Student Programming	\$307,700.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing the Office of Student Leadership and Engagement	\$283,152.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Strengthening Student the Writing Center	\$173,362.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Developing the Screenwriting and Animation (SWAN) Program	\$142,587.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Developing the STEM Professional Development Academy	\$169,583.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Community College Leadership Program	\$566,698.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing the Teacher Education and Professional Development School	\$321,121.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	College Completion and Student Career Success Program	\$378,681.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Further Creation and Development of Student Media	\$305,494.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Hospitality Management Program	\$122,418.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Center for Excellence in Teaching and Learning	\$224,346.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing International Education through Experiential Learning	\$441,022.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Improving Retention and Graduation Rates of Science and Mathematics Students through Peer Mentoring	\$167,518.00	FY 2017	FY 2022	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Pathways to Success and Completion: Enhancing Student Success and Well-Being	\$3,301,440.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Pathways to Success and Completion for Transfer Students	\$595,100.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Clara I Adams Honors College Along with Student Leadership & Scholar Development	\$322,825.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Strengthening Student Writing Center	\$397,192.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing the Screenwriting and Animation (SWAN) Program	\$709,650.00	FY 2022	FY 2027	

Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Developing Center for Quantum Literacy and STEM Education (Q-STEM)	\$380,633.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing School of Education and Urban Studies through Teacher Education and Professional Development Schools	\$454,616.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing the School of Education and Urban Studies through the Community College Leadership Program	\$1,194,780.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Developing the Center for Experiential Engineering Education Enhancements and Student Career Success (CEEESCS)	\$926,511.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Further Creation and Development of Student Media Platforms	\$728,350.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing the Hospitality Management Program	\$307,332.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Developing the Center for Innovative Instruction & Scholarship (CIIS)	\$616,644.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancing Student Success in International Education through Innovative Approaches to Global Experiential Learning	\$1,072,777.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Enhancement of Student Performance Using a Multidimensional Multi-Year Mentoring Program	\$433,863.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part B Program	Establishing A Multidisciplinary Mechatronics, Autonomous Systems and Control Laboratory	\$312,506.00	FY 2022	FY 2027	
Department of Education	Title III, Historically Black Graduate Institutions (HBGI) Program	Enhancing Graduate Programs in Mathematics and Science Education	\$852,881.00	FY 2019	FY 2024	
Department of Education	Title III, Historically Black Graduate Institutions (HBGI) Program	Building a More Diverse Graduate Health Workforce	\$2,036,674.00	FY 2019	FY 2024	
Department of Education	Title III, Historically Black Graduate Institutions (HBGI) Program	Strengthening the Engineering Graduate Programs	\$686,277.00	FY 2019	FY 2024	
Department of Education	Title III, Historically Black Graduate Institutions (HBGI) Program	Enhancing Science and Mathematics Graduate Programs	\$893,240.00	FY 2019	FY 2024	
Department of Education	Title III, Historically Black Graduate Institutions (HBGI) Program	The Development of Graduate Programs in the School of Business & Management	\$633,629.00	FY 2019	FY 2024	
Department of Education	Title III, Historically Black Graduate Institutions (HBGI) Program	Enhancing Graduate Education through Fellowships, Improving Graduate Research and Writing, and Enriching Graduate Student Life	\$2,974,394.00	FY 2019	FY 2024	
Department of Education	Title III, Historically Black Graduate Institutions (HBGI) Program	Increasing Diversity in Psychometrics Graduate Education and Workforce Preparation	\$1,018,361.00	FY 2019	FY 2024	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part F Program	Advancing STEAM in Instruction and Research	\$1,367,646.00	FY 2020	FY 2025	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part F Program	Enhancing Morgan Online - Accessible Strategies for Excellence in Online Education	\$177,395.00	FY 2020	FY 2025	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part F Program	Expanding Graduate Social Work Education to meet 21st Century Needs	\$1,274,735.00	FY 2020	FY 2025	
Department of Education	Title III, Historically Black Colleges and Universities (HBCU) Part F Program	Fulfilling the promise of the Applied Liberal Studies Program	\$317,526.00	FY 2020	FY 2025	
National Science Foundation	Equity for Excellence in STEM (EES)	Implementation Project: PERSIST-Pathways to Enhance Retention of Students in Science to Transition	\$1,249,895.00	FY 2019	FY 2025	

