



# **BOARD OF REGENTS**

**Tuesday, November 2, 2021**  
**12 noon**

*Virtual Meeting*

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# Agenda





**Board of Regents Meeting  
Tuesday, November 2, 2021  
12 Noon (Virtual)**

Agenda

Public Session

- |      |   |                       |
|------|---|-----------------------|
| I.   | Meeting Called to Order                                       | Chairman Kweisi Mfume |
| II.  | Approval of Minutes of August 18, 2021 and September 25, 2021 | Chairman Mfume        |
| III. | Opening Remarks   | Chairman Mfume        |
| IV.  | Report from the University President                          | Dr. David Wilson      |
| V.   | Reports of Standing Committees                                |                       |
| A.   | Academic and Student Affairs Committee                        | Regent Linda Gilliam  |

Items for Action

1. Academic Degree Program
  - Bachelor of Fine Arts in Musical Theater
2. Launch of Morgan Completes You (MCY) Programs
  - Approval of New Academic Unit: College of Interdisciplinary and Continuing Studies (CICS)
3. Honorary Degree Recommendation (Closed Session)

Items for Information

1. MCY Proposed Tuition Model
2. Enrollment Management
3. Athletics
  - NCAA
  - Name, Image and Likeness (NIL)
4. Student Affairs
  - Campus Life Fall 2021
    - Housing, Activities and Well Being
  - Student Government Association
  - MSU Dining

5. Commencement

B. Finance and Facilities Committee Regent Shirley Malcom

Items for Information

1. Facilities, Design and Construction Management Update
2. Division of Research and Economic Development Update
3. Division of Institutional Advancement Update
4. Division of Enrollment Management and Student Success Update
5. FY 2022 Financial Status Update
6. FY 2022 Appropriation and FY 2023 Operating Target
7. Institutional Aid Allocation Report

Items for Action

1. Morgan Completes You Proposed Tuition Model
2. Debt Capacity Increase

C. Audit and Institutional Assessment Committee Regent Larry Ellis

VI. Update on the School of Osteopathic Medicine Dr. David Wilson

VII. Final Consideration of Updated Strategic Plan Dr. David Wilson

VIII. New Business

IX. Adjournment of Public Session to Closed Session Chairman Mfume

X. Closed Session

- |                                   |                         |
|-----------------------------------|-------------------------|
| A. Litigation Update              | Mr. Faulk/Ms. Goodwin   |
| B. EEO Report and Update          | Ms. Tara Berrien        |
| C. Honorary Degree Recommendation | Dr. David Wilson        |
| D. Student Update                 | Dr. David Wilson, et al |

# Public Session

**Public Session Minutes**

**BOARD MEMBERS**

Present: Hon. Kweisi Mfume, Chairman, Regent; General (Ret.) Larry Ellis, Vice Chair, Regent; Hon. Tracey Parker-Warren, Secretary, Regent; Dr. Harold Carter, Regent (8:18p); Dr. Linda Gilliam, Regent; Dr. Burney Hollis, Regent; Ms. Emily Hunter, Regent; Dr. Shirley Malcom, Regent; Mr. Wayne Resnick, Regent; Ms. Shelonda Stokes, Regent (7:16p); Mr. Carl Turnipseed, Regent; Dr. Marquis Walker, Regent; Mr. Winston Wilkinson, Regent

Absent: Ms. McCall Brown, Student Regent

**STAFF MEMBERS**

Present: Dr. David Wilson, University President; Dr. Yacob Astatke, AVP for International Affairs; Dr. Kevin Banks, VP for Student Affairs; Mr. Sidney Evans, EVP for Finance and Administration; Mr. Thomas Faulk, Principal Counsel for Morgan State University, Office of the Attorney General; Ms. Julie Goodwin, General Counsel; Mrs. Kassandra Grogan, Executive Administrator for the Board of Regents; Dr. Douglas Gwynn, Interim AVP for Student Affairs; Ms. Sherita Harrison, Associate General Counsel; Mr. Jeffrey Palkovitz, Senior Counsel for Real Estate, Office of the Attorney General; Dr. Edward Scott, Vice President and Director of Athletics; Dr. Kara Turner, VP for Enrollment Management; Dr. Don-Terry Veal, VP for State/Federal Relations and Chief of Staff to the President

The Morgan State University Board of Regents held an Emergency Meeting on Wednesday, August 18, 2021 via Zoom. Chairman Mfume called the Public Session to order at 7:08 p.m.

**Minutes**

The Chairman opened the floor for a motion to adopt the minutes from the August 9, 2021 Board meeting. It was MOVED by Regent Malcom and SECONDED by Regent Turnipseed. The MOTION CARRIED unanimously.

Chairman Mfume announced that the Board of Regents would convene in Closed Session to consult with counsel and obtain legal advice regarding the Altus Apartments Lease, which is specifically exempted from public consideration under § 3-305(b)(7) of the Open Meetings Act. The Board may reconvene in Public Session at the conclusion of the Closed Session, if necessary.

After reading the citation into the record, the Chairman opened the floor for a motion to adjourn the PUBLIC SESSION to move into CLOSED SESSION. It was MOVED by Regent Gilliam and SECONDED by Regent Turnipseed to adjourn the PUBLIC SESSION. The MOTION CARRIED unanimously.

The PUBLIC SESSION adjourned at 7:11 p.m.

**Approval of the Altus Apartments Lease Agreement (in Closed Session)**

Following a discussion of several legal issues from the draft Altus Block Lease Agreement and exhibits, Chairman Mfume opened the floor for a motion to consider. Regent Malcom MOVED to approve the negotiation and execution of the Lease Agreement with the Altus Apartments by the President for up to 70 beds contingent upon the negotiation of that Lease Agreement, including addressing concerns from the Regents with respect to several

issues: (1) removal of the Name, Image and Likeness (NIL) provisions from the contract; (2) that MSU specifically retain the right that only Morgan students occupy the pods; (3) the President or his designee report back to the Board of Regents once those negotiations have concluded; and (4) negotiations be pursued with respect to maintaining the pandemic suspension language (or something close to it). It was SECONDED by Regents Gilliam and Stokes. The MOTION CARRIED unanimously.

**MORGAN STATE UNIVERSITY  
CITATION OF AUTHORITY FOR CLOSING A MEETING  
UNDER THE OPEN MEETINGS ACT  
EMERGENCY MEETING OF THE BOARD OF REGENTS**

Date: Wednesday, August 18, 2021

Time: 7:00 p.m.

Location: Virtual

Motion to close meeting made by: Regent Gilliam

Seconded by: Regent Turnipseed

Members voting in favor: All Regents in attendance

Opposed:

Abstaining:

Absent: Regent Brown

**THE STATUTORY AUTHORITY TO CLOSE THIS MEETING CAN BE FOUND AT (check all that apply):**

**General Provisions Article, § 3-305 (b)(7):**

\_\_\_\_ (1) (i) To discuss the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom this public body has jurisdiction; or (ii) any other personnel matter that affects one or more specific individuals;

\_\_\_\_ (2) To protect the privacy or reputation of individuals concerning a matter not related to public business;

\_\_\_\_ (3) To consider the acquisition of real property for a public purpose and matters directly related thereto;

\_\_\_\_ (4) To consider a matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State;

\_\_\_\_ (5) To consider the investment of public funds;

- \_\_\_\_ (6) To consider the marketing of public securities;
- X** (7) To consult with counsel to obtain legal advice on a legal matter;
- \_\_\_\_ (8) To consult with staff, consultants, or other individuals about pending or potential litigation;
- \_\_\_\_ (9) To conduct collective bargaining negotiations or consider matters that relate to the negotiations;
- \_\_\_\_ (10) To discuss public security, if the public body determines that public discussion would constitute a risk to the public or to public security, including: (i) the deployment of fire and police services and staff; and (ii) the development and implementation of emergency plans;
- \_\_\_\_ (11) To prepare, administer, or grade a scholastic, licensing, or qualifying examination;
- \_\_\_\_ (12) To conduct or discuss an investigative proceeding on actual or possible criminal conduct;
- \_\_\_\_ (13) To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter;
- \_\_\_\_ (14) Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiating strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

**General Provisions Article, § 3-103 (a):**

- \_\_\_\_ (1) To carry out an administrative function;
- \_\_\_\_ (2) To carry out a judicial function;
- \_\_\_\_ (3) To carry out a quasi-judicial function.

**FOR EACH CITATION CHECKED ABOVE, THE REASONS FOR CLOSING AND TOPICS TO BE DISCUSSED:**

1. To consult with counsel and obtain legal advice regarding the Altus Apartments Lease.

**THE BOARD MAY RECONVENE IN PUBLIC SESSION AT THE CONCLUSION OF THE CLOSED SESSION IF NECESSARY TO TAKE ANY FINAL AND BINDING ACTION.**

This statement is made by Kweisi Mfume  
Chairman of the Board of Regents

**SIGNATURE:**



\*\*\*\*\* FOR USE IN MINUTES OF NEXT REGULAR MEETING: \*\*\*\*\*

**TOPICS DISCUSSED AND ACTION(S) TAKEN (IF ANY):**



### Public Session Minutes

The Morgan State University Board of Regents Retreat was called to order by Chairman Kweisi Mfume at 8:28 a.m.

**Present:** Hon. Kweisi Mfume, Chairman, Regent; General (Ret.) Larry Ellis, Vice Chair, Regent; Hon. Tracey Parker-Warren, Secretary, Regent; Ms. McCall Brown, Student Regent; Dr. Harold Carter, Regent; Dr. Linda Gilliam, Regent; Ms. Emily Hunter, Regent; Dr. Shirley Malcom, Regent; Mr. Wayne Resnick, Regent; Ms. Shelonda Stokes, Regent; Mr. Carl Turnipseed, Regent; Dr. Marquis Walker, Regent

**Absent:** Dr. Burney Hollis, Regent; Mr. Winston Wilkinson, Regent

**Staff:** Dr. David Wilson, President; Mr. Thomas Faulk, Principal Counsel for Morgan State University, Office of the Attorney General; Ms. Julie Goodwin, General Counsel; Mrs. Kassandra Grogan, Executive Administrator for the Board for Regents; Ms. Sherita Harrison, Associate General Counsel; Dr. Don-Terry Veal, VP for State/Federal Relations and Chief of Staff to the President

Chairman Mfume opened the meeting by welcoming the Regents and members of the public in attendance.

The Chairman announced that the Board of Regents would convene in Closed Session to consider items specifically exempted from public consideration under § 3-305(b)(1)(7)(8) of the Open Meetings Act. In Closed Session, the Board of Regents will receive a Litigation Update and an update on Off-Campus Student Housing. The Board will reconvene in Public Session at the conclusion of the Closed Session.

After reading the citation into the record, the Chairman opened the floor for a motion to adjourn the PUBLIC SESSION to move into CLOSED SESSION. It was MOVED by Regent Turnipseed and SECONDED by Regent Ellis to adjourn the PUBLIC SESSION. The MOTION CARRIED unanimously.

The PUBLIC SESSION adjourned at 8:42 a.m.

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The Board of Regents reconvened in PUBLIC SESSION 2 at 11:04 a.m.

**Add'l Staff:** Dr. Mary Anne Akers, Dean, School of Architecture and Planning; Dr. Yacob Astatke, AVP for International Affairs; Dr. Kevin Banks, VP for Student Affairs; Ms. Tara Berrien, AVP for Diversity, EEO and Title IX; Mr. Sidney Evans, EVP for Finance and Administration; Mr. Lance Hatcher, Chief of Police; Ms. Donna Howard, VP for Institutional Advancement; Ms. Kim McCalla, AVP for Facilities, Design and Construction Management; Dr. Willie May, VP for Research and Economic Development; Dr. Adebisi Oladipupo, VP for Information Technology/CIO; Dr. Tonya Sanders, University Council Chair; Mr. Alan Small, Assistant Director of Internal Audit; Dr. Kara Turner, VP for Enrollment Management; Dr. Hongtao Yu, Provost and SVP for Academic Affairs

### Review of Internal Audit Charter and Revisions to the BOR By-Laws

Chairman Mfume yielded the floor to Vice Chairman Ellis to lead the discussion on the Internal Audit Charter and accompanying revisions to the BOR By-Laws. Vice Chair Ellis stated that these items were presented to the Audit Committee in June for review and action, and the Audit Committee approved the Internal Audit Charter for advancement to the full Board for adoption. Mr. Faulk and Ms. Goodwin noted that the two items are a package proposal and should be adopted and approved together.

Vice Chair Ellis then yielded the floor to Mr. Small to provide an overview on the Internal Audit Charter. Mr. Small stated that the Charter details precisely what the Office of Internal Audit is responsible for, what it will do, the standards under which the Office will operate as well as the responsibilities of the Office with regard to monitoring/reporting upon the internal controls of the University.

Chairman Mfume stated that the BOR By-Laws are being amended to create and designate a function of the Audit Committee, and the Internal Audit Charter outlines how the Office of Internal Audit will go about doing its business within the University framework.

Regent Malcom commented that the Audit Committee thoroughly reviewed the materials and believes it sufficiently incorporates the relationship between Internal Audit and the Audit Committee, and the Audit Committee's role. Thus, she moved to approve.

Regent Turnipseed directed the Board's attention to the section entitled Role (last sentence in the first paragraph), "Internal Audit is also responsible for providing input to the annual risk assessment and internal audit plan ("Audit Plan") and for assuring the effective and timely resolution of all audit findings." He asked who is responsible for the annual risk assessment. Vice Chair Ellis responded that, at most organizations, it is the CEO or the head of the organization who makes an annual risk assessment. Mr. Small added that the internal audit plan is developed from various sources – (1) risk experience that the University has a history with, (2) the risk of what is taking place presently in the environment that is known to those people responsible for managing the resources of the University, and (3) the issues at hand that have been identified by the agency head (the President) who is providing the risk concerns for Internal Audit to address. These matters all flow into the internal audit plan, which, in turn, is presented to the President and the Board for approval.

Regent Turnipseed expressed concern with the construction of the referenced sentence. Dr. Wilson commented that the University does not have an annual enterprise risk plan, the way we see in corporate America and at other institutions. He will be working with Mr. Evans to bring forward, via the Audit Committee, a very broad enterprise risk assessment. Mr. Evans added that a small working group has been formed to develop an enterprise risk management model. The group includes members from Finance and Administration, Internal Audit and the Chief Security Officer in Information Technology. Significant progress has been made to date. The findings and recommendations will be presented to Dr. Wilson and subsequently to the Audit Committee.

Regent Turnipseed also noted a grammatical error under the Responsibility section (fifth bullet).

Chairman Mfume opened the floor for a motion to adopt the revisions to the Board of Regents By-Laws. It was MOVED by Regent Malcom and SECONDED by Regent Stokes. Regent Turnipseed expressed unreadiness in adopting the revisions as he believes the details of Audit and Institutional Assessment Committee go too far and would prefer that the structure of the description be summarized as is the case with the other two standing committees.

Chairman Mfume yielded the floor to Vice Chair Ellis to address Regent Turnipseed's unreadiness. Vice Chair Ellis stated that the Internal Audit Charter would give the Audit Committee the latitude to operate much like a SOP inside of the Committee, which is a best practice in the corporate world and at other places. He added that greater detail in the charter was intentional. Regent Turnipseed noted that his suggestion would be to simply reference the charter and eliminate the details (i.e., incorporate in the By-Laws that the Audit and Institutional Assessment Committee will follow its charter and any amendments made thereto from time to time).

Mr. Faulk stated that typically the by-laws are the controlling document for the Board of Regents via statute (the Maryland Annotated Code). He added that the legal team was initially uncomfortable with the notion of a charter, advising against a standalone charter and instead for the Board to have those details in its By-Laws. The legal team wanted to ensure that the by-laws are specific and laid out the functions as opposed to doing so in various ancillary documents. Ms. Goodwin added that part of what is being recommended here comes from the private/corporate sector in terms of ways of handling these types of matters. While Morgan is a public corporation, it is also a governmental entity that was created by statute. The BOR By-Laws is the mechanism for the kind of activity that is being discussed. Although it is a bit more cumbersome, it is in the interest of satisfying both the Committee and the Board. She stated that if there is ever a conflict between the charter and the by-laws, the by-laws would rule.

Regent Turnipseed subsequently voted in favor of adopting the Internal Audit Charter. The MOTION CARRIED unanimously.

Chairman Mfume asked the attorneys whether the Education Article of Maryland Annotated Code speaks to this whole issue of audit committees and audit charters. Mr. Faulk and Ms. Goodwin stated that it does not. The Chairman requested that the legal team provide every Regent with a copy of the Education Article of Maryland Annotated Code.

The Chairman opened the floor for a motion to adopt the Internal Audit Charter. It was MOVED by Regent Parker-Warren and SECONDED by Regent Malcom to adopt the Charter along with the noted modifications. The MOTION CARRIED unanimously.

The Chairman congratulated Vice Chair Ellis for all of the hard work on this project over the past two years. He also thanked Mr. Small for being present in Mr. Mauer's absence, Mr. Mauer, who worked hand in glove with the Vice Chair, and the legal team for all of their assistance.

The Public Session 2 adjourned at 11:49 a.m. for lunch.

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The Board of Regents reconvened in PUBLIC SESSION 3 at 12:39 p.m.

**Add'l Staff:** Dr. Oscar Barton, Dean, School of Engineering; Dr. Cleo Hughes-Darden, Interim Dean, School of Computer, Mathematical and Natural Sciences; Dr. Anna McPhatter, Dean, School of Social Work; Mr. Wayne Swann, Director of Tech Transfer; Dr. Kim Sydnor, Dean, School of Community Health and Policy

**Guests:** Dr. Rhonda Franklin, Professor of Electrical and Computer Engineering, University of Minnesota; Dr. Hratch Semerjian, NIST Chief Scientist Emeritus

### **Student Housing (Phase II) Update**

Dr. Wilson stated that goal one of the current and updated strategic plan remains the same – Enhance Student Success – and in order to do that we have to ensure that we have adequate housing available on campus for new and returning students. Student Housing Phase I is currently underway with the construction of the 670-bed New Thurgood Marshall Hall, which is on track to be completed for occupancy by August 2022. He has asked three university vice presidents – Dr. Banks, Mr. Evans and Dr. Turner (BET Initiative Team) – to start the serious conversation of putting in place the apparatus of what we are calling Student Housing Phase II. He then yielded the floor to the three-member team to provide a broad framework of where we are to date.

Mr. Evans shared a PowerPoint presentation and provided a high-level overview of the strategic housing plan. He discussed the (a) history; (b) on campus residential inventory – nine facilities; (c) situation analysis – first ever student housing plan developed in 2017 by lead consultant, Brailsford & Dunlavey, Inc., which was presented to the Board in 2018 consisting of three phases: (1) build 670 replacement beds on campus, (2) add additional beds and renovate current inventory, and (3) more new beds for graduate students and attractive university-sponsored family housing; (d) current status – New Thurgood Marshall Hall and dining facility (owned and operated by the Maryland Economic Development Corporation) to open in August 2022; (e) the BET Initiative – define maximum number of beds on campus for the next three to five years, financing model, housing capital structure, phasing strategy for renovations and differentiated/tiered pricing structure; and (f) next steps – new and revised plan will be presented to the Board at the November meeting.

Regent Malcom commented that it is important for the new Regents to understand that housing is a part of auxiliary, and the state provides no support to construct residential facilities.

Dr. Banks noted that as we move through the pandemic, we must be sensitive as to how we house students because of the high demand for single rooms which we are hearing this year.

Chairman Mfume opened the floor for questions, comments and observations from Regents. A brief discussion followed to address various questions and observations with regard to student housing financing; total cash reserves and the use of other pots of funding (CARES Act and American Rescue Plan, Mackenzie Scott gift and HBCU Settlement Bill, etc.); direction/input given to consultant; research and consideration given to P3 model; consultant's scope of work (building/financing options vs. internal needs); obtaining a qualified opinion from an

independent source with regard to all of the various financing options in order for the Board to make an informed judgment; and the need to ensure separation between consultants and financing firms.

Ms. Goodwin commented that Morgan has been in the P3 space for decades. She reminded the Board and staff that Morgan View is a P3 project. There was and is a second phase to Morgan View in terms of the property adjacent to it. Since the infrastructure for a P3 is already in place at the location, she urged consideration of it, noting that there may be some programmatic aspects that make it less favorable.

Chairman Mfume commented on the concern/uneasiness expressed by Vice Chair Ellis, noting that we need to be very careful with regard to any possible impropriety when we have one group (i.e., consultants) recommending options that may include some companies and not include other options. He recommended the possibility of having two consulting bodies or alternatively to simply make decisions based on knowledge of the industry and the industry as we know it. He concluded that further discussion would need to take place, in closed session, at either the November Board meeting or the preceding Executive Committee meeting so that additional information and clarification can be provided.

### **Strategic Plan Update**

Dr. Wilson stated that the administration is very excited to bring before the Board the way we are seeing the positioning of Morgan State University to 2030. He briefly highlighted some of the many accomplishments achieved over that last 10 years (then and now) to include: increasing graduation rates (33% for fall 2010 cohort to 49% for fall 2016 cohort); securing additional resources (state appropriation - \$73.9M in 2010 to \$108.4 in 2021); awarding doctoral degrees (32 in 2010-2011 to 71 in 2020-2021); and our Carnegie classification research ascendency (R3 in 2010 to R2 in December 2018). He noted that the past decade has truly been one of momentum, innovation and transformation.

Dr. Wilson then yielded the floor to Dr. Veal who moderated the presentation and lengthy discussion on the 2021 strategic action plan. He highlighted the mission, vision, six core values and four broad goals representing the foundation over the next 10 years (2021-2031). Several university vice presidents, deans and distinguished guests shared information with regard to each of the four goals and associated strategic initiatives.

Dr. Yu spoke about academic affairs' support and impact such as a variety of innovative and high-demand degree programs at the bachelor's, master's, and doctorate levels as well as 18 "Morgan Completes You" programs.

### **Goal One: Enhance Student Success and Wellbeing**

Dr. Turner spoke about enrollment goals (meet or exceed 10,000 students) and strategies as well as student success goals (50 by 25 Initiative) and strategies.

Dr. Banks spoke about the divisional priorities for Student Affairs to include housing facilities improvement plan; residential life programming plan; expanding wellness/mental health programming; expanding multicultural education and global awareness; strengthening parent and family outreach; and developing a collaborative plan with academic units to implement an esports program in conjunction with the emerging Center for Data Analytics and Sports Gaming.

### **Goal Two: Achieve the Designation as a Very High Research Activity Institution**

Dr. May spoke about increasing Morgan's national and international reputation as a well-respected research university to include input from the Task Force on Research Infrastructure and the Blue-Ribbon Panel on STEM Research Expansion, and increasing the University's ranking to reach R1 status by 2031. He then yielded the floor for the Board to receive feedback from two Blue-Ribbon panelists.

Dr. Semerjian stated that panel members were committed from the very beginning to the task at hand and were highly engaged to provide assistance to Morgan to march along the path towards becoming a well-recognized research university and to reach its goal of attaining R1 Carnegie classification.

Dr. Franklin stated that she was extremely impressed by the research that Morgan is currently doing and how the University has developed a very synergetic arrangement between the strong teaching mission for Black students who come from a variety of circumstances with the development of effective models to support students who have a specific interest in research. She commented that it is very clear from a broad sense (campus-wide) that those topics that Morgan is currently invested in represent important areas such as health disparities, predictive analytics, brain science and cybersecurity, and this is critical because these are all important topics where research dollars are going as well. It is also clear from some of the new topical areas being presented that Morgan

recognizes how those specific topics can also be intermingled and leveraged with what it already has as a core strength, which is important because research can be rather expensive, and it is difficult to start from ground zero.

Dr. Franklin commented that there is a great team of faculty here who are already leading these efforts, and they are able to not only see new areas where Morgan can evolve, but they can use what they are currently doing to help them leverage their strength to achieve the goal of becoming an R1 institution. She concluded by summarizing four areas of importance in moving forward, which is consistent with well-respected, world-class programs around the country – (1) establishing collaborations with partners, both current and new ones, with faculty and research institutions of similar status; (2) the ability to produce students who start at Morgan, leverage those strengths that they develop, and go on to graduate school which allows them to then become leaders in the field as well as corporations which is important for future revenue; (3) developing a sense of critical mass for faculty led by a national leader in the field to address critical problems of society both nationally and for our community; and (4) maintaining excellent teaching and research training practices and infrastructure, which will allow Morgan to support the stimulation of curiosity and deep thinking. She thanked President Wilson and Dr. May for inviting her to participate on a panel with some well-respected members of the research community in the United States.

Dr. Semerjian commented that there were strong opinions expressed about how to establish the foundation for a world-class research university to ensure that faculty are given time to devote to research by reducing their teaching loads and building necessary research infrastructures (junior faculty, facilities, high-quality students, etc.) that they will need in order to be successful. He noted that President Wilson's plans to add endowed chairs in certain areas were much welcomed; however, endowed chairs will need a team to make the whole undertaking efficient and effective. Another theme that was emphasized was the need to establish partnerships, as mentioned by Dr. Franklin, with federal laboratories and other government agencies in the region. Morgan is fortunate to be located in a research-rich environment and has already made some progress in this regard. The panel focused on identifying research areas where the University could play a unique role and take advantage of its diverse student body. Panelists wanted to ensure that Morgan faculty were aware of related research activities carried out at other research universities, and much discussion occurred with regard to the unique strengths that the University could bring to the table as well as the unique perspective and credibility that it possesses as it relates to some of these topics.

Dr. Semerjian concluded that the meeting was successful overall, and the panel will be making recommendations on some technology areas that represent unique opportunities where Morgan might set itself apart and establish programs of national impact and visibility. Based on the discussions and input received thus far, President Wilson has already made a recommendation for a New Center for Equitable Artificial Intelligence. The goal is to submit a report outlining the panel's recommendations by mid-November.

### **Goal Three: Serve as a Premier Anchor Institution for Baltimore City and Beyond**

Dean Sydnor stated that health equity is on the minds of everyone and, as an anchor institution, this framework will play an important role in uplifting community conditions through multilevel strategies and economic development. In terms of the Center for Urban Health Equity, it is designed to be an anchor to make sure that we are really looking outward toward the community and all of the resources are with the community around Baltimore City. The Center is being looked at as a university-wide institute and not just something that belongs to the School of Community Health and Policy. It is hoped that these resources will advance the strategic vision that has been laid out.

Dean McPhatter defined anchor institutions (universities, health care systems, churches and other organizations who adopt and play significant roles in enhancing the quality of life and overall well-being in cities and other geographic areas in which they are located), discussed strategies and provided a few examples of current community engagement – Morgan Completes You, Grant Next Generation Scholars and the Morgan Community Mile.

### **Goal Four: Expand and Accelerate Globalization Efforts and the University's Footprint Using the Current Global Campus Success as a Model**

Dr. Wilson provided his perspective with regard to expanding the University's global footprint, which includes increasing student diversity, graduate enrollment, study abroad opportunities, and continuing to build our presence on the continent of Africa.

Dr. Wilson commented that the strategic initiatives will require significant investment over the next 10 years, and he yielded the floor to Mr. Evans to discuss the finance budget model. Mr. Evans stated that the new plan needs to be supported by a summary financial plan that is ultimately linked to the operational budget. Finance and Administration will work with university stakeholders to align resources to the plan. Funding sources identified to date include state appropriation, federal stimulus funding, potential federal infrastructure bill, HBCU Coalition Settlement, capital market financing, increased net tuition revenue, continued cost improvement plan and leveraging Morgan's current strong financial position. He emphasized that it is imperative that realistic funding resources support the strategic plan initiatives.

Ms. Howard provided an update on philanthropic support. She stated that the endowment currently exceeds \$101 million up from \$15.1 million in 2010. The infusion of new funding from MacKenzie Scott and others, over FY 2020 and 2021, has been remarkable. It has provided Morgan the opportunity to develop relationships with new individuals, which we believe will positively affect our fundraising for some time to come. Much of the new funding has been focused on career readiness and creating a pipeline for Morgan students around employment and training. We do see a comprehensive campaign in the future as we are well-poised to cultivate the relationships with both long-standing and new donors, and to continue the great management of our endowment fund as well as leveraging funds to increase support and/or match dollars.

Ms. Howard responded to questions from the Chairman regarding the firm handling the endowment investment, the diversification of investment managers to include racial minorities, and the percent of diverse managers. She stated that the firm is Asset Strategy Consultants, and the diversification of investment managers is included in the investment policy. The actual percent of diverse managers would be provided once confirmed. Chairman Mfume suggested a possible draft transmittal from the Board to the MSU Foundation to obtain their thoughts on this matter and to encourage them to grow the percent of diverse managers beyond the current level.

Chairman Mfume yielded the floor for Committee Chairs and Regents to provide feedback and input to Dr. Wilson and the administration. Comments from Regents pertained to the enrollment goal; infrastructure to support growth; class size; tracking KPIs; the need to add an additional goal around infrastructure and a preamble; interconnectedness across the goals; interdisciplinary programs; emphasis on excellence; having the bandwidth to achieve goals; aligning with City's plan as an anchor institution; stakeholder and alumni engagement; inclusion of baseline data; real estate and investment opportunities; and high enrollment projections. Dr. Wilson thanked the Board for their invaluable feedback on the strategic transformation plan for Morgan by 2030, noting that an updated, red-lined version would be provided at least 10 days ahead of the November Board meeting.

Chairman Mfume thanked Dr. Wilson and the entire administration for working tirelessly on the updated strategic plan, which was well done. He also thanked Ms. Grogan for her support to the Board throughout the year as well as the legal team.

Dr. Wilson thanked the Morgan team for working collaboratively to bring forth the strategic plan for the University for the next decade. He added that he has little doubt that Morgan is well-positioned to be among those institutions elevated to R1 status, and we should not deviate from this path. The way we get there will be unique to Morgan. On behalf of the entire administration, he thanked the Board for engaging the team and for providing terrific feedback.

Chairman Mfume thanked the Board for their work in governance. The Board has a great team in place, and he commended Regents for their time, thoughtfulness, and the way in which they deliberate and offer suggestions, which is a true testament to the commitment to this institution.

### **Adjournment**

The Chairman opened the floor for a motion to adjourn the Retreat. It was MOVED by Regent Malcom and SECONDED by Regent Turnipseed. The MOTION CARRIED.

The Retreat adjourned at 4:50 p.m.

**MORGAN STATE UNIVERSITY  
CITATION OF AUTHORITY FOR CLOSING A MEETING  
UNDER THE OPEN MEETINGS ACT  
BOARD OF REGENTS RETREAT**

Date: Saturday, September 25, 2021

Time: 8:30 a.m.

Location: Virtual

Motion to close meeting made by: Regent Turnipseed

Seconded by: Regent Ellis

Members voting in favor: All Regents in attendance

Opposed:

Abstaining:

Absent: Regents Hollis and Wilkinson

**THE STATUTORY AUTHORITY TO CLOSE THIS MEETING CAN BE FOUND AT (check all that apply):**

**General Provisions Article, § 3-305 (b)(1)(7)(8):**

  X   (1) (i) To discuss the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom this public body has jurisdiction; or (ii) any other personnel matter that affects one or more specific individuals;

       (2) To protect the privacy or reputation of individuals concerning a matter not related to public business;

       (3) To consider the acquisition of real property for a public purpose and matters directly related thereto;

       (4) To consider a matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State;

       (5) To consider the investment of public funds;

- \_\_\_\_ (6) To consider the marketing of public securities;
- X** (7) To consult with counsel to obtain legal advice on a legal matter;
- X** (8) To consult with staff, consultants, or other individuals about pending or potential litigation;
- \_\_\_\_ (9) To conduct collective bargaining negotiations or consider matters that relate to the negotiations;
- \_\_\_\_ (10) To discuss public security, if the public body determines that public discussion would constitute a risk to the public or to public security, including: (i) the deployment of fire and police services and staff; and (ii) the development and implementation of emergency plans;
- \_\_\_\_ (11) To prepare, administer, or grade a scholastic, licensing, or qualifying examination;
- \_\_\_\_ (12) To conduct or discuss an investigative proceeding on actual or possible criminal conduct;
- \_\_\_\_ (13) To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter;
- \_\_\_\_ (14) Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiating strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

**General Provisions Article, § 3-103 (a):**

- \_\_\_\_ (1) To carry out an administrative function;
- \_\_\_\_ (2) To carry out a judicial function;
- \_\_\_\_ (3) To carry out a quasi-judicial function.




**FOR EACH CITATION CHECKED ABOVE, THE REASONS FOR CLOSING AND TOPICS TO BE DISCUSSED:**

1. To receive a Litigation Update.
2. To receive an update on Off-Campus Student Housing.

**THE BOARD MAY RECONVENE IN PUBLIC SESSION AT THE CONCLUSION OF THE CLOSED SESSION IF NECESSARY TO TAKE ANY FINAL AND BINDING ACTION.**

This statement is made by Kweisi Mfume  
Chairman of the Board of Regents

**SIGNATURE:**



\*\*\*\*\* FOR USE IN MINUTES OF NEXT REGULAR MEETING: \*\*\*\*\*

**TOPICS DISCUSSED AND ACTION(S) TAKEN (IF ANY):**

**Academic and  
Student Affairs**



**Board of Regents**  
**Academic and Student Affairs Committee Meeting**  
**Monday, November 1, 2021 (Virtual)**  
**1:00 - 4:00 P.M.**

**AGENDA**

- |     |                            |                         |
|-----|----------------------------|-------------------------|
| I.  | Remarks by the Chairperson | Regent Linda J. Gilliam |
| II. | General Remarks            | Dr. David Wilson        |

**Action Items**

- |      |   |                                    |
|------|---|------------------------------------|
| III. | Approval of Committee Minutes of August 2, 2021   | Regent Linda J. Gilliam            |
| IV.  | Approval of New Academic Degree Program <ul style="list-style-type: none"><li>• Bachelor of Fine Arts in Musical Theater</li></ul>  | Dr. Yu/Dr. N'gom/Dr. Conway        |
| V.   | Launch of Morgan Completes You (MCY) Programs <ul style="list-style-type: none"><li>• Approval of a New Academic Unit: College of Interdisciplinary and Continuing Studies (CICS)</li></ul> | Dr. Hongtao Yu/Dr. Farzad Moazzami |

**Updates**

- |       |  |                                 |
|-------|--|---------------------------------|
| VI.   | MCY Proposed Tuition Model (see Finance Section)   | Dr. Hongtao Yu/Mr. Sidney Evans |
| VII.  | Enrollment Management (see Finance Section)  | Dr. Kara Turner                 |
| VIII. | Athletics <ul style="list-style-type: none"><li>• NCAA</li><li>• Name Image and Likeness (NIL)</li></ul> | Dr. Edward Scott                |

**Information Items**

- |     |   |                 |
|-----|---|-----------------|
| IX. | Student Affairs <ul style="list-style-type: none"><li>• Campus Life Fall 2021<ul style="list-style-type: none"><li>○ Housing, Activities and Well Being</li></ul></li><li>• MSU Dining</li><li>• Student Government Association</li></ul> | Dr. Kevin Banks |
|-----|---|-----------------|

- X. New Business
  - Commencement

Dr. David Wilson

- XI. Meeting Adjourned

Regent Linda J. Gilliam

**ACADEMIC & STUDENT  
AFFAIRS COMMITTEE  
MEETING MINUTES**

**AUGUST 2, 2021**



**BOARD OF REGENTS**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING**  
(Virtual)  
Monday, August 2, 2021

**Committee Meeting Minutes**

The meeting of the Morgan State University Board of Regents Academic and Student Affairs Committee was held on Monday, August 2, 2021. Committee Chairman Linda Gilliam called the meeting to order at 1:03 p.m.

**Board Members Present:** Regent Linda Gilliam (Committee Chairman), Regent Larry R. Ellis, Regent Burney Hollis, Regent Marquis Walker

**Staff Present:** Dr. David Wilson, Dr. Hongtao Yu, Dr. Patricia Williams-Lessane, Dr. Farzad Moazzami, Dr. Solomon Alao, Dr. Kim Sydnor, Dr. Anita Hawkins, Dr. Fikru Boghossian, Dr. Anna McPhatter, Dean Jacqueline Jones, Dr. Mark Garrison, Dr. Mary Anne Akers, Dr. Glenda Prime, Dr. Kevin Banks, Dr. Kara Turner, Dr. Willie May, Dr. Scott Knoche, Dr. Edward Scott, Mr. Thomas Faulk, Ms. Julie Goodwin, Ms. Kassandra Grogan, Ms. Jamera Forbes, Ms. Dai'Shona Jones, Dr. Sanjay Bapna, Dr. Amanda Knobloch, Dr. Erica Anthony, Dr. Yacab Astatke, Dr. Don-Terry Veal

**Remarks by the Committee Chair**

Regent Gilliam opened the meeting by welcoming committee members and other attendees. Regent Gilliam yielded the floor to President David Wilson. President Wilson provided brief remarks regarding the University's preparation for reopening after being closed for 17 months. He expressed great appreciation for the leadership team, shared his enthusiasm about the 18 new academic programs, and the proposed amendments to the MOU with TETFund in Nigeria.

**Minutes**

Regent Gilliam opened the floor for a motion to approve the Committee Minutes of May 3, 2021, Academic and Student Affairs Committee meeting. It was MOVED and SECONDED to approve the Committee Minutes of May 3, 2021. THE MOTION CARRIED unanimously.

## **Approval of Academic Degree Programs and Change of Degree Program Names**

Dr. Williams-Lessane, Associate Vice President for Academic Affairs introduced two academic programs for approval. Dr. Williams-Lessane yielded the floor to Dr. Hongtao Yu, Dean of the School of Computer, Mathematical, and Natural Sciences, and Dr. Fikru Boghossian, Dean of the School of Business and Management (SBM) to introduce the Bachelor of Science (B.S.) in Coastal Science and Policy and the Master of Science (M.S.) in Data Analytics and Visualization, respectively.

### **Academic Degree Programs**

- **B.S. in Coastal Science and Policy Program**

Dr. Scott Knoche, Director of the Patuxent Environmental and Aquatic Research Laboratory (PEARL) explained the uniqueness, rationale, target pool, inter- and trans-disciplinary coursework, and delivery mode, indicating that outcomes of this proposed degree program will yield (1) research experience particularly in the Southern Maryland region, and (2) potential opportunities within a broad range of careers. Dr. Knoche emphasized that this proposed degree program would contribute to the acknowledged diversity, equity, and inclusion gap in the geosciences and serve as a pipeline for transfer students coming from institutions in the Southern Maryland area to attend Morgan. Dr. Willie May, Vice President for the Division of Research and Development added that the National Oceanic Atmospheric Administration has endorsed the program and this degree/focus would serve as a niche area for Morgan.

Regent Gilliam requested clarity about the absence of supporting documentation for the program proposals. Dr. Moazzami, Interim Assistant Vice President in the Office for Academic Affairs explained that the proposed degree programs are properly reviewed at internal and external levels before presentation to the Committee/Board. President Wilson provided insight regarding the decision not to provide full program proposals, based on concerns that include program duplication and that managing the process of program duplication is overwhelmingly exhaustive for the university.