# Morgan State University

## MISSION

Morgan State University is, by legislative statute, Maryland's premier public urban research university. Morgan serves the community, region, State, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities. These goals and objectives reflect the University's ten-year strategic plan, which focuses on the five strategic goals including: Enhancing Student Success and Well-Being, Implement Faculty Ascendancy and Staff Development Initiatives, Elevate to R1 Very High Doctoral Research University, Improve Campus-Wide Infrastructure, Serve as a Premier Anchor Institution for Baltimore City and Beyond, and Activate Global Educational Initiatives and Expand International Footprint.

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

### Goal 1. Enhance Student Success and Well-Being.

- Obj. 1.1** Increase the graduation rate of Morgan undergraduates to 50 percent by 2027 and 60 percent or higher by 2030.
- Obj. 1.2** Increase the graduation rate of Pell recipients to 45 percent by 2027.
- Obj. 1.3** Maintain or increase the second-year retention rate of Morgan undergraduates to 70 percent or higher by 2027.
- Obj. 1.4** Increase enrollment to 9,500 by Fall 2027 and 10,000 by Fall 2030.
- Obj. 1.5** Increase the number of undergraduates in research by five percent a year by 2027.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Six-year graduation rate	46%	48%	47%	47%	42%	42%	43%
Six-year graduation rate of African-Americans	48%	48%	47%	45%	42%	42%	43%
Six-year graduation rate of Pell recipients	38%	42%	40%	38%	38%	40%	42%
FTE student-authorized faculty ratio	17.9:1	18.8:1	22.5:1	24.9:1	24.9:1	23.0:1	23.0:1
Average class size of first year course offering	26	28	31	30	30	30	30
Percent of first-year courses taught by tenured faculty	34%	31%	39%	32%	21%	33%	33%
Second-year retention rate	75%	77%	73%	71%	68%	72%	73%
Second-year retention rate of African-Americans	76%	78%	74%	74%	69%	73%	74%
Total enrollment	7,763	7,634	8,469	9,101	9,808	10,400	10,400
Number of Morgan Completes You Enrollment	N/A	N/A	N/A	62	125	150	300
Number of undergraduate students participating in research classes, campus research symposiums, or working as campus research assistants	153	117	93	144	204	225	250

# Morgan State University

Total percent of diverse students enrolled	6.6%	6.9%	5.7%	6.5%	6.4%	7.4%	8.3%
Percent of Asian or Native Hawaiian students enrolled	0.9%	0.7%	0.3%	0.3%	0.4%	0.4%	0.6%
Percent of Native American students enrolled	0.1%	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%
Percent of Caucasian students enrolled	1.7%	1.6%	1.0%	0.9%	0.7%	0.8%	1.0%
Percent of Hispanic students enrolled	3.9%	4.4%	4.3%	5.2%	5.1%	6.0%	6.5%