General Counsel Julie Goodwin and Mr. Thomas Faulk, Assistant Attorney General provided counsel regarding MHEC application materials provided to the Board and Committee for review, closed session protocol, and program duplication. Attorney Faulk reported that Morgan's practice of including MHEC application materials for committee review had been consistent with other state institutions of higher education. Attorney Faulk advised the Committee to have a more robust conversation in a closed session at the full Board meeting. Regent Gilliam requested the committee be allowed the opportunity to review full proposals. After additional discussion, Regent Walker suggested approving the proposed degree program contingent upon the Regents receiving the full proposal document.

Regent Gilliam opened the floor for a motion to approve the Bachelor of Science (B.S.) in Coastal Science and Policy contingent upon the Regents receiving the full document. It was **MOVED** and **SECONDED**. The **MOTION CARRIED** unanimously.

- **Master of Science (M.S.) in Data Analytics and Visualization**

Dean Boghossian provided an overview/rationale, industry demand for the skill set, transdisciplinary coursework design, and fiscal impact of the proposed degree program.

After additional discussion, a decision was made to approve the proposed degree program contingent upon the Regents receiving the full proposal document.

Regent Gilliam opened the floor for a motion to approve the Master of Science (M.S.) in Data Analytics and Visualization. It was **MOVED** and **SECONDED**. The **MOTION CARRIED** unanimously.

### **Change in Degree Program Names**

- **B.S. in Management to B.S. in Human Resource Management**

Dr. Erica Anthony, SBM Business Administration Department Chair, provided an overview/rationale for the proposed degree program name change, indicating the purpose is to provide clarity for students, administrators, and employers. Regent Hollis inquired as to whether this program name change might be duplicative of existing programs at other institutions. Dr. Moazzami explained that there will be no change in the curriculum, only a titular change which is considered a non-substantial modification by MHEC.

Regent Gilliam opened the floor for a motion to approve the degree program name change from Bachelor of Science (B.S.) in Management to Bachelor of Science (B.S.) in Human Resources Management (HRM). It was **MOVED** and **SECONDED**. The **MOTION CARRIED** unanimously.

- **B.S. in Business Administration to B.S. in Management and Business Administration**

Dr. Erica Anthony provided an overview/rationale for the degree program name change, indicating that the purpose is to provide clarity for students, administrators, and employers. There were no questions or comments.

Regent Gilliam opened the floor for a motion to approve the degree program name change from Bachelor of Science (B.S.) in Business Administration to Bachelor of Science (B.S.) in Management and Business Administration. It was **MOVED** and **SECONDED**. The **MOTION CARRIED** unanimously.

### **Performance Accountability Report (PAR)**

Dr. Solomon Alao, Assistant Vice President for Outcome Assessment explained the structure and components of the Performance Accountability Report (PAR), emphasizing its alignment to Morgan's five strategic goals, the state's post-secondary education plan, and a comprehensive compilation of data from every segment of the university to complete the report. Dr. Alao highlighted the following metrics.

- An increased graduation rate of 16 percentage points up from 32% to 48%
- The second-year retention rate has been at or above 70% for the past 11 years and 77% for this year
- 92% student satisfaction with preparation for graduate Professional Studies, and
- 91% student satisfaction for preparedness of workforce



The committee discussed the calculation of ‘high-ability freshmen’, faculty research citations, and initiatives to increase community college transfer students. Regent Gilliam inquired about community college initiatives to increase student enrollment at Morgan. Dr. Kara Turner, Vice President of Enrollment Management and Student Success (EMASS) explained that community college enrollments are decreasing nationally due to Covid. This may negatively impact the number of community college students transferring to Morgan.

Regent Gilliam inquired about the Goddard Earth Science Technology and Research (GESTAR) regarding the timeframe of termination for long-term grants. President Wilson emphasized that more faculty members are publishing high-quality scholarly research articles, with other faculty across higher education citing those articles.

Dr. May explained that Morgan anticipates a substantial increase of guest scientists yielding approximately \$27M over the next three (3) years.

Regent Gilliam opened the floor for a motion to adopt the Performance Accountability Report. It was MOVED and SECONDED to approve the Performance Accountability Report. The MOTION CARRIED unanimously.

#### **Amended Tertiary Education Trust Fund (TETFund) Memorandum of Understanding (MOU)**

Dr. Yacob Astatke, Assistant Vice President of International Affairs shared International Affairs’ goals to build partnerships, increase the number of international students, and increase the number of domestic students who study abroad to 1000. Dr. Astatke provided a history of the Office of Global Partnership Africa (GPA), including the description of the first TETFund (MOU) which is the only partnership between Nigeria and an American university. Ph.D. students were sponsored as the first cohort. Based on Morgan’s agility to catalyze the acquisition of the partnership and the subsequent success of students at Morgan, the recent TETFund delegation offered to include master’s degree students, while requesting Morgan for research and development support amongst their sixteen (16) centers of excellence. There are 79 Ph.D. students, and the TETFund delegation has discussed a five-year partnership with up to 100 students per year, having a fiscal impact of approximately \$7M per year.

Regent Gilliam inquired about the reduced tuition at 75% of the out-of-state rate. President Wilson explained the negotiated rate was based on the volume and longevity of the commitment after analyzing the different competitive markets. As a result, the committee discussed the implications of Senate Bill 927 at Morgan.

Regent Ellis suggested a stylized program for international students. President Wilson and Dr. Astatke facilitated additional discussion regarding Morgan’s 1) anticipation of housing needs for international graduate students, 2) support and mentoring of faculty members experiencing an increased number of graduate students, and 3) providing culture transitioning support for international students.

Regent Gilliam clarified that the MOU modification would include the master’s program. Upon clarification, Regent Gilliam opened the floor for a motion to adopt the Amended TETFund MOU. It was MOVED and SECONDED. The MOTION CARRIED unanimously.

### **Fall 2021 Mode of Instruction Update**

Dr. Williams-Lessane reported Morgan will reintroduce face-to-face instruction. She explained 1) instruction will include a flexible format called Morgan-Flex which is a modified version of Hy-Flex, 2) the nuances of the instruction modalities, and 3) updates for upgraded classrooms to support Morgan-Flex with real-time virtual course content streaming capabilities are near completion. Dr. Williams-Lessane reported on the collaborative retreat between Academic Affairs and Enrollment Management and Student Success and their efforts to enhance communication and unified messaging and ensure student success considering the large incoming freshman class. There is emphasis on professional development for faculty including an incentive program for faculty to develop Quality Matters certified online courses. Recommendations by the Blue-Ribbon Task Force on Instructional Excellence and Re-Socialization and Re-Acculturation were incorporated into offerings for Fall Faculty Institute.

Regents Gilliam and Hollis inquired about faculty attrition, a policy addressing the notice of faculty intending to separate from the university, specifically resignations, retirements, and professional courtesy. President Wilson commented while there is not a specific policy, faculty commitment is exemplary.

### **Enrollment Management Update**

Dr. Turner reported a substantial increase in freshman enrollment, anticipated to exceed 2000, a decrease in continuing student enrollment (-448), and an increase in overall enrollment by approximately 600 students.

Overall enrollment is anticipated to meet the impact projection of 7867 by October 15<sup>th</sup> and potentially exceed that enrollment number understanding that 1) the COVID Delta variant will play a significant role regarding enrollment and 2) having sufficient housing for the large increase of freshmen and returning second-year students that were not afforded campus living due to the COVID pandemic. The May 2021 graduation rate of 44% was Morgan's second highest, which was higher than the national average for public institutions and African American students. Dr. Turner explained that Morgan has experienced three consecutive years of graduation rates above 40% where approximately ten years ago, graduation rates were at 29%.

In addition, there was 1) significant increases in the six-year graduation rate, 2) a 40% five-year graduation rate, which is Morgan's highest five-year rate, and 3) a four-year rate tied with Morgan's highest rate is from May 2020.

Dr. Turner confirmed that there is an increase in enrollment at many HBCUs across the nation. President Wilson commented that it is imperative for Morgan to remain consistent with its visibility and that strategies and initiatives that were implemented during the COVID pandemic have been instrumental in enhancing student enrollment and success.

### **Athletics Program Update**

Dr. Edward Scott, Vice President and Director of Athletics yielded the floor to President Wilson to

contextualize the athletic report. President Wilson explained that the NCAA Board of Governors has agreed that the NCAA model is in dire need of an overhaul which will be addressed at a constitutional convention and a new model will be presented for approval at the national NCAA convention in January 2022.

The new NCAA Name, Image, and Likeness (NIL) rule, effective July 1 allowing “college athletes at every level to monetize their success with the use of their name, image, and likeness”. This rule will become effective in the state of Maryland on July 1, 2023. Contracts for student-athletes will be reviewed by the athletic department and forwarded to general counsel for further review if conflicts arise. *Influencer* is the NIL platform that Morgan, along with the entire MEAC conference will use. The tool will provide a level of granularity and serve as a repository for transactions and contracts for college athletes. The Jordan McNair Act, which is part of the NIL legislation, requires institutions to provide the state with its policies about specific medical provisions, due by October 1, 2021.

Dr. Scott reported updates on Morgan’s athletic department including:

- Highlighting all teams had a 3.0 GPA or higher in spring 2021, Women’s Tennis had the highest GPA of 3.94. 124 students with a 4.0 GPA, and out of 72 Bowling teams nationwide, Morgan’s Bowling team had the highest team GPA in the country
- The graduation rate of Morgan’s student-athletes is at 70%

Additional achievements include the Arthur Ashe, Jr. Sports Scholar Award, the NCAA Slam Dunk Competition, the MEAC Women’s Softball Tournament, and the MEAC Male Student-Athlete of the Year. Regent Hollis raised concerns regarding the financial impact of the NIL. Regent Gilliam suggested advisement from general counsel about NIL rules and policies and that the impact on the athletic program at Morgan should be considered. Dr. Scott agreed and further explained anticipated implications for the NIL rules and policies in the state of Maryland until 2023.

## **Student Affairs Update**

**Student Government Association (SGA) Updates** – Dr. Kevin Banks, Vice President of Student Affairs yielded the floor to the SGA President, Jamera Forbes and Vice President, Dai'Shona Jones who presented the legacy administration, to ensure the success of students involving equity of achievement, timely matriculation, community service engagement, and authentic self-actualization. The student officers shared a five-component initiative including 1) *the bridge*-to partner with Baltimore City schools, 2) *the experience*-to implement a rideshare student discount, 3) *the priority*-address students’ well-being, 4) *the protection*-enhance campus safety, and 5) *the legacy*-posthumous memorial for deceased students.

## **Fall Opening Preparations**

- **Housing Updates and Campus Activities Planning** – Dr. Banks reported Student Affairs implemented the following to manage the 3085 student housing requests:
  - 1) Executed a master lease with Morgan View
  - 2) Secured a local hotel
  - 3) Leasing agreements are pending at a local apartment complex.

The Student Life Plan that guides student governance will be amended to introduce a

section for the current freshman cohort that will reside in Morgan View to ensure a comparable experience of freshmen living on campus. 1430 student vaccinations (35-40%) have been uploaded to the health portal and approximately 111 students with religious exemptions must wear masks and follow the testing protocols.

- **ReSocialization Plans – “ReUnite, ReSpect, ReNew”**

Dr. Banks presented the resocialization plan for faculty and students’ return to campus. Various events are planned for August 9 – August 20. Dr. Williams-Lessane shared, attention was given to the 2024 class who did not experience campus life last academic year due to the COVID pandemic. Implementation of recommendations from the Resocialization Committee will provide workshops to address anxiety/self-care, conflict management, and diversity and inclusion initiatives for employees and students as we return to campus. In addition, we are looking forward to the recommendations from Morgan’s Mental Health task force and collaborative initiatives with the School of Social Work.

## **New Business**

### **Deferred Maintenance Challenges**

President Wilson shared challenges with deferred maintenance, specifically the Gilliam Concert Hall requires immediate repair. Due to maintenance issues, many ceremonial events will be relocated to other campus venues.

### **Meeting Adjourned**

It was **MOVED** and **SECONDED** to adjourn the meeting of the Academic and Student Affairs Committee.

The meeting adjourned at **4:36 p.m.**

**APPROVAL OF NEW  
ACADEMIC DEGREE  
PROGRAM**

**BACHELOR OF  
FINE ARTS IN  
MUSICAL THEATER**

**BOARD OF REGENTS**  
**MORGAN STATE UNIVERSITY**  
**SUMMARY OF ITEM FOR ACTION**

**TOPIC:** Proposed Bachelor of Fine Arts Degree in Musical Theatre

**DATE OF MEETING:** November 1, 2021

**BRIEF DESCRIPTION:**

Morgan State University's Fine and Performing Arts Department in the James H. Gilliam, Jr. College of Liberal Arts is submitting a proposal to offer a Bachelor of Fine Arts Degree in Musical Theatre. The department has successfully produced many musicals over the years on the stage of Morgan's state of the art James H. Gilliam Concert Hall. Many Murphy Fine Arts patrons have questioned why Morgan does not have a Musical Theatre Program, given the success of our many productions. Many Music and Theatre Arts majors in the department have routinely requested that Morgan offer a major in Musical Theatre, perhaps - the most collaborative of art forms. Given the strengths of the faculty of our Music and Theatre Arts programs, Morgan's Fine and Performing Arts department is more than capable of successfully offering an undergraduate program dedicated to musical theatre performance. The program is designed to prepare students for careers in musical theatre. Given the success of the Music program, when arguably more Morgan students sing at the Metropolitan Opera in New York City, than any other program in the United States, the department is now ready to prepare our students to have a similar impact on Broadway! Currently, there is no other undergraduate musical theatre program in the State. The program hopes to capitalize on the many high school students in the state and beyond who are interested in musical theatre, but do not see a clear path to this career choice. The program includes 72 credit hours of core major coursework, including many pre-existing courses in Music and Theatre programs.

**FISCAL IMPACT:** Courses in the program will be taught by current Music and Theatre faculty, with one faculty position in the Theatre program converted to the Musical Theatre program to teach the new courses in the curriculum. No additional cost. This program will be housed within the Fine and Performing Department with no additional administrative overhead.

**PRESIDENT'S RECOMMENDATION:** The President recommends approval.

**COMMITTEE  
ACTION:**

**DATE:**

\_\_\_\_\_

\_\_\_\_\_

**BOARD ACTION:**

**DATE:**

\_\_\_\_\_

\_\_\_\_\_

**MORGAN STATE UNIVERSITY**

**PROPOSAL FOR:**

**NEW ACADEMIC PROGRAM**

**BACHELOR OF FINE ARTS IN MUSICAL THEATRE**

**HEGIS CODE 100700**

**DEPARTMENT OF FINE AND PERFORMING ARTS**

# IMPLEMENTATION DATE: FALL 2022

## Morgan State University Proposal for a Bachelor of Fine Arts Degree in Musical Theatre

Morgan State University (Morgan)<sup>1</sup> proposes a new instructional undergraduate degree program, Bachelor of Fine Arts in Musical Theatre. The BFA in Musical Theatre Program is offered through the Department of Fine and Performing Arts<sup>2</sup> in the James H. Gilliam, Jr. College of Liberal Arts.<sup>3</sup>

The BFA in Musical Theatre is designed for students to gain knowledge in performing, teaching, and musical theatre production.

### **A. Centrality to Institutional Mission and Planning Priorities**

#### **A.1. Provide a description of the Program, including each area of concentration (if applicable), and how it relates to the institution's approved mission**

Guided by Morgan's mission statement and its planning priorities, this proposal for a Bachelor of Fine Arts degree in Musical Theatre is consistent with Morgan's current mission of serving "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," which is firmly grounded in *Enhancing Student Success*, the first goal of Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011-2021. In an effort to realize its institutional mission, its legislative designation as Maryland's Preeminent, Public, Urban, Research Institution and its strategic planning goals, Morgan has focused on developing unique high demand degree Programs to offer both in traditional classroom face-to-face settings as well as online.

Across the state of Maryland, there are NO undergraduate degree programs that offer a major specifically in Musical Theatre. As a result of the successes of Morgan State University's Fine and Performing Arts programs in Music and Theatre, hundreds of students have specifically requested that the university offer a specific program in Musical Theatre. Additionally, the Fine and Performing Arts Department has successfully produced many Musical Theatre productions, which highlighted the fact, that a program in Musical Theatre would serve both the university and Morgan community well.

The Program will be hosted in the Department of Fine and Performing Arts under the James H. Gilliam, Jr. College of Liberal Arts at Morgan State University with the goal of preparing students with knowledge and practical skills in performance and teaching in the field.

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<sup>1</sup> Appendix I – Morgan State University

<sup>2</sup> Appendix III – Department of Fine and Performing Arts

<sup>3</sup> Appendix II – The James H. Gilliam College of Liberal Art



### *Uniqueness of the Program*

1. After a review of the curricula around the entire state of Maryland, there are absolutely no other schools in the state actively offering an undergraduate curriculum in musical theatre.
2. Musical Theatre, being a collaborative discipline, uses courses already in the university's inventory of courses from Music, Theatre, Dance, and newly approved courses specifically in the field of Musical Theatre
3. Given the multiple venues that Morgan State University has in the Murphy Fine Arts Center, students will have opportunities to perform in a large 2,000+ seat Concert Hall as well as a 250 seat conventional theatre space

The BFA in Musical Theatre will provide a unique program in the state of Maryland, as the only active undergraduate Musical Theatre program in the entire state!

[A.2. Explain how the proposed Program supports the institution's strategic goals and provides evidence that affirms it is an institutional priority.](#)

Growing the Future, Leading the World: The Strategic Plan for Morgan State University (2011-2021)<sup>4</sup> consists of five broad goals including Enhancing Student Success, Enhancing Morgan's Status as a Doctoral Research University, Improving and Sustaining Morgan's Infrastructure and Operational Processes, Growing Morgan's Resources, and Engaging with the Community. These Strategic Plan goals guide the development and implementation of the University's academic programs, student services, and institutional budgets. The BFA in Musical Theatre supports the Strategic Plan goals:

#### **Goal 1 Enhancing Student Success**

Many Morgan Fine and Performing Arts Students have repeatedly inquired about the prospect of a Musical Theatre program at Morgan. Many Theatre Arts majors were more interested in Musical Theatre than straight Theatrical drama. Many Vocal Music Majors have requested that they study Musical Theatre repertoire, rather than straight Classical Vocal Repertoire taught in the Music Department.

The proposed Musical Theatre Program will have an immediate impact on current Theatre Arts and Music students. Regardless of whether current students decide to switch their major to Musical Theatre, the new Program will create a Musical Theatre community to support the interests of current Theatre Arts and Music students.

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

Aware of the demand for students interested in Musical Theatre as a major across the State, Morgan anticipates a robust enrollment fulfilling the need. Many high schools in the state have successful musical theatre programs. Students interested in Musical Theatre as a career could consider our program to secure a degree in the field. Conservatively, enrollment in the department should immediately be positively impacted, helping to generate more tuition revenue.

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<sup>4</sup> **Appendix V Strategic Goals of Morgan State University**

## **Goal 5 Engaging with the Community**

When the Fine Performing Arts Department produced musicals in our Gilliam Concert Hall (2,000+) seats, the community attended with anticipation. Within the past ten years, the department produced: SARAFINA!, THE WIZ, CROWNS, RAGTIME, PORGY AND BESS, and THE COLOR PURPLE to name a few, each with rave reviews. Each performance teased the community into believing that Morgan had a vibrant Musical Theatre Community. Although the productions met with great success, the lack of a Musical Theatre program reduced the likelihood, and frequency of community engaged productions like the above.

Morgan State University regularly interacts with the community via the Morgan State University Choir and Morgan State University Band in the Gilliam Concert Hall. The proposed Musical Theatre program will build upon these audiences, serving the community well.

### **A.3. Provide a brief narrative of how the proposed Program will be adequately funded for at least the first five years of Program implementation.**

The new Musical Theatre Program will use several faculty members already in the Fine and Performing Arts Department to teach the Theatre Arts and Music courses. Currently the department has Theatre Arts and Music faculty members with background and experience in Musical Theatre.

The proposed program is comprised of several courses taught by Music and Theatre Arts faculty. The Musical Theatre planning committee made a commitment to use as many courses as possible already taught at Morgan, to reduce additional costs and increase a learning community in courses.

Morgan's Theatre Arts program has a Coordinator with expertise in Musical Theatre. The Theatre Arts Coordinator will lead the Proposed program along with the Chair of the Department. The current Theatre Arts faculty consists of three full time faculty members with four adjunct faculty members. The program will have an administrative assistant currently dedicated to the Fine Art and Theatre Arts programs.

Theatre Arts faculty will teach Theatre Arts courses. Music faculty members will teach Music courses in the curriculum. Most of the new Musical Theatre Courses in the curriculum will be taught by adjunct faculty positions – given the specialty and unique nature of these courses. Two additional adjunct faculty positions and current faculty in the University's School of Education will teach the dance courses.

### **A.4. Provide a description of the institution's commitment**

The BFA in Musical Theatre has received full support from Morgan's President, Provost and Senior Vice President for Academic Affairs, and Dean of the College of Liberal Arts. No additional funding will be needed as a result of reallocating departmental resources and contributions made by the Morgan State University Foundation.

## **B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan**

1. Demonstrate demand and need for the Program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

Morgan State University's Musical Theatre program will provide the necessary education to succeed in a variety of professions within and outside the theatre. The program will be grounded in a strong liberal arts tradition yet also give the student the practical experience of a conservatory. With such a program the student will focus on the broad interdisciplinary track rarely found in a Musical Theatre program. As a result, the Musical Theatre major builds upon a liberal arts foundation combining acting, voice and dance training. This featured combination develops the critical thinking skills, intellectual curiosity and performance proficiency in preparation for “real world” opportunities.

The marginalization of the arts to STEM disciplines has been countered by theatrical performances demonstrating that theatre, in general; and Musical Theatre, specifically; shows an increased benefit to receiving, understanding and retaining the content of the STEM disciplines. This increased need for musical theatre is the reason more talented college students are seeing employment potential in pursuing the Musical Theatre major.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

In taking a look at the advantage of being a person of color or even an educationally disadvantaged student having the opportunity to attend an institution of higher education, one will see that the theatre directory of the *New York Times* to regional newspapers will show that musicals make up 75% to 90% of the season. Musical can be credited after the admired routines of minstrel shows which mimicked Blacks with the first musical produced and performed on Broadway by African Americans to happen in the 1890s. Now in the 21<sup>st</sup> century, producers are hungry to not only produce musicals that are the “cash cow” of the stage entertainment industry, but non-traditional and color-blind casting has revolutionized the market. This is proven true by the success of *Hamilton*. The opportunity is ripe for performers of color and it is not for just a short period of time. Productions have been and are predicted to continue to be based on the theme and lesson to be learned and not on the color of the skin. Opportunities for students such as those from Morgan State are growing now with the influx of musicals being teachable moments for academia to confirming an aggressive approach to cultural diversity.

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational Programs

An important strategy of the State Plan in promoting student success for Maryland is to “continue

supporting the unique missions of Historically Black Colleges and Universities (HBCUs)<sup>5</sup>” As the largest and most comprehensive of the State’s four public HBCUs, Morgan is a major economic engine for the City of Baltimore and the State of Maryland annually producing \$1 billion in statewide economic impact, supporting 6,500 jobs and generating \$47 million in state tax revenues.<sup>27</sup>

Morgan is uniquely positioned to offer the BFA in Musical Theatre. The Music Program is already accredited by National Association of Schools of Music. The University is in good standing with that accrediting body. Upon approval of this program, the program will also undergo a rigorous review by NASM in according to the national standards in Musical Theatre. Given the success of the Music program on the national stage, with several graduates singing in the greatest opera halls in the world, it is expected that the Musical Theatre program will enjoy similar success, elevating African American artists in international, world-class venues.

Morgan is committed to the policy that all persons shall have equal access to Programs without regard to race, sex, religion, national origin, handicap, age, or status as a disabled or Vietnam-era veteran.

The BFA in Musical Theatre will offer to the students a unique opportunity to major in Musical Theatre, making them the first in the State of Maryland to hold a the BA degree in Musical Theatre from Morgan State University, an HBCU.

## **2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.**

The need for a BFA in Musical Theatre is consistent and well aligned with the three primary goals of Maryland’s 2017-2021 State Plan for Postsecondary Education: Access, Success and Innovation.<sup>6</sup> The proposed Program conforms to the first goal to “ensure equitable access to affordable and quality postsecondary education for all Maryland residents.” The State of Maryland seeks to close the accessibility and achievement gap through its ongoing commitment to addressing equal access, success, and opportunity through a variety of focused Programs. A BA Program in Musical Theatre serving underrepresented minority and diverse non-African American populations with an education that is both high-quality and lower in cost compared with other private and public universities in this region brings the State a step closer to fulfilling its fundamental commitment to equity, equality, and embracing diversity.

One of the key strategies for supporting the State Plan’s second goal of promoting student success is to support “the unique missions of Historically Black Colleges and Universities,” and to enhance “diversity by fostering collaborations between Historically Black Colleges and Universities and traditionally white institutions.” As previously noted, the proposed Program strongly aligns with Morgan State University’s mission by “supporting, empowering and preparing high-quality, diverse graduates to lead the world.”<sup>7</sup>

## **C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the**

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<sup>5</sup> State Plan. Pg.49

<sup>6</sup> <https://mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>, retrieved 7/24/2019.”

<sup>7</sup> “The Strategic Plan for Morgan State University (2011-2021),” p. 3.  
[https://issuu.com/Morganstateu/docs/strategicplan2011-21\\_final?e=2119971/60089621](https://issuu.com/Morganstateu/docs/strategicplan2011-21_final?e=2119971/60089621).

### Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: *mid-level management*) for graduates of the proposed Program.

In a December 18, 2019 *New York Times* article, three nonagenarians speak of no longer being cast as an ingenue but still busy adding to their resume their roles in both regional and Broadway shows. Not only actors of color but also women, one can safely factor in their talent equipped with a solid education. Additionally, one can see the opportunity to experience longevity on the American and International stage, as well as touring.

In David H. Lewis' 2002 *Broadway Musicals: A Hundred Year History*, he confirms that musicals have been a major part of American theater for many years, and nowhere have they been more loved and celebrated than Broadway.... The music continues to run through people's minds....

With such a proclamation we see that musical theatre is a major branch of American theatre and is a thriving institution, artistically and commercially, because it has its own place and purpose, and continues year by year to give promise of a still richer and more eventful future.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new Program.

**DANCERS, ACTORS, SINGERS: THE “TRIPLE THREAT” FACTOR OF A MUSICAL THEATRE MAJOR**  
**Working directly under the choreographer, directors, and stage managers are the main event: the people who the public have paid good money to see. This more generic entry covers a wide swathe of skill sets and different disciplines, with some members being proficient in just one or many.**

**Career Path:** Entirely depends on your chosen field. Naturally, a dancer should seek expert dance tuition and a singer should undergo vocal lessons in order to maximize the chances of being hired. For a well-rounded education in all of the major skills, choose musical theatre.

**Pros:** The thrill of performing, of course!

**Cons:** It's one of the most competitive fields in entertainment. You could be flying high one moment, then struggling to find work the next. Also, the work itself is a lot more grueling than a lot of people are prepared for.

**Difficulty:** 9/10

**Talent Salary:** Thanks to the Actor's Equity Association, the minimum you should be paid is \$1,754 per week if you're on Broadway. If you're off Broadway, this drops to \$500 per week.

***The good news is it's a growing industry with average wages rising with theatre profits.***

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

A musical theater major is trained in the basic principles and performance skills necessary for a career in the theater or entertainment industry. These skills are then developed and refined through performance opportunities. Career possibilities include working as an actor, singer, musician, dancer, choreographer, director or fine arts teacher.

| Career                            | Actor    | Singer/Musician | Dancer/Choreographer | Director                       | Fine Arts Teacher                |
|-----------------------------------|----------|-----------------|----------------------|--------------------------------|----------------------------------|
| Other Requirements                | Training | Training        | Training             | Experience                     | Certification                    |
| Projected Job Growth (2018-2028)* | 20%      | 0%              | 15%                  | 5% for producers and directors | 12% for self-enrichment teachers |

Source: \*U.S. Bureau of Labor Statistics

4. Provide data showing the current and projected supply of prospective graduates.

Of the Top 25 BFA Musical Theatre Programs for 2018-2019 with the ranking being 25 instead of 10 to promote as many theatre programs as possible, there is not one that is an HBCU in Maryland (Howard University listed).

With the number of performance opportunities out there right now, the demand for musical theatre talent is higher than ever. We've been seeing the demand for those who can act, sing and dance extend beyond the stage to TV and movie screens.

<https://www.onstageblog.com/onstage-blog-news/2018/8/30/the-top-25-bfa-musical-theatre-programs-for-2018-19>

Today's musical theatre students are entering a dynamic and evolving marketplace, and university programs are keeping up with it, as the definition of what it means to be a "triple threat" (singing, dancing, acting) changes as the musicals themselves change.

<https://www.americantheatre.org/2017/01/04/people-who-teach-people/>

#### D. Reasonableness of Program Duplication:

1. Identify similar Programs in the State and/or same geographical area. Discuss similarities and differences between the proposed Program and others in the same degree to be awarded.

No other undergraduate program in the State of Maryland offers an undergraduate major in Musical Theatre. Coppin State University offers a Bachelor of Science in Theatre with Urban Arts track or Dance

track. Bowie State University offers a Bachelor of Science in Theatre with an Acting/Directing track or Dance/Movement track. University of Maryland, Baltimore County offers three programs in Theatre: Bachelor of Arts in Theatre: Design and Production Track, the Bachelor of Arts in Theatre: Theatre Studies Track, and a Bachelor of Fine Arts in Acting. University of Maryland at College Park offers a straight Bachelor of Arts in Theatre. Again, no other university in the State offers a BFA in Musical Theatre.

## **2. Provide justification for the proposed Program.**

There is no BFA in Musical Theatre degree in the State of Maryland. The program would provide an in-depth look into the field of Musical Theatre, which currently does not exist in the State to this extent. Bowie State University has a Bachelor of Science with Acting/Directing and Dance/Movement tracks.

## **E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

There is no undergraduate degree specifically majoring in Musical Theatre in the State of Maryland at the other three HBIs (Bowie, Coppin, and UMES).

## **F. Relevance to the identity of Historically Black Institutions (HBIs)**

Morgan is the largest and most comprehensive of the State's four HBIs. In 2017, Morgan was designated by the General assembly as Maryland's Preeminent Public Urban Research University. Morgan serves an ethnically diverse student body consisting of full- and part-time college age students and adult learners. Morgan is committed to the academic success and achievement of all its students. None of these four HBIs have/offer undergraduate or graduate degrees in Musical Theatre.

## **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):**

### **1. Describe how the proposed Program was established and describe the faculty who will oversee the .**

The BFA in Musical Theatre resides in the Fine and Performing Arts Department. The program will be overseen by both Coordinator of the Theatre Arts Program, and the chair of the Fine and Performing Arts Department.

The program was assembled after assessing the need in the local Morgan State University community and the community of the State of Maryland as a whole. A committee was established with members in the Performing Arts from Theatre Arts and Music, as well as Dance professors in the School of Urban and Education Studies. After much research into actual need, the committee came to a conclusion that this program could fill a void in undergraduate degrees offered in the State of Maryland.

### **2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the Program.**

The Music theatre major prepares students to:

Use their knowledge of and skills in music, dance and acting to prepare for auditions and performances.



Present theatrical repertoire representing a variety of genres with appropriate interpretive and technical proficiency as actors, singers, and dancers.

Commit to the multiple disciplines involved in preparation of musical performer's tools

Attain a strong concentration of focus

Condition the body, mind and voice

Gain control of the physical and mental faculties involved in performing onstage

Gain confidence in your ability to make strong, positive performance choices

Gain the courage to take risks as a musical theatre performer

Glean a clarity of lyrics, text and create a strong point of view

Perform in a variety of style, genres and periods

### 3. Explain how the institution will:

#### a) Provide for assessment of student achievement of learning outcomes in the Program

Morgan State University has an Office of Assessment. The Office of Assessment supports the strategic initiatives of Morgan by directing the implementation of the Comprehensive Assessment Plan and the General Education Program. The Office also works with other Morgan divisions to collect, analyze, report on and use data related to institutional effectiveness, accreditation; student success, satisfaction and retention; and campus performance against key benchmark indicators.

#### b) Document student achievement of learning outcomes in the Program

Morgan will document student achievement of learning outcomes in the BFA in Musical Theatre Program in accordance with the Morgan Comprehensive Assessment Plan. The Assessment Plan includes all procedures for collecting, analyzing, reporting on and using data related to the Program effectiveness, student success, satisfaction and retention.

### 4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of Program requirements

The BFA in Musical Theatre Program consists of 13 general education (40 credits) and 2 university requirements courses (2 credits), 2 college requirements Liberal Arts Core (6 credits) and 32 major required courses (66 credits), and 2 elective courses (6 credits).

The total courses of the program is 51 and the total credits of the program are 120.

There are 34 Required Courses for a total of 72 credit hours as listed below.



**MUSIC CORE COURSES**

|                            |           |
|----------------------------|-----------|
| MUSC 115 Musicianship I    | 3         |
| MUSC 116 Musicianship II   | 3         |
| MUSA 109 Applied Voice I   | 1         |
| MUSA 110 Applied Voice II  | 1         |
| MUSA 209 Applied Voice III | 1         |
| MUSA 210 Applied Voice IV  | 1         |
| <b>Sub total</b>           | <b>10</b> |

**THEATRE CORE COURSES**

|  |           |
|--|-----------|
| THEA 101 Introduction to Theatre         | 3         |
| THEA 220 Acting I                        | 3         |
| THEA 320 Advanced Acting                 | 3         |
| THEA 225 Script Analysis                 | 3         |
| THEA 322 Vocal Training for the Actor I  | 3         |
| THEA 323 Vocal Training for the Actor II | 3         |
| THEA 128 University Theatre I            | 1         |
| THEA 129 University Theatre II           | 1         |
| <b>Sub total</b>                         | <b>20</b> |

**DANCE CORE COURSES**

|                                      |           |
|--------------------------------------|-----------|
| THEA 131 Introduction of Movement I  | 1         |
| THEA 132 Introduction of Movement II | 1         |
| THEA 231 Musical Theatre Dance I     | 2         |
| THEA 232 Musical Theatre Dance II    | 2         |
| PHEC 300 Black Dance Traditions      | 3         |
| THEA 411 Basic Tap                   | 2         |
| THEA 412 Jazz Dance                  | 2         |
| <b>Sub total</b>                     | <b>13</b> |

**MUSICAL THEATRE CORE COURSES**

|  |           |
|--|-----------|
| THEA 111 Musical Theatre Performance Techniques I              | 3         |
| THEA 112 Musical Theatre Performance Techniques II             | 3         |
| THEA 141 Musical Theatre Ensemble I                            | 1         |
| THEA 241 Musical Theatre Ensemble II                           | 1         |
| THEA 341 Musical Theatre Ensemble III                          | 1         |
| THEA 441 Musical Theatre Ensemble IV                           | 1         |
| MUSC 392 History of the American Musical: Survey and Practicum | 2         |
| <b>Sub total</b>   | <b>12</b> |

**MUSICAL THEATRE ELECTIVES**

(Choose among the following – 5 credits)

|                          |   |
|--------------------------|---|
| MUSC 100 Class Piano I   | 1 |
| MUSC 101 Class Piano II  | 1 |
| MUSA 309 Applied Voice V | 1 |

|  |           |
|--|-----------|
| MUSA 310 Applied Voice V                     | 1         |
| MUSC 393 Musical Theatre Workshop: The Revue | 1         |
| THEA 302 Ballet                              | 2         |
| THEA 404 Modern Dance for Musical Theatre    | 2         |
| <b>Sub total</b>                             | <b>5</b>  |
| <br>   |           |
| <b>Foreign Language</b>                      | <b>6</b>  |
| <b>Free Electives</b>                        | <b>6</b>  |
| <br>   |           |
| <b>Total:</b>                                | <b>72</b> |

MORGAN STATE UNIVERSITY  
DEPARTMENT OF FINE AND PERFORMING ARTS  
BACHELOR OF FINE ARTS IN MUSICAL THEATRE  
SUGGESTED CURRICULUM SEQUENCE

**FRESHMAN YEAR (FIRST SEMESTER)**

|                 |                             |          |
|-----------------|-----------------------------|----------|
| ORLA 101        | FRESHMAN ORIENTATION        | 1        |
| XXXX EC         | GENERAL EDUCATION REQ.      | 3        |
| MUSC 115        | MUSICIANSHIP I              | 3        |
| THEA 101        | INTRO TO THEATRE            | 3        |
| THEA 111        | MUSICAL THEATRE PERF. TECH. | 3        |
| THEA 128        | UNIVERSITY THEATRE          | 1        |
| <u>THEA 131</u> | <u>INTRO. TO MOVEMENT I</u> | <u>1</u> |
|                 |                             | 15       |

**SOPHOMORE YEAR (FIRST SEMESTER)**

|                 |                                |          |
|-----------------|--------------------------------|----------|
| XXXX CT         | GENERAL EDUCATION REQ.         | 3        |
| XXXX MQ         | GENERAL EDUCATION REQ.         | 3        |
| THEA 141        | MUSICAL THEATRE ENS. I         | 1        |
| THEA 225        | SCRIPT ANALYSIS                | 3        |
| THEA 220        | ACTING I                       | 3        |
| <u>THEA 231</u> | <u>MUSICAL THEATRE DANCE I</u> | <u>2</u> |
|                 |                                | 15       |

**JUNIOR YEAR (FIRST SEMESTER)**

|                 |                                 |          |
|-----------------|---------------------------------|----------|
| XXXX            | FOREIGN LANGUAGE I              | 3        |
| MUSA 109        | APPLIED VOICE I                 | 1        |
| XXXX            | FREE ELECTIVE                   | 3        |
| THEA 322        | VOCAL TRAINING FOR THE ACTOR I  | 3        |
| THEA 320 –      | ADVANCED ACTING                 | 3        |
| PHEC 300        | BLACK DANCE TRAD AFRICN-AMER.   | 3        |
| <u>THEA 341</u> | <u>MUSICAL THEATRE III ENS.</u> | <u>1</u> |
|                 |                                 | 17       |

**SENIOR YEAR (FIRST SEMESTER)**

|                 |                          |          |
|-----------------|--------------------------|----------|
| XXXX            | LIBERAL ARTS CORE        | 3        |
| XXXX            | FREE ELECTIVE            | 3        |
| THEA XXX        | MUSICAL THEATRE ELECTIVE | 3        |
| THEA 392        | HISTORY OF AMERICAN MUS. | 2        |
| MUSA 209        | APPLIED VOICE III        | 1        |
| <u>THEA 411</u> | <u>BASIC TAP</u>         | <u>2</u> |
|                 |                          | 14       |

**FRESHMAN YEAR (SECOND SEMESTER)**

|                   |                              |          |
|-------------------|------------------------------|----------|
| XXXX EC           | GENERAL EDUCATION REQ.       | 3        |
| XXXX SB           | GENERAL EDUCATION REQ.       | 3        |
| PHEC XXX          | PHYSICAL ED ELECTIVE         | 1        |
| MUSC 116          | MUSICIANSHIP II              | 3        |
| THEA 111          | MUSICAL THEATRE PERF. TECH.  | 3        |
| THEA 132          | INTRO. TO MOVEMENT II        | 1        |
| <u>THEA 129 –</u> | <u>UNIVERSITY THEATRE II</u> | <u>1</u> |
|                   |                              | 15       |

**SOPHOMORE YEAR (SECOND SEMESTER)**

|                 |                                |          |
|-----------------|--------------------------------|----------|
| XXXX SB         | GENERAL EDUCATION REQ.         | 3        |
| XXXX AH         | GENERAL EDUCATION REQ.         | 3        |
| XXX HH          | GENERAL EDUCATION REQ.         | 3        |
| XXX IM          | GENERAL EDUCATION REQ.         | 3        |
| THEA 232        | MUSICAL THEATRE DANCE 2        | 2        |
| <u>THEA 241</u> | <u>MUSICAL THEATRE ENS. II</u> | <u>1</u> |
|                 |                                | 15       |

**JUNIOR YEAR (SECOND SEMESTER)**

|                 |                                 |          |
|-----------------|---------------------------------|----------|
| XXXX            | FOREIGN LANGUAGE II             | 3        |
| MUSA 110        | APPLIED VOICE II                | 1        |
| XXX AH          | GENERAL EDUCATION REQ.          | 3        |
| XXX BP          | GENERAL EDUCATION REQ.          | 4        |
| THEA 323        | VOCAL TRAINING FOR THE ACTOR II | 3        |
| <u>THEA 441</u> | <u>MUSICAL THEATRE IV ENS.</u>  | <u>1</u> |
|                 |                                 | 15       |

**SENIOR YEAR (SECOND SEMESTER)**

|                 |                          |          |
|-----------------|--------------------------|----------|
| XXXX BP         | GENERAL EDUCATION REQ.   | 3        |
| XXXX CI         | GENERAL EDUCATION REQ.   | 3        |
| XXXX            | LIBERAL ARTS CORE        | 3        |
| THEA XXX        | MUSICAL THEATRE ELECTIVE | 2        |
| THEA 412        | JAZZ DANCE               | 2        |
| <u>MUSA 210</u> | <u>APPLIED VOICE IV</u>  | <u>1</u> |
|                 |                          | 14       |

TOTAL 120

## Required Courses

**MUSA 109 VOICE I**—*One hour; 1 credit.* This private lesson course provides one hour and one credit for music majors in their applied area. (FALL/SPRING).

**MUSA 110 VOICE II**—*One hour; 1 credit.* This private lesson course provides one hour and one credit for music majors in their applied area.

**Prerequisite:** MUSA 109.

**MUSA 209 VOICE III**—*One hour; 1 credit.* This private lesson course provides one hour and one credit for music majors in their applied area. **Prerequisite:** MUSA 110.

**MUSA 210 VOICE IV**—*One hour; 1 credit.* This private lesson course provides one hour and one credit for music majors in their applied area. **Prerequisite:** MUSA 209.

**MUSC 115 MUSICIANSHIP I** —*Three hours; 3 credits.* Musicianship I introduces basic written and aural concepts associated with music notation, rhythmic elements, sight-reading, sight-singing and dictation skills necessary to enhance performance skills and develop an understanding of tonal music. This course focuses on basic reading skills, clefs, scales, key signatures and intervals and is intended to enable students to read, write, and comprehend the fundamental elements of common-practice harmony.

**MUSC 116 MUSICIANSHIP II** —*Three hours; 3 credits.* Musicianship II is a continuation of basic written and aural skills for the musical theatre major further developing reading skills in treble and bass clefs, understanding rhythm and meter, major and minor scales, key signatures, and intervals. This course introduces triads, seventh chords, popular chord symbols, cadences, and basic functional harmony. (MUSC 115 – Pre-req)

**MUSC 392 HISTORY OF AMERICAN MUSICAL: SURVEY AND PRACTICUM** — *1 hours lecture, 2 hours lab; 2 credits.* This course, a combination of a music theatre history survey and studio performance workshop, traces the development of the American musical. Students will learn to recognize and analyze basic elements of the American musical, identify major contributors to its development, and gain familiarity with the American musical theatre canon. Students will give in-class performances in tandem with various course topics. **Prerequisite:** THEA 112, THEA 101

**MUSC 393 Music Theatre Workshop: The Revue - 3 hours lab, 1 credit** The Revue Students participate in the research, creation, and performance of an original 1-hour revue featuring the American musical repertoire. Students work collaboratively throughout the creative, rehearsal, technical, marketing, and performance process. Each participant will be featured in solo and/or ensemble selections.

**THEA 101 INTRODUCTION TO THE THEATRE**—*Two hours lecture, two hours lab; 3 credits.* This is an introductory course studying theatre, its various aspects and their relationships.

**THEA 128 UNIVERSITY THEATRE I**—*Three hours lab ;1 credit.* Participation is open to all University students, subject to approval of the Program Coordinator. Cannot be taken simultaneously with another University Theatre class without approval of coordinator.

**THEA 129 UNIVERSITY THEATRE II**—*Three hours; 1 credit.* Participation is open to all University students, subject to approval of the Program Coordinator. Cannot be taken simultaneously with another University Theatre class without approval of coordinator.

**THEA 220 ACTING I**—*Two hours lecture, two hours lab; 3 credits.* This is an introduction to the fundamentals of stage technique—voice, character development, stage movement—through a structured series of exercises and

acting assignments designed to stimulate the student's imagination and emotional responses.

**THEA 225 SCRIPT ANALYSIS** – *Three hours; 2 credits.* The course is designed to enable the student actor/director/designer to critically analyze scripts for performance. Prerequisite: THEA 220.

**THEA 320 ADVANCED ACTING**—*Two hours lecture, two hours lab; 3 credits.* The focus of this course is the development of character, interpretation and movement as studied in varied genres and styles of stage performances. **Prerequisites:** THEA 211 and 220.

**THEA 322 VOCAL TRAINING FOR THE ACTOR**—*Three hours lecture; 3 credits.* This course is designed to explore the actor's voice as it is connected to movement in performance. Prerequisites: THEA 101, THEA 220.

**THEA 323 VOCAL TRAINING FOR THE ACTOR II**—*Three hours lecture; 3 credits.* This course is designed to explore the actor's voice as it is connected to movement in performance. Prerequisites: THEA 101, THEA 220.

**THEA 111 MUSICAL THEATRE PERFORMANCE TECHNIQUES I**—*Two hours lecture, 2 hours lab; 3 credits.* Through the study of specially selected musicals, this course is designed to introduce students to the fundamentals of musical theatre performance, and to prepare students for successful musical theatre auditions and productions. Emphasis is placed on communicating through song, acting, and dance/movement. Students will also study audition etiquette and procedures.

**THEA 112 MUSICAL THEATRE PERFORMANCE TECHNIQUES II**—*Two hours lecture, 2 hours lab; 3 credits.* This course is a continuation of Musical Theatre Performance Techniques I (THEA 111) and is designed to further prepare students for the successful integration of acting, music, and dance into unified, engaging and entertaining performances. Students will perform musical theatre scenes in a studio setting. Prerequisite: THEA 111.

**THEA 141, 241, 341, 441 MUSICAL THEATRE ENSEMBLES I, II, III, IV** — *4 hours lab; 1 credit.* (Continuous) This course is designed to hone basic singing, acting and dancing skills essential to successful musical theatre auditions and productions. The instructor will work closely with each student to find repertoire that maximizes and highlight each particular student's vocal and dramatic strengths.

## **DANCE CORE COURSES**

**THEA 131 INTRODUCTION TO MOVEMENT** — *2 hours lab; 1 credit.* This studio class is an introduction to the fundamentals of movement and dance. Students will explore, experience, and discuss different ways of moving; develop a vocabulary for describing and discussing dance; and, learn to execute basic dance and movement combinations.

**THEA 132 INTRODUCTION TO MOVEMENT** — *2 hours lab; 1 credit.* This studio class is the continuation of the Introduction to Movement I class. Students will be introduced to the creation of performance pieces through movement and physical gesture by studying the works of theatre practitioners and movement artists including Meyerhold, Anne Bogart, Keri Margolis, Tadashi Suzuki. Prerequisites: THEA 131

**THEA 231 MUSICAL THEATRE DANCE I** — *4 hours lab; 2 credits.* This course is an introduction to the styles of dance according to the requirements and styles of musical theatre, i.e., Broadway and off-Broadway musicals. Emphasis will be placed on the contributions of the various genres of dance that are evident in contemporary musical theatre, specifically Afro-Cuban, Modern, Jazz, and Ballet. (FALL)

**THEA 232 MUSICAL THEATRE DANCE II** — *4 hours lab; 2 credits.* This course is a continuation of Musical Theatre Dance I with an emphasis on advanced performance skills. Students will study more technically demanding musical theatre dance performances from well-known musical theatre choreographers. Study in this

class will culminate in an end-of-semester performance of consisting of several pieces. (SPRING)

**PHEC 300 SELECTED ROOTS OF AFRICAN-AMERICAN DANCE** — *3 hours lecture; 3 credits.* This course is a historical study of dance from its roots in West Africa to the present day in the USA. Attention is given to the influence of enslavement, religion, superstitions and cultural heritage.

**THEA 411 BASIC TAP** — *4 hours lab; 2 credit.* This course serves as an introduction to the fundamentals of Tap dancing. Students will learn basic steps and simple rhythmic combinations. Barre and center floor work will also be covered. An historic overview of the genre is included in the course, with focus on Tap's contribution to Musical Theatre, dance phrases.

**THEA 412 JAZZ DANCE** — *4 hours lab; 2 credits.* Jazz Dance is a study of various styles, techniques, and vocabulary in the idiom of Jazz dance. (THEA 132 Pre-req)

#### G.4.4. New Courses v. Existing Courses

The Program consists of 51 courses (120 credits): 18 new courses - 36 credits and 33 existing courses – 84 credits.

All new courses are courses in the Musical Theatre Curriculum. Existing courses are:

- General Education Requirements: 13 courses - 40 credits
- University Requirements: 2 courses - 2 credits\
- Liberal Arts Core 2 courses – 6 credits
- Free Electives: 2 courses – 6 credits
- Music: 4 courses – 4 credits
- Theatre: 7 courses – 17 credits
- Foreign Language – 2 courses – 6 credits

#### 5. Discuss how general education requirements will be met, if applicable.

##### G.5.1. General Education Requirements Courses

I. Information, Technological and Media Literacy - (IM) – 3-credits

Computer literacy course required by the major/discipline

COSC 110–IM Introduction to Computing – 3-credits

II. English Composition - (EC) – 6-credits

III. Critical Thinking - (CT) 3-credits

PHIL 109–CT Introduction to Logic – 3-credits

IV. Mathematics and Quantitative Reasoning - (MQ) – 4-credits

MQ course required by the major/discipline

MATH 109–MQ Mathematics for Liberal Arts – 4-credits

V. Arts and Humanities - (AH) – 6-credits

VI. Biological and Physical Sciences - (BP) – 7-credits

VII. Social and Behavioral Sciences - (SB) – 6 credits

VIII. Health and Healthful Living - (HH) – 3 credits

IX. Contemporary and Global Issues, Ideas and Values - (CI) – 3-credits

HIST 350-CI Introduction to the African Diaspora

#### G.5.2. University Requirements Courses

ORLA 101C - Freshman Orientation – 1-credit

PHEC XXX - Physical Education Activity – 1-credit

#### G.5.3. Liberal Arts Core Courses

All students earning degrees in James H. Gilliam College of Arts, are required to complete a six-credit Liberal Arts core program of two (2) 3-credit courses or any (credit) combination thereof totaling six credits, designed to broaden their college exposure and education.

#### 6. Identify any specialized accreditation or graduate certification requirements for this Program and its students.

Although no specialized accreditation or graduate certificate requirements for this Program and its students are required, the university is accredited by the National Association of Schools of Music (NASM). Upon approval of this program, this program will also be reviewed by NASM according to national standards in the Musical Theatre profession.

#### 7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

The Program will not be contracting with another institution or non-collegiate organization.

#### 8. Provide assurance and any appropriate evidence that the proposed Program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

| Academic Unit    | Document  |
|------------------|---|
| University       | University Catalog  |
| School/College   | School/College Catalog  |
| Program          | Program handbook Program Brochure<br>Course Description Sheets, Suggested Curriculum<br>Sequence Sheets |
| Course           | Course Syllabus and Course Outline  |
| Help Office      | All kinds of help   |
| Academic Advisor | All kinds of academic advising  |

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed Program and the services available.

Morgan has Offices/Services for Advertising, Recruiting, Admission, etc. They have all necessary materials which clearly and accurately represent the Programs. These materials are written by the faculty members of the Program and distributed to the “customers” – prospective students – by the Offices.

## H. Articulation

1. If applicable, discuss how the Program supports articulation with Programs at partner institutions. Provide all relevant articulation agreements.

### H.1. Articulation with Programs at Partner Institutions

There are no articulation agreements in place at this time. We plan to work with community colleges in the area to establish such agreements to allow smooth transition of their students to this unique program in the State.

## I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of Program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank / status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed Program.

The Department of Fine and Performing Arts Faculty members have appropriate education and experience to teach courses in the program.

The following faculty will be involved in the program:

| First Name | Last Name   | Appt. Type   | Degree & Field | Academic Title/Rank           | Status    | Classes will teach                     |
|------------|-------------|--------------|----------------|-------------------------------|-----------|--|
| Conway     | Eric        | Tenured      | DMA            | Chair and Associate Professor | Full-Time | –                                      |
| Reginald   | Phoenix     | Tenure-Track | MFA            | Associate Professor           | Full-Time | THEA 322, 323, 220, 320, 310           |
| Janice     | Short       | Adjunct      | MA             | Lecturer                      | Full-Time | THEA 101, 128, 129, 141, 241, 341, 441 |
| Samuel     | Springer    | Adjunct      | DMA            | Lecturer                      | Full-Time | MUSC115, 116                           |
| Carolyn    | Black-Sotir | Adjunct      | DMA            | Lecturer                      | Part-Time | MUSA - Applied Voice                   |
| Charles    | Carter      | Tenured      | PhD            | Associate Professor           | Full-Time | PHEC 300                               |
| Marquita   | Lister      | Adjunct      | MM             | Lecturer                      | Full-Time | MUSA - Applied Voice                   |
| TBD        | TBD         | Adjunct      | MFA            | Lecturer                      | Full-Time | THEA 131, 132, 231, 232, 331, 411      |
| TBD        | TBD         | Adjunct      | MFA            | Lecturer                      | Part-Time | THEA 411                               |
| TBD        | TBD         | Adjunct      | MFA            | Lecturer                      | Part-Time | THEA 412                               |

## 2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

At the beginning of each semester, Morgan has 3-day Faculty Institute, School/College Meeting, and Department Meeting. The keynote presentation, guest presentations are always pedagogy and learning management system oriented. The Morgan Foundation financially supports faculty members' attendance with presentations at local and/or national "professional/technical" conferences.

### a) Pedagogy that meets the needs of the students

During the academic year the College of Liberal Arts organizes faculty development workshops, seminars, lectures on all kinds of pedagogy topics/issues.

### b) The learning management system

Morgan provides learning management system, CANVAS, for both on-site and online classes. During the academic year.

### c) Evidenced-based best practices for distance education, if distance education is offered.

During the academic year the Morgan Online Programs Office organizes workshops, seminars, lectures, demonstration on distance education opportunities.

## **J. Adequacy of Library Resources** (as outlined in COMAR 13B.02.03.12).

### 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed Program.

#### J.1.1. Morgan Library<sup>35</sup>

The Earl S. Richardson Library is the main academic information resource center on the campus. It houses approximately 400,000 volumes and access to 1,900 periodical titles. The Library subscribes to over 100 online databases. Reading and study spaces provide wired and wireless access to databases for research. It is located in a highly prominent site along Hillen Road, towards the south end of Morgan's campus. The state-of-the-art building includes a multi-story lobby, lounges, private group study rooms, meeting rooms, a technology-enhanced instruction room, computer laboratory, and other computers in many locations.

#### J.1.2. Required Library Resources

The BFA in Musical Theatre Program requires modest additional library resources – book, journals, recordings, and videos on Musical Theatre etc.

#### J.1.3 Bookstore<sup>36</sup>

Morgan State University bookstore will sell Musical Theatre textbooks, journals, and software, as required for the appropriate courses.

## **K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment** (as outlined in



COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the Program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

K.1.1. Physical Facilities

The BFA in Musical Theatre will be offered by the Fine and Performing Arts Department and coordinated by the Program Director. It is administered by the Fine and Performing Arts Department, Murphy 329 C and housed in the Theatre Arts Wing of Murphy Fine Arts Building.

Students will also have access to other facilities on Campus as needed. The BFA in Musical Theatre Program does not require additional physical facilities.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system, and

b) A learning management system that provides the necessary technological support for distance education

The Morgan email system is provided by Google's Gmail, and the online learning platform is Canvas. The BA in Musical Theatre Program will use both the traditional classroom or face-to-face instruction delivery model and a web-based learning environment, because the web-based learning environment offers incredible opportunities for creative activities including learning and research.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of Program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed Program, briefly discuss the sources of those funds.

School: James H. Gilliam College of Liberal Arts

Proposed Program: Musical Theatre

Type of Program/ Degree: Bachelors of Fine Arts in Musical Theatre

Proposed Implementation: Fall 2022

**Table 1: Resources**

| Resources Categories             | Year 1    | Year 2     | Year 3    | Year 4     | Year 5    |
|----------------------------------|-----------|------------|-----------|------------|-----------|
| 1. Reallocated Funds%            | \$0       | \$0        | \$0       | \$0        | \$0       |
| 2. Tuition/Fee Revenue (c+g)     | \$120,120 | \$240, 240 | \$320,320 | \$400, 400 | \$400,400 |
| a. Number of F/T Students        | 15        | 30         | 40        | 50         | 50        |
| b. Annual Tuition /Fee Rates     | \$8,008   | \$8,008    | \$8,008   | \$8,008    | \$8,008   |
| c. Total F/T Revenue (a x b)     | \$120,120 | \$240, 240 | \$360,360 | \$480,480  | 480,480   |
| d. Number of P/T Students #      | 0         | 0          | 0         | 0          | 0         |
| e. Credit Hour Rate              | \$331.50  | \$331.50   | \$331.50  | \$331.50   | \$331.50  |
| f. Annual Credit Hour            | 30        | 30         | 30        | 30         | 30        |
| g. Total P/T Revenue (d x e x f) | \$0       | \$0        | \$0       | \$0        | \$0       |

|   |           |           |           |             |             |
|---|-----------|-----------|-----------|-------------|-------------|
| 3. Grants, Contracts, & Other External Sources* | \$30,000  | \$32,000  | \$34,000  | \$36,000    | \$38,000    |
| 4. Other Sources **                             | \$195,000 | \$390,000 | \$520,000 | \$650,000   | \$975,000   |
| TOTAL (ADD 1-4)                                 | \$345,120 | \$662,240 | \$874,320 | \$1,086,400 | \$1,088,400 |

% - Current Fine and Performing Arts faculty member converted from Music to Musical Theatre

\* - Combination of Morgan Foundation funds for Fine and Performing Arts earmarked for Musical Theatre Program \$18,000; and revenue received from ticket receipts of Musical Theatre Productions approx. \$12,000 annually.

# - The number of part-time students is factored into the full-time students.

\*\* - The Contribution of the State of Maryland of \$13,0000 per one full-time student.

#### *Reallocated Funds:*

Currently, there is recent vacant position in the Theatre Arts area, since Fall 2020. The position will be converted from the Theatre Arts program to the Musical Theatre program.

#### *Tuition and Fee Revenue*

All of the students in the program will be assumed to all be Full time, with an annual tuition of \$8,008.00. Projected student enrollments are conservative.

#### *Grants Contracts, and Other External Sources*

The Fine and Performing Arts Department has an endowment from the Morgan State University Foundation which serves to fund many of the expenses of the departmental productions. At least \$18,000 will be used annually to support Theatre productions. Additionally, attendance at the production is projected to yield \$12,000 in ticket revenue initially, and expected to grow as word of our program grows.

#### *Other Sources*

A state subsidy of \$13,000 per student enrolled.

2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of Program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

**Table 2 Expenses**

| Expenditure Categories       | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
|------------------------------|----------|----------|----------|----------|----------|
| 1. Faculty (b + c)*          |          |          |          |          |          |
| a. #FTE                      | 0.5      | 0.5      | 0.5      | 0.5      | 0.5      |
| b. Total Salary              | \$18,000 | \$18,000 | \$18,000 | \$18,000 | \$18,000 |
| c. Total Benefits            | \$0.00   | \$0.00   | \$0.00   | \$0.00   | \$0.00   |
| 2. Admin Staff (b + c below) |          |          |          |          |          |
| a. # FTE                     | 0        | 0        | 0        | 0        | 0        |
| b. Total Salary              | \$0      | \$0      | \$0      | \$0      | \$0      |
| c. Total Benefits            | \$0      | \$0      | \$0      | \$0      | \$0      |
| 3. Support Staff (b + c)     | \$0      | \$0      | \$0      | \$0      | \$0      |
| a. \$ FTE                    | \$0      | \$0      | \$0      | \$0      | \$0      |
| b. Total Salary              | \$0      | \$0      | \$0      | \$0      | \$0      |
| c. Total Benefits            | \$0      | \$0      | \$0      | \$0      | \$0      |
| 4. Equipment                 | \$0      | \$0      | \$0      | \$0      | \$0      |
| 5. Library                   | \$0      | \$0      | \$0      | \$0      | \$0      |
| 6. New or Renovated Space    | \$0      | \$0      | \$0      | \$0      | \$0      |
| 7. Other Expenses            | \$0      | \$0      | \$0      | \$0      | \$0      |

|                 |          |          |          |          |          |
|-----------------|----------|----------|----------|----------|----------|
| TOTAL (ADD 1-7) | \$18,000 | \$18,000 | \$18,000 | \$18,000 | \$18,000 |
|-----------------|----------|----------|----------|----------|----------|

#### *Faculty*

Given the number of new Dance courses in the program, it is estimated that two part-time faculty positions will be needed to cover four Dance courses for the program, in addition to the conversion of the vacant position in the department previously mentioned.

#### *Administrative Staff*

Additional administrative staff not needed.

#### *Support Staff*

Additional support staff not needed.

#### *Equipment*

No additional equipment needed.

#### *Library*

No additional library resources needed.

#### *New or Renovated Space*

Murphy Fine Arts Center is a more than adequate space for the productions and classes.

#### *Other Expenses*

No substantive additional expenses will be required.

The Morgan email system is provided by Google's Gmail, and the online learning platform is Canvas. The BA in Musical Theatre Program will use both the traditional classroom or face-to-face instruction delivery model and a web-based learning environment, because the web-based learning environment offers incredible opportunities for creative activities including learning and research.

### **1. Faculty and Staff**

The Fine and Performing Arts is already positioned to immediately assume this new program. One full-time regular faculty position in the current Theatre program will be converted to a full-time position in Musical Theatre. Current Theatre Arts Faculty, Music Faculty, and School of Education faculty (Dance courses) will support a majority of the courses in the curriculum. Specialized Musical Theatre adjuncts will be hired to teach courses that current faculty do not have the scheduled time or expertise to teach. Current departmental staff and administrative assistants will support newly proposed Musical Theatre program.

### **M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).**

Morgan's, College of Liberal Arts, and Department of Fine and Performing Arts has, and therefore the BFA in Musical Theatre Program will have, evaluation procedures for administrators (Dean, Department Chair and Program Coordinator), faculty members, students, Programs, and courses. Students' performance in courses will be evaluated on the basis of graded assignments, tests, quizzes, attendance, etc. Each semester, students will submit online evaluations of their courses and instructors.

Each year, the department chair will evaluate faculty and provide feedback for improvement using faculty annual reports the Gilliam College of Liberal Arts Faculty Evaluation Instrument. The Program coordinator will also evaluate faculty with respect to their performance in the Musical Theatre Program. Each year, the department chair will evaluate the Program coordinator, the dean will evaluate the department chair, and the provost will evaluate the dean.

Evaluations at each stage are based on specific and well-defined procedures and criteria that are made known in advance, including syllabi, questionnaires, reports, job descriptions and evaluation forms. Collecting, managing, and reporting data are a time-consuming and very important process. The main goals of the evaluations are to 1) build stronger school, departments, Programs, and courses; 2) track and improve the performance administrators, faculty members and students; 3) increase the rigor of teaching and learning; 4) promote more effective services.

In case of an overall unsatisfactory evaluation, a Performance Improvement Plan must be developed the next semester or academic year and be approved by the Program director or department chair.

### 1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

At the end of each semester, the Program coordinator will evaluate each course, course instructor, and student performance; meet with the course instructor to go over the evaluation results and to make suggestions for goals and objectives for the new semester. At the end of each academic year the Program coordinator will evaluate faculty member of the Program performance; evaluate the Program performance; meet with the faculty member of the Program to go over the evaluation results and to make suggestions for goals and objectives for the new academic year.

#### M.1.1.1. Criteria for Course Evaluation

- Course Organization
  - Are the following policies clearly stated in the syllabus?
    - Course objectives
    - Requirements
    - Grading
    - Attendance
  - Is the content taught suited to the stated course objectives?
  - Does the instructor use technology appropriately?
  - Is class time used productively?
  - Does the course use active learning pedagogy?
  - Does the course cater to a variety of learning styles?
- Assignments
  - Are the following appropriate for this course?
    - Homework
    - Paper assignments
    - Projects
    - Tests
    - Textbooks and other assigned reading
  - Do assignments effectively promote positive student learning outcomes?
- Grading

- o Does the instructor provide useful feedback on assignments?
- o Do examinations reflect important aspects of the course?
- o Is the grading system fair and clearly explained at the beginning of the semester?
- o Are assignments graded properly and promptly?
- Communication
  - o Does the instructor explain complex ideas well?
  - o Does the instructor show and inspire enthusiasm for the subject?
  - o Does the instructor answer students' questions clearly?
  - o Does the instructor use examples and illustrations to clarify material?
- Interaction with students
  - o Does the instructor treat all students respectfully, fairly and without bias?
  - o Does the instructor respond to student communications promptly?
  - o Does the instructor encourage student participation in the classroom?
  - o Is the instructor open to different points of view?
  - o Is the instructor available to provide individual help to students?
  - o Does the instructor seem genuinely concerned with students' progress in the course?

#### M.1.2. Criteria for Program Evaluation

The main criteria for Program evaluation are:

- student enrollment
- student graduation
- student retention
- cost-effectiveness
- assessments of student learning outcomes
- student and faculty satisfaction
- student placement in internships and employment

#### M.1.3. Criteria for Faculty Evaluation

A faculty member must satisfy the following criteria:

- Prepare quality syllabi, tests, quizzes, and assignments
- Demonstrate mastery of classroom management
- Deliver quality course materials aligned with the advancement of the profession
- Attend classes as scheduled and be punctual
- Submit grades and other required documents in a timely manner
- Use University approved student advisement and teaching tools (e.g., Starfish, Degree Works)
- Hold regular office hours
- Keep a satisfactory grade book
- In courses with high DFW rates, provide a narrative for reasons for high DFW rates and possible interventions.

Failure to meet any one of these criteria will automatically result in an unsatisfactory rating for Teaching.

#### M.1.4. Criteria for Student Learning Outcomes Evaluation

The course instructor will tailor assignments to measure students' aptitude against the objectives of the course and the desired student learning outcomes.

2. Explain how the institution will evaluate the proposed Program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The Musical Theatre Program coordinator will submit annual reports to the department chair and dean detailing students' performance in Program courses, student enrollment, retention and graduation rates, placement in internships and employment, student and faculty satisfaction, and the Program's cost-effectiveness.

**N. Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR 13B.02.03.05).

1. Discuss how the proposed Program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

The BFA in Musical Theatre Program is designed to recruit, retain, graduate and place students, especially minority students, in meaningful employment in the Musical Theatre field.

**O. Relationship to Low Productivity Programs Identified by the Commission:**

1. If the proposed Program is directly related to an identified low productivity Program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this Program.

There is no relationship with low-productivity programs identified by the Commission.

**P. Adequacy of Distance Education Programs** (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

**Not applicable.**

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed Program.

**Not applicable.**

## **Appendix I**

### **Morgan State University**

Morgan is Maryland's preeminent public urban research university and the only university designated a National Treasure. Founded in 1867, the Baltimore-based HBCU is celebrating its 152<sup>nd</sup> of excellence in higher education.

For 152 years, Morgan has been an important part of the higher education system in Baltimore City, the State of Maryland, and the United States of America. Throughout its history, Morgan has served the community with distinction while meeting the educational needs of an increasingly diverse society. Morgan is one of the few historically black institutions nationally to offer a comprehensive range of academic programs from computer science, mathematics, and natural sciences to engineering, business, and education.

The Carnegie Foundation recognizes Morgan as a Doctoral Research University (R2: High Research Activity). Morgan is also designated as Maryland's Preeminent Public Urban Research University.

Morgan has Middle States Association of Colleges and Schools, Commission on Higher Education Accreditation from 01/01/1925! Morgan is comprised of one college and nine schools:

- James H. Gilliam's College of Liberal Arts
- School of Architecture and Planning
- Earl G. Graves School of Business and Management
- School of Community Health and Policy
- School of Computer, Mathematical, and Natural Sciences • School of Education and Urban Studies
- Clarence M. Mitchell School of Engineering
- School of Global Communication
- School of Graduate Studies
- School of Social Work

Morgan has academic Programs at both undergraduate and graduate levels: • 45 bachelor's degree Programs

- 10 post-baccalaureate's certificates
- 37 master's degree Programs
- 16 doctoral degree Programs

Morgan enrolls 8,400 students in programs ranging from baccalaureate to doctoral degrees. Morgan attracts students from each state and many foreign countries. Approximately 35% of all students enrolled at Morgan are from outside the state of Maryland. Most matriculating students are from Maryland, New York, New Jersey, and Pennsylvania. Nationally, Morgan is one of the leading institutions for receiving admission applications from African American high school graduates.

Morgan awards more bachelor's degrees to African American students than any other college or university in the state of Maryland. Morgan accounts for large percentages of degrees received by African Americans from Maryland universities and colleges. Morgan has ranked among the top public university/college nationally in the number of minority graduates receiving doctorates.

While Morgan is an HBCU, it has served students of all racial and ethnic backgrounds. Its mission today is to enroll a student body that is diverse in its socioeconomic and academic status and to provide the full range of experiences and services that permit it to serve students with a wide variety of goals and needs.

## **Appendix II**

### **James H. Gilliam, Jr. College of Liberal Arts**

The College of Liberal Arts is comprised of ten departments:

- Department of Economics
- Department of English and Language Arts
- Department of Fine and Performing Arts
- Department of History, Geography, and Museum Studies
- Department of Military Science
- Department of Philosophy & Religious Studies
- Department of Political Science
- Department of Psychology
- Department of Sociology and Anthropology
- World Languages & International Students

The CLA offers:

- 12 bachelor's degree Programs
- 22 minors
- 9 master's degree Programs
- 3 doctoral degree Programs: (English, History, and Psychometrics)

The James H. Gilliam, Jr. College of Liberal Arts offers General Education Requirement courses in the liberal arts disciplines to every student in the university, regardless of their major field of study.



## Appendix III

### Department of Fine and Performing Arts

The Fine and Performing Arts Department seeks to deliver a dynamic, challenging and comprehensive arts curriculum. The Fine and Performing Arts major is engaged in research, instruction, performance, exhibition and its practices. Our faculty consists of practicing artists and scholars who believe arts education should be accessible to all who pursue it. We serve the campus wide student population through our general education and elective courses. The Carl J. Murphy Fine Arts Center is the cultural hub of the University providing a wealth of experience in professional level exhibition and performance. The mission of the Fine and Performing Arts Department is aligned with the University, we are committed to creating an environment that fosters the highest quality teaching, research and public service.

The Department currently offers the following degrees:

- Bachelor of Fine Arts (B.A.) in Fine Art ( Graphic Design, Illustration, Multi-Media, Illustration)
- Bachelor of Fine Arts (B.A.) in Music ( Instrumental, Keyboard, and Piano)
- Bachelor of Fine Arts (B.A.) in Theatre Arts
- Master of Arts (M.A.) in Music

Department of Fine and Performing Arts has 36 faculty members: 1 tenured full professor, 5 tenured associate professors, 1 tenured instructor, 3 tenure track assistant professors, 11 full-time lecturers, and 18 part-time lectures. Twenty-one of the faculty members have terminal degrees in their respective fields.

Most of faculty are distinguished and experienced professionals. Each faculty has a strong commitment to excellence in teaching.

### Fine and Performing Arts Department

**Dr. Eric Conway, Chairperson**

- - denotes current faculty member teaching course in new Musical Theatre program

#### Fine Art

Eric Briscoe – FT Adjunct  
Ismael Carrillo – Asst. Prof.  
Blaise DePaolo – Asoc. Prof.  
Dr. Lori Johnson – Asoc. Prof.

#### Music

Brent Birkhead - PT Adjunct  
Dr. Carolyn Black Sotir - PT Adjunct \*  
Myles Blakemore - PT Adjunct  
Dr. Stephanie Bruning - Asoc. Prof.  
Robert Cantrell - PT Adjunct  
Dr. Eric Conway - Asoc. Prof.

Dr. Rebecca Echols - Asoc. Prof. \*  
Dane Krich - PT Adjunct \*  
Dr, James Lee - Full Prof.  
Marquita Lister - FT Adjunct \*  
Melvin Miles - Instructor  
Delandria Mills - PT Adjunct  
Kenny Rittenhouse - PT Adjunct  
Tadd Russo - Part time Adjunct  
Dr. Mark Singer - PT Adjunct  
Dr. Samuel Springer - FT Adjunct  
Karl Stewart - PT Adjunct  
Nathaniel Wilson - PT Adjunct

**Theatre Arts**

Tamara Cavell - PT Adjunct  
Sharlene Clinton - PT Adjunct  
Dwight Cooke - PT Adjunct  
Grant Harvey - PT Adjunct  
David Mitchell - PT Adjunct  
Reginald Phoenix – Asoc. Prof. \*  
John Robert Schroyer – PT Adjunct  
Janice Short – FT Adjunct \*  
Vacant position – Tenure Track position \*

#### **Appendix IV**

##### **Mission of Morgan State University**

[https://www.morgan.edu/about/mission\\_and\\_vision.html](https://www.morgan.edu/about/mission_and_vision.html)

#### **Appendix V**

##### **Strategic Goals of Morgan State University**

[https://www.morgan.edu/accreditation/2013\\_periodic\\_review/mission\\_vision\\_and\\_goals.html](https://www.morgan.edu/accreditation/2013_periodic_review/mission_vision_and_goals.html)

#### **Appendix VI**

##### **Priorities and Enhanced Goals, 2019-2023**

<https://news.morgan.edu/next-five-years/>

#### **Appendix VII**

##### **Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011 – 2021**

**Approved by Board of Regents 8/2/11**

[https://issuu.com/Morganstateu/docs/strategicplan2011-21\\_final?e=2119971/60089621](https://issuu.com/Morganstateu/docs/strategicplan2011-21_final?e=2119971/60089621)

**LAUNCH OF MORGAN  
COMPLETES YOU**

**APPROVAL OF NEW  
ACADEMIC UNIT:**

**COLLEGE OF  
INTERDISCIPLINARY  
AND CONTINUING  
STUDIES (CICS)**

**BOARD OF REGENTS**  
**MORGAN STATE UNIVERSITY**  
**SUMMARY OF ITEM FOR ACTION**

**TOPIC:** Proposed New Academic Unit: College of Interdisciplinary and Continuing Studies (CICS)

**DATE OF MEETING:** November 1, 2021

**BRIEF DESCRIPTION:**

Morgan State University Board of Regents approved 18 new interdisciplinary academic programs in May 2021. Following that, in September 2021, the Maryland Higher Education Commission approved Morgan State University to begin offering all 18 new interdisciplinary degree programs at the undergraduate and graduate levels. These programs are designed to aid non-traditional students with some college but no degree to return to school and finish their program at Morgan State. These programs are unique in their purpose, operational needs, and mission. A new academic unit needs to be formed in order to develop the curriculum, support the launch of the programs, and ensure the quality of education, and student success in these programs. The 18 new interdisciplinary programs were designed to be flexible to meet the needs of non-traditional students. The flexibility in curriculum and course sequence is shared amongst all 18 programs. Additionally, all of the programs require students to transfer in a significant number of credits in order to be eligible for the degree programs. The flexibility of the curriculum necessitates that the programs are housed together to efficiently advise and track student progress towards degree completion. Therefore, the Division of Academic Affairs is proposing to institute a new academic unit as the *College of Interdisciplinary and Continuing Studies (CICS)* within the Academic Division.

The proposed new College will be singularly focused on supporting non-traditional students in the interdisciplinary programs. This singular focus dictates the staffing and structure of the college. Most staff in the College will be admissions and academic advisors within a comprehensive advising center. These advisors will guide the student through the admissions process all the way to graduation. Advisors will have a manageable caseload of advisees which will enable them to form deep relationships with students. For non-traditional students, these relationships are extremely important.

Historically, universities have brought together similar academic departments under the umbrella of colleges and schools. The College of Interdisciplinary and Continuing Studies will carry on the tradition of grouping similar programs under a single academic unit. The uniqueness of the academic programs, the organizational structure and staffing of the college, as well as the entrepreneurial spirit that will inhabit the college, demands the creation of a new academic college.

**FISCAL IMPACT:**

This new college will be initially supported by the University resources. The expectation is that with increased enrollment in the coming semesters, the College will become a self-sustaining unit and generate revenue to support other initiatives on campus. Full fiscal impact analysis will be done in AY 22-23, when the structure and operational model for the College is fully developed.

**PRESIDENT'S RECOMMENDATION:** The President recommends approval.

**COMMITTEE****DATE:****ACTION:** \_\_\_\_\_

\_\_\_\_\_

**BOARD ACTION:** \_\_\_\_\_**DATE:** \_\_\_\_\_

\_\_\_\_\_

# Morgan Completes You Programs

*College of Interdisciplinary and Continuing Studies (CICS)*

*Launching Plan Summary*

*8 Bachelor's Programs*

*5 Master's Programs*

*5 Doctoral Programs*

*Start Date: Spring 2022*

*Approved by Maryland Higher Education Commission*



# Proposed Bachelor's Degree Programs and Structure

| Proposed B.S. Program  | Suggested Colleges/Schools Coursework |
|--|---------------------------------------|
| B.S. in Interdisciplinary Engineering, Information, and Computational Sciences | CLA, GSBM, SCMNS, SOE                 |
| B.S. in Interdisciplinary Sciences   | CLA, SCHP, SCMNS, SEUS                |
| B.S. in Interdisciplinary Health and Human Sciences                            | CLA, SCHP, SCMNS, SEUS, SSW           |
| B.S. in Interdisciplinary Organizational Administration                        | CLA, GSBM, SCHP, SOE                  |
| B.S. in Interdisciplinary Educational Studies                                  | CLA, SCHP, SEUS, SSW,                 |
| B.S. in Interdisciplinary Technology Services                                  | CLA, GSBM, SCMNS, SOE                 |
| B.S. in Interdisciplinary Studies in Societal Equity, and Urbanism             | CLA, SAP, SCMNS, SEUS, SSW            |
| B.S. in Interdisciplinary Global Perspectives and Practices                    | ALL College/Schools                   |

## *Minimum Admission Criteria*

Students must **transfer a minimum of 60 credits** of completed coursework to be accepted to the proposed Morgan Completes You programs. Also, applicants must have a minimum combined **GPA of 2.25** for courses transferred.

|             |          |   |                 |
|-------------|----------|---|-----------------|
| 90 credits  |          | maximum transferable                          |                 |
| 18 credits  | CISC 480 | Internship/externship/project/work experience | variable (1-18) |
| 12 credits  | CISC 490 | (6+6) capstone Project E-portfolio            | (6 or 12)       |
| 120 credits |          | Total   |                 |





# Proposed Master's Degree Programs and Structure

| Proposed Graduate Programs  | Suggested Colleges/Schools Coursework |
|---|---------------------------------------|
| M.S./Ph.D. in Interdisciplinary Engineering, Information, and Computational Sciences  | CLA, GSBM, SCMNS, SOE                 |
| M.S./Ph.D. in Interdisciplinary Sciences  | CLA, SCHP, SCMNS, SEUS, SSW           |
| M.S./Ph.D. in Interdisciplinary Health and Human Sciences                             | CLA, SCHP, SCMNS, SEUS, SSW           |
| M.S./Ph.D. in Interdisciplinary Journalism and Mass Communications                    | CLA, GSBM, SGJC                       |
| M.S./Ph.D. in Interdisciplinary Organizational Policy, Governance, and Administration | CLA, GBSM, SCHP, SEUS, SSW            |

## *Minimum Admission Criteria for Master's*

Students must have successfully completed a bachelor's level degree and transfer or earn a **minimum of 15 credits** of previous coursework and experience to be accepted to the proposed Masters programs. Also, applicants must have a **minimum combined GPA of 3.0** for graduate courses transferred.

|            |             |  |   |
|------------|-------------|--|---|
| 12 credits | Course work | Graduate-level courses from certain degrees  | Transfer up to 12 credits                                   |
| 12 credits | CISC 780    | Internship/externship/project/work experience  | Transfer in up to 12 credits based on prior work experience |
| 6 credits  | CISC 794    | <i>Integrated Capstone Experience</i> (6 credits)<br>This is to link the work experiences to academic knowledge. | Required for all  |
| 30 credits | Total       |  |   |



# Proposed Doctoral Degree Program and Structure

| Proposed Graduate Programs  | Suggested Colleges/Schools Coursework |
|---|---------------------------------------|
| M.S./Ph.D. in Interdisciplinary Engineering, Information, and Computational Sciences  | CLA, GSBM, SCMNS, SOE                 |
| M.S./Ph.D. in Interdisciplinary Sciences  | CLA, SCHP, SCMNS, SEUS, SSW           |
| M.S./Ph.D. in Interdisciplinary Health and Human Sciences                             | CLA, SCHP, SCMNS, SEUS, SSW           |
| M.S./Ph.D. in Interdisciplinary Journalism and Mass Communications                    | CLA, GSBM, SGJC                       |
| M.S./Ph.D. in Interdisciplinary Organizational Policy, Governance, and Administration | CLA, GBSM, SCHP, SEUS, SSW            |

## *Minimum Admission Criteria*

Students must have successfully completed a master's level degree must transfer or earn a **minimum of 18 credits** of previous coursework and experience to be accepted to the proposed doctoral programs. Also, applicants must have a minimum combined **GPA of 3.0** for graduate courses transferred.

| 12 credits | Course work  | Graduate-level courses from certain degrees            | Transfer up to 12 credits   |
|------------|--------------|--|---|
| 12 credits | CICS 970     | Internship/externship/project/work experience/Research | Transfer in up to 12 credits based on prior work or research experience |
| 9 credits  | CICS 902-904 | <i>Graduate Research Seminars</i>                      | Required for all  |
| 3 credits  | CICS 998     | <i>Dissertation Defense (co-req. CICS 904)</i>         | Required for all  |
| 36 credits | Total        |  |   |



# Spring 2022 Launching Plan

1. Setup Administrative organization of the College and its fiscal structure
2. Define the elective pool of courses for each curriculum (60 → 90 credit gap)
3. Create the College and programs in the university data systems
4. Provide support to faculty to assist with curriculum development and transcript evaluation of initial Spring incoming cohort
5. Set the tuition model & get approval from the Morgan Board of Regents
6. Plan and launch a strong Marketing and Recruiting campaign (Local radios, TV, Social media, EAB, ...)
7. Accept and review admission applications – Assign transfer credits (in-house)
8. Evaluate applications for aid or scholarship eligibility (in-house)
9. Accept students, individually advise and create study plans, and assist with registering for the courses in Spring (in-house.) Anticipated enrollment 10 – 40 for Spring. Cap at 100
10. Advertise and fill the AVP and Dean for CISC position



# **ATHLETICS UPDATE**

# NCAA Division I 2020 - 2021 Academic Progress Rate Institutional Report

Institution: Morgan State University

Date of Report: 10/22/2021

This report is based on NCAA Division I Academic Progress Rate (APR) data submitted by the institution for the 2017-18, 2018 -19, 2019-20 and 2020-21 academic years. Institutions are encouraged to forward this report to appropriate institutional personnel on campus.

*[Note: All information contained in this report is for four academic years. Some squads may still have small sample sizes within certain sport groups. In accordance with the Family Educational Rights and Privacy Act's (FERPA's) interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report for cells made up of three or fewer students without student consent.]*

| Sport                 | APR                |  |                 | Eligibility/Graduation |             | Retention      |             |
|-----------------------|--------------------|--|-----------------|------------------------|-------------|----------------|-------------|
|                       | Multiyear Rate (N) | Multiyear Rate Upper Confidence Boundary | 2020 - 2021 (N) | Multiyear Rate         | 2020 - 2021 | Multiyear Rate | 2020 - 2021 |
| Men's Basketball      | 939 (53)           | N/A                                      | 920 (14)        | 921                    | 920         | 907            | 920         |
| Men's Cross Country   | 961 (27)           | 985                                      | 1,000 (5)       | 981                    | 1,000       | 941            | 1,000       |
| Football              | 932 (333)          | N/A                                      | 913 (84)        | 925                    | 901         | 931            | 926         |
| Men's Tennis          | 1,000 (30)         | N/A                                      | 1,000 (9)       | 1,000                  | 1,000       | 1,000          | 1,000       |
| Men's Track           | 967 (88)           | N/A                                      | 985 (18)        | 982                    | 1,000       | 945            | 969         |
| Women's Basketball    | 982 (60)           | N/A                                      | 981 (15)        | 973                    | 967         | 971            | 1,000       |
| Women's Bowling       | 970 (27)           | 990                                      | 1,000 (6)       | 980                    | 1,000       | 960            | 1,000       |
| Women's Cross Country | 934 (36)           | N/A                                      | 923 (7)         | 928                    | 923         | 941            | 923         |
| Women's Softball      | 964 (91)           | N/A                                      | 975 (23)        | 966                    | 978         | 957            | 971         |
| Women's Tennis        | 1,000 (27)         | 1,000                                    | 1,000 (7)       | 1,000                  | 1,000       | 1,000          | 1,000       |
| Women's Track         | 952 (115)          | N/A                                      | 953 (22)        | 950                    | 953         | 954            | 953         |
| Women's Volleyball    | 984 (51)           | N/A                                      | 932 (14)        | 979                    | 913         | 978            | 952         |

\* Denotes data representing three or fewer student-athletes. In accordance with FERPA's interpretation of federal privacy regulations, institutions should not disclose statistical data contained in this report in cells made up of three or fewer students without student consent.

N/A = No APR or not applicable.

N = Number of student-athletes represented.

<sup>1</sup> Denotes APR that does not subject the team to ineligibility for postseason competition based on institutional, athletics and student resources and the team's Graduation Success Rate.

<sup>2</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the team's demonstrated academic improvement.

<sup>3</sup> Denotes APR that does not subject the team to ineligibility for postseason competition due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to ineligibility for postseason competition. Squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>4</sup> Denotes APR that does not subject the team to penalties due to the team's demonstrated academic improvement.

<sup>5</sup> Denotes APR that does not subject the team to penalties due to the squad-size adjustment. The "upper confidence boundary" of a team's APR must be below 930 for that team to be subject to penalties. The squad-size adjustment does not apply to teams with four years of APR data and a multiyear cohort of 30 or more student-athletes.

<sup>6</sup> Denotes APR based on a one year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>7</sup> Denotes APR based on a two year cohort, not subject to ineligibility for postseason competition and/or any penalties.

<sup>8</sup> Denotes that team is not subject to ineligibility for postseason competition and/or penalties based on institutional resources.

<sup>9</sup> Denotes APR that requires an APP Improvement Plan be created for this sport.

# **STUDENT AFFAIRS UPDATE**

**CAMPUS LIFE FALL 2021**

# **Division of Student Affairs Campus Life Updates Fall 2021**

**Presented to  
Board of Regents  
Academic Affairs and Student Affairs Committee**

**by Dr. Kevin Banks, Vice President for Student Affairs  
November 1, 2021**

# Campus Life Updates Fall 2021

*This fall during the Pandemic we experienced our largest freshmen class in the history of the University. We also experienced the return of our “Froshmores” (Class of 2024), who missed an entire year of in-person learning and traditional campus life due to the Coronavirus.*

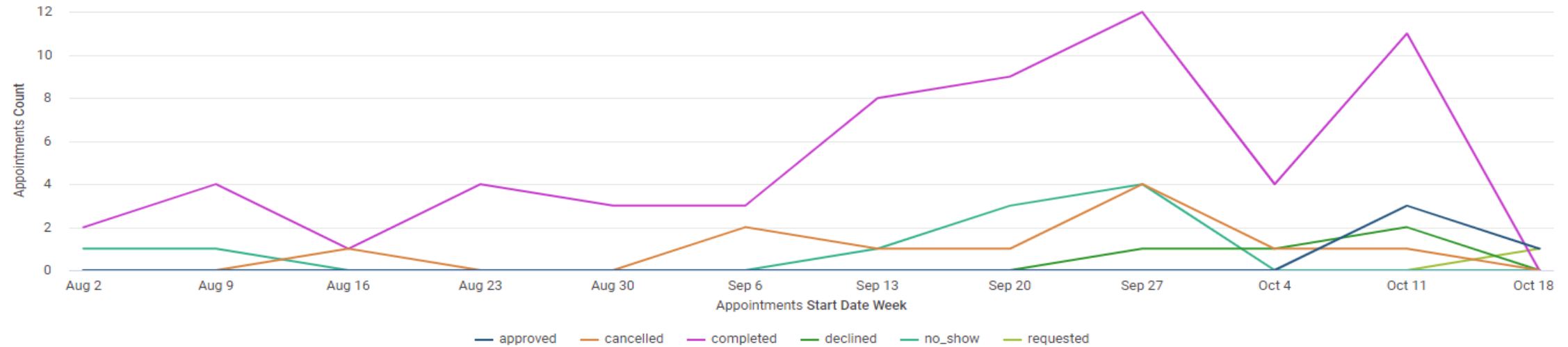
*The reopening of the campus has presented both challenges and opportunities as we return to our mission of “Growing the future to lead the world”.*



## Campus Life Updates

### Center for Career Development

Appointment Count by Week - All Statuses



**210** Resume Reviews conducted by Career Specialists  
from 8/2-10/14/21

U.S Navy, Lean Six Sigma Certification Workshop (in person)  
September 9<sup>th</sup>  
*41 registered, **43** participated*

Guidehouse Recruiter in Residence (resume reviews)  
September 9<sup>th</sup>  
*20 registered, **7** participated*

CCD Meet & Greet (in person)  
September 15<sup>th</sup> & 16<sup>th</sup>  
*65 registered, **14** participated*

V.I.P Virtual Networking Event  
October 14<sup>th</sup>  
*36 organizations participated, 339 students registered  
**177 participated (362 interviews)***

## Campus Life Updates Center for Career Development

In the last 90 days---

**115,459** career opportunities were posted (reviewed & approved) in Handshake

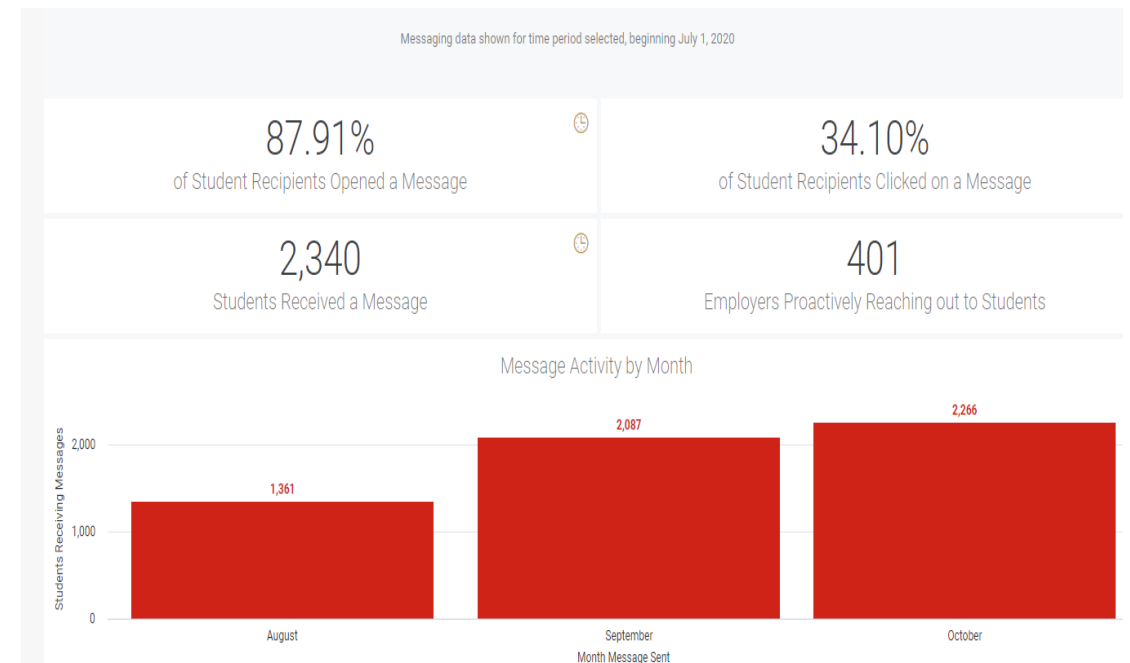
| Job Type Name >    | Cooperative Education | Experiential Learning | Fellowship | Graduate School | Internship | Job        | On Campus Student Employment | Volunteer  | Total      |
|--------------------|-----------------------|-----------------------|------------|-----------------|------------|------------|------------------------------|------------|------------|
| Salary Type Name ↑ | Jobs Count            | Jobs Count            | Jobs Count | Jobs Count      | Jobs Count | Jobs Count | Jobs Count                   | Jobs Count | Jobs Count |
| 1 Paid             | 1,028                 | 222                   | 3,194      | 52              | 22,555     | 81,437     | 28                           | 171        | 108,687    |
| 2 Unpaid           | 11                    | 258                   | 70         | 8               | 6,069      | 44         | 1                            | 304        | 6,765      |
| 3 ∅                | ∅                     | ∅                     | ∅          | ∅               | 2          | 5          | ∅                            | ∅          | 7          |
| Total              | 1,039                 | 480                   | 3,264      | 60              | 28,626     | 81,486     | 29                           | 475        | 115,459    |

**883** virtual career-related events were hosted  
(21 hosted by Center)

**5714** messages sent by employer to students/alumni

Events Created At Date: is in the past 90 days

|        | Name                                  | Other Events | Virtual Session Events | Total Events |
|--------|---------------------------------------|--------------|------------------------|--------------|
| 1      | Enterprise Holdings                   | ∅            | ∅                      | 1            |
| 2      | PricewaterhouseCoopers (PwC)          | ∅            | 23                     | 23           |
| 3      | Deutsche Bank                         | ∅            | 22                     | 22           |
| 4      | E. & J. Gallo Winery                  | ∅            | 2                      | 20           |
| 5      | JPMorgan Chase & Co.                  | 1            | 16                     | 17           |
| 6      | Mercer                                | ∅            | 15                     | 15           |
| 7      | Arup                                  | ∅            | 14                     | 14           |
| 8      | KPMG LLP                              | ∅            | 14                     | 14           |
| 9      | Nestlé USA                            | ∅            | 14                     | 14           |
| 10     | Google, Inc.                          | ∅            | 13                     | 13           |
| 11     | PPD                                   | ∅            | 13                     | 13           |
| 12     | CVS Health                            | ∅            | 12                     | 12           |
| 13     | Grant Thornton                        | ∅            | 12                     | 12           |
| 14     | Pacific Northwest National Laboratory | ∅            | 12                     | 12           |
| 15     | RSM US LLP                            | ∅            | 12                     | 12           |
| 16     | Guidehouse                            | ∅            | 11                     | 11           |
| 17     | TIJ Companies                         | 10           | 4                      | 14           |
| Totals |                                       | 22           | 824                    | 883          |





# Campus Life Updates



## Housing Fall 2021

Total Applications:  
3,825

Total Capacity  
3600

Total assigned 3500

## Housing Fall 2021

### Attrition

-No Shows: 125

-Not Registered: 60

-Financial Clearance: 41

Cancellations 198

Vaccination/Exemption  
Non-Compliance: 60

## Housing Spring 2022

### Projections: ~300

-Based Upon Projections  
Probability to Meet  
Demand: 95%

-Areas for Assignment:  
Delta  
Campus Proper  
Morgan View

## Housing Fall 2022

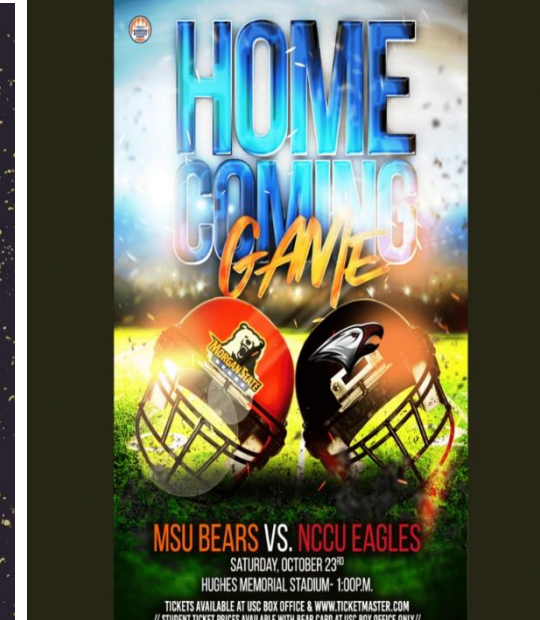
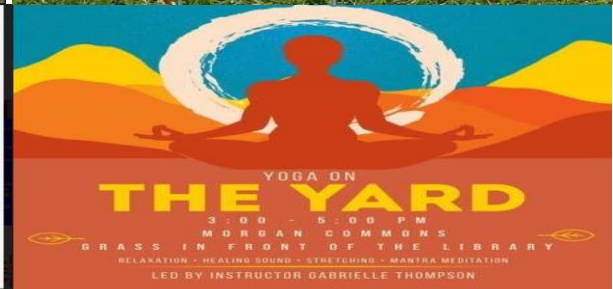
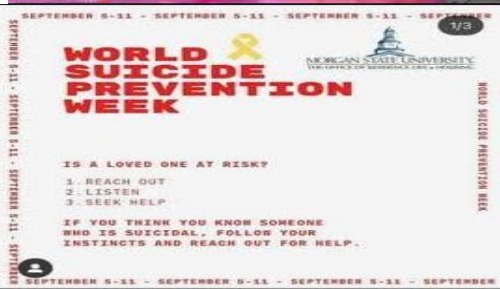
### -Comprehensive Approach to Deferred Maintenance

-Summer 2022  
Marble Hall Gardens  
Closed for  
Repairs/Renovations

Acquisition of  
Additional Space Based  
Upon Projections

# The Division of Student Affairs

## Student Life Engagement & Development





# Student Health Services (cont'd)

## COVID-19 Vaccine Verifications for Students Oct. 22nd

| <u>Vaccination Status</u>     | <u>Total</u> |
|-------------------------------|--------------|
| 1 DOSE                        | 109          |
| Fully Vaccinated              | 5016         |
| Religious Approved            | 177          |
| Religious Exemption Submitted | 10           |
| Medical Exemption Submitted   | 12           |
| Total Submissions             | 5327         |
| Remaining Students            | 2621         |
| Total Students                | 7949         |

## Covid-19 Testing USC

## Positives

| Week                        | Students   | Staff | Total | Students | Staff | Total |
|-----------------------------|------------|-------|-------|----------|-------|-------|
| 23-Aug                      | 58         | 51    | 109   | 1        | 0     | 1     |
| 26-Aug                      | 88         | 94    | 182   | 3        | 1     | 4     |
| 30-Aug                      | 38         | 35    | 73    | 1        | 0     | 1     |
| September                   |            |       |       |          |       |       |
| 2-Sep                       | 112        | 100   | 212   | 4        | 1     | 5     |
| 6-Sep                       | No testing |       |       |          |       |       |
| 9-Sep                       | 110        | 94    | 204   | 2        | 0     | 2     |
| 13-Sep                      | 90         | 55    | 145   | 0        | 1     | 1     |
| 16-Sep                      | 64         | 71    | 135   | 0        | 1     | 1     |
| 20-Sep                      | 71         | 45    | 116   | 0        | 0     | 0     |
| 23-Sep                      | 89         | 105   | 194   | 10       | 14    | 24    |
| 24-Sep                      | 1          | 12    | 13    | 0        | 0     | 0     |
| 27-Sep                      | 101        | 97    | 198   | 2        | 2     | 4     |
| 30-Sep                      | 115        | 74    | 189   | 0        | 4     | 4     |
| October                     |            |       |       |          |       |       |
| 4-Oct                       | 84         | 64    | 148   | 2        | 4     | 6     |
| 7-Oct                       | 80         | 77    | 157   | 2        | 6     | 8     |
| Covid-19 Testing Montebello |            |       |       |          |       |       |
| 11-Oct                      | 64         | 46    | 110   | 3        | 0     | 3     |
| 14-Oct                      | 88         | 64    | 152   | 0        | 0     | 0     |
| 18-Oct                      | 70         | 39    | 109   | 0        | 0     | 0     |
| * Athletics not included    | 1323       | 1123  | 2446  | 30       | 34    | 64    |

## Athletic Department Testing

| Week of       | Student Testing | Staff Testing | Total Tests | Student Positives | Staff Positives | Total Positives |
|---------------|-----------------|---------------|-------------|-------------------|-----------------|-----------------|
| 8/22 - 8/28   | 146             | 14            | 160         | 0                 | 0               | 0               |
| 8/29 - 9/4    | 252             | 26            | 278         | 0                 | 0               | 0               |
| 9/4 - 9/11    | 283             | 15            | 298         | 0                 | 0               | 0               |
| 9/12 - 9/18   | 560             | 45            | 605         | 0                 | 0               | 0               |
| 9/19 - 9/25   | 795             | 55            | 850         | 1                 | 1               | 2               |
| 9/26 - 10/2   | 720             | 55            | 775         | 7                 | 0               | 7               |
| 10/3 - 10/9   | 704             | 62            | 766         | 5                 | 0               | 5               |
| 10/10 - 10/16 | 658             | 51            | 709         | 0                 | 0               | 0               |
|               |                 |               |             |                   |                 |                 |
| TOTALS        | 4118            | 323           | 4441        | 13                | 1               | 14              |

## Challenges

- The number of counselors has decreased from 7 to 4 but have continued to support crisis outreach for students.
- We currently have a waitlist of students seeking services.

## Opportunities

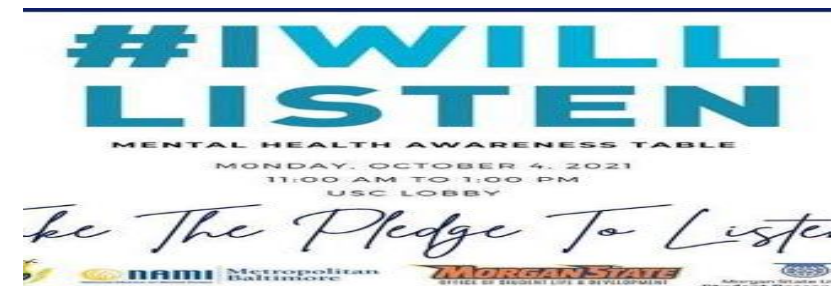
- New Director has been identified and we are continuing the search for 2 additional counselors.
- We have increased Mental Health awareness programming on campus this fall pending recommendations from our Mental Health Task Force.
- Currently screening potential partners to augment Counseling Services 24/7.
- Launching our first chapter of Active Minds student organization



# Campus Life Updates

## BEAR Team Care Case Outreach Fall 2021

- 26 students have been supported during quarantine/isolation.
- In the month of August 2021, 2 sophomores and 1 graduate student were referred for case management services with concerns such as medical, homelessness, legal, and mental health.
- In the month of September 2021, 6 freshman, 3 sophomore, and 1 junior, totaling 10 student referrals, to include an *international student* were referred for case management services with concerns such as medical, homelessness, mental health, and employment.



## Bear Team Care Case Reviews

From October 1<sup>st</sup> – 20<sup>th</sup>, 2021, 11 referrals (9 freshman and 2 sophomore, to include 1 *transfer* student) were referred for case management services with concerns such as medical, homelessness, and mental health, to include 2 medical withdrawals and 2 hospitalizations.

### Overall Summary

- 28 cases involved the *University Health Center*,
- 17 cases involved the *University Counseling Center*,
- 3 cases involved *Student Disability Support Services*,
- 1 case involved *the Office of Diversity and Equal Employment Opportunity*,
- 3 cases involved *Academic Affairs*.

## Student Rights and Responsibilities Conduct Violations by Gender

### Fall 2019

|                 |            |
|-----------------|------------|
| • Male          | 186        |
| • <u>Female</u> | <u>108</u> |
| Total           | 294        |

### Fall 2021

|                  |          |
|------------------|----------|
| • Male           | 58       |
| • Female         | 97       |
| • <u>Unknown</u> | <u>9</u> |
| Total            | 164      |

## Student Rights and Responsibilities Sanction Data

### Fall 2019

|                        |           |
|------------------------|-----------|
| • Disciplinary Fine    | 111       |
| • Reprimand            | 136       |
| • Probation            | 49        |
| • Suspension           | 4         |
| • Expulsion            | 4         |
| • Educational Sanction | <u>27</u> |

Total 331

### Fall 2021

|                        |          |
|------------------------|----------|
| • Disciplinary Fine    | 47       |
| • Reprimand            | 53       |
| • Probation            | 17       |
| • Suspension           | 0        |
| • Expulsion            | 2        |
| • Educational Sanction | 2        |
| • Housing Suspension   | <u>5</u> |

Total 125

## Student Rights and Responsibilities Conduct Violations

### Fall 2019

|                      |            |
|----------------------|------------|
| • Policy Regulation  | 212        |
| • Drugs              | 106        |
| • Disorderly Conduct | 31         |
| • Physical Harm      | 38         |
| • Alcohol            | 21         |
| • <u>Conspiracy</u>  | <u>86</u>  |
| <b>Total</b>         | <b>494</b> |

### Fall 2021

|                      |            |
|----------------------|------------|
| • Policy Regulation  | 122        |
| • Drugs              | 50         |
| • Disorderly Conduct | 30         |
| • Physical Harm      | 17         |
| • Alcohol            | 30         |
| • <u>Conspiracy</u>  | <u>37</u>  |
| <b>Total</b>         | <b>286</b> |



## Student Rights and Responsibilities Summary of Data

- On average the OSRR adjudicates 280 to 300 cases per academic year.
- Thus far, a total of 194 cases have been adjudicated vs. 222 cases in Fall of 2019.
- The trend of females committing more violent violations continues to trend upward.
- Freshmen and Sophomore students commit the most Code violations.
- Drug and alcohol use appears to trend upward, with more females being cited.
- The OSRR anticipates these trends to continue as we prepare for the addition of another residence hall on campus next year.

# Campus Life Updates

## Takeaways from this Fall

- *Continue collaborative strategies to ensure our campus environment is safe and conducive to learning must remain a high priority within the Division of Student Affairs and across campus.*
- *Increasing efforts to address physical wellness and mental health support services must continue to ramp up to support students.*
- *Substance education and awareness must continue to be integrated into our programming efforts.*
- *Programs to promote Morgan Pride and positive student engagement on weekends.*
- *Implement a comprehensive review of our Drug and Alcohol Policy.*
- *Must continue our efforts to address expectations around CORE Values.*
- *Reinstitution of Policy Offenders Reflection Seminar requirement.*
- *Covid Testing and Vaccine Compliance must continue as we navigate our way through the Pandemic and beyond.*





MORGAN  
STATE UNIVERSITY™



REUNITE



RESPECT



RENEW

#WEAREMORGANFAMILY

WELCOME HOME BEARS

PROTECTING THE CAVE TOGETHER





# MSU DINING UPDATE



# Morgan State University Dining

SodexoMAGIC



# AT A GLANCE MORGAN STATE UNIVERSITY

Public, historically black, college  
Students: 7,763

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**Years of Service: 1.5**

**Contract Ends: 2025**

***\*with 5 (one-year renewals)***

**Sodexo  
Employees:**

135

**On /Off-Campus Catering  
Concessions**

**Resident Dining  
Locations :**  
Rawlings Cafe

**Newly Renovated  
Student Center/  
New Concepts**

- Halal Shack
- Babas Pizza
- Hillen Valley
- Deli-licious
- ColdSpring Station



**National Brand**  
Chick-fil-a

**Retail Dining  
Locations:**

- Tyler Hall Micro Mart
- Blount C-Store (Newly Renovated)
- CBEIS Micro Mart
- Helen Roberts Faculty & Staff Restaurant (New Daily Buffet Style Service)



## **MSU DINING BITE APP HIGHLIGHTS**

- BITE orders have increased an average of 211%
- Average BITE orders per day: 200
- Dinner remains our busiest dining period
- We have hired 4 Morgan State University Students to complete BITE orders



# COMING SOON

## GREENWARE

Rawlings Cafe will offer Greenware - reusable, compostable containers and utensils that students and staff can take to go.

## CHICK-FIL-A

MSU Full Service Chick-fil-a will open in November 2021

## RESIDENT DINING

- Thurgood resident dining hall will open Fall 2022
- C-STORE

## INNOVATION

\*Arriving second semester

- Kiwibots
- Digital Locker Order Pick Up
- Food Truck
- Swipe Out Hunger





# MARKETING

- We have hosted over 150 catering events
- Completed 200 Resident Dining Events
- Grand Opening for Helen Roberts
- Partnered with 15 black-owned food trucks/vendors
- Raised brand awareness of Rawlings Cafe offerings. i.e. Dietitian Services, BITE App, Extended Hours, Vegan/Gluten-Free awareness
- Assembled a diverse group of student representatives - 'The Culinary Council'
- 'Wellness Thursdays' with campus Dietitian Pop-ups
- Collaborated with over 15 on-campus organizations



## VIRAL

### Seafood Boil

61 K views on Twitter, 892 like, 200

### National Hot Dog Day:

Reached 9,451, Sent 2,412 times

### International Wednesday:

30.4k views on Twitter

Recognized by  
**NACUFS**

"High Tea" event for  
Provost

Mentioned by:

- FAMU
- Sodexo USA







**MORGAN**  
STATE UNIVERSITY  

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**DINING SERVICES**



# **STUDENT GOVERNMENT ASSOCIATION UPDATE**



**Vision:** Legacy Administration is to ensure that the Morgan State Community is well served and heard.



**Purpose:** The Legacy Administration is to lead everyone equally while inspiring students to achieve their goals through giving back to their community, making their matriculation at Morgan a great experience, being uniquely themselves and leaving their mark on campus. We will serve the student body by remaining resourceful and ensure that all student concerns are addressed.

# Initiative Updates

1. The Experience- This project focuses on creating an exciting and enjoyable experience for all students on and off campus.
2. The Priority- This project focuses on improving and bringing light to the diverse physical well being and needs of students.
3. The Protection- This project focuses on enhancing campus safety to ensure all students feel safe and protected.

The Experience- This project focuses on creating an exciting and enjoyable experience for all students on and off campus.

**MSU 1 STOP PROMO SHOP:** We successfully completed our first student promo shop on september 13, 2021. the October promo shop was postponed due to partnering with Morgan State's CAB for Bears on the Block for homecoming. Our next Promo Shop will be in november.

**Culture Wednesdays:** Our first Culture Wednesday held on October 6, 2021 was a major success. Our next one will be on November 3, 2021.

**Organization Practice spaces:** President Wilson and Dr. Banks will be reaching out to all faculty who oversee buildings that has free spaces for students to ensure that there are more spaces available for students to practice and host events in.

**Internships:** The proposal has been started to allow students to have internships on campus. We hope to have this done by the end of the month.

**Student Appreciation Week:** We successfully completed Student Appreciation Week and we hope that this continues for the years to come.

The Priority- This project focuses on improving and bringing light to the diverse physical well being and needs of students.

**Sexual health program:** We conducted our first meeting to receive free feminine products around campus. We are currently waiting for the Health Department to get back with us with the inventory that we already have. Once this is done we will then begin a test run to see how much of it is being used.

**Access Granted:** We walked with Disable the Label on October 25, 2021 to ensure that all handicap push buttons worked for all of the buildings around campus. For all buttons that did not work the plan is to expedite the process to get them fixed.

**Mental Health Program:** We met with Dr. Wilson and Dr. Banks regarding the importance of Mental Health Days. With the help of provost Yu we were able to have two Mental health days before the semester ends. We want to ask if the board can ensure that the faculty does not plan any assignments or class on these days.

**The Protection-** This project focuses on enhancing campus safety to ensure all students feel safe and protected.

**Code Blue:** We had our first campus safety walk on October 7, 2021 which was partnered with MSUPD. It was a success.

**COVID-19 Testing:** We met with Dr Wilson and Dr. Banks because students have been complaining about the time change for testing. We are working to add two more days as well as testing hours for on campus testing.

# THE LEGACY ADMINISTRATION

SGA PRESIDENT: Jamera Forbes, [jafor18@morgan.edu](mailto:jafor18@morgan.edu)

SGA VICE PRESIDENT: Dai'Shona Jones, [dajon44@morgan.edu](mailto:dajon44@morgan.edu)

CHIEF OF STAFF: Jocelyn Daniels

SECRETARY: Kamilah Degraphenreed

CHIEF JUSTICE: Naima Debrest

COMPTROLLER: Tia Thomason

COMMUNITY SERVICE CHAIR: Sydney Smith





**BOARD OF REGENTS**  
**Finance and Facilities Committee Meeting**  
**Monday, November 1, 2021 (Virtual)**  
**9:00 A.M. – 12 P.M.**

- A. Remarks by the Chair ..... Dr. Shirley M. Malcom
- B. Remarks by the President ..... Dr. David Wilson

**ITEMS FOR INFORMATION**

- Facilities, Design and Construction Management Update ..... Ms. Kim McCalla
  - Deferred Maintenance Update
- Division of Research and Economic Development Update ..... Dr. Willie May
- Division of Institutional Advancement Update ..... Ms. Donna Howard
- Division of Enrollment Management and Student Success Update ..... Dr. Kara Turner

**ITEMS FOR ACTION**

- Finance and Facilities Committee Minutes of August 2, 2021 ..... Chairwoman Malcom
- Morgan Completes You Proposed Tuition Model ..... Dr. Yu/Mr. Evans
- Debt Capacity Increase ..... Mr. Sidney Evans
- Naming Opportunity – Schaefer Engineering Auditorium (closed session) ..... Dr. Yu/Dr. Barton

**ITEMS FOR INFORMATION**

- Budget Updates
  - FY 2022 Financial Status Update ..... Mr. Sidney Evans
  - FY 2022 Appropriation & FY 2023 Operating Target ..... Mr. Sidney Evans
- Institutional Aid Allocation Report ..... Dr. Kara Turner



# **ITEMS FOR INFORMATION**



# CAPITAL PROJECTS UPDATE

July – October 2021

## Planning, Physical Plant and Design & Construction Management

### A. EXECUTIVE SUMMARY

**Space:** Finding spaces to meet the needs of campus continues to be a challenge, particularly as “new” space availabilities are not in alignment with the requirements for space. In addition, the impending demolitions of the Washington Service Center and Montebello further contribute to the shortage along with the continued ailments of the older buildings. We have inventoried spaces in the Library, Jenkins, the School of Business and Communications and have utilized as much vacant space as possible. We are looking at all options, including off-campus facilities.

**Staffing:** Planning, Physical Plant Department (PPD) and Design and Construction Management (DCM) are all looking for additional staff and outside consultants/contractors to assist in managing the increased workloads.

**Deferred Maintenance:** Deferred maintenance continues to be a challenge. DCM, Planning and PPD meet regularly, coordinating and pre-planning for meetings with Siemens and others to ensure all are working cohesively. The parameters for the Accurent deferred maintenance program (that assists in defining/evaluating building conditions and priorities) are being established.

**Energy Sustainability:** In addition to our partnership for energy sustainability with the Maryland Clean Energy Center (MCEC) and Siemens, Morgan continues to cause buildings to be designed and built with energy efficiency. Thus far, two deferred maintenance projects have been approved by the Board of Public Works (BPW) – fire alarm upgrades and sub-meters.

**MBE Goals for Major Capital Projects:** We continually monitor the contractors’ MBE payments. As of September 2021, many of the projects in progress are exceeding the University’s MBE goal of 30%, with this quarter’s average consisting of 37.53%. Out of \$174,771,412 paid out in contracts, payments to date to MBEs equates to \$65,563,613.

*Note: These MBE calculations do not include the MBE calculations for deferred maintenance, the Public Safety Building or the Thurgood Marshall Housing project. Those numbers are being tracked separately since deferred maintenance is multiple smaller projects; and the Public Safety and Thurgood Marshall projects are by a private company striving for 30% MBE goals each.*

### B. PLANNING

#### CAPITAL BUDGET REQUEST

We continue to address questions from the State regarding the FY 2023 and five-year capital budget request submission.

#### LEGISLATIVE VISITS

The House Appropriations Committee and the City Delegation recently visited campus. The Senate Budget and Taxation Committee is expected in November.

## **INSURANCE SURVEY**

We submitted the annual insurance survey (real property) to State Treasurer's Office. Where appropriate, we utilized the replacement costs developed by the Accruent program, which is more accurate as it is based on an actual building assessment.

## **CLEARING HOUSE REVIEW**

Approval was received from the Maryland State Clearinghouse for the demolition of Montebello.

## **NEW ENGINEERING**

Work continues regarding the needs assessment required by the State to determine the scope of work for a new and/or renovated facility. Interviews are ongoing as are development of historical and projected data related to headcount, credit hours, contact hours, faculty, staff, current inventories, room and station utilization, etc. This data is essential to the quantitative analysis the State requires. The configuration of the new and/or renovated building has not and will not be determined until the interviews are completed and all departmental requirements understood.

## **DIXON RENOVATION (Physics)**

The programming process for the renovation of Dixon has begun. One critical issue that requires resolution on the outset is whether Physics should occupy Dixon with minimal renovation or would Dixon be renovated to optimally meet the needs of Physics well into the future (as was proposed in the Master Plan). Physics submitted a proposal, which would have provided minimal renovations as a way of expediting this project. Given the types of space required for Physics such as clean rooms, the inadaptability of chemistry and biology labs to meet the needs of Physics, and the longevity of the building/program, a full/major renovation is recommended and is appropriate.

## **SPACE INVENTORY GUIDELINES and APPLICATION PROGRAM (SGAP) PROJECT/REPORT**

Work is still underway. Through the cooperation and assistance of members of the workgroup, progress is being made. Below are some accomplishments over the last quarter.

- As a result of our Student Government Association Project, issues were identified that impact our ability to accurately reflect the University's needs. The issues include inconsistency in defining the roles of the graduate assistant, not processing all proposed graduate assistants through Human Resources, and how stipends are issued/utilized. Discussions are in process regarding improving these areas.
- The Registrar's Office updated the Banneker inventory in Banner to be consistent with files in the Planning Office, including Facility Inventory Classification Manual codes. These codes allow Institutional Research to test run codes to calculate contact hours. Preliminary results have been completed and there are a few kinks that need to be worked out.
- Human Resources developed demographic work forms that will be used to update/confirm demographic information and degree completion. The forms are in test mode with their integrity being tested. This data will ensure up-to-date employee demographic and degree attainment. Once implemented, a routine check should assist to identify employee class, location, department, degree attainment, which will be helpful in our production of the SGAP Report.
- Human Resources is reviewing the coding changes relative to the job class for graduate assistants. This adjustment will allow for easier identification. We are awaiting the status.
- Ten years of departmental historical data and projections are compiled annually in collaboration with our consultant. This information includes headcounts, contact hours, credit hours, faculty, staff, etc., for the SGAP Report.
- Currently, there is no way to identify non-faculty researchers, except by name, recognition or surveying

various departments. Recommendations are being developed regarding coding to simplify this identification. These results contribute to justifying our various space needs/allowances.

- The electronic personnel action form is being evaluated as a way to filter graduate assistants through the Graduate School to develop a more centralized application process.
- The utilization of stipends is also being evaluated.

## **C: PHYSICAL PLANT**

### **UNION (AFSCME)**

We have had several meetings with the union and negotiations continue with the goal of a new MOU before the end of 2021.

### **ACCURENT CAPITAL PLANNING / GORDAN – DEFERRED MAINTENANCE ANALYSIS**

The analysis process and program are assisting Morgan to determine the facilities condition index of each building. Four days of meeting with various departments (Research, Provost, Finance and Administration, Athletics, IT and Enrollment Management) were held to ensure a wide range of participation impacting various organizations, determining concerns, and developing the parameters being considered for building/infrastructure project prioritization/selection. Earlier this year, Accurent completed Phase 1 (buildings north of Cold Spring Lane), Phase 2 is scheduled to be completed by the end of 2021, and Phase 3 (the balance of campus) to conclude in 2022 was moved up 2021 to provide a complete evaluation of campus sooner. Subsequent/regular evaluation updates (per phase) is to occur once every three years. This process will allow for a more independent process to select and prioritize projects for deferred maintenance.

### **WORK ORDER SYSTEM (ARCHIBUS) IMPLEMENTATION**

All work accomplished by PPD is being dispatched through the new work order system. The vendor and IT are working to resolve security issues related to the authentication of users. PPD will continue to define work flows that increase accountability as well as generating efficiencies for personnel. This will be an ongoing process as the PPD organization implements operational changes associated with our strategic plan. The department expects to continue to work internally, as well as cooperatively with IT to refine the system. Other modules of the software suite continue to be activated in order to increase functionality and coordination throughout the Design and Construction Management organization.

### **SPACE**

The upcoming demolition of the Washington Service Center is necessary in order to make room for a new Science Complex resulting in the need to relocate PPD and their facilities. The Procurement Department relocated to the Hoen Building in early October. In addition to PPD, Property Control, the couriers and police dispatch will require relocation. Police dispatch will be relocated to the New Public Safety Building. The plan is to centralize the functions of PPD and relocate the department to a renovated floor in the Workforce and Technology Center (the building is adjacent to Montebello). Lease discussions and renovations need to commence so that PPD can be relocated prior to the demolition in 2023. Grounds and other equipment will require separate facilities.

### **JOB HAZARD ANALYSES**

PPD has arranged with the Office of Safety Health and Environment to perform a job hazard analyses for all positions. The safety team has reviewed all job descriptions and conducted face-to-face interviews with staff. We are awaiting the final analysis. PPD will work with the safety team to schedule and hold safety training as well as implement related safety procedures.

## **MCEC/SIEMENS ENERGY INITIATIVES**

PPD and DCM continue to be active partners with MCEC and Siemens to create energy and sustainability plans for the campus. PPD works closely with Siemens' engineering staff to provide support.

## **OPERATIONS**

Buildings are not designed to sit unused and unoccupied for long periods of time. The shutdown of the campus for nearly 18 months has had extremely detrimental effects on building systems. PPD has been overwhelmed by system problems related to lack of use.

## **STAFFING**

In response to the financial uncertainty brought about by the COVID-19 pandemic, PPD laid off 26 contractual employees. Also during this time period, while there was a hiring freeze in effect, the department lost numerous employees through attrition. This has led to the department currently recruiting nearly 40 positions. While this sounds like a lot of positions, this only brings the department up to the pre-pandemic staffing level. In order to adequately and effectively meet the needs and expectations of the University, especially considering raised expectation levels as the University community returns to campus, significant additional staffing is required. Some new positions are currently being advertised; however, more positions will be necessary as outlined in our strategic plan. Many positions have been filled mostly in housekeeping and grounds.

## **ELECTRICAL**

We are working with BGE to determine future electric requirements for campus.

## **PLUMBING**

Many plumbing problems have occurred since the campus resumed operations. The majority of these plumbing problems are related to drains as opposed to pressurized water lines. Under normal operational conditions, drain lines never completely dry out. However, with long periods of non-use drain piping and associated seals tend to dry out and contract, no longer providing effective seals. Having not experienced such a long-term shutdown in the past, we were unprepared for this situation, but it has become evident in residential plumbing fixtures, showers, and other sanitary systems throughout campus. PPD plumbers continue to address the problems and are being supplemented by contractual staff, but it is an ongoing and all-consuming effort.

## **HVAC SYSTEMS**

Since hiring a Building Automation Systems expert in January, the department has been able to more closely examine the operations of HVAC systems on campus. This additional scrutiny has revealed systems which were ill-maintained and had overridden control parameters to achieve minimum performance levels. This level of operation and the lack of maintenance has contributed to numerous issues throughout campus including indoor air quality issues, mold, and damage to building surfaces and finishes.

PPD has been prioritizing repairs to these systems in order to attempt to address the most critical first. We are also working to understand which of these repairs could be accomplished through the MCEC/Siemens partnership. As expected, numerous additional problems have been identified since campus occupancy rates have increased. The problems are exacerbated during periods of significant temperature fluctuations. Further complicating the resolution of problems is the fact that PPD resources have been stretched extremely thin. We have posted positions for HVAC service personnel and have been unsuccessful in finding qualified personnel. We have also sought authorization from Human Resources to perform some reorganization in the HVAC group.

## **FUME HOODS**

A plan is being developed to make as many fume hoods operational as soon as possible.

# **D: DESIGN AND CONSTRUCTION - ACTIVE PROJECTS**

## **OPERATIONS**

DCM is in the process of hiring more staff in addition to setting up to work with third party firms to assist with

managing the numerous and varied projects.

#### HEALTH AND HUMAN SERVICES (HHS) PART 1

##### Demolition Armory / Motor Pool and Portage Ave Warehouse Renovation (“TAMPP”) – Motor Pool Surge

The work is nearly complete. The salt storage structure is in progress with minor work left regarding the renovation and demolition. All work should be completed prior to end of the calendar year. This should be the last report for this project.

| TAMPP (HHS Phase I) |                    |                    |                  |
|---------------------|--------------------|--------------------|------------------|
|                     | Appropriation      | Obligations        | Balance          |
| Design              | 461,000            | 546,495            | -85,495          |
| Demolition          | 4,901,000          | 4,255,193          | 645,807          |
| Reverted Funds      |                    |                    | 0                |
| Capital Equipment   |                    |                    | 0                |
| <b>Total</b>        | <b>\$5,362,000</b> | <b>\$4,801,688</b> | <b>\$560,312</b> |

|               |                   |           |        |
|---------------|-------------------|-----------|--------|
| Penza Bailly: | Demolition Design | MBE Goal: | 54.14% |
| Contractor:   | GOEL Construction | MBE Goal: | 33.68% |

#### HEALTH AND HUMAN SERVICES (HHS) PART II – NEW BUILDING

HHS is the new home for the School of Community Health and Policy, School of Social Work, Medical Science, Counseling Center, and Family and Consumer Science. Specialty spaces include: virtual reality (VRAR) lab/simulation lab, social work clinic for community outreach simulation spaces and textile labs. The widely attended outdoor groundbreaking ceremony was held on September 30th.

The Construction Manager advertised the first bid package, site work and utilities on October 11th, with approval anticipated late December 2021/early January 2022. The second MBE conference is planned to be held in late October 2021.

| Health and Human Services (HHS Phase II) |                     |                    |                     |
|--|---------------------|--------------------|---------------------|
|  | Appropriation       | Obligations        | Balance             |
| Design                                   | 13,857,000          | 8,646,363          | 5,210,637           |
| Construction                             | 29,000,000          |                    | 29,000,000          |
| Reverted Funds                           |                     |                    | 0                   |
| Capital Equipment                        |                     |                    | 0                   |
| <b>Total</b>                             | <b>\$42,857,000</b> | <b>\$8,646,363</b> | <b>\$34,210,637</b> |

|                      |                                     |           |     |
|----------------------|-------------------------------------|-----------|-----|
| Design:              | HOK/KDA                             | MBE Goal: | 30% |
| CM:                  | Barton Malow/JLN                    | MBE Goal: | 30% |
| Commissioning Agent: | Setty & Assoc. International        | MBE Goal: | 5%  |
| LEED Anticipated:    | Silver with the possibility of Gold |           |     |

#### SCIENCE PHASE I (DEMOLITION OF THE WASHINGTON SERVICE CENTER)

We are working to advertise for the design team by the end of October/November 2021. Opening of Phase II (the new building) is planned for the Fall of 2027. This building will be located on the southwest corner of Cold Spring Lane and Stadium Way.

| <b>SCIENCE PHASE I (Demo Washington Service Center)</b> |                      |                    |                  |
|---|----------------------|--------------------|------------------|
|   | <b>Appropriation</b> | <b>Obligations</b> | <b>Balance</b>   |
| <b>Design</b>   | 784,000              |                    | 784,000          |
| <b>Construction</b>                                     |                      |                    | 0                |
| <b>Reverted Funds</b>                                   |                      |                    | 0                |
| <b>Capital Equipment</b>                                |                      |                    | 0                |
| <b>Total</b>  | <b>\$784,000</b>     | <b>\$0</b>         | <b>\$784,000</b> |

#### **CALVIN AND TINA TYLER STUDENT SERVICES BUILDING**

The dedication ceremony is planned to take place on October 22nd. The project continues to work on miscellaneous work and changes. The facility received several design awards and applications have been submitted for other design and construction awards. Notifications of the award status continues.

##### **Design Awards**

- LEED Gold Building
- Society for Colleges & University Planning – Excellence in Architecture Honor Award, New Building
- Architizer A+ Awards, Finalist & Popular Choice Winner, Higher Education & Research Facilities
- USGBC Maryland Community Leader Project Award Finalist
- AIA Maryland: AIA Maryland Honor Award
- AIA Maryland: 2021 Public Building of the Year
- ASLA Maryland: 2012 Honor Award (Landscaping)
- AIA Baltimore: Award to be announced October 29<sup>th</sup> - confidential until announced
- The Plan Award 2021 (short list) Education Category (European ward – winners yet to be announced)

##### **Construction Award**

- Engineering News Record Mid-Atlantic – Best Project of the Year (Best Higher Education/Research)

##### **Other Design/Construction Awards Being Pursued**

- Architect's Newspaper Best of Design Award (winner to be announced in December 2021)
- Natural Stone Institute Tucker Awards (status TBD)
- FX Awards (status TBD)
- WBC Craftmanship Award: Drywall Category

##### **Articles**

- We were interviewed by Architectural Record (a national Architectural magazine) – article should be in the November 2021 issue
- Article Published: "Most Notable Campus" of all HBCUs based on building designs and blending of historic and modern buildings

| <b>SSB (Student Services Building)</b> |                      |                     |                    |
|--|----------------------|---------------------|--------------------|
|  | <b>Appropriation</b> | <b>Obligations</b>  | <b>Balance</b>     |
| <b>Design</b>                          | 7,257,000            | 7,398,700           | -141,700           |
| <b>Construction</b>                    | 73,868,000           | 72,225,553          | 1,642,447          |
| <b>Capital Equipment</b>               | 7,000,000            | 4,374,071           | 2,625,929          |
| <b>Total</b>                           | <b>\$88,125,000</b>  | <b>\$83,998,324</b> | <b>\$4,126,676</b> |

|  |             |
|--|-------------|
| Architect: GWWO/Teeple Architects                      | MBE: 40.81% |
| Construction Manager: Barton Malow/JLN                 | MBE: 41.03% |
| LEED Commissioning: Setty & Assoc. International, PLLC | MBE: 16.82% |

**STUDENT HOUSING (THURGOOD MARSHALL REPLACEMENT)**

Erection of the moving scaffolding for the initial brick installation continues. Brick installation is to start around the end of October. Materials are being secured earlier than normal due to the difficulty in obtaining them. The Dining Hall structure has been constructed. The furniture is being ordered.

The opening remains on schedule for occupancy by the fall 2022 semester. The project is located along Argonne Drive across from the Murphy Fine Arts Center. The residential component will house 660-670 beds as well as a 24/7 dining hall with the ability to serve approximately 720 students.

The remaining two phases; Phase II (demolish existing Thurgood Marshall Apartments and field replacement) and Phase III (build out of 2<sup>nd</sup> tower with approximately 400 beds) are being considered.

|                                    |                          |              |        |
|------------------------------------|--------------------------|--------------|--------|
| MEDCO: Project Oversight/Financing |                          |              |        |
| Project Budget:                    |                          | \$95,185,707 |        |
| Design: HCM / Moody Nolan          |                          | MBE Goal:    | 33.25% |
| CM:                                | Gilbane Building Company | MBE Goal:    | 30%    |

**DEFERRED MAINTENANCE FY 2020/2021/2022 – FUNDING \$30,000,000**

Deferred maintenance money is typically for projects where their maintenance has typically been deferred and is for projects where they are past their useful life. It involves various types of projects across campus. Individual projects costs are listed in the chart at the report.

**STEAM TRAP REPLACEMENT**

The steam traps/associated piping and insulation have been replaced. There are four manholes that require their structures to be rebuilt as they are no longer safe to enter. We are looking to rebuild the manholes in the spring after heating season (since the required outage would affect almost the entire campus for weeks). In the meantime, we are looking to pull the concrete lids off of the manholes and replace them with a temporary structure to allow for safe access into the spaces should an unanticipated repair be required. The outage for this is a shorter time frame.

|             |                  |      |    |
|-------------|------------------|------|----|
| Contractor: | EMJAY Mechanical | MBE: | 0% |
|-------------|------------------|------|----|

**WEST CAMPUS PARKING/ROAD/FENCING**

Design is progressing. We are waiting for the Maryland Department of the Environment to complete their review before the design can continue.

|           |                                  |      |     |
|-----------|----------------------------------|------|-----|
| Engineer: | Whitley Baily Cox Magnani (WBCM) | MBE: | 30% |
|-----------|----------------------------------|------|-----|

**FIRE ALARM UPGRADE**

This project is being managed by the MCEC Committee/Siemens and was approved by BPW in May. The design of the fire alarm upgrades have been completed for Blount, Carter-Grant-Wilson and Hurt Gymnasium and are under review. Other facilities – Key, Spencer, Holmes, McMechen, Engineering, Library, Hughes Stadium, Murphy Fine Arts, Student Center, Hill Field House, Alumni House, Power Plant and Hurt Gym – will follow. Materials continue to be ordered and work is anticipated to commence late October/early November 2021.

|                      |              |      |     |
|----------------------|--------------|------|-----|
| Design/Construction: | MCEC/Siemens | MBE: | 23% |
|----------------------|--------------|------|-----|

**MEMORIAL CHAPEL**

There are three deferred maintenance projects associated with the Chapel, two of which include funding from the U.S. Department of the Interior National Parks Service HBCU grant totaling \$500,000 each for the window restoration/preservation and roof replacement/repairs. Both of these projects will exceed the grant funding; the balance will be made up with deferred maintenance funds. The third project (water infiltration) is a deferred maintenance project.



## WINDOW PRESERVATION

The work is to preserve the windows and stop their decay. The design has been completed and we are preparing to go out to bid in November 2021.

|             |                          |                   |      |
|-------------|--------------------------|-------------------|------|
| Design:     | Gant Brunette Associates | MBE Design:       | 4.8% |
| Contractor: | TBD                      | MBE Construction: | TBD  |

## ROOF REPLACEMENT/REPAIR

The grant award notification was received in late summer and is to replace/repair the slate and flat roofs, chimney, gutters and, if possible, the stone retaining walls. The next step is to hire a design firm to be followed by a contractor.

## WATER INFILTRATION (TRUTH HALL/CHAPEL)

The project is to stop the below grade water infiltration into the buildings. Since the work is on historically sensitive buildings, we informed both the national and Maryland historical/preservation organizations. Morgan is currently reviewing the schematic documents, while the project is being estimated. We anticipate going out to bid in late 2021 with construction starting in 2022.

|             |                               |                   |        |
|-------------|-------------------------------|-------------------|--------|
| Design:     | Murphy Dittenhafer Architects | MBE Design:       | 58.98% |
| Contractor: | TBD                           | MBE Construction: | TBD    |

## SUB-METERING

This project is being managed by the MCEC Committee/Siemens and was approved by BPW in October 2021. The work involves adding meters to the various utilities on each building to allow for better and more complete monitoring and tracking of utility consumption. This tracking can lead to recognizing problems with big swings in consumption.

|                      |              |      |       |
|----------------------|--------------|------|-------|
| Design/Construction: | MCEC/Siemens | MBE: | 34.5% |
|----------------------|--------------|------|-------|

## GILLIAM CONCERT AND RECITAL HALLS

An architect is being retained to produce contract documents to replace the acoustical wood ceiling panels in both the Gilliam Concert and Recital Halls. Currently, both halls are closed pending the repairs, which are expected to take 12-15 months. The project is pending DBM approval.

## DEFERRED MAINTENANCE COST SUMMARY

| Deferred Maintenance FY 2020           |               |             |            |
|--|---------------|-------------|------------|
|  | Appropriation | Obligations | Balance    |
|  | 10,000,000    |             | 10,000,000 |
| Steam Trap                             |               | 714,186     | -714,186   |
| West Campus Design                     |               | 674,234     | -674,234   |
| Fire Alarm                             |               | 2,571,051   | -2,571,051 |
| AHU 14                                 |               | 876,136     | -876,136   |
| Chapel Grant Design                    |               | 300,000     | -300,000   |
| Truth/Chapel Water Infiltration Design |               | 278,965     | -278,965   |
| Schaefer Auditorium Renov              |               | 763,191     | -763,191   |
| Submeters                              |               | 2,931,875   | -2,931,875 |
|  |               |             | 0          |
| Total                                  | \$10,000,000  | \$9,109,638 | \$890,362  |

## E. MISCELLANEOUS PROJECTS

### REAL ESTATE SPACE

Due to the upcoming projects such as Osteopathic Medicine and the New Science Building, Montebello and the Washington Service Center must be vacated in 2022 and 2023, respectively. Space availability is at a premium due to the hiring of additional staff and with some buildings continuing to be problematic. All on and off-campus options are being considered.

### OSTEOPATHIC MEDICINE

Representatives have completed the initial survey of the property, which is under review by Morgan. The University must vacate Montebello by mid-2022. Space for current building occupants continues to be sought.

### LOIS T. MURRAY SCHOOL

Baltimore City Public Schools placed the Lois T. Murray School, inclusive of the softball field, on their surplus list, offering it to the public for development. The process was terminated without making a decision. Morgan has expressed its continued interest in the property.

### LAKE CLIFTON HIGH SCHOOL

We have reached agreement on the Right of Entry between Baltimore City Public Schools and Morgan. We have basic agreement between Recreation and Parks and Morgan. We are working on the details of the Antenna Agreement, and we are close in our discussion on the Land Disposition Agreement between the City of Baltimore and Morgan. Meetings are underway with various departments to determine the future development strategy for Lake Clifton. The next step is to hire a development partner and perform a master plan for the site.

### NATIONAL TRUST FOR HISTORIC PRESERVATION

In conjunction with the School of Architecture and Planning, we received a \$155,000 grant to document and provide guidelines regarding the campus overall development, particularly as it affects the historic, legacy and other historic/important features of campus. The team has been on site collecting data and becoming familiar with campus. Also being scheduled is a meeting with students to discuss the project and solicit their input. The team will be hiring a Morgan student to be part of their team.

### CAP FIN FUNDING – NORTHWOOD POLICE (PUBLIC SAFETY)

Work is progressing. The concrete and steel structure are complete, and the skin framing is being installed.

| CAP FIN - Northwood Public Safety |              |               |              |             |
|-----------------------------------|--------------|---------------|--------------|-------------|
|                                   |              | Appropriation | Obligations  | Balance     |
|                                   |              | 14,585,840    |              | 14,585,840  |
|                                   | Design       |               | 687,159      | -687,159    |
|                                   | Construction |               | 13,450,773   | -13,450,773 |
|                                   |              |               |              | 0           |
|                                   | Total        | \$14,585,840  | \$14,585,840 | \$447,908   |

|             |                        |                  |     |
|-------------|------------------------|------------------|-----|
| Design:     | JP2                    | MBE Design       | 30% |
| Contractor: | Comercial Construction | MBE Construction | 48% |

### NORTHWOOD SHOPPING CENTER

Construction of Phase I is coming along well. Most of Phase I buildings are to be ready in 2022.

### SPACE UNDER BARNES AND NOBLE

The space under Barnes and Noble is being considered for a new program, grant and surge space, similar to Hoen Building. Legal documents are under review. This space will likely not be available in time to accommodate the immediate move requirements of the demolition of Montebello and the Washington Service Center but will assist in other negatively impacted areas of campus.

## F. POST - CONSTRUCTION AND EXISTING BUILDING RENOVATIONS

### HUB:

No change on this item

## G. ENERGY SUSTAINABILITY

Morgan's partnership with MCEC and Siemens is to advance the University's sustainability program and to work on deferred maintenance projects. Projects are assigned Task Order numbers. A major component besides sustainable technology is Energy Performance Contracts (EPCs). EPCs are contracts that are designed and constructed by the team with the main focus on new facilities that will produce recognizable/targeted cost savings to the University, and the MCEC/Siemens team is paid as a result of the savings in energy costs received. Projects in progress are listed below.

| Task Order # | Task Description  | Status   | Cost  | MBE % |
|--------------|---|--|---|-------|
| TO 1         | Vendor Selection  | Completed  | NA  |       |
| TO 2         | Campus-Wide Energy Conservation Projects (lighting upgrades, water conservation, duct cleaning, back flow preventers, etc.<br><br>Renovate Hurt Gym | Discrete projects are in progress.<br>Hurt Gym is in design.   | \$9,903,725 (energy conservation)<br><br>Hurt Gym - TBD |       |
| TO 3         | Sub-Metering  | Add sub-meters to utilities to allow for better tracking and evaluation of energy consumption. Approved by BPW in October. | \$2,931,875   | 34.5% |
| TO 4         | Master Strategic Energy / Sustainability Plan   | Develop sustainability road map. Goals: guaranteed savings, education, energy use reduction.                               | TBD   |       |
| TO 5         | Inspection Testing / Maintenance Fire Systems   | Defer. Maintenance Operating Annual  | \$410,000 annually with % increases                     |       |
| TO 6         | Fire Infrastructure Upgrade and Integration   | BPW Approved May 2021 – Materials are being ordered  | \$2,571,051   | 23%   |
| TO 7         | Indoor Air Quality Improvements   |  |   |       |
| TO 8         | EPC for Residential Buildings   | On hold to manage other urgent projects  |   |       |
| TO 9         | Security System Upgrade / Maintenance   |  |   |       |
| TO 10        | Energy Savings, One-Time Preventative / Deferred Maintenance Projects   |  |   |       |

## H. ATTACHMENTS

1. Project Photos

## HEALTH AND HUMAN SERVICES





## NEW STUDENT HOUSING (THURGOOD MARSHALL HALL)

View from Roof of Hill Field House



North end of Building: Sub-Skin



South and East Side of Building with Brick Erection System



## **TAMPP - Phase I of Health and Human Services Project**

Demolition of 1130 B @ Portage Ave Complete – Restoring the adjacent wall.

Preparations for new Salt Storage Structure on Lot Y



## **DEFERRED MAINTENANCE**

### **CHAPEL:**

Roof





## PUBLIC SAFETY AT NORTHWOOD



### Public Safety



### Shopping Center – Barnes and Noble in the Fore Front

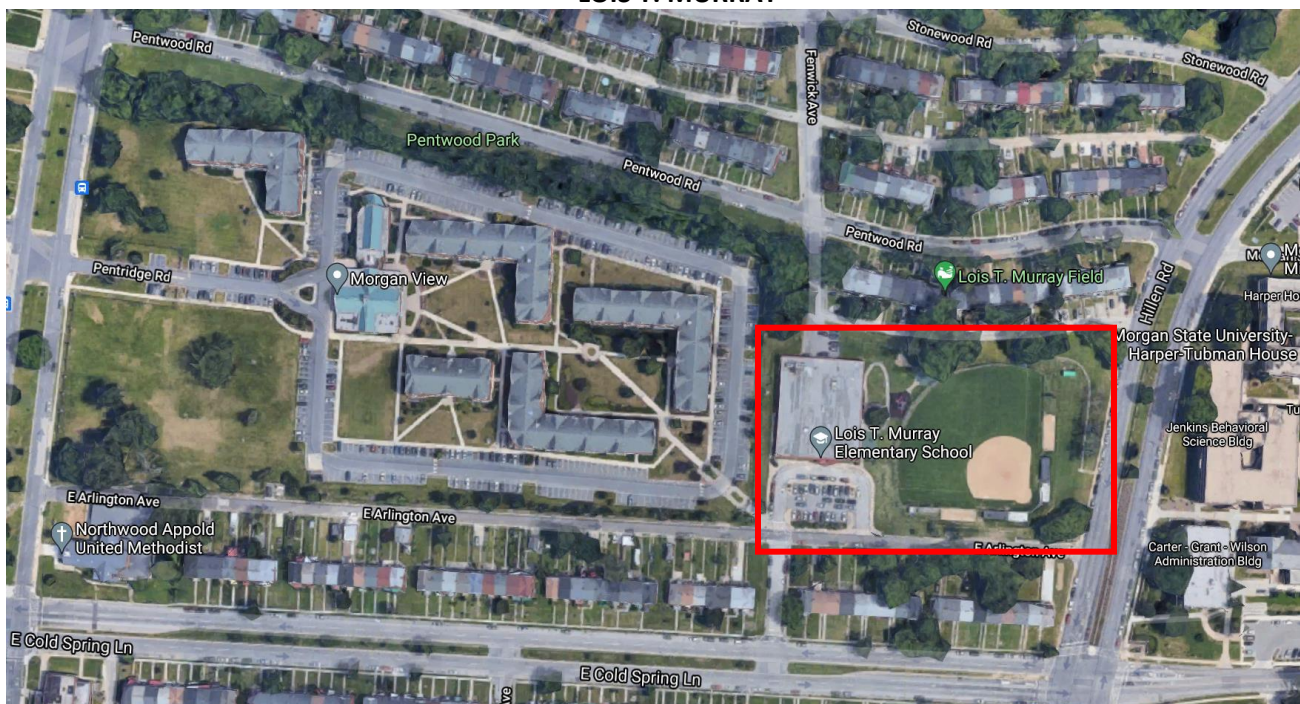




## LAKE CLIFTON PROPOSED BOUNDARIES

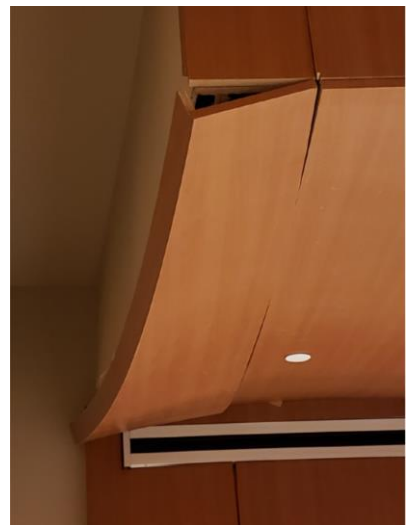


## LOIS T. MURRAY



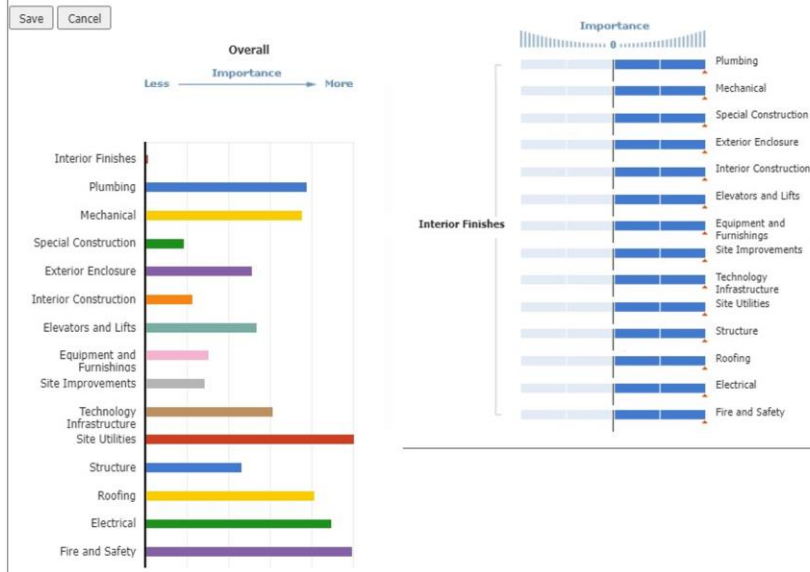


**GILLIAM CONCERT HALL:**



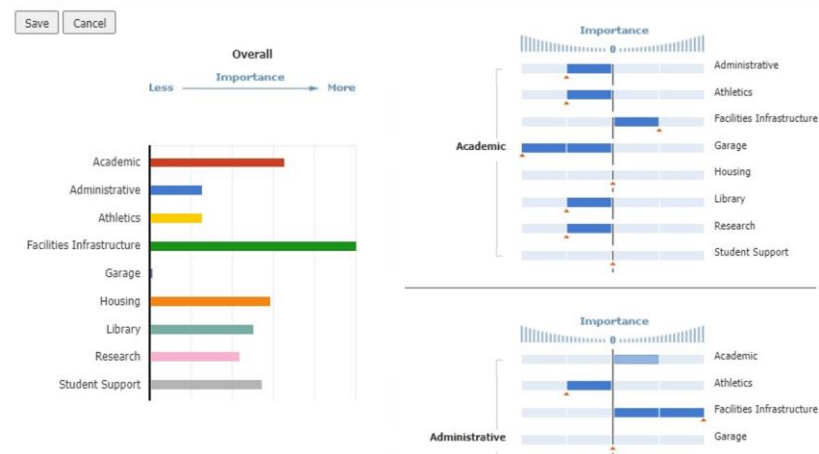
## PRELIMINARY REPORT FROM ACCRUENT'S EVALUATION OF 1/3<sup>RD</sup> OF CAMPUS (North of Cold Spring Lane) Group's Determinations

### Requirements of Prime Systems

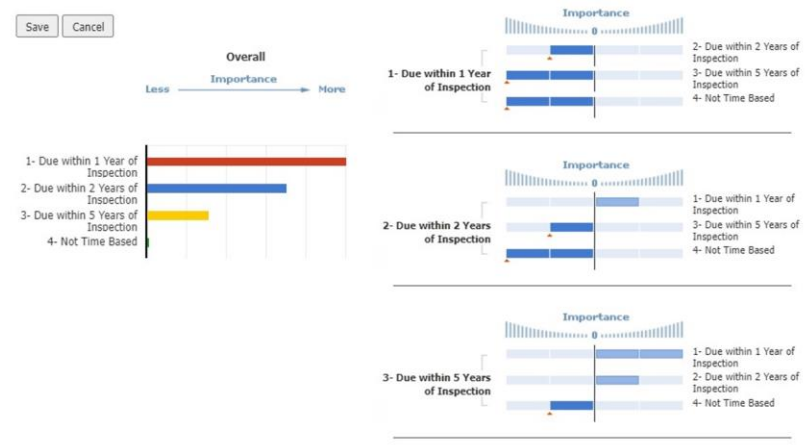


Samples of the recent group decision process to determine importance, priority, etc. criteria.

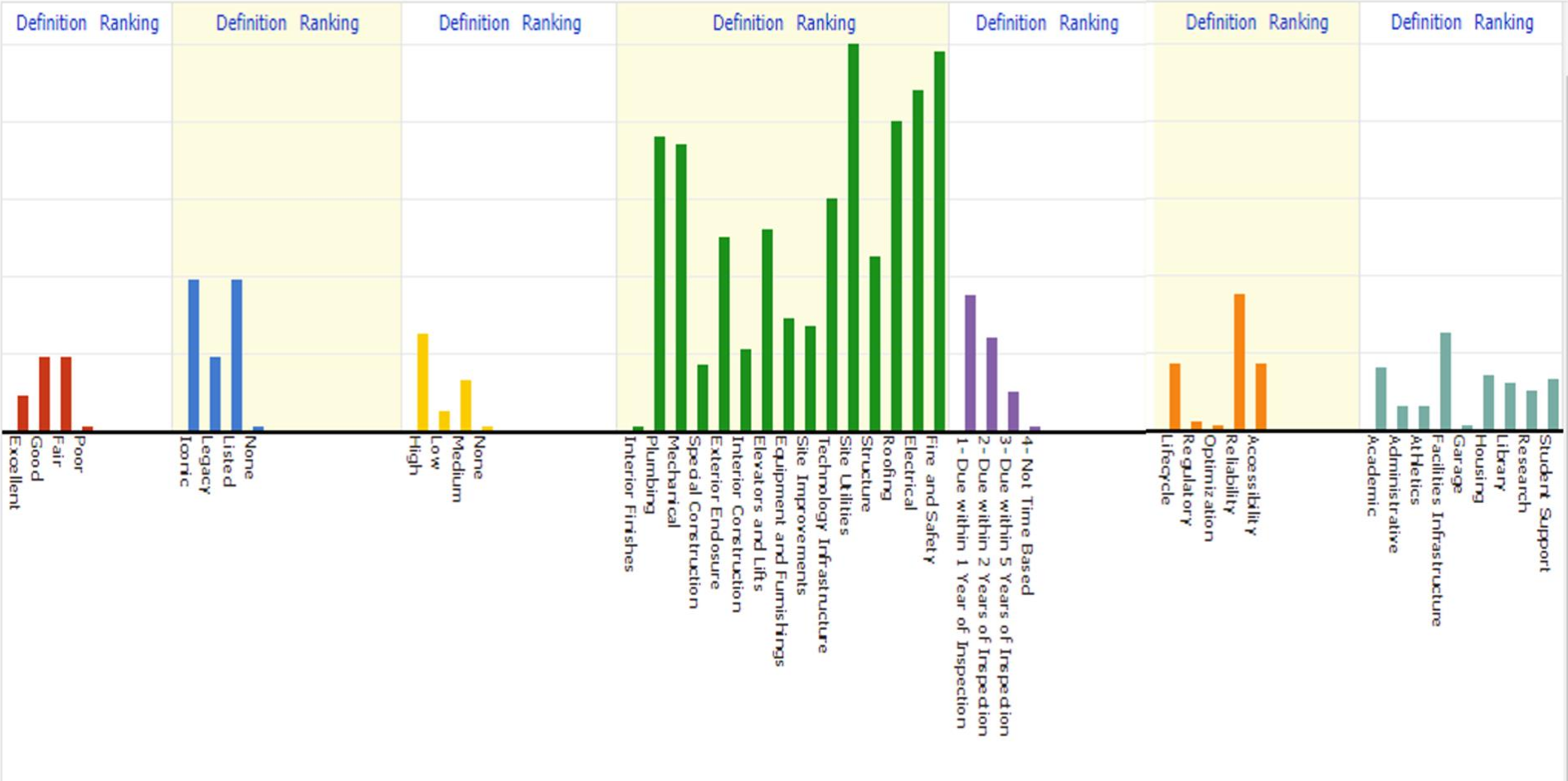
### Asset Use



### Overall

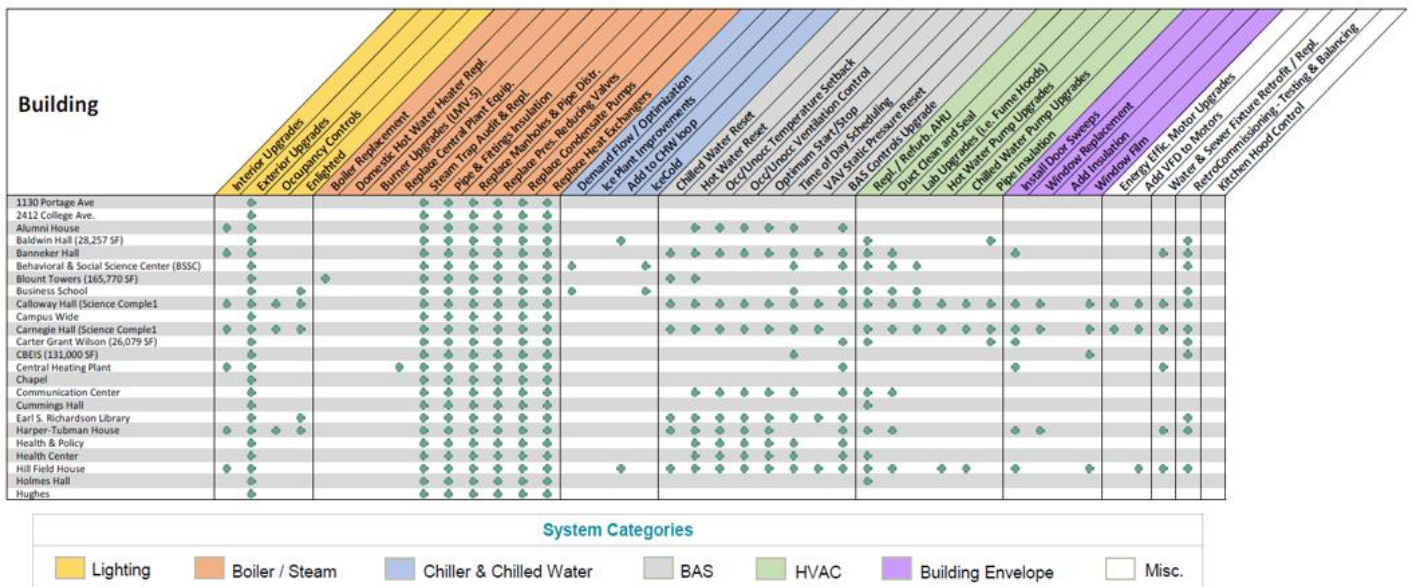
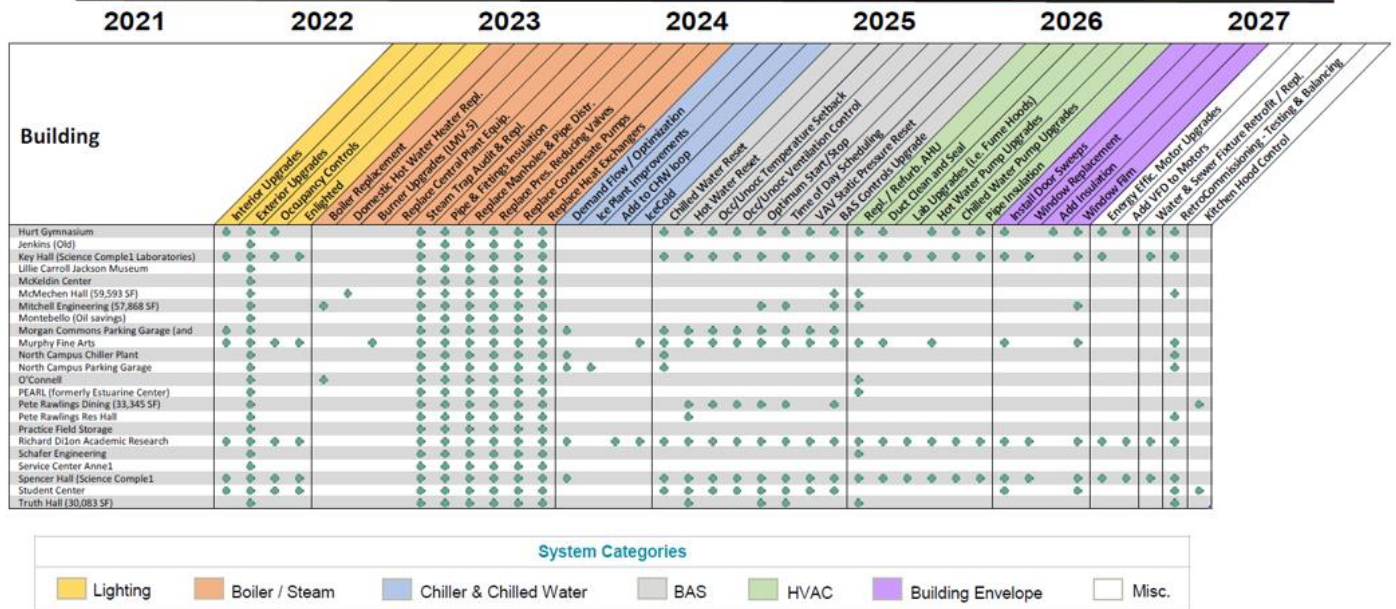


Prioritization Overview





## Transformation Path & Detailed Campus Assessment





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**Report to the Morgan State University Board of Regents – November 1, 2021**  
**Reporting Period: July 1, 2021 – September 30, 2021**

**Dr. Willie E. May**  
**Vice President for Research & Economic Development**



## DIVISION OF RESEARCH AND ECONOMIC DEVELOPMENT



**Willie E. May**  
VP for Research  
& Economic  
Development

### Programmatic Support



**Ms. Ashlee Kirkland**  
Executive Assistant



**Ms. Keyshawn Moncrieffe**  
Special Assistant  
for Communications



**Mr. Albert Sweets**  
Special Assistant  
for External Partnerships



**Ms. Mercedes Eugenia**  
Special Assistant  
for Operations



## D-RED LEADERSHIP Team

### Administrative Program Leads



**Dr. Farin Kamangar**  
AVP for Research  
Administration



**Dr. Edet Isuk**  
Research Compliance  
Officer



**Dr. Timothy Akers**  
AVP of Research,  
Innovation &  
Advocacy



**Mr. Wayne Swann**  
Technology  
Transfer  
Officer

### Cross-Cutting Research Program Leads



**Dr. Scott Knoche**  
PEARL Director



**Prof. Kevin Komegay**  
CAP Center Director



**Dr. Daniel Laughlin**  
GESTAR Program  
Manager



**Ms. Gillian Silver**  
RCMI & ASCEND  
Associate Director



**Mr. Gerald Whitaker**  
Rocketry Program  
Manager



**Vacant**  
Center for Urban  
Health Equity  
Director

## I. INTRODUCTION

The Division of Research and Economic Development (D-RED) supports the Morgan State University research enterprise by:

- Enhancing technical capacity and providing the infrastructural support to increase external funding from public and private sources,

- Ensuring compliance with all applicable laws and regulations related to the responsible conduct of research, and
- Facilitating the commercialization of faculty and student generated Intellectual Property.

D-RED serves as a key point of contact for companies, federal and state agencies, and others interested in connecting to or exploring collaborations with the Morgan State University (MSU) research enterprise. Our immediate goal is a sustainable \$50 million in sponsored research income, with at least \$40M in research expenditures. We are also looking to increase both the number of faculty involved in research across all of our schools as well as student involvement in research. We continue to increase our Intellectual Property Development & Technology Transfer activities and strive to be among the top 10 U.S. Research Universities when our outputs are indexed to R&D Expenditures.

We have achieved “R2: Doctoral Universities - High Research Activity” status – a key milestone articulated in the President's 2011 - 2021 Strategic Plan. Our focus now is to improve our systems and processes to support the continuous growth of Morgan’s stature within the nation’s higher education research community. We aspire to be poised for ascension to R1 and become a “Doctoral University with Very High Research Activity” within the next decade. While in pursuit of R-1 status, we are committed to becoming a universally well-respected research university by our peers.

On September 13-14, we convened a meeting of Morgan’s Blue-Ribbon Panel on Research Program Expansion. The Panel was charged with assisting us in “identifying a few potential peaks of excellence within a number of key technology areas where Morgan could and should develop programs of national prominence.”



#### **LOOKING TO DEVELOP “PEAKS OF EXCELLENCE” IN A LIMITED NUMBER OF AREAS SUCH AS.....**

- ADVANCED MANUFACTURING
- ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING
- BIOTECHNOLOGY/ENGINEERING BIOLOGY
- BRAIN SCIENCE
- CLIMATE SCIENCE
- COMMERCIAL ROCKETRY AND HYPERSONICS
- CYBERSECURITY FOR IOT DEVICES
- DATA ANALYTICS
- QUANTUM EDUCATION/LITERACY
- URBAN HEALTH EQUITY



## Blue Ribbon Panel on Research and Academic Program Expansion

September 13-14, 2021

### Opening Session

#### Welcome & the Occasion

**Dr. David K. Wilson,**  
President, Morgan State University;  
**Dr. Shirley M. Malcom,**  
MSU Board of Regents



#### Introduction of Panel & Event Agenda

**Dr. Willie E. May, VP for Research & Economic Development**

#### History of Research at MSU

**Dr. Farin Kamangar,**  
Assistant VP for Research Administration

#### Some Current MSU Research Assets

##### Center for Predictive Analytics

**Professor Jocelyn Turner- Musa,**  
Chairperson, Department of Psychology

##### Cybersecurity of IoT Devices

**Professor Kevin Kornegay,**  
Director, Cybersecurity Assurance and Policy Center

##### Brain Science

**Professor Hongtao Yu,**  
Provost & Executive VP for Academic Affairs

##### Urban Health Equity

**Dr. Kim Sydnor,**  
Dean of School of Community Health & Policy

##### STEM Education

**Professor Christine Hohmann,**  
Director, Morgan ASCEND Program

## Blue Ribbon Panel on Research and Academic Program Expansion

September 13-14, 2021

### Potential Areas for New Investment

#### Opening Comments

**Dr. Willie E. May, Moderator**

#### Advanced Manufacturing

**Dr. Frank K. Gayle,**  
Deputy Director, Advanced Manufacturing National Program Office, NIST

#### Engineering Biology

**Dr. Sheng Lin Gibson,**  
Chief of Biosystems & Biomaterials Division, NIST

#### Artificial Intelligence & Machine Learning

**Professor Paul Wang,**  
School of Computer Mathematical & Natural Science

#### Data Science/Data Analytics

**Professor Kofi Nyarko,**  
Mitchell School of Engineering

#### Digital Engineering

**Professor Oscar Barton,**  
Dean Mitchell School of Engineering

#### Quantum Education & Literacy

**Dr. Timothy Akers,**  
Assistant VP for Research and Innovation

#### Climate Science

**Dr. Scott Knoche,**  
Director PEARL;  
**Dr. Xiaowen Li,** Morgan GESTAR

#### Hypersonics & Propulsion Systems

**Professor Craig Scott,**  
Mitchell School of Engineering



The truly outstanding Panel included a mixture of members from Academia, the Federal Government, and Business, including a former winner of the Nobel Prize in Physics and National Medal of Science Winner and several members of the National Academies.



**Eugene DeLoatch**  
Morgan State University,  
Retired



**Carol Espy-Wilson**  
UMCP



**Rhonda Franklin**  
Univ. Minnesota



**Sylvester J. Gates, Jr.**  
Brown University



**Juan E. Gilbert**  
Univ. Florida



**Craig McLean**  
NOAA



**Mahlet N. Mesfin**  
U.S. Dept. of State



**William D. Phillips**  
NIST/UMCP



**Claudia Rankins**  
NSF, Retired



**Landon Taylor**  
Base 11 Foundation



**Hratch G. Semerjian**  
NIST, Retired



**Isiah M. Warner**  
LSU

3

Plans have already been made to establish a new center on **Equitable Artificial Intelligence and Machine Learning** based on very persuasive presentations from Professors Kofi Nyarko and Paul Wang followed by lively discussions and enthusiastic unanimous support from the panel. The upcoming report from the Panel will identify another 3-4 areas that are also ripe for significant investment with an eye on the establishment of prominent nationally recognized multidisciplinary Research Centers.

## II. BUSINESS DEVELOPMENT

**The Office of Research Administration (ORA)** oversees and assists with many aspects of the life cycle of grants and contracts, from proposal submission to grant close out. As a service unit, the primary mission is to provide the following core services to faculty and the research community:

- Review, process, and submit proposals to sponsors;
- Receive and review awards;
- Provide grant-management training for the principal investigators;
- Oversee research compliance and regulatory matters, including the protection of human subjects, research integrity, and export control;
- Assist with preparing, issuing, and monitoring subaward agreements;
- Serve as a liaison with sponsors for non-financial award management matters;
- Prepare data related to proposal submissions, grant and contract funding, and research output; and
- Assist with programmatic close-out of the awards.

### Activities

This report summarizes activities from July 1, 2021, to September 30, 2021. During this period, the ORA continued its regular activities, including the following:

- **Reviewing and submitting grant and contract proposals:** We submitted a high number of new grants and contract proposals. Please see the report in the next page.

- **Conducting post-award briefings:** The ORA continually organizes these briefings, during which the terms and conditions of new awards are discussed with faculty members, in order for them to be good stewards of the awards provided by the funding sponsors. **We believe in the Academic Year 2022, MSU will have a record high number for the dollar amount of grants received.**
- **Providing oversight of protection of human subjects:** Activities include, but are not limited to, Institutional Review Board (IRB) processes, best practices for conducting research involving human participants, and guidance for conducting research given current COVID-19 restrictions.

## Initiatives

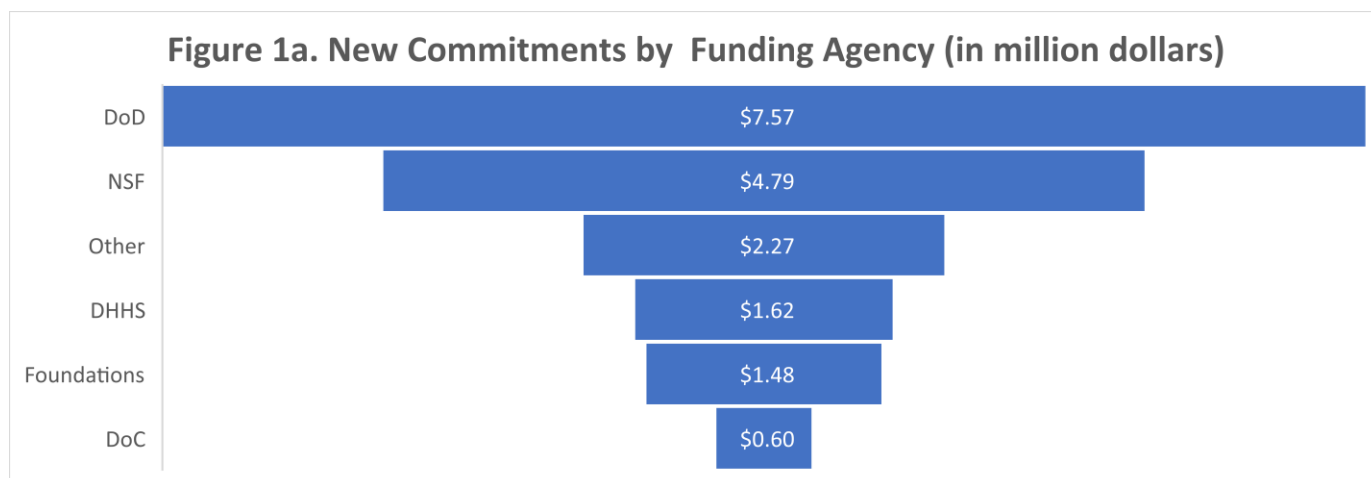
During this reporting period, the ORA embarked on several initiatives to improve the management and reporting of grants and contracts. Some examples include:

- **Developing a Strategic Plan Document for the ORA:** Vision and Mission, major goals, specific objectives, and metrics of success have been determined. Assessments are conducted twice a year using this document.
- **Generating databases for university grant and contract submissions, new commitments, grant and contract authorizations, publications, and citations:** These databases were prepared by the ORA staff (Ailing Zhang, Deshun Li, Matthew Lee, Lucy Manyara) and Dr. Shiva Mehravaran.
- **Producing a grant budgeting document:** This document provides details of all grant budgeting issues and will help faculty members and budget officers with writing and managing budgets.
- **Producing a post-award steps document:** This document provides a clear guidance for all post-award steps for faculty members and other personnel responsible for initiating the grant.
- **Organizing monthly training seminars:** These seminars have been met with substantial enthusiasm. We have approximately 50 participants for each seminar.

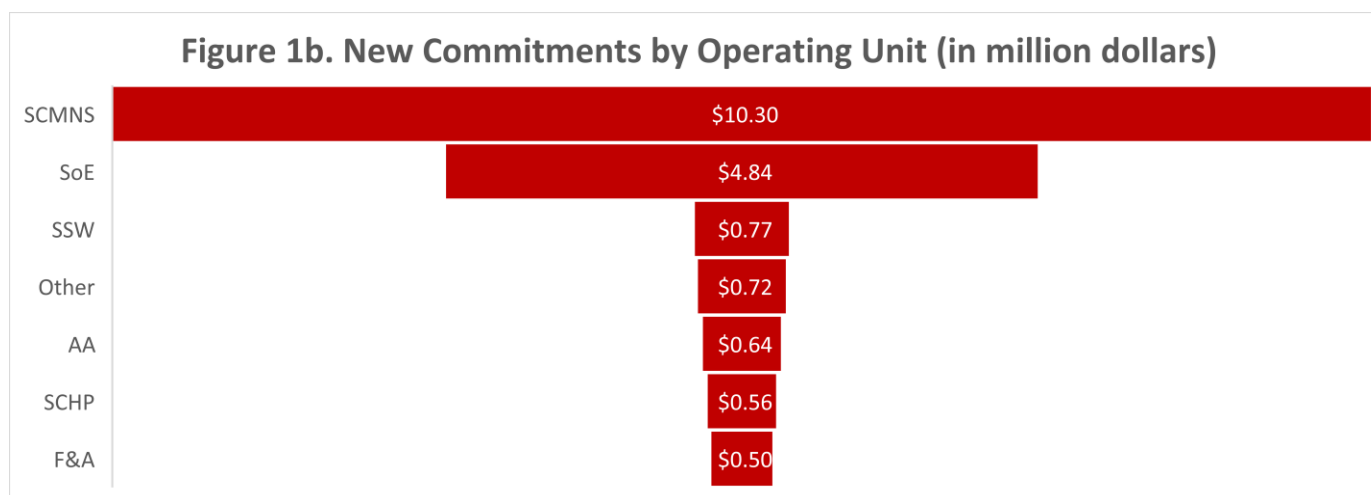
## Proposal Submissions & New Commitments

From July 1, 2021 to September 30, 2021, the ORA reviewed and submitted **46 proposals** with a total requested amount of **\$57.9 million**. This is **a record high** for MSU.

During this same period, MSU received **43 new funding commitments** worth **\$18.4 million**. This is also **a record high** for MSU. The figures below show new funding commitments by funding agency and by operating unit. The largest award this year was from the Department of Defense for \$7.5 million, for establishing a Center of Excellence in 2D materials (PI: Dr. Ramesh Budhani, Physics). NSF and DHHS were two other major funding resources of our new awards. The School of Computer, Mathematical, and Natural Sciences (\$10.3million) and School of Engineering (\$4.84 million) were the leading operating units in securing new funds.



DoD: Department of Defense; NSF: National Science Foundation; DHHS: Department of Health and Human Services; Foundations: Foundations and Companies; DoC: Department of Commerce.



SCMNS: School of Computer, Mathematical, and Natural Sciences; SoE: School of Engineering; SSW: School of Social Work; AA: Academic Affairs; SCHP: School of Community Health and Policy; F&A: Finance and Administration.

**The Research Compliance unit of ORA** provides oversight, and serves as a resource for policy development, regulatory analysis and interpretation, training and education to ensure compliance with federal research regulations, as well as raise awareness of procedures and guidelines designed to support the responsible and ethical conduct of research at the university.

## Major Activities

During FY21 we accomplished the following:

- Coordinated IRB functions for the processing and review of 31 human subjects research protocols from faculty and student researchers.
- Delivered training sessions on Responsible Conduct of Research (RCR), Human Subjects Protection in Research (IRB), and Animal Subjects Research (IACUC), respectively to faculty, graduate and under students.
- Acquired the PIVOT-RP electronic platform to facilitate the identification of funding opportunities and new potential research collaborators, both domestic and international, by faculty, graduate, and post- doctoral student researchers.

- As part of an overall Office of Research Administration initiative, the Research Compliance unit continued the assessment of different electronic platforms for managing Sponsored Awards, IRB processes, and other Research Compliance functions respectively, to enhance efficiency and effectiveness. It is anticipated that one of these systems will ultimately be selected for acquisition and implementation.

### Intramural Training Activities

Beginning in the early Spring, monthly seminars were established to enhance the capacity of Morgan State University faculty and staff members to submit and manage grants. These seminars, which were held on the 2<sup>nd</sup> Wednesday of each month, were designed to cover a wide range of topics related to grant submission and management. They also provided an opportunity for new faculty to meet and get better acquainted with personnel of the Office of Research Administration.

### Year 2021 Planned Workshops

| Date          | Time           | Topic  | Presenter           |
|---------------|----------------|--|---------------------|
| <b>Mar 10</b> | 2:00 – 4:00 PM | Budget Preparation for Grants                            | Kamangar            |
| <b>Apr 14</b> | 2:00 – 4:00 PM | Tips for Post-Award Management of Grants                 | Kamangar            |
| <b>May 12</b> | 2:00 – 4:00 PM | Using the D-RED Website as a Resource                    | Malone/<br>Kamangar |
| <b>Jun 9</b>  | 2:00 – 4:00 PM | Finding the Right Award to Apply For                     | E Isuk/Kornegay     |
| <b>Jul 7</b>  | 2:00 – 4:00 PM | Resources for Researchers (Google Scholar, eRA, My NCBI) | Mehravaran          |
| <b>Aug 11</b> | 2:00 – 4:00 PM | No Seminar (Faculty Institute)                           |                     |
| <b>Sep 8</b>  | 2:00 – 4:00 PM | Subawards: What You Need to Know                         | Lee                 |
| <b>Oct 13</b> | 2:00 – 4:00 PM | Tips for Successful and Timely Submission of Grants      | Zhang               |
| <b>Nov 10</b> | 2:00 – 4:00 PM | Compliance and Integrity in Research                     | Isuk                |
| <b>Dec 8</b>  | 2:00 – 4:00 PM | Cost Sharing Principles                                  | Kamangar            |

Additionally, Dr. Mildred Huff Ofosu, Special Assistant to the Vice President for Research and Economic Development, prepared four documents to aid faculty, students and research administrators in enhancing their practical knowledge about grant writing and to enhance their understanding federal regulations.

**The ABC Steps of Proposal Development** was designed for those who do not have vast experience in writing competitive proposals and obtaining awards.

**The Grant writing Professional Development Workshop** was designed to further strengthen writing skills for faculty who had experienced some success in obtaining grants, cooperative

agreements, and/or contracts. Topics such as developing need statements, methodology, planning charts, and assessment and evaluation tips were included.

**Overview of Principal Investigators Guide.** The 126+ pages in the PI Guide were summarized in this presentation.

**Uniform Guidance Revised Policy & Regulations** was developed to faculty and staff in maintaining “research integrity” as we move forward as a Research University.

The first two presentations were recorded using Panopto database. They are available for review via the DRED web page.

**SPONSORED RESEARCH EXPENDITURES: For FY 2021,** Morgan State University accrued ~\$9.4M in expenditures from the income processed through our sponsored research function. Of this amount, \$7.1M was from the Department of Education for Title III, which is not counted as a research expenditure. Please keep in mind that while these expenditures are for the first quarter of FY22 for Morgan, they represent the last quarter of FY21 for the Federal Government.

### III. RESEARCH INNOVATION & ADVOCACY

#### Overview

The Office of Research Innovation and Advocacy (ORIA) is well-aligned with the University’s research-related revenue. The ORIA serves four primary functions:

- To provide hands-on consultation, technical assistance, proposal development, and capacity-building to research faculty and staff members.
- To link research faculty and staff with resources in furtherance of their research agendas, research portfolios, and research enterprises.
- To serve as the technical liaison for Interagency Agreements (IAs) between Maryland State Agencies and Morgan State University.
- To serve as the advocacy unit to help promote, plan, and organize research projects and events with federal, state, and local government as well as with philanthropic agencies/organizations.

#### Activities

- Worked with local nonprofits in identifying community needs and planning upcoming community health events dealing with COVID prevention.
- Spring 21 time and effort reports were released for certification in September. The reports were released to employees who can certify which kept the university in compliance with Federal regulations.
- September 25th AKA and MCM Pop-Up Health Event Faith Methodist Church 5400 Lockhaven Blvd Baltimore, MD. 21239. ORIA participated in helping to organize over 38 Mammograms, 35 Flu-shots, 26 Covid-19 shots, including having the mayor and 150 visitors to visit the social event site.
- Attended the PEI/NIH Reporting Webinar for training on NIH reporting application. Scheduled and attended meetings with STEM companies for subcontracting opportunities (Deloitte). Organizing listening session on pre-budget training issues with faculty and staff for budget training.



## IV. TECHNOLOGY TRANSFER & ECONOMIC DEVELOPMENT

### Overview

The Office of Technology Transfer (OTT) assists faculty, staff, administrators, and students with innovations and intellectual property matters, in accordance with Morgan's Intellectual Property Policy and Procedures; supports economic development through technology transfer initiatives and institutional projects; and supports University strategic initiatives.

The table below provides an update on 1) Morgan's Innovation Metrics; 2) Metrics per R&D Expenditures as compared to the average for U.S. research universities; and 3) Morgan Placement (rank) per performance metric. Comparisons are based on the latest national data released by the Association of Technology Managers (July 2021). Morgan continues to significantly outpace the U.S. averages in innovation outputs and outcomes per research dollar expenditures (inputs) and has now reached a top 10 placement in all five metrics per expenditures. OTT's new goal: Maintain our top 10 placements per R&D expenditures, as Morgan continues to increase R&D contract & grant funding/expenditures.

| Morgan FY 2021 Metrics and U.S. University Rank per \$10 Million in NSF R&D Expenditures |                      |                                |   |  |                         |
|--|----------------------|--------------------------------|---|--|-------------------------|
| FY 2021 Output & Outcome Performance Metric  | Morgan Metric Number | Morgan Metric per \$10 million | Average U.S. University Metric per \$10 million | Morgan Factor Compared to U.S. Average | Morgan Placement (Rank) |
| Intellectual Property Disclosures  | 30                   | 17                             | 3.3   | 5X                                     | 5th                     |
| New U.S. Patent Applications   | 28                   | 16                             | 2.0   | 8X                                     | 3rd                     |
| Issued U.S. Patents  | 6                    | 3.5                            | 1.1   | 3X                                     | 9th                     |
| Licenses & Options   | 7                    | 4.1                            | 1.2   | 3X                                     | 9th                     |
| Start-ups Companies Formed   | 2                    | 1.2                            | 0.14  | 8X                                     | 6th                     |

Morgan FY 2021 Performance data compared to the most recent data from the Association of University Technology Transfer Managers (AUTM) - Published July 2021

### Historical Information

This table provides Innovation Output and Outcome metric performance data during the Morgan Strategic Plan (FY 2011-2021), and all time, through 2010.

| Innovation and Technology Transfer              |                          |              |
|---|--------------------------|--------------|
| Metric  | All Time Through FY 2010 | FY 2011-2021 |
| Intellectual Property Disclosures               | 1                        | 150          |
| New U.S. Patent Applications Filed <sup>1</sup> | 0                        | 78           |
| U.S. Utility Patents Issued <sup>2</sup>        | 0                        | 13           |
| License Agreements & Options                    | 0                        | 14           |
| New Start-up Companies                          | 0                        | 8            |

<sup>1</sup> Includes New U.S. Provisional Patent Applications

<sup>2</sup> At the end of FY 2021 there were 31 U.S. Utility Patent Applications pending in the USPTO

### Quarterly Status of OTT Plans for FY 2022

- Achieve (or tie) all-time numerical records in all five-performance metrics. Continue to significantly exceed the U.S. and State averages for Research Universities, when indexed to R&D Expenditures. Specifically, focus on increasing the number of issued U.S. Patents and Tech Transfer Agreements (Outcomes) to all-time MSU highs.

**Status: On track through the 1<sup>st</sup> Quarter.**

- Achieve a long-term OTT goal: Top Ten U.S. Ranking per R&D Expenditures in all five metrics categories.  
**Status: Achieved, see table above.**
- The Director of OTT will continue to support Morgan’s strategic goal to achieve a Carnegie placement in the top half (top tier) of Doctoral Research Universities in the U.S. (R1) by the 2030 CCIHE classification.  
**Status: The 2021 Carnegie Classification is to be published December 2021. It will be based on data prior to initiating Morgan’s R1 project.**  
**Current activity (focused on CCIHE 2024) includes assessing performance metrics/projections, refining models, and developing implementation strategies to maximize impact for CCIHE 2024.**
- In accordance with the OTT Strategic Plan, OTT is implementing a new In-Reach program for faculty, staff, and students. It is structured as a six module seminar series entitled: *The Fundamentals of Innovation, Intellectual Property and Technology Transfer*.  
**Status: In process.**

## V. D-RED RESEARCH PROGRAM HIGHLIGHTS



### Overview

The PEARL is an environmental research laboratory that: generates scientific knowledge through innovative, interdisciplinary environmental research; embraces the public university’s role in translating this knowledge to stakeholders for the benefit of the public; and inspires the next generation of scientists and environmentally aware citizens through experiential learning opportunities, mentored research experiences, and environmental education.

The PEARL has had a very successful FY 2022 1<sup>st</sup> quarter, with \$550K in new external awards. Please see below for details on research and education accomplishments.

### Research and Education Activities

#### Aquaculture and Shellfish Genomics Research Program (Key Personnel: Dr. Ming Liu, Brittany Wolfe-Bryant, Jon Farrington)

- **Successful Proposal:** Successful Maryland Sea Grant proposal for development of novel soft-shell clam farming techniques (\$140k; Liu PI)
- **New Project:** The Morgan OTT I-GAP project (\$10k; Wolfe-Bryant PI) for developing soft shell clam breeding technology is now underway at PEARL
- **Student Support:** Two undergraduate summer interns supported PEARL’s aquaculture projects and Morgan Bioenvironmental Science PhD graduate student Shivish Bhandari has now arrived in the U.S. and is supported by the PEARL through a research fellowship

#### Coastal Ecology Research Program (Key Personnel: Dr. Tom Ihde, Dr. Chunlei Fan)

- **Successful Proposal:** Successful National Oceanic and Atmospheric Administration (NOAA) proposal to estimate the ecological benefits and regional economic impacts of oyster reef and seagrass habitats in two Chesapeake Bay Virginia (\$250k; Ihde PI)



- **Successful Proposal:** Successful internal proposal through Morgan’s Center for Urban Health Disparities Research and Innovation to conduct a pilot study estimating concentrations of toxic contaminants in Chesapeake Bay seafood (\$50k; Ihde PI)
- **New Student Support:** Funding from NOAA supports graduate research assistantship for Amanda Bevans (Integrated Science M.S.) to work with PEARL Researcher Dr. Ihde
- **Student Award:** Nikelene McLean (Bioenvironmental Science PhD student working with SCMNS/PEARL researcher Dr. Fan) received prestigious NOAA Knauss fellowship and will be placed in federal government office in Washington D.C. for one-year fellowship
- **New Equipment:** PEARL received specialized microscope equipment from Shimadzu Corporation (\$55k; Fan PI)

#### **Environmental & Natural Resource Economics Research Program (Key Personnel: Dr. Scott Knoche, Kaitlynn Ritchie)**

- **Successful Proposal:** Successful Maryland Port Administration proposal (partner University of Maryland) to conduct a survey on urban resident perceptions of urban waterfront development (\$75k; Knoche PI)
- **New Student:** SCMNS Bioenvironmental Science PhD student Abubakar Ringim joins PEARL team; Knoche and Ritchie to serve on his Graduate Program Advisory Committee.

#### **Environmental Education (Key Personnel: Dr. Amanda Knobloch)**

- **PEARL Intern Symposium:** Nine summer interns presented their research projects at the Annual PEARL Internship Symposium on August 5 (approximately 50 attendees)
- **Successful Proposal:** Successful U.S. Geological Services (USGS) proposal that will support two Morgan graduate students’ summer research experience at a USGS Climate Action Science Center (\$24k; Knobloch PI)
- **New Degree Update:** B.S. in Coastal Science & Policy was approved by Morgan Board of Regents in August and is now under review by the Maryland Higher Education Commission



#### **Overview**

The GESTAR cooperative agreement is a NASA award to the University Space Research Association (USRA), Morgan State University (MSU) and other partners. GESTAR primarily supports NASA’s Earth Science Division within the Science Mission Directorate. The GESTAR MSU program is comprised of 17 Goddard-based scientists and a 2-person program office. GESTAR continues to receive top marks from NASA for research. The program is in the 11th year of funding. The current value of GESTAR MSU is \$21,042,171. The GESTAR program will end on November 30, 2021.

NASA Goddard Space Flight Center has been closed to non-essential personnel except for scheduled, short visits since March 18, 2020. All GESTAR researchers and program personnel are on extended telework on a “work from home if possible” directive from NASA. There has been no significant negative impact on research or support of the GESTAR program or GESTAR MSU during the nineteen months of telework.

#### **Accomplishments**

On September 8, NASA Goddard's Procurement Office informed UMBC and Morgan that our proposal had been selected in the GESTAR II competition. The formal award announcement is expected on Nov. 1.

#### Future Plans

On December 1, GESTAR II will replace the GESTAR program at Goddard Space Flight Center. GESTAR II has is valued at \$72M with a three-year period of performance. UMBC and Morgan will split the workshare of GESTAR II 60/40, with Morgan increased from a current 17 to 38 Goddard-based researchers. Morgan's share of funding is expected to be \$27.9M.



Other partners on the proposal are Arizona, Colorado and Penn State Universities, the Southeastern University Research Association and Northrup Grumman.

Morgan will increase the GESTAR II program office from two to four personnel, support four undergrads to work with GESTAR II scientists, establish a new Earth and Space Science minor in the Physics Department, and provide the program coordinator and chief scientist for a joint-GESTAR II management office at Goddard.



#### Overview

ASCEND, "A Student-Centered Entrepreneurship Development Training Model to Increase Diversity in the Biomedical Research Workforce," is a cooperative agreement, funded by the National Institutes of Health (NIH).

Its' primary mission is to develop and evaluate new methods of biomedical research training for undergraduate students, to further diversify the biomedical research workforce. To increase MSU's research capacity, ASCEND also implements faculty and institutional development interventions, such as offering pilot research grants, community-based participatory research mini-grants, and course redesign grants, to name a few.



RCMI, or "Research Centers at Minority Institutions", is another major NIH-funded cooperative agreement at MSU. The major aim of this program is to enhance the capacity of MSU to conduct research with a focus on health disparities. The 3 currently funded studies focus on tobacco cessation, concomitant human immunodeficiency virus (HIV) and hepatitis C virus (HCV) infection, and socioeconomic status and immune function.

The ASCEND program is in its 8<sup>th</sup> year (of 10) and RCMI is in its 3<sup>rd</sup> year (of 5, renewable), and they work synergistically to enhance MSU's research capacity.

### Student-Related Accomplishment Highlights

- **Nine ASCEND Scholars had abstracts accepted** for poster presentations (8) and oral presentation (1) at the 2021 virtual Annual Biomedical Research Conference for Minority Students (ABRCMS), one of the largest communities of underrepresented minorities in science, technology, engineering and mathematics.

### Faculty- and Institution-Related Accomplishment Highlights

- Fall 2021 **intermediate grant-writing workshop series** in process.
- Dr. Odero-Marah submitted **grant applications** to the **Department of Defense in September 2021 and submitted an R01 application in October 2021.**
- New staff: A post-doctoral fellow started October 20, 2021. Dr. Odero-Marah's graduate student and post-doctoral fellow from Clark Atlanta University is beginning to work with her in December 2021 and February 2022, respectively. **Two Research Technician** candidates have been identified and are in the process of being hired.
- A **formal collaboration** was established between MSU and the **University of Minnesota Institute for Engineering in Medicine**, another with the **University of Maryland**, and one more with the new director of **health equity at Johns Hopkins University** (establishing monthly meetings), and established RCMI weekly research seminars.

### Plans for Institutional Development

- Continue ongoing **monitoring, evaluation, evaluative data collection**; administer the student and faculty surveys in spring 2022.
- Continue to develop the infrastructure for the ASCEND-initiated and -supported **Office of Undergraduate Research (OUR)**, which was awarded **\$100,000 by the Provost** for its activities.
- Continue collaborating with relevant MSU administrators to **enable measuring research on an institutional level.**
- Hold the inaugural symposium at the **Morgan CARES Community Center** at the Hoen Lithograph Building (Friday, **December 3, 2021, 2 pm to 8 pm**).
- **Convene the comprehensive Community-Based Participatory Research Seminar Series (training course)**, offered on a rolling basis, to increase the capacity for conducting CBPR among both community members and academicians; participants will receive a certification upon completion.
- **Finalize federal assurance compliance for the animal research facility.**
- Recruit at least two additional MSU faculty users of the animal research facility that can pay for animal housing and husbandry as a pilot test of **cost recovery procedures and SOPs.**
- **Institutionalize a summer institute on data analysis.**
- **Provide statistical help** to pilot project applicants and the awardees as needed.
- Fully implement an **electronic booking system for equipment** for the Molecular and Cellular Biology Core Laboratory.

### Plans for Investigator Development

- Conduct another **novice grant writing workshop** in the spring semester of 2022.
- Develop a **“grant incubator,”** to prepare new investigators for research productivity by bringing these individuals together with relevant colleagues at MSU and external mentors from partner institutions.

- Conduct the **interdisciplinary health disparities research seminars** (4 speakers/semester).

### Plans for Student-Focused Initiatives

- Continue to implement ASCEND's **entrepreneurial undergraduate research training model** to make it more effective, efficient, sustainable, and scalable.
- Further develop relationship with the **Honors College in effort to integrate ASCEND Scholars program** as a part of it.
- Develop a **300-level research course** that will utilize the proposed student research labs to allow ASCEND Scholars and SRC members to conduct studies they have proposed in SCIE 200, or in the Health Research Concepts Competition.



### Overview

The Center for Cybersecurity Assurance and Policy (CAP) - Since inception, the mission of the Center for Reverse Engineering and Assured Microelectronics (CREAM) Laboratory/Cybersecurity Assurance & Policy (CAP) Center was to establish MSU as a major contributor in the research community. We strive to form strategic partnerships with government agencies, other academic institutions and corporations that will allow us to produce high caliber and qualified students with advanced degrees in fields associated with cybersecurity.

The CAP faculty are part of a team of seven academic institutions that work together on a national research project to increase the security and privacy of high-tech products used in smart homes. The 5-year program to develop trustworthy devices and systems in the home, is funded by the NSF through the Secure and Trustworthy Cyberspace Frontiers (SaTC Frontiers), a cross-cutting program to address fundamental scientific challenges related to privacy and cybersecurity.

The project – Security and Privacy in the Lifecycle of IoT for Consumer Environments (SPLICE) – comes as households expand their reliance on smart products ranging from refrigerators to baby monitors. These devices can share information as well as communicate with services across the internet.

### Major Activities

The Cybersecurity Assurance & Policy Center (CAP) had several major accomplishments during first quarter. In addition, CAP has secured a total of ~\$1M in new funding in 1QFY22. Six clients who are funding 11 different projects including but not limited to:

- The National Security Agency (NSA), who funded four projects (graduate fellowships \$68.7K) and AI/ML & Cyber research through Georgia Tech Research Institute (GTRI) (\$147K);
- The National Science Foundation, who provided (BS, MS, Ph.D. scholarships for service (\$455K) and research support for collaborative research projects with Dartmouth, UI @ Urbana-Champaign, Hopkins (\$264,247);
- NIST supported two graduate students (~ \$92K);
- Johns Hopkins University Applied Physics Laboratory \$15k;
- MITRE (~\$33K); and

- Applied Research Laboratory for Intelligence & Security (ARLIS), who funded projects related to Supply Chain, 5G and Chatbot.

The CAP Center has recruited two doctoral candidates for the NSF-sponsored Cybercorp Scholarship for Service (SFS) Program.

### Future Initiatives

- Submit an application for NSA Center of Academic Excellence in Research designation.
- Secure DARPA funding.
- Establish DoD Trusted and Assured Microelectronics Engineering & Training Center Hub.
- Securing more strategic partnerships with government, academia and industry.



### Overview

The MSU Rocketry Program is funded by a grant from Base 11. Base 11 is a nonprofit workforce development acceleration company focused on solving the STEM talent pipeline crisis that is being fueled by the underrepresentation of women and minorities.

In that regard, Morgan has a long-term commitment to build an Aeronautical Engineering Program that will memorialize and amplify Base 11's initial \$1.6M investment. To this end, a four article Memorandum of Cooperation has been established with Purdue University's School of Aeronautics and Astronautics. This relationship will support our commitment to launch a Liquid-Fueled Rocket to an altitude of 150,000 feet by the end of 2022. This partnership also includes plans to launch a liquid fueled rocket to the Karman Line (the Edge of Space; ~330,000 ft) by the end of 2022.

### Major Activities

- Our new Research Rocketry Associate (Oluwatobi Busari) who joined the Rocketry team on July 14<sup>th</sup>, 2021.
- The team has successfully designed the tanks of the vehicle for pressure and for volume of the propellants.
- Air Force Office of Scientific Research (AFOSR) has offered to help obtain funds for a Morgan State aerospace rocketry program Morgan and local high school students next summer.

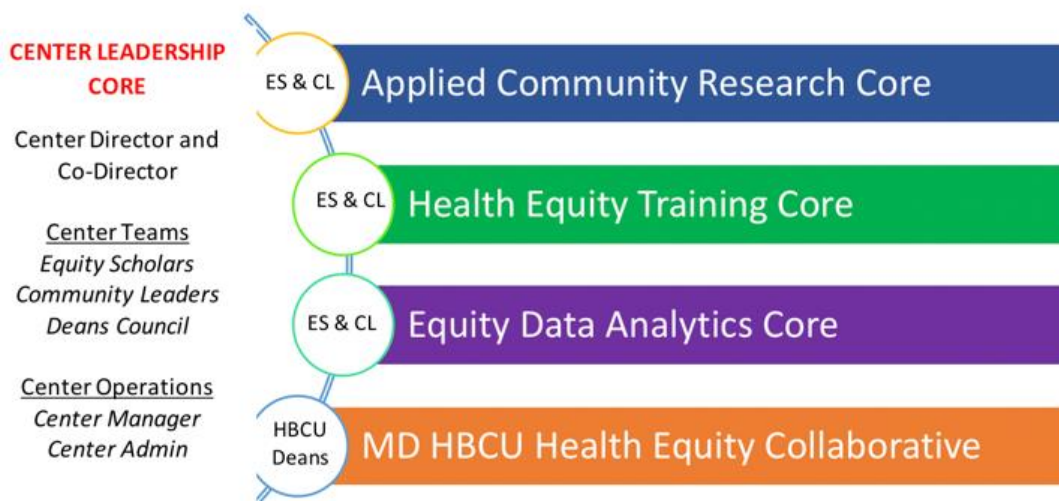
### Goals/Future Initiatives

- Complete preliminary and critical design reviews and start requesting quotes for our engine /rocket body from manufacturers and machine shops.
- Continue to develop new collaborative relationships with others and maintain and develop our current partnerships as we move forward.

## Center for Urban Health Equity

### Overview

Based in the School of Community Health and Policy (SCHP), the Center for Urban Health Equity (CUHE) mission is to ***positively impact the root causes of urban health disparities through asset-based community driven research and practice***. It is grounded in a social determinants of health approach to achieving health equity – focusing on where we *live, work, and play* as areas of leverage, including but moving beyond the medical model of health.



CUHE was established through seed funding provided by President Wilson from the Mackenzie Scott gift to the University. Those funds were then leveraged by Dr. Wilson to obtain \$3M annually from the State of Maryland. With the funding from the State (received July 1, 2021) CUHE leadership has begun to build the needed infrastructure to achieve its stated goals as provided below:

### Goals

- Advance Morgan’s goal of being a well-respected and trusted Carnegie classified R1 institution through significant and impactful community-centered applied health equity research productivity.
- Identify strengths and illuminate structural inequities to inform policy and programmatic decision-making through data driven approaches.
- Build knowledge and skills regarding health equity within the University and beyond.
- Educate and disseminate new knowledge from urban health equity research.
- Foster and facilitate coordination and collaboration of health equity efforts across the State.

CUHE is structured around four primary cores along with administrative functions. The first quarter efforts have been focused on development of the Center’s infrastructure to support the cores. This has included recruitment and hiring for administrative positions (CUHE Manager and Administrative Coordinator), Research Faculty positions (assistant, associate and full professor) positions and Research Scientists. The CUHE Director and Co-Director convened a three day (all day) strategic planning retreat to fill in details of the original proposal and provide further clarity to the concept of the Center as presented to the State last spring.



CUHE is looking to formally launch spring 2022 but is already partnering with Johns Hopkins University on a collaborative effort with the BUILD organization (Baltimoreans United in Leadership development) and partnering with the Family League of Baltimore to establish a community grant program – “The Adaptive Village Project,” based on work done by the School of Community Health and Policy to complete the [Family League of Baltimore Community Needs Assessment](#) from a health.



## Overview

The Morgan Community Mile (MCM) was a concept envisioned by President David K. Wilson that became a reality in 2011. It is a university-community partnership initiative that involves residents, small businesses, public agencies, and other stakeholders working together to enhance the communities surrounding the university. With involvement and input from key constituencies, five priorities were identified:

- Health and Safety
- Youth and Economic Development
- Environment
- Live, Work and Spend in the Community
- Strengthening University/Community Relations

**Goals that followed from those priorities were:**

## Goals

- **Prevent Crime & Ensure Public Health:** Develop health awareness crime prevention models that keep the communities safe and clean.
- **Economic Development:** Help the community innovate and create business ideas and economic opportunities for residents and business owners.
- **Education:** Create community-based educational models to improve student performance outcomes.
- **University and Community Relations:** Build better relations between the people of Morgan State and the rest of the Baltimore community.
- **Live near your Work and Spend (LNYW):** Help make the MCM your home, by offering support to MSU employees to assist with closing costs for homes purchased within the MCM area.

Some success has been achieved in all these areas; however, we are still working to operationalize our designation as Maryland's Preeminent Urban Public Research University. The draft of Morgan's next 10-year plan asserts our intention to become an Anchor Institution for Baltimore City. We plan to focus institutional resources on addressing problems of the urban community.

Beginning Quarter 2 of FY2022, The Morgan Community Mile effort will be merged with and folded into the Center for Urban Health Equity.



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## **MORGAN IS DESIGNATED AS MARYLAND’S PREEMINENT PUBLIC URBAN RESEARCH UNIVERSITY**

**D-RED works with Morgan Leadership and Faculty to “make this real” by facilitating and encouraging increased:**

- **Faculty engagement** in cutting-edge Research
- **Student participation** in faculty research and innovation activities
- **Involvement with the community** - having their needs drive a reasonable portion of our research - **Market Pull**
- **Technology Transfer and Creation of new businesses – Lab to Market**

**MORGAN STATE UNIVERSITY  
BOARD OF REGENTS  
Finance and Facilities Committee  
November 1, 2021**

**INSTITUTIONAL ADVANCEMENT UPDATE**

**DEVELOPMENT**

Fiscal year-to-date outright and deferred gifts and income from sponsorships total \$7,136,570.26. The largest corporate gift to date is \$5,000,000.00; the largest foundation gift to date is \$299,688.00 and the largest individual gift to date is \$250,000.00.

**Major and Planned Gifts**

The Office of Development continues to plan, coordinate, and implement major donor and corporation-foundation giving programs to meet Morgan's fundraising goals and to cultivate, solicit, and steward individual and institutional donors at the \$10K-plus giving level. Recent awards of note include \$5,000,000 from the Google, Inc. to support Morgan students in the STEM areas.

The following FY'22 gifts, pledges, and planned gifts at the \$10K-plus giving level have been received since the last report:

| <u>Donor</u>   | <u>Fund</u>   | <u>Gift Amount</u> |
|--|---|--------------------|
| Google, Inc.   | Unrestricted for STEM                                 | \$5,000,000.00     |
| The Henry Luce Foundation                                | Henry Luce-CBL Undergraduates STEM Scholarships       | 299,688.00         |
| Anonymous Donor  | Anonymous Scholarship                                 | 250,000.00         |
| Ford Foundation  | Center for Urban Journalism                           | 250,000.00         |
| Stephanie D. Nellons                                     | Pending Endowment                                     | 230,000.00         |
| The Boeing Company                                       | Boeing/Comsare  | 110,000.00         |
| Lockheed Martin Corporation                              | Lockheed Martin Fund                                  | 90,000.00          |
| Jerome Adams   | Timothy L. Adams Memorial Endowed Scholarship Fund    | 50,000.00          |
| Alpha Kappa Alpha Education Advancement Foundation, Inc. | AKA-HBCU Endowed Scholarship Fund                     | 50,000.00          |
| Northrop Grumman Corporation                             | SWEP, Computer 2000, Engineering and INSS Departments | 40,000.00          |
| Matthew Boulay   | President's Discretionary Fund                        | 35,000.00          |
| Richard High and Anne Perkins                            | Unrestricted – General Scholarship Fund               | 25,000.00          |
| Larry D. Turner  | Pending Endowment                                     | 25,000.00          |
| Lawrence J. Hineline                                     | Athletics Excellence Fund                             | 25,000.00          |
| Vestry of the Church of the Redeemer                     | Church of the Redeemer                                | 25,000.00          |
| Larry R. Ellis   | General Larry R. Ellis Scholarship Fund               | 20,700.00          |
| County Engineer's Association of Maryland                | County Engineers Association                          | 20,000.00          |
| T. Rowe Price Foundation, Inc.                           | Pending Endowment                                     | 20,000.00          |
| Lawrence Anderson  | Class of 1965 Endowment Scholarship Fund              | 10,000.00          |
| Phillip Currie   | Next Generation Scholarship Fund                      | 20,000.00          |
| Madelyn P. Jennings                                      | Next Generation Scholarship Fund                      | 20,000.00          |
| Jillian Winston  | Morgan State University Consulting Club Scholarship   | 18,000.00          |
| PNC Bank Corporation                                     | SBA Grant for the Women's Center                      | 15,000.00          |
| Wells Fargo Foundation                                   | Baltimore Means Business (BMB)                        | \$15,000.00        |

| <u>Donor</u>                             | <u>Fund</u>   | <u>Gift Amount</u> |
|--|---|--------------------|
| IntelliBridge, LLC                       | Pending Endowment   | 15,000.00          |
| Wright Family Foundation                 | UPLIFT: Literacy Brigade                                      | 15,000.00          |
| Cisco Systems, Inc.                      | Student Work Experience Program (SWEP)                        | 14,000.00          |
| Baltimore Community Lending              | WEAA  | 13,000.00          |
| Thurgood Marshall College Fund           | The Growing the Future Opportunity Fund                       | 12,802.70          |
| Coastal Conservation Association MD      | George Abbe Fund – PEARL – Estuarine Fund                     | 10,900.00          |
| Raymond T. Terry                         | Rosemary B. Jones-Terry Endowed Scholarship Fund              | 10,000.00          |
| Building Engineering and Science Talent  | Science Fair  | 10,000.00          |
| CareFirst BlueCross BlueShield           | Annual Homecoming Gala  | 10,000.00          |
| National Consortium for Graduate Degrees | National Consortium for Graduate Degrees (GEM Stipend)        | 10,000.00          |
| Whiting-Turner Contractors               | Annual Homecoming Gala  | 10,000.00          |
| Constellation Energy/BGE                 | Annual Homecoming Gala  | 10,000.00          |
| Thurgood Marshall College Fund           | The Growing the Future Opportunity Fund                       | 10,000.00          |
| Leonard Cornish                          | Juanita C. Burns Memorial Foundation Endowed Scholarship Fund | 10,000.00          |
| Wendy Rose                               | Pending Endowment   | 10,000.00          |
| Alicia L. Jones-Asare                    | Pending Endowment   | 10,000.00          |

### **Proposals Submitted/Awarded – FY'22**

| <b>Operating Units</b>                        | <b>Submitted</b> | <b>Amount</b>          | <b>Awarded</b> | <b>Amount</b>          | <b>Pending</b> | <b>Amount</b>          |
|---|------------------|------------------------|----------------|------------------------|----------------|------------------------|
| Academic Affairs                              | 1                | \$ 250,000.00          | 1              | \$ 250,000.00          |                |                        |
| Academic Outreach and Engagement              | 6                | \$ 247,567.00          | 5              | \$ 197,567.00          | 1              | \$ 50,000.00           |
| Architecture & Planning                       |                  |                        |                |                        |                |                        |
| Athletics                                     |                  |                        |                |                        |                |                        |
| *Business and Management                      | 8                | \$ 1,132,000.00        | 6              | \$ 937,000.00          | 1              | \$ 195,000.00          |
| Community Health and Policy                   |                  |                        |                |                        |                |                        |
| Computer, Math and Science                    | 2                | \$ 10,000.00           |                |                        | 2              | \$ 10,000.00           |
| Education and Urban Studies                   | 3                | \$ 674,640.00          |                |                        | 3              | \$ 674,640.00          |
| Engineering                                   | 6                | \$ 180,000.00          | 6              | \$ 180,000.00          |                |                        |
| Global Journalism and Communication           | 4                | \$ 381,000.00          | 2              | \$ 263,000.00          | 1              | \$ 118,000.00          |
| Graduate School / Institute of Urban Research |                  |                        |                |                        |                |                        |
| Liberal Arts                                  | 3                | \$ 1,083,897.00        |                |                        | 1              | \$ 1,083,897.00        |
| Research and Economic Development             | 4                | \$ 71,000.00           | 2              | \$ 30,000.00           | 2              | \$ 41,000.00           |
| Scholarships                                  | 2                | \$ 240,000.00          | 2              | \$ 240,000.00          |                |                        |
| Social Work                                   | 2                | \$ 625,000.00          | 1              | \$ 25,000.00           | 1              | \$ 600,000.00          |
| Student Affairs / Academic Affairs            | 1                | \$ 10,000.00           | 1              | \$ 5,000.00            |                |                        |
| <b>Total</b>                                  | <b>42</b>        | <b>\$ 4,995,104.00</b> | <b>26</b>      | <b>\$ 2,127,567.00</b> | <b>16</b>      | <b>\$ 2,862,537.00</b> |

*\*Discrepancy between submitted and awarded is due to either more or less funded than requested.*

### **Annual and Planned Giving Program**

The Annual Fund solicits some 30,000 individuals, including alumni, faculty, staff, board members, and friends via phone, face-to-face, mail, and email programs. Through this effort, Morgan ended FY'21 with a 14% alumni giving rate. Morgan's alumni giving rate continues to be the highest amongst all public institutions in the state, and among the highest of the HBCUs reporting to the CAE VSE (Council for Aid to Education Voluntary Support for Education) survey. The FY'22 solicitation program kicked-off in

October with the President's annual appeal to alumni and will continue through the end of the fiscal year. Alumni giving totals will be calculated through the end of FY'22.

The Office of Development continues to market a planned giving program to a portfolio of 5,000-plus mature alumni. Since the inception of Morgan's Planned Giving Program in FY 2011, some \$3.1 million has been raised in deferred gift commitments from Morgan alumni and friends who have notified us that they have made provisions for Morgan in their estate plans.

### **Upcoming Events**

Thursday, April 21, 2022  
**Annual Scholarship Luncheon**  
University Student Center  
Anticipated Attendance: 175

Monday, May 9, 2022  
**Annual Golf Tournament**  
Anticipated Attendance: 130

## **ALUMNI RELATIONS**

### **Alumni News**

We completed and sent to the alumni the fall issue of the *Alumni News*.

### **Class Agents Meeting**

On Saturday, September 18, 2021, we held our Virtual Class Agents meeting. There were twenty-nine (29) Class Agents who attended by Web-Ex. Dr. Louis Perkins, Assistant VP for Development, and our new Director of Development, Chanel Newsome, who was introduced to the group, stated she looked forward to meeting and working with them.

### **Homecoming Virtual Business Meeting**

The MSU Alumni Association held its Homecoming Virtual Business Meeting on Saturday, October 16, 2021 at 12:00 noon. The highlight of our meeting, as always, was the President's "State of the University" address. In addition, Ms. Donna Howard, Vice President for Institutional Advancement, also attended the meeting and gave an update on various fundraising initiatives.

During our Homecoming Business Meeting, we chartered four (4) new alumni chapters, The MSU Alumni Cheerleaders Alumni Chapter, the Alpha Iota Nupes Alumni Chapter, the Gamma Alumnae Chapter, and the first-ever international chapter, the Morgan State University Kenya Alumni Chapter.

### **Alumni Chapter and Class Tent**

Again this year, the MSU Alumni Association provided a tent for the following chapters and classes during Homecoming to recruit new members, collect address updates, and dues: The MSU Alumni Association, The Columbia/Howard County Alumni Chapter, the Prince George's County Alumni Chapter, the Alpha Delta Alumni Chapter, the National Society of Pershing Rifles Alumni Chapter, the Pi Alumni Chapter, the Red Dynasty Alumni Chapter, the Class of 2000, and the Class of 1980.

## **Life Members Reception**

During Homecoming, we hosted our Annual Life Membership Reception on Saturday, October 23<sup>rd</sup> from 9:00 a.m. to 1:00 p.m. All in attendance were asked to show proof of their vaccination, agree to temperature checks, and to wear masks. In addition, we provided each guest with a MSU Alumni Association bottle of hand sanitizer. We, also, practiced safe distancing, as much as possible. In addition, to cut down on the number of people in the room at one time, the guests were asked to refrain from lingering in order to give others an opportunity to attend the reception.

## **Memorial Service**

Because we were unable to hold our Annual Candlelight Memorial Service again, this year, we sent a specially designed, personalized Memorial Card to the families of our deceased alumni, faculty, staff and students.

## **OFFICE OF PUBLIC RELATIONS & STRATEGIC COMMUNICATIONS (OPRSC)**

### **Media Relations**

During the quarter spanning the period of July through September 2021, the OPRSC team continued to manage the University's internal and external communications efforts as it related to the University's ongoing response to the COVID-19 pandemic and the reopening of the campus for the fall semester. Communications related to reopening and return to campus were significantly increased during this period. The news surrounding the return of in-person instruction, coupled with the vaccination mandate and the largest incoming class of new students in Morgan's history was dominant among the media coverage accumulated.

In addition to the University's **campus reopening** for fall 2021 and the **historic enrollment**, the other prominent news stories included **the first day of classes** on campus, **the Center for Advanced Electro-Photonics launch**, **minimum wage raised**, **HBCU investment**, **the vaccine mandate**, and the **MacKenzie Scott Gift**. By far, most of the proactive media coverage generated this past quarter can be attributed to the University's decision to raise the minimum wage rate to \$15/hour for all eligible employees and to convert all contractual employees to full-time, regular status. This news was pitched to a wide variety of local, national, trade and online media outlets.

The following reflects a sample breakdown of the media coverage generated this quarter by topic:

- **Center for Advanced Electro-Photonics** (*Baltimore Business Journal*, *AFRO*, WJZ-TV CBS 13, *Diverse Issues in Higher Education*, *MD Daily Record*, *The College Post*, *Laser Focus World*, *Novus Light Technologies Today*, WBFF-TV Fox 45, *Westside Gazette*)
- **Student Needs/Mental Health** (*Inside Higher Ed*, *Baltimore Business Journal*)
- **Students Return to Class @ Morgan** (WEAA-FM 88.9, WJZ-TV 13, WMAR-TV ABC 2, WBFF-TV FOX 45, *MSU Spokesman*, *Washington Informer*, MPT)
- **New Provost Appointed** (*MD Daily Record*, *AFRO*, *The Times Network*, *Diverse Issues in Higher Education*)
- **Vaccine Mandate** (*Baltimore Sun*, *Baltimore Sun*, WTOP-FM 103.5)
- **New SGJC Dean** (*Baltimore Business Journal*, *Baltimore Sun*)
- **Minimum Wage Raised/ Contractual Worker Conversion** – (*Baltimore Sun*, WJZ-TV CBS 13, *Associated Press*, *AFRO*, *Washington Post*, WTOP-FM, WBAL-TV, *U.S. News & World*)

*Report, Diverse Issues in Higher Education*, Higher Ed Dive, WMAR-TV ABC 2, *Black Enterprise*)

- **Nigeria's TETFund** (*Black Enterprise Magazine*, *MD Daily Record*)
- **Enrollment/Incoming Class** (*MD Daily Record*, *AFRO News*)
- **HBCU Investment** (*Nature Magazine*, *The Washington Post*, *Diverse Issues in Higher Education*)
- **Administrative Leadership** (*Baltimore Sun*: 2021 Business and Civic Hall of Fame honoree: David K. Wilson | *Baltimore Business Journal*: Sidney H. Evans Jr., 2021 CFO Award winner | iHeartMedia Baltimore: CEOs You Should Know; MSU President David K. Wilson)
- **MacKenzie Scott Gift** (*Diverse Issues in Higher Education*, *Forbes Magazine*, *The Chronicle of Higher Education*)

Other coverage of note included the *Chronicle of Higher Education's* special report on today's mission critical jobs featuring an interview with Donna Howard, VP for Institutional Advancement; CNN Business's look at major companies recruiting a greater number of HBCU grads featuring an interview with Morgan's Seana Coulter from Career Services; WBAL-TV NBC 11's feature on how Morgan is looking to preserve its history featuring an interview MSU Archivist Dr. Ida Jones; ESPN's The Undeclared covering entertainer Cordae's visit to Morgan to highlight e-sports competition; Business School Associate Dean Dr. Ali Emdad talking to the *Baltimore Sun* about minority business opportunities tied to Maryland's sports betting licenses; and the *Chronicle of Higher Education* in-depth feature on how Morgan safely prepared for reopening and the return of students to campus, as well as an additional separate story on how colleges like Morgan prospered during the pandemic.

#### Crisis Communications

Responses and/or communications pertaining to adverse situations were limited during this period. OPRSC worked with University officials to respond to the untimely closing of the Morgan Commons Garage on main campus, which severely strained campus parking during a critical period. In addition, response was needed regarding the news surrounding Morgan's need for additional off-campus student housing at Cross Keys due to on-campus housing challenges and the subsequent negative response from an external entity affiliated with the Cross Keys property, this included an on-camera interview with WBAL-TV NBC 11. In both instances, OPRSC was able to successfully convey the University's position while mitigating any potential negative fallout.

The following represents the original content created by OPRSC during this quarter:

#### News Releases/Statements

- Morgan Joins New National Research Network to Take on Challenge of Reducing Wasted Food
- BGE Scholars Program Establishes Scholarships at Morgan State University
- U.S. Department of Education Funds Morgan State University Program Focused on Youth in Senegal
- Henry Luce Foundation Awards Morgan State University \$250,000 to Develop Nationwide Support Spurring Post-Pandemic Healing
- Morgan State University Awarded \$7.5-Million Grant to Establish New Center for Advanced Electro-Photonics with 2D Materials
- Morgan State University Appoints Dr. Hongtao Yu as New Provost and SVP for Academic Affairs

- Bristol Myers Squibb Taps Morgan State University to Launch ‘Tomorrow’s Innovators’ BioPharma Education and Workforce Pipeline Initiative
- Protecting Our Community: Starting the Semester Safely and Strong
- National Certification Awarded to Morgan State University’s Department of Strategic Communication
- Morgan State University to Address Workforce Inequities With Overhaul of Employee Classifications and Wages
- Staying Vigilant, Getting Vaccinated: Countdown to the Fall 2021 Semester
- Governor’s Office on Service and Volunteerism Announces Morgan State University Named AmeriCorps School for National Service
- New Dean Appointed to Lead Morgan’s School of Global Journalism and Communication, Beginning New Era
- Morgan State University Sees Boost in Ph.D. Enrollment Fueled by Exclusive Partnership with Nigeria’s TETFund
- Morgan State University Awarded \$3.2 Million National Science Foundation Grant to Cultivate Next Generation Cybersecurity Professionals

#### Articles/Announcements

- Morgan Scholar Mikayla Harris Earns \$15,000 Astronaut Scholarship
- Morgan State University Design and Ingenuity on Exhibit Before International Audiences at 2021 Venice Architecture Biennale
- Morgan Professor Awarded National Endowment for the Humanities Grant to Enhance Literary and Cultural Hispanic Studies
- Pulitzer Prize Board Recognizes Morgan Alums for New York Times COVID Coverage

Below are the top 5 MSU generated news stories that garnered the most media coverage within the reporting period:

*\*Audience: Number of people exposed to a news story (e.g., for print media the value is measured by the publications circulation, and for broadcast the value is measured by the program’s viewership/ratings.*

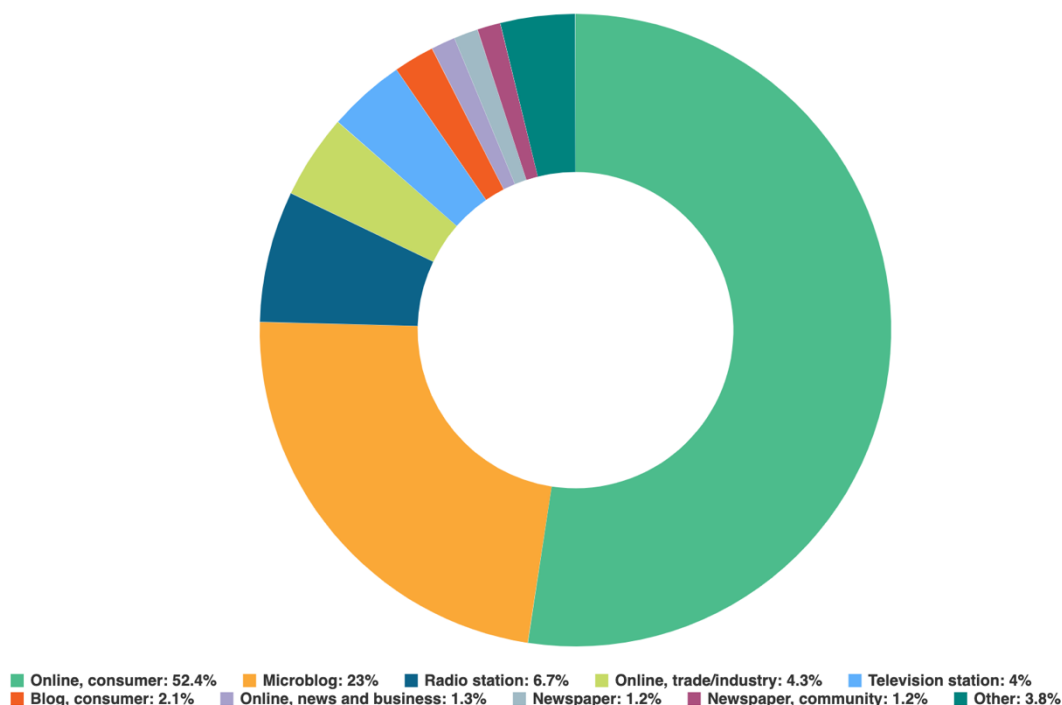
*\*\*UVPM: Unique Visitors per Month – Number of people who visit a website per month.*

| Campaign   | Placements | Gross Impressions<br>(Audience* + UVPM**) |
|--|------------|---|
| <i>Bristol Myers Squibb Taps Morgan State University to Launch ‘Tomorrow’s Innovators’ BioPharma Education and Workforce Pipeline Initiative</i> | <b>93</b>  | <b>11,219,963</b>                         |
| <i>Morgan State University to Address Workforce Inequities With Overhaul of Employee Classifications and Wages</i>                               | <b>90</b>  | <b>28,347,588</b>                         |
| <i>Morgan State University Awarded \$7.5-Million Grant to Establish New Center for Advanced Electro-Photonics with 2D Materials</i>              | <b>30</b>  | <b>1,649,971</b>                          |
| <i>Morgan State University Sees Boost in Ph.D. Enrollment Fueled by Exclusive Partnership with Nigeria’s TETFund</i>                             | <b>19</b>  | <b>808,161</b>                            |
| <i>Morgan State University Awarded \$3.2 Million National Science Foundation Grant to Cultivate Next Generation Cybersecurity Professionals</i>  | <b>13</b>  | <b>1,250,521</b>                          |

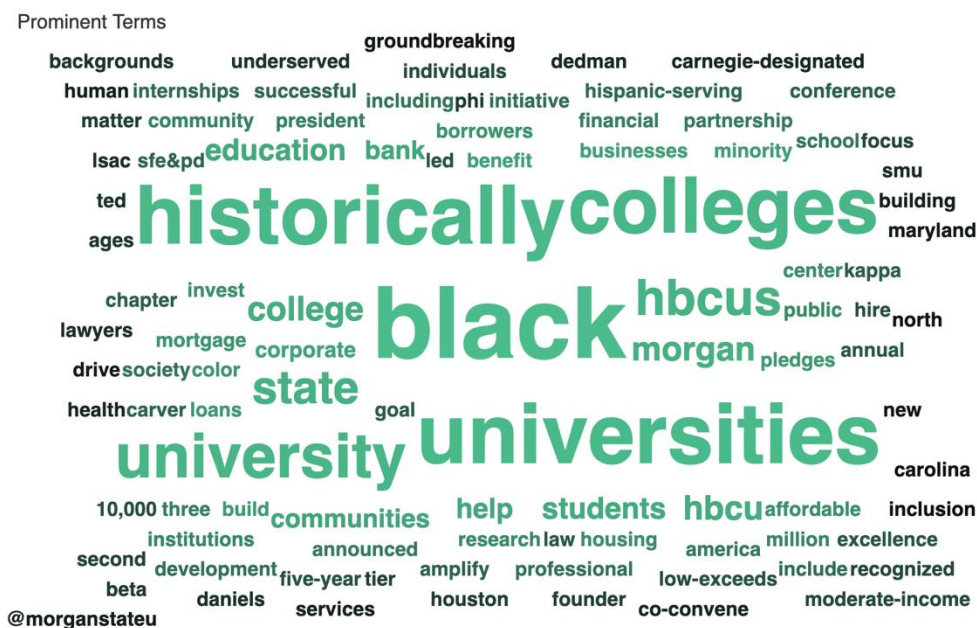


Media coverage during the reporting period between July and September recorded a consistent volume of visibility for Morgan. These stories span local to national—and some international highlighting Morgan, faculty, students, alumni, academic units/schools elevating the brand across the media landscape and audiences. The following graphic visually demonstrates the segmentation of news stories by media platform during the quarter. The vast majority of coverage was online (56%), followed by social media/microblogs (23%), radio (7%) and television news (4%).

Share of Coverage by Media Type



From the wide array of media story featuring and/or mentioning Morgan State University, the following prominent terms were recurred with great regularity forming the “word cloud” below:



## Marketing and Advertising Support

Leading into the fall 2021 semester and the return to the full reopening of Morgan, OPRSC maintained a highly visible profile for the University among key demographics and across a diverse media landscape. While managing a number of longstanding advertising campaigns with key advertisers, OPRSC investigated and deployed new ad buys to further Morgan's brand equity in support of general awareness and new academic programs.

In this quarter, Morgan advertisements aired or were published across numerous ad platforms. Audiences were either introduced to or reminded of Morgan and/or specific academic offerings via print, broadcast TV, digital ad pre-roll video and social media. OPRSC secured media buys or sponsorships with the following media outlets or organizations during this reporting period:

- *Effectv (Broadcast TV and Cable)*
- Baltimore Ravens
- *AFRO News*
- *Black College Today*
- *Washington Monthly*
- Mondawmin Mall

### Effectv

Effectv is the exclusive advertising platform for Comcast and sole access provider to Xfinity set top boxes, in addition to inventories on Verizon and DirecTV. Morgan's 30-second commercial aired on cable TV networks and streaming devices as (ad pre-roll video) exclusively in the Baltimore market and geo-targeted in two specific areas within the D.C. market (Prince George's County North and South, and Montgomery County East) and on 40-plus networks through the Effectv advertising network exclusive to Comcast Xfinity, Verizon and DirecTV set top box customers. Commercial airings during the quarter included: **A&E, BET, Bravo, Comedy Central, CNN, ESPN2, FX, MSNBC, MTV, OWN, SyFy, TVOne, USA, VH-1**, and more.



[Click To View](#)

### :30 Ad Voiceover Copy

*For more than One-Hundred and Fifty years, Morgan State University has positioned its graduates to Grow the Future and Lead the World!*

*Morgan students receive a quality education, Engage in meaningful research, and uplift their communities.*

*With over One-Hundred and Twenty-six programs, conveniently available online or on Morgan's beautiful campus — designated a National Treasure — there's something for everyone!*

*Pursue Your Purpose, Progress in Your Passions, Achieve the Promise of Career Fulfillment.*

*Your Morgan Experience Awaits. Choose Morgan.*

## **Baltimore Ravens**

Launching in August during the Ravens preseason and lasting through the end of the NFL regular season, Morgan's longstanding sponsorship with the Ravens was renewed following a one-year hiatus due to the pandemic. Morgan State is the lone higher education brand aligned with the Ravens and our exposure crosses numerous touch points and media vehicles, including M&T Bank stadium's LED electronic boards and banner signage; digital integration with ad placement on Raven's website, eNewsletter and social media; and radio tag sponsorship mentions throughout preseason broadcasts. New to the list of brand exposure opportunities for Moran this year includes the first-of-its-kind exclusive placement of the Morgan logo on the post-game press conference microphone "skin" or "flag". This strategically placed Morgan logo delivers an unobstructed, highly visible view of Morgan's iconic Holmes Hall tower mark during televised post-game interviews which are rebroadcast on local news reports, on social media and oftentimes on national network sports programming.



Social Media – Instagram



Post-game Interview Mic Skin/Flag Wrap



10.17 GATE A DECALS  
36"(W) X 17.5"(H)  
BLACKOUT VINYL  
W/MATTE LAMINATE  
QUANTITY: 4  
P: FB-IS



M&T Bank Stadium Gate Signage



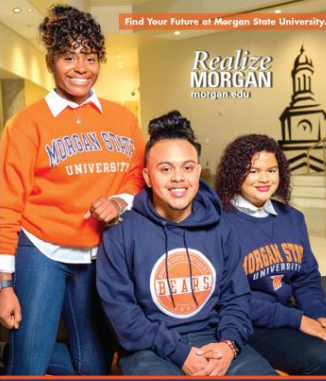
## AFRO

In support of the AFRO News' recurring "We're Still Here" themed series, OPRSC negotiated a sponsorship delivering three installments including a print ad, digital display banner on the Afro.com, social media ads and an editorial story.

**- DREAM IT - LEARN IT -  
- ACHIEVE IT -**

Find Your Future at Morgan State University.

**Realize MORGAN**  
morgan.edu



- College of Liberal Arts
- School of Architecture & Planning
- School of Business & Management
- School of Community Health & Policy
- School of Computer, Mathematical & Natural Sciences
- School of Education & Urban Studies
- School of Engineering
- School of Global Journalism & Communication
- School of Graduate Studies
- School of Social Work

**MORGAN STATE UNIVERSITY**

Print Ad and Editorial Story Submission

**Morgan State Doctoral Student  
is Baltimore County Public Schools'  
'Teacher of the Year'**

**R**ecently a surprise visit to Deer Park Middle Magnet School in Randallstown, Maryland, from Baltimore County Public School (BCPS) Superintendent Dr. Darryl L. Williams and other county leaders would reveal the type of career-defining recognition many long to receive. In the case of history teacher Brianna Ross, the visit would most certainly confirm the measure of dedication and commitment she teaches each day as an educator. On that day Brianna Ross was named the BCPS 2021 Teacher of the Year.

Ross, who is currently pursuing her doctorate in Urban Educational Leadership through Morgan's School of Education and Urban Studies, was selected from among 157 educators, nominated by their principals, to receive the honor. With her parents on hand after having made the trip down from Pennsylvania, Ross learned of her selection while teaching one of her classes at Deer Park.

BCPS' Teacher of the Year program serves to elevate the teaching profession, while recognizing excellence in teaching and thanking all teachers for their skill, knowledge, creativity, and dedication. Ross was selected, in part, for her ability to continue providing a quality educational experience to her students despite the challenges brought on by the COVID-19 pandemic.

"In a year that has tested every educator not only in Baltimore County but across Maryland and the nation, Ms. Ross shows us that great teaching transcends even the constraints of a pandemic," Dr. Williams added. "She shows us that great teaching — and great teachers — are among the most powerful forces anywhere and at any time."

The BCPS Teacher of the Year is selected by a committee composed of administrators, BCPS staff, students, NAACP representation, and the current BCPS Teacher of the Year.

When she is not pursuing her degree at Morgan or teaching middle school history, Ross serves as Deer Park's Social Studies department chair, equity liaison, Summer Transition Program coordinator, and curriculum writer. This is her sixth year as a teacher,

having taught at both the middle and elementary school levels.

"In my classroom, I have created a culture that prioritizes building positive relationships and academic rigor above all else. It is my mission to ensure that when each of my students step into my space, they feel that they are part of a community that loves them, values who they are, and will protect them no matter what," said Ross. "In spite of the chaos that has surrounded the last year, 'stepping' into my classroom and teaching continues to be a source of joy. If I have learned anything from this pandemic, it is that taking care of my students will always be my first priority."

Morgan's School of Education and Urban Studies is ranked among the top 36 schools nationally for the number of bachelor's degrees awarded to African Americans in education and tops the list among Maryland schools for awarding bachelor's degrees in Elementary Education, master's degrees in Higher Education Administration and doctoral degrees in Urban Educational Leadership. Recognized nationally by Independent Assessment Firm Intelligent.com (2021 Master's in Higher Education degree program) and Colleges of Distinction (2021 Top Education Colleges of Distinction), the School of Education and Urban Studies at Morgan has served a critical role in producing proficient educators. Like Brianna Ross, who are making a meaningful impact in classrooms at all levels.

As the teacher of the year, Ross received a gift basket from First Financial Federal Credit Union, bouquets of flowers and balloons, a \$2,000 check and a feature on television courtesy of WJLA (a Home Depot company, in partnership with The Education Foundation of Baltimore County, Inc. She will also receive a variety of additional prizes throughout the school year as a way of honoring the year-round, full-time commitment of teachers across Baltimore County. In her capacity as the teacher of the year she will also be required to represent the Baltimore County school system and its more than 5,000 professional educators in the Maryland State Teacher of the Year program.

**DREAM IT - LEARN IT - ACHIEVE IT**

Find Your Future at Morgan State University.

**Realize MORGAN**  
morgan.edu



College of Liberal Arts • School of Architecture & Planning  
School of Business & Management • School of Community Health & Policy  
School of Computer, Mathematical & Natural Sciences • School of Education & Urban Studies • School of Engineering • School of Global Journalism & Communication • School of Graduate Studies • School of Social Work

Digital Display Ad

## The Balance of Ad Creative Placed During Quarter

**Secure Your Future in Cybersecurity**

Career Readiness for High-Demand Next Gen Digital Security Professionals

**Secure Embedded Systems Ph.D. Program**

Interested in pursuing a career in cybersecurity? Prepare for a high-demand career defending our most sensitive private and public infrastructure against vulnerabilities, compromised data breaches and more. Morgan State University's new and exclusive Doctoral Secure Embedded Systems program will expand your professional growth through an in-depth exploration of embedded systems technologies.

**SCHOLARSHIP OPPORTUNITIES AVAILABLE**

Now accepting applications for the Cybersecurity Assurance and Policy (CAP) Center's Secure Embedded Systems Scholarship (SESS) at Morgan. Limited awards available for applicants pursuing cybersecurity focused bachelor's, master's and doctoral degrees.

**Learn More, Apply Today!**  
MORGAN.EDU/CAP

**MORGAN STATE UNIVERSITY**

MSU is a National Center of Academic Excellence in Cyber Defense Education

**Prepare for the Advanced Careers of Tomorrow...Today!**

**Earn Your Degree in:**

- Cloud Computing (B.S.)
- Engineering + Aerospace (B.S. x 2)
- Mechatronics Engineering (B.S.)
- Advanced Computing (M.S.)
- Secure Embedded Systems (Ph.D.)

**Choose Morgan.**

**INDUSTRY 4.0 BEGINS @ MORGAN.EDU**

**MORGAN STATE UNIVERSITY**

**Prepare for the Advanced Careers of Tomorrow...Today!**

**Choose Morgan.**

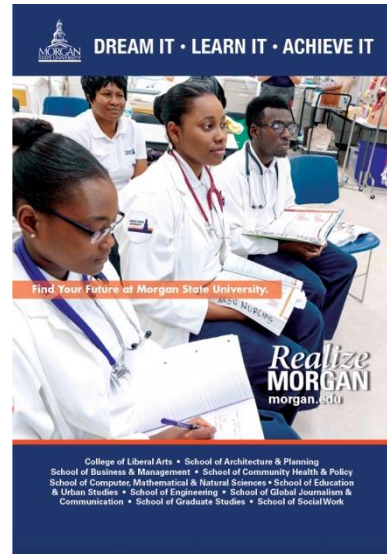
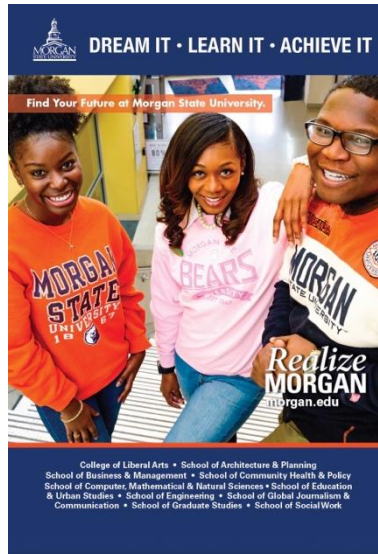
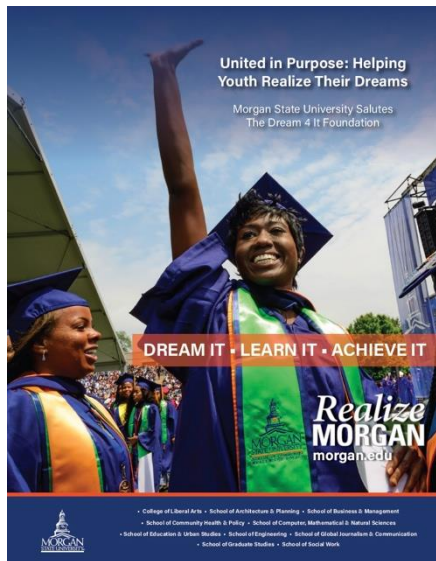
**INDUSTRY 4.0 BEGINS @ MORGAN.EDU**

**Earn Your Degree in:**

- Cloud Computing (B.S.)
- Mechatronics Engineering (B.S.)
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**MORGAN STATE UNIVERSITY**

Print Ads



Print Ads

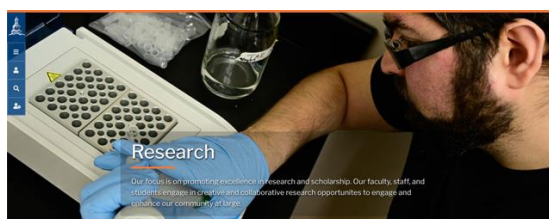
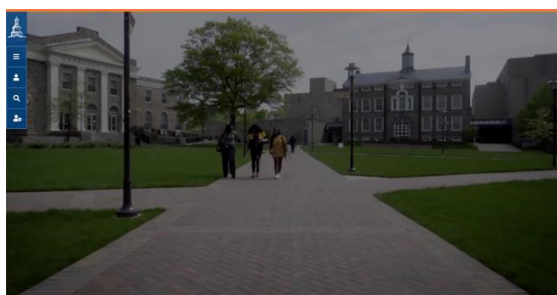


Digital Display Ad Units



## WEB/ONLINE PROJECTS:

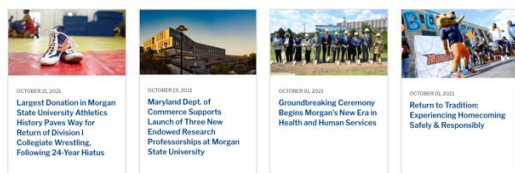
Paramount to the delivered projects executed by the OPRSC web team this quarter is the successful launch of Phase 1 of the newly redesigned Morgan State University website—[www.morgan.edu](http://www.morgan.edu). The redesigned website was introduced to the Morgan Community and the greater public on August 13, 2021, with the debut of a totally reimagined Homepage. In addition to the Homepage, all top-level pages which include Admissions, Academics, Student Life, About, and the Newsroom as well as those sections specific to Office of the President, Board of Regents, General Counsel, EEO, Academic Affairs, Financial Aid, and the Registrar have been migrated. Shortly after the debut of the pages included in the Phase 1 rollout, the web team in OPRSC begin the incremental migration with Phase 2 which is focused on Academic Units (Schools/Colleges and their respective departments).



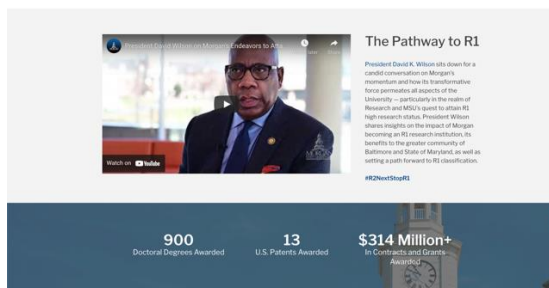
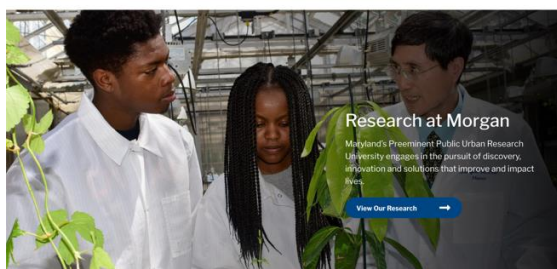
After decades of foundational work, transformative research achievements and scientific study, in May 2017, Maryland Gov. Larry Hogan signed into law a bill designating Morgan State University as the state's Preeminent Public Urban Research University. Since that time the Carnegie Classification of Institutions of Higher Education has advanced Morgan from a moderate research classification of R2 to ranking it's held since 2006), to an elevated classification of R2, a status reserved for doctoral universities with high research activity. As a high research university Morgan's faculty and staff engages in a proactive and concerted effort to increase research contracts and grant amounts, while also graduating more students and expanding the types of research conducted on campus as well as in the community. Morgan is now set upon a path to becoming a top research R2 doctoral university, a first among Historically Black Colleges and Universities (HBCUs).



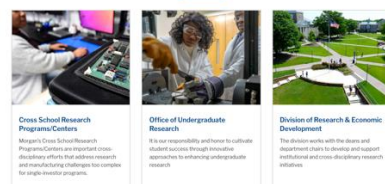
### News



[Visit Newsroom](#)



### Research at Morgan



During this span, web team has been working closely with EEO and a third-party web vendor to address, and eventually end, an open case with the Office of Civil Rights regarding web accessibility updates to the [Morgan.edu](http://Morgan.edu) and Morgan associated websites. We are addressing various high-level structural changes, as well as addressing our Athletics site to ensure ongoing ADA accessibility requirements are met and all Morgan web/online properties are serving the greater community of website users.

With the launch of the newly designed website, we also introduced a new architecture and CMS (content management system) for the website. Accordingly, the OPRSC web team has been actively engaged with content managers from various units within the campus community providing critical training on the new CMS to ensure proper use and maintenance of their designated pages. The web team fielded various web support requests for site updates and troubleshooting, as well updating of our COVID-19 page to

document the most current information related to vaccination requirements, testing and University protocols in safeguarding the campus community.

### SEARCH:

Popular MSU Website Queries (Top 10 Search terms)

#### **Jul 2021**

1. housing
2. websis
3. financial aid
4. bursar
5. calendar
6. human resources
7. health center
8. bookstore
9. tuition
10. academic calendar

#### **Aug 2021**

1. parking
2. canvas
3. websis
4. bookstore
5. directory
6. bursar
7. bear card
8. registrar
9. library
10. map

#### **Sept 2021**

1. canvas
2. library
3. directory
4. bursar
5. bookstore
6. registrar
7. parking
8. websis
9. homecoming
10. financial aid

### MOBILE APP:

New Installations (July 2021 – September 2021)

- iOS – **1,162** devices
- Android – **344** devices

### EVENTS CALENDAR ([events.morgan.edu](https://events.morgan.edu)):

Total Users signed up in the system: **341 new users** (MSU accounts only)

New user visits: **13,525 new users** engaging with the online events calendar.

### NEWSROOM VISITOR DATA ([news.morgan.edu](https://news.morgan.edu)):

During this most recent quarter the following represents the top 3 viewed news articles in the Newsroom (excluding the newsroom homepage at #2):

1. **Morgan State University to Address Workforce Inequities With Overhaul of Employee Classifications and Wages**  
<https://news.morgan.edu/employee-classification-overhaul/>
2. **Morgan State University to Require Full Vaccinations for All Faculty, Staff and Students Prior to Start of 2021 Fall Semester**  
<https://news.morgan.edu/required-vaccinations/>
3. **Morgan State University Sees Boost in Ph.D. Enrollment Fueled by Exclusive Partnership with Nigeria's TETFund**  
<https://news.morgan.edu/phd-enrollment-tetfund/>



## WEBSITE VISITOR DATA (MSU Website):

During this most recent quarter the following represents the top 10 visited pages on [morgan.edu](http://morgan.edu) (excluding the home page at #1):

2. Residence Life
3. Canvas 4 Students
4. Financial Aid
5. Undergraduate Admission
6. Tuition and Fees
7. Fall 2021 – Spring 2022 Tuition & Fees
8. Student Life (landing page)
9. Applying to Morgan (located in Undergrad Admission)
10. Academic Programs
11. Required Forms (located in Financial Aid)

[morgan.edu](http://morgan.edu) Stats:

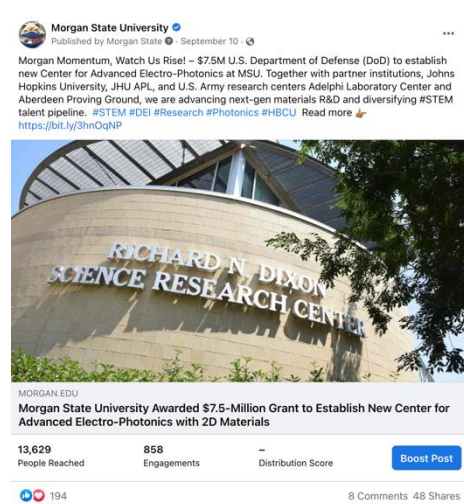
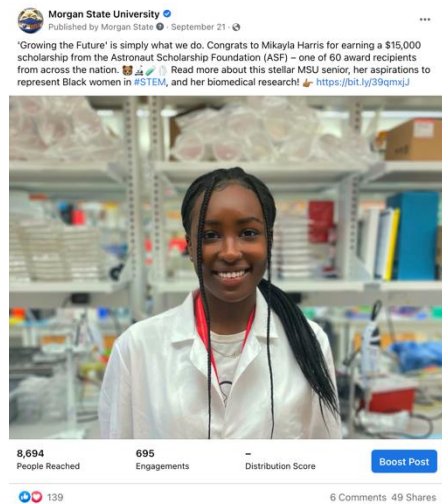

Total Visitors: **490,813**

Unique Visitors: **464,649**

## SOCIAL MEDIA (#MorganOnSocial): Facebook, Twitter, Instagram, LinkedIn

**FACEBOOK** ([facebook.com/morganstateu](https://facebook.com/morganstateu)) —Total Number of Followers: **59,831 (+203)**

The below represents the top three (3) Facebook posts from July through September:

|   |   |  |
|---|---|--|
|  <p><b>September 10, 2021 (POST)</b></p> <p><u>People Reached</u><br/><b>13,665</b></p> <p><u>Total Engagement*</u><br/><b>858</b></p> |  <p><b>September 21, 2021 (POST)</b></p> <p><u>People Reached</u><br/><b>8,709</b></p> <p><u>Total Engagement*</u><br/><b>694</b></p> |  <p><b>August 7, 2021 (POST)</b></p> <p><u>People Reached</u><br/><b>7,434</b></p> <p><u>Total Engagement*</u><br/><b>424</b></p> |
|---|---|--|

\*Total Engagement: Reactions, Comments & Shares

**INSTAGRAM** ([instagram.com/morganstateu](https://www.instagram.com/morganstateu)) —Total Number of Followers: **23,601 (+1,822)**

The below photos represent the top three (3) posts from July through September:



**July 14, 2021**

Accounts Reached  
**22,848**

Impressions  
**26,561**

Total Engagement\*  
**6,514**



**August 23, 2021**

Accounts Reached  
**17,646**

Impressions  
**20,729**

Total Engagement\*  
**3,719**



**August 14, 2021**

Accounts Reached  
**16,343**

Impressions  
**NA**

Total Engagement\*  
**4,136**

*\*Total Engagement: Likes, Comments, Shares, etc.*

## TWITTER ([twitter.com/morganstateu](https://twitter.com/morganstateu))

Twitter Profile Visits: **52,200**

Tweet Impressions: **415,700**

Total Number of Followers: **21,685 (+485)**

The below chart represents the top three (3) Twitter posts from July through September:



**July 10, 2021**

Impressions

**23,667**

Total Engagement\*

**1,231**

Engagement Rate

**5.2%**



**July 19, 2021**

Impressions

**22,368**

Total Engagement\*

**634**

Engagement Rate

**2.8%**



**September 8, 2021**

Impressions

**18,224**

Total Engagement\*

**295**

Engagement Rate


**1.6%**



## LinkedIn ([linkedin.com/school/morgan-state-university](https://www.linkedin.com/school/morgan-state-university))

Total Number of Followers: **51,807 (+1,721)**

The below represents the top three (3) LinkedIn posts from July through September:




**Morgan State University**  
51,753 followers  
2mo · 🌐


Recently, Morgan alumnus [Greg Jones](#) and his wife Lauren hosted the third annual Morgan on the Vineyard event. This year's event was held at the Farm Neck Golf Club on the Vineyard and netted a substantial amount in gifts for the University, including a \$250,000 gift from alum [Stephanie D. Nellons-Paige](#). Last year's event took in \$100,000 in donations for Morgan. Jones began Morgan on the Vineyard in 2018 as an annual week where Morganites, friends and supporters convened to renew old friendships, establish new ones, experience the Vineyard, and support Fair Morgan. Except for 2020's event, which was cancelled due to the global pandemic, each year's gathering has attracted more and more people to Martha's Vineyard to show their support. Seventy-five guests attended this year and Jones has already set the date for next year – August 7-14, 2022. Visit [Morganonmv.com](https://morganonmv.com) for additional information.

(Photos courtesy of [Andre Dunston Epic Media Photography](#))

#MorganOnMV #AlumniGiving #GrowingTheFuture




619 · 23 comments



**Morgan State University**  
51,753 followers  
2mo · 🌐


**BIG ANNOUNCEMENT:** Today, with the Board of Regent's approval, Morgan President [David Wilson](#) announced an end to the longtime practice of hiring contractual employees to augment the University's workforce needs and heralded the conversion of eligible existing contractual employees to full-time with benefits. In addition, the University will also increase the minimum wage for all applicable hourly workers to \$15 per hour and has increased the adjunct faculty pay.

#TheMorganWay #ANewDay #AllEmployeesMatter



Morgan State University to Address Workforce Inequities With Overhaul of Employee Classifications and Wages - Morgan State University Newsroom  
news.morgan.edu · 4 min read

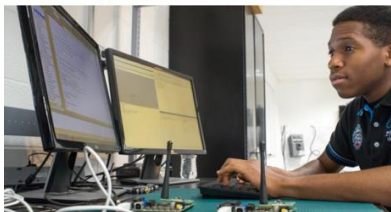
719 · 64 comments



**Morgan State University**  
51,758 followers  
3mo · 🌐

Morgan's Cybersecurity Assurance and Policy (CAP) Center has been awarded a five-year, \$3.2 million [National Science Foundation \(NSF\)](#) grant to implement the agency's CyberCorps® Scholarship for Service (SFS) program at Morgan. Through this grant, the University will provide 24 cybersecurity scholarships to undergraduate and graduate students. Morgan is the only HBCU recipient to be awarded the grant this year. [Kevin T. Kornegay, Ph.D.](#), the director for the CAP Center and a professor at Morgan, will serve as principal investigator overseeing the grant.

#CyberDefense #CyberSecurity #GrowingTheFuture



Morgan State University Awarded \$3.2 Million National Science Foundation Grant to Cultivate Next Generation Cybersecurity Professionals - Morgan...  
news.morgan.edu · 4 min read

256 · 18 comments

**August 29, 2021**

Impressions

**27,595**

Total Engagement\*

**12,086**

**August 3, 2021**

Impressions

**16,669**

Total Engagement\*

**1,436**

**July 12, 2021**

Impressions

**15,649**

Total Engagement\*

**448**

*\*Total Engagement: Clicks, Reactions, Comments & Shares*

## Campus Support

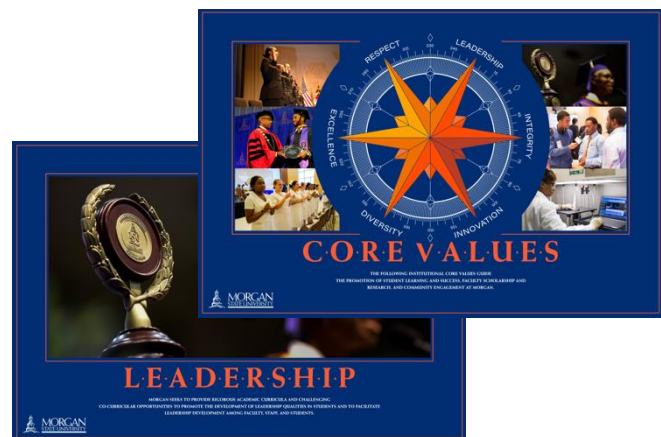
### *Graphic Design Services*

OPRSC served a variety of university campus clients including the Office of the President, Institutional Advancement, Student Affairs, and others by producing a wide range of products to advance key projects ranging from events, communication of services and updates to photography and video production and more. The following projects were initiated or completed during this period by OPRSC:

- Creative and support collateral materials for the Calvin and Tina Tyler Hall Grand Opening including Save the Date post card, Tyler Hall custom desk paperweight, and the Tyler Hall Grand Opening program.

- Completion of graphic design for Core Value posters, one for each of the six core values, for campus use as a set or individually (Leadership, Innovation, Integrity, Diversity, Excellence, and Respect).
- Completion of banner count for campus quad and associated heavy traffic areas of the university. In addition, banners to align the public streets that abut the campus are in design stage and will receive production and installation estimates upon completion.
- Design, graphic and writing support services for the 37th Annual Homecoming Gala collateral materials including, table tents for sponsors, posters and event tickets, and graphics for the audio-visual segment of the gala.
- Creation of all promotional graphics and announcements for the continuation of the Presidential Distinguished Speaker Series featuring Dr. Cornel West.
- Fall 2021 Alumni News was written, edited, produced, printed and mailed to alumni.
- Collateral materials were produced for the groundbreaking of the new Health and Human Services Building, including digital and printed invitation, and event banners.
- Campus safety tip digital graphics were created for social media and campus building display monitors to reinforce key tools and tips for safety on and off campus.
- The next edition of *Morgan Magazine* is in production; story development/editing, layout/design for both the traditional printed magazine and the Morgan Magazine Plus digital version are underway.
- As part of the university's ongoing identity cohesion program, logos were created for Bear Essentials, MSU Dining Services, Earl Graves School of Business and decals created for the campus security booths on campus.

Here are a few examples of the items produced by OPRSC during this reporting period:





### *Photographic and Video Services*

Photo and video coverage of campus-related activity and support of other University units. Coverage included:

- Campus walk-arounds to capture scenic, lifestyle and general activity images
- 2021 Fall Faculty and Staff Institutes
- MSU Reunion BBQ Luncheon
- First-Year Student Move-in (Blount Towers)
- Carnival on USC Patio
- First Day of Classes
- Access Orientation 2024, 2025
- Breakfast on the Quad
- Convocation Matriculation
- Promethean Walk
- Kickin' It with Cordae (Student Life & Development)
- Perrino & Smith Retirement
- Battle for Greater Baltimore (Bears Football vs. TU Tigers)
- Student Organization Fair (Student Life & Development)
- Physics Lab STEM
- Red Cross of Central Maryland Blood Drive and Sickle Cell Awareness
- Health & Human Services Groundbreaking
- Video production projects (Pathway to R1, MSU Band Highlights, Tyler Endowment Media Highlights)



# Enrollment Update

Board of Regents, November 1-2, 2021



1

# **FALL 2021 ENROLLMENT: CONTEXT**



## **“Undergraduate Enrollment Continues Its Slide, Dipping 3.2 Percent From Last Year”--Chronicle of Higher Education 10/26/21**

- Overall postsecondary enrollment fell 2.3 percent this year, for a two-year decline of 4.3 percent.
- Since 2019, community-college enrollment has fallen 14.1 percent.
- Decline in first-year student enrollment was 3.1 percent in fall 2021, from a year earlier. Follows a 9.5-percent decrease among freshmen that occurred in fall of 2020 from the year before.
- The most-selective public and private colleges “recovered all the ground that they lost last fall.” Less-selective private colleges saw enrollment fall 2.1% and less-selective four-year publics’ enrollment fell 5.2%
- Black undergraduate attendance fell 11% over past two years (6% from 2019 to 2020 and 5% from 2020 to 2021).

[https://www.chronicle.com/article/undergraduate-enrollment-continues-its-slide-dipping-3-2-percent-from-last-year?utm\\_source=lterable&utm\\_medium=email&utm\\_campaign=campaign\\_3087091\\_nl\\_Academe-Today\\_date\\_20211026&cid=at&source=ams&sourceid=](https://www.chronicle.com/article/undergraduate-enrollment-continues-its-slide-dipping-3-2-percent-from-last-year?utm_source=lterable&utm_medium=email&utm_campaign=campaign_3087091_nl_Academe-Today_date_20211026&cid=at&source=ams&sourceid=)

2

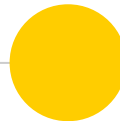
# **FALL 2021 ENROLLMENT: MORGAN**

## FALL 2021 ENROLLMENT DETAILS

|                             | 2011  | 2020  | 2021  |
|-----------------------------|-------|-------|-------|
| TOTAL Enrollment            | 8018  | 7635  | 8469  |
| UG                          | 6628  | 6270  | 7034  |
| New Freshmen                | 1068  | 1202  | 2288  |
| New Transfers               | 537   | 336   | 325   |
| G                           | 1307  | 1365  | 1435  |
| OUT-OF-STATE UG             | 1714  | 2093  | 2875  |
| First-second year retention | 72.9% | 73.6% | 71.5% |

| Enrollment Freeze           | 2021  | MHEC projection Fall 2021 |
|-----------------------------|-------|---------------------------|
| TOTAL Enrollment            | 8469  | 7867                      |
| UG                          | 7034  | 6527                      |
| New Freshmen                | 2288  |                           |
| New Transfers               | 325   |                           |
| G                           | 1435  | 1340                      |
| OUT-OF-STATE UG             | 2875  |                           |
| First-second year retention | 71.5% |                           |

## FALL 2021 ENROLLMENT DETAILS





# Fall 2021 Enrollment Highlights

*Based on University records of MHEC data going back to 1977, Morgan is setting records for enrollment  
and retention and graduation rates*



## *Largest freshman class*

Fall 2021-largest  
freshman class ever  
(2288). Previous record:  
1431 (2008)



## *Highest enrollment*

Fall 2021-record enrollment  
(8469). Previous record: 8018  
(2011)



## *11 straight years above 70% retention*

Fall 2021-first time the University  
has ever had 11 straight years above  
70% retention

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**3**

# **LOOKING AHEAD**

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# Spring 22 and Fall 22 Admissions Difference Report

| Description             | Fall 22 (10/25/21) | Fall 21 (10/23/20) |  | Spring 22 (10/25/21) | Spring 21 (10/23/20) |
|-------------------------|--------------------|--------------------|--|----------------------|----------------------|
| <b>Total Applicants</b> | <b>1,380</b>       | <b>468</b>         |  | <b>311</b>           | <b>127</b>           |
| First-time Freshmen     | 1,371              | 447                |  | 201                  | 35                   |
| Transfer                | 9                  | 21                 |  | 110                  | 92                   |
| <b>Total Admitted</b>   | <b>1,025</b>       | <b>3</b>           |  | <b>241</b>           | <b>2</b>             |
| First-time Freshmen     | 1,014              | 2                  |  | 159                  | 1                    |
| Transfer                | 8                  | 1                  |  | 82                   | 1                    |
| <b>Total Confirms</b>   | <b>44</b>          | <b>0</b>           |  | <b>174</b>           | <b>0</b>             |
| First-time Freshmen     | 44                 | 0                  |  | 113                  | 0                    |
| Transfer                | 0                  | 0                  |  | 60                   | 0                    |

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- Bursar's Office/Finance and Management
- Residence Life/Student Affairs
- Graduate School
- Academic Technology Services/Enterprise Services/OIT
- Deans, Chairs/Academic Affairs
- Athletics
- Public Relations
- MSU Foundation
- President Wilson
- Board of Regents
- **#teamnosleep/EMASS**

# **ITEMS FOR ACTION**

# **MINUTES OF AUGUST 2, 2021**





## Finance and Facilities Committee

Monday, August 2, 2021

9:00 a.m.

Virtual

### Committee Meeting Minutes

The quarterly meeting of the Board of Regents Finance and Facilities Committee met on Monday, August 2, 2020, via Zoom. Committee Chairwoman Shirley Malcom called the meeting to order at 9:02 a.m.

#### BOARD MEMBERS

*Present:* Chairwoman Shirley Malcom, Regent Wayne Resnick, Regent Shelonda Stokes, Regent Winston Wilkinson, Regent Carl Turnipseed

*Absent:* Regent Harold Carter

#### STAFF MEMBERS

*Present:* Dr. David Wilson, Dr. Yacob Astatke, Dr. Kevin Banks, Mr. Sidney Evans, Mr. Thomas Faulk, Ms. Julie Goodwin, Mrs. Kassandra Grogan, Ms. Sherita Harrison, Ms. Donna Howard, Chief Lance Hatcher, Dr. Farin Kamangar, Mr. David LaChina, Dr. Willie May, Ms. Kim McCalla, Dr. Adebisi Oladipupo, Mr. Jeff Palkovitz, Ms. Sadaf Shafique, Dr. Don-Terry Veal, Dr. Kara Turner, Mrs. Cynthia Wilder

#### Remarks by the Chairman and the President

Chairwoman Malcom opened the meeting by welcoming the Regents and staff. Then she yielded the floor to President Wilson for remarks.

Dr. Wilson expressed his appreciation to Chairwoman Malcom for her leadership and guidance. He stated that although the campus has been closed for more than 15 months, the University will welcome back faculty, staff and students as it resumes full operations for the fall 2021 semester with some expected challenges.

#### ITEMS FOR INFORMATION

##### Facilities, Design and Construction Management Update

Ms. McCalla reported that the demolition of Montebello is scheduled for mid-2022 and demolition of the Washington Service Center will begin in 2023. The demolition will make way for the New School of Osteopathic Medicine and New Science buildings. She noted that a few buildings, including Carter-Grant-Wilson will be added to the deferred maintenance projects list in order to make room for entities in these buildings and address the needs of growing departments. Additional regular and contractual staff will be hired to help with the massive undertaking to be faced with the return to full operations.

Ms. McCalla stated that her team meets with BGE on an annual basis to discuss how the campus is developing as it relates to the various projects underway to ensure that they are in line with our power needs. It has recently been determined that there may be some power constraints coming from BGE local areas to supply the campus. Currently, we have enough power to supply the New Student Housing Project and the

New Health and Human Services Building without having redundancy. However, we are looking to bring in more power for redundancy, in addition to the other projects in progress on campus to include the School of Osteopathic Medicine and the New Science Building. Even though we are replacing some existing buildings with new buildings, they are being replaced with larger, high functioning facilities.

Mr. Evans commented that we are working towards a long-term strategic energy plan, which may be an opportunity for Morgan to implement distributive energy solutions. The University will examine all the alternatives and come back to the Committee with a recommendation as to whether Morgan needs to move to a distributive energy system, adding that we could be in a position to sell energy to others.

Ms. McCalla concluded her report by providing updates on the Northwood Shopping Center and the Public Safety Building. Chairwoman Malcom asked whether Thurgood Marshall has been topped out. Ms. McCalla responded that the 9th and 10th floors are currently under construction.

Regent Stokes inquired about the types of measures that will be implemented to ensure the safety of students, faculty, and staff. Ms. McCalla responded that staff are rechecking filters, monitoring air quality, and installing partitions and hand sanitizers in buildings across the campus. Dr. Wilson noted in addition to the physical readiness of the campus referenced by Ms. McCalla, there is also the vaccination and testing component that will be discussed later in his report to the full Board.

Regent Turnipseed commented on the significant number of open positions referenced in the Facilities, Design and Construction Management Report. He asked what percent of those positions represent the total staffing, and what are the implications for the portfolio of work that is underway. Ms. McCalla responded that the open positions are all related to the Physical Plant Department, and they are currently being advertised. We are working on getting individuals on board; however, vacancies will affect our ability to keep the campus functioning well. Mr. Evans added that we are trying to bring back and/or hire individuals, which represents approximately 18% of the total staff.

Chairwoman Malcom expressed gratitude that we started looking at deferred maintenance when we did because we would be in a ‘pickle’ if we had not taken this up long before the start of this pandemic. However, she noted concerns with regard to the long-term deferred maintenance issues because she does not see the resources and believes it will require extraordinary efforts (which has been discussed with the Chairman) as well as federal support for some of the deferred maintenance, not just for Morgan but HBCUs in general. There has not been attention given to the infrastructure of these institutions by the states in which they exist, or they simply have not had the resources to be able to do it. Thus, we have not heard the last on this issue. She added that she is very appreciative of all the work done by staff to at least keep up with the most urgent aspects around deferred maintenance.

Mr. Evans stated that staff recently met with the State to review our five-year capital budget, and we expressed the need for more deferred maintenance funding. He indicated that we also received our HBCU allocation from the American Rescue Plan. We will start doing our research to determine how much of the \$38 million can be used for infrastructure and deferred maintenance. He mentioned a financing project through the Maryland Clean Energy Center, which will also provide funding for deferred maintenance. He concurred with Chairwoman Malcom that we do not have enough financial resources or human resources to adequately attack the amount of deferred maintenance that currently exists at Morgan. However, he, along with Ms. McCalla and others, is working diligently to identify funding and hire additional personnel to manage the various projects.

## **Division of Research and Economic Development Update**

*Presentation: Division of Research and Economic Development Update*

Dr. May began his presentation by outlining the short-term objectives, which include generating a sustainable \$50 million in annual sponsored revenue and spending a minimum of \$45 million on research. Since Morgan was granted R2 status more than three years ago, the focus has been on enhancing internal systems and procedures to support the institution's expansion as a research university. Morgan submitted grant proposals totaling \$144.4 million – \$31.7M in new commitments and \$33.7 million in grant authorizations. The School of Engineering and the School of Computer, Mathematical and Natural Sciences are major grant submitters. They are collaborating with other schools to balance the portfolio.

Dr. May provided an update on the formation of a nationally renowned Blue Ribbon Panel to provide input to the President on expanding our STEM Program. An outstanding panel has been recruited to include a number of professors from academia; a National Medal of Science recipient; a Nobel Prize winner; a current nominee for the Medal of Science award as well as representatives from the National Oceanic and Atmospheric Administration (NOAA), the National Aeronautics and Space Administration (NASA) and the National Science Foundation (NSF). The panel will convene on September 13-14, 2021, and has been asked to provide a report by November 2022. Dr. May extended an invitation to Committee members to attend the impending Pearl Day event to be held on October 1, 2021, from 10 a.m. to 2 p.m., featuring a keynote address from NOAA senior leadership – Rick Spinrad and Craig McLean. Dr. May commented that the University is working to develop a collaborative partnership with NOAA as the agency will be supporting curriculum for our new academic program in Coastal Science and Policy and in the area of climate change.

Dr. May stated that the University is working with congressional representatives on Capitol Hill to determine whether a special appropriation can be made to allow Historically Black Colleges and Universities (HBCUs) to compete for funds within the NSF budget. Dr. Wilson expressed appreciation to Maryland's congressional delegation, particularly Senator Chris Van Hollen, who reached out to us.

Regent Stokes commended Dr. Wilson, Dr. May and his team for their continued work in the STEM and tech transfer areas to move the University towards the goal of achieving R1 status. She extended a congratulatory message to the entire administration. Chairwoman Malcom concurred, adding that it is critical to recognize the importance of HBCUs in STEM research.

## **Division of Institutional Advancement Update**

Ms. Howard referenced page 146 in the Board book, stating that giving has increased significantly from \$10.5 million in FY20 to \$52.6 million in year-to-date FY21 giving, as a result of the Mackenzie Scott gift and several multimillion-dollar gifts to the University focused on developing pathways to careers after college. This year's Homecoming Gala will be held at a reduced capacity and broadcast live. In terms of communications and public relations, our general media coverage remained strong during the quarter, with many major headlines focused on a rise in application volume. She noted that the Morgan Magazine was released last quarter as a user-friendly digital edition, and we anticipate launching phase one of the new website in time for the start of the fall semester.

Regent Resnick inquired as to whether there is a strategy in place to raise the total Gala count. Ms. Howard responded that the University does not plan to increase capacity at this time and that it will also depend on ticket sales.

Regent Turnipseed commended Morgan on the significant increase in contributions and donations received. He noted that there are a number of individuals and alumni inquiring about how the University plans to distribute those funds to help reduce students' financial burdens. Dr. Wilson responded that Morgan has a

unique approach to investing in students. A Financial Aid Optimization Program is being utilized, which tells us exactly when we need to intervene with a student debt and by how much in order to ensure that the student will remain enrolled at the institution until graduation. Ms. Howard stated that the Mackenzie Scott gift was placed in the Endowment Fund, which will grow each year to enable us to assist students and continue to support them as they matriculate through graduation. She and Dr. Wilson will be speaking directly to alumni at the Annual Business Meeting during Homecoming and throughout the solicitation season with regard to messaging around the value of alumni giving. Dr. Wilson added that many private donors have restricted their donations to help students in certain areas, and we are working on an efficient manner to communicate this to our alums.

Chairwoman Malcom commented that endowments are also necessary to recruit excellent professors and to elevate the University above and beyond student requirements.

### **Division of Enrollment Management and Student Success Update**

*Presentation: "Enrollment Update"*

Dr. Turner reported a record 1,981 freshmen enrollment and a headcount enrollment of 6,922 students as of August 2, 2021. The enrollment projection by MHEC is approximately 7,867 students, which we intend to exceed. Although enrollment figures appear to be encouraging, there continues to be concern related to COVID and the associated uncertainty that it presents, (i.e., the impact of the Delta variant on students' families and decisions by the University). Another area of concern is student housing. She noted that the administration is working hard to ensure that all student demands and needs are met.

The enrollment of returning students is lower than projected. However, as students and their families better understand the University's vaccine mandate, the registration of returning students has started to increase as of today. Dr. Turner noted that we had the second-highest graduation percentage in the state, with a six-year graduation rate of 44.1 percent and three consecutive years over 40%.

Regent Stokes inquired as to what is behind the rising graduation rates. Dr. Turner responded that Dr. Wilson set a goal of achieving a graduation rate of 50% by 2025. The 50x25 Campaign is a targeted and strategic university-wide initiative, which consists of three pillars. Several meetings with the President, Provost, and University Deans were conducted to discuss how to accomplish the objective, which included measuring and tracking the graduation rates of each college/school. Departments with increased rates received an additional allocation to be used as incentive funds.

Chairwoman Malcom briefly highlighted a sponsored webinar series, "Researched Reasons for the Decline in Students in Higher Education." While money (aid) will always be a problem, the most notable causes included uninspired teaching, weeding out courses, and not knowing how to navigate an institution. She emphasized why the comprehensive approach implemented at Morgan is so important.

### **ITEMS FOR ACTION**

#### **Finance and Facilities Committee Minutes of May 3, 2021**

Chairwoman Malcom called for a motion to approve the minutes. It was moved by Regent Turnipseed and seconded by Regent Stokes. The motion carried. The vote was unanimous.

#### **Policy on Student Residency Classification for Admission and Tuition Purposes**

Dr. Turner stated that in order to continue to be eligible to receive payments for any students eligible for VA education benefits, the University must amend its policy on in-state tuition to remove the requirement for covered individuals to enroll in a course at a public institution of higher learning within three years of being discharged to receive in-state tuition.

Chairwoman Malcom called for a motion to approve the revised policy on Student Residency Classification for Admission and Tuition Purposes. It was moved by Regent Turnipseed and seconded by Regent Wilkinson. The motion carried. The vote was unanimous.

#### **Amended Tertiary Education Trust Fund (TETFund) MOU**

Dr. Astatke stated that the original MOU between Morgan State University and the Tertiary Education Trust Fund (TETFund), a fiduciary and funding agency of the Federal Government of Nigeria, was signed in May 2020. It has led to the enrollment of the first cohort of 19 Ph.D. students that joined MSU in Fall 2020. The proposed amendment of the MOU has been requested by the Executive Secretary of TETFund, Prof. Suleiman Bogoro, after their eight-member delegation completed their visit to our campus on June 21-23, 2021. The TETFund leadership was so satisfied with the outcome of their three-day visit that they are ready to expand the current MOU to include the sponsorship of master's degree students for up to two years, in addition to the sponsorship of the doctoral students and the post-doctoral fellows. We are pleased to announce that the second cohort of more than 70 new Ph.D. students is scheduled to join us in Fall 2021. In total, we expect close to 100 Ph.D. students and post-doctoral fellows from Nigeria to join us in Fall 2021. The amendment of the MOU will have a positive fiscal impact on MSU for the next five to 10 years because it will increase the number of graduate students (master's and doctoral levels) that will be enrolled at Morgan.

Chairwoman Malcom called for a motion to approve the amended Tertiary Education Trust Fund (TETFund) MOU. It was moved by Regent Wilkinson and seconded by Regent Stokes. The motion carried. The vote was unanimous.

### **ITEMS FOR INFORMATION**

#### **MSU Police and Public Safety Department**

*Presentation: "Overview of MSU Police and Public Safety Department"*

Chief Hatcher provided an overview of the Police Department and preparations for reopening the campus for the fall 2021 semester. The department consists of 44 sworn police officers, 10 in-house security officers, six dispatchers (two for each shift – day, evening and overnight), and two administrative positions. Moreover, additional security officers have been contracted through an external agency providing 13-15 security officers per shift who are assigned to various locations across the campus (contracted service hours vary from 6p – 2a to 4p- midnight as students return). He stated that the number of security officers was reduced during the pandemic due to the closure of campus facilities; however, we will be filling those positions and bringing several security officers back prior to the start of the fall semester to ensure adequate security on campus. The department will be working to seek accreditation by the International Association of Campus Law Enforcement Administrators (IACLEA), which is the largest professional association devoted