- Obj. 1.6** Increase the diversity of undergraduate students to 10 percent by 2027.
- Obj. 1.7** Increase the number of new transfer students from Maryland community colleges to 212 by 2027.
- Obj. 1.8** Maintain or increase the pool of college applicants to Morgan from urban school districts in Maryland at 60 percent of all Maryland applicants by 2027.
- Obj. 1.9** Increase the number of bachelor degree recipients in science, technology, engineering, and math (STEM) fields to 270 by 2027.
- Obj 1.10** Increase the number of degrees awarded in teacher education to 50 by 2027.
- Obj 1.11** Increase the percentage of bachelor's recipients satisfied with education received in preparation for graduate/professional study to 85 percent by 2027.
- Obj 1.12** Increase the percentage of bachelor's recipients satisfied with education received in preparation for the workforce to 85 percent by 2027.
- Obj 1.13** Increase the percentage of employers satisfied with employees who are Morgan bachelor's recipients to 90 percent by 2027.
- Obj 1.14** Maintain a culture of academic achievement in athletics with at least 60 percent of student athletes with a 3.0 grade point average or above.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of Maryland community college transfer students	161	116	73	168	103	176	200
Percent of freshman applicants from urban districts	74.0%	75.4%	68.3%	65.8%	64.6%	68.0%	68.0%
Percent of students accepted from urban districts	68.0%	71.2%	86.8%	82.9%	83.6%	83.0%	83.0%
Percent of students enrolled from urban districts	34.6%	25.3%	25.8%	25.0%	23.2%	27.0%	29.0%
Total number of STEM bachelor's recipients	361	319	265	247	228	266	273
Number of underrepresented minority STEM bachelor's recipients	195	231	207	209	184	227	232
Number of women STEM bachelor's recipients	112	106	102	104	100	126	133
Number of baccalaureates awarded in teacher education	51	71	50	27	44	50	52
Number of new hires teaching in Maryland schools	15	22	35	22	36	45	45
Percent of students who attend graduate/professional schools	45%	25%	31%	20%	15%	17%	20%
Percent of students rating preparation for graduate/professional school excellent or good	84%	66%	80%	81%	66%	90%	90%
Percent of bachelor's recipients employed one year after graduation	74%	84%	90%	90%	73%	90%	90%



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Percent of bachelor's recipients employed in Maryland one year after graduation	44%	19%	39%	43%	48%	50%	52%
Percent of students rating preparation for jobs excellent or good	68%	69%	76%	72%	71%	80%	85%
Percent of employers satisfied with employees who are Morgan bachelor's recipients	100%	98%	92%	90%	100%	100%	100%
Percentage of student athletes with a 3.0 GPA or above	62%	80%	62%	57%	60%	60%	60%

## Goal 2. Implement Faculty Ascendency and Staff Development Initiatives

- Obj. 2.1** Establish 10 endowed professorships to recruit, attract, and retain leading scholars world-wide by 2027.
- Obj. 2.2** Increase scholarly publications and activities per full-time tenured/tenure track faculty to 3.5 by 2027.
- Obj. 2.3** Use a mentoring framework to support and convert 70 percent of the associate professors to full professors by 2027.
- Obj. 2.4** Increase the percentage of faculty and staff engaged in professional development with emergent technologies on the science of teaching and learning, research and grant writing to 70 percent by 2027.
- Obj. 2.5** By 2027, conduct two professional development opportunities per year that support the health and wellness need of all employees.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of endowed professors	N/A	N/A	N/A	1	2	4	4
Number of faculty holding membership in the national societies	N/A	N/A	N/A	\$7.0	11	11	12
Number of scholarly publications and activities by full-time tenured/tenure track faculty	219	226	240	746	1145	1150	1150
Number of faculty and staff engaged in professional publications and creative activities	452	464	470	184	49	100	120
Number of faculty engaged as Principal Investigators in funded research or contracts	67	71	78	94	172	180	190
Number of Associate Professors Promoted to Full-Professors	N/A	N/A	N/A	\$9.0	9	10	11
Percentage of faculty and staff engaged in quality matters training	46%	59%	67%	70%	26%	28%	30%
Number of faculty and staff with online courses that meet Quality Matters standards	69	71	115	146	137	140	150
Percentage of the faculty and staff using open education resources	N/A	N/A	N/A	\$0.1	33%	35%	37%
Percentage of new faculty and staff engaged in professional development on the science of teaching and learning	N/A	N/A	N/A	0.63	55%	60%	70%

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Number of faculty and staff engaged in training workshops on research and scholarship of grant writing	N/A	N/A	N/A	70	90	100	100
Number of professional development opportunities on safety, health, and wellness	N/A	N/A	N/A	41	44	55	55
Percentage of faculty and staff engaged in professional development on safety, health, and wellness	N/A	N/A	N/A	0.9	95%	97%	100%

## Goal 3. Elevate to R1 Very High Doctoral Research University.

- Obj. 3.1** Achieve total annual science and engineering research and development expenditures of \$40 million by 2030.
- Obj. 3.2** Achieve total annual doctoral conferrals per year of more than 110 by 2030.
- Obj. 3.3** Achieve total annual full-time post-doctoral research staff to 140 by 2030.
- Obj. 3.4** Increase the number of full-time instructional tenure track faculty to 300 by 2025.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
S&E R&D Expenditures	\$16.9M	\$18.9M	\$25.2M	\$32.1M	\$35.0M	\$46.0M	\$49.0M
Non S&E R&D Expenditures	\$0.27M	\$1.7M	\$4.3M	\$6.1M	\$15.0M	\$8.0M	\$9.0M
Total R&D Expenditures	\$17.2M	\$20.6M	\$29.5M	\$38.2M	\$50.0M	\$54.0M	\$58.0M
Number of STEM research and scholarship doctoral degrees conferred	18	20	20	14	18	20	23
Number of humanities research and scholarship doctoral degrees conferred	4	5	5	2	5	5	7
Number of social science research and scholarship doctoral degrees conferred	0	0	0	0	0	0	1
Number of other research and scholarship doctoral degrees conferred	56	46	45	42	39	47	49
Total number of research and scholarship doctoral degrees conferred	78	71	70	58	62	72	80
Number of full-time post-doctoral research staff	49	65	102	111	92	129	130
Full-time instructional tenure track faculty	333	323	290	288	317	320	325

## Goal 4. Improve Campus-Wide Infrastructure.

# Morgan State University

**Obj. 4.1** Increase private and philanthropic donations to \$50 million by 2027.

**Obj. 4.2** Increase the alumni giving rate to 16 percent by 2027.

**Obj. 4.3** Reduce campus electricity usage by 7 percent by 2027 through effective conservation measures, persistent curtailment, and enhanced efficiency services.

**Obj. 4.4** Reduce campus natural gas usage by 5 percent by 2027.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Annual private and philanthropic donations (millions)	\$73.5	\$15.0	\$25.0	\$17.4	\$15.3M	\$15.0M	\$15.7M
Annual alumni giving rate	14.0%	14.0%	14.0%	10.5%	12.0%	12.0%	13.0%
Change in electricity usage	-5.0%	-5.0%	1.0%	-5.0%	-12.0%	-14.0%	-16.0%
Change in natural gas usage	32.0%	10.0%	28.0%	-5.0%	-28.0%	-28.0%	-28.0%

## Goal 5. Serve as the Premier Anchor Institution for Baltimore City and Beyond.

**Obj. 5.1** Expand mandatory internships for undergraduate and graduate students placed in non-profit agencies and organizations from 150 to over 200 in collaboration with Morgan's Second Year Experience Program by 2027 and 300 by 2030.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of new partnerships	12	8	39	35	33	37	35
Number of students who participated in university-sponsored internship and field experience courses	546	900	1,031	1,064	900	1,000	1,100

## Goal 6. Activate Global Educational Initiatives and Expand International Footprint.

**Obj. 6.1** Enroll 500 international students by 2027 and 800 by 2030.

**Obj. 6.2** Increase and sustain annual student participation in study abroad and experiential global learning activities (both face-to-face and virtual) from 2 percent to 7 percent of total enrollment by 2030.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of international students enrolled	512	349	310	360	336	380	400
Number of international partnerships	1	0	0	0	0	1	1
Number of students participating in the face-to-face study abroad program	0	0	34	83	145	200	250
Number of students participating in the virtual exchange-COIL study abroad program	46	180	284	211	310	350	400
Number of faculty engaged in the face-to-face study abroad program	0	0	7	12	25	35	40
Number of faculty engaged in the virtual exchange- COIL study abroad program	1	8	4	14	10	12	15

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Number of staff engaged in the face-to-face study abroad programs	0	0	2	2	4	7	10
Number of staff engaged in the virtual exchange- COIL study abroad program	2	4	3	3	3	4	5

## NOTES

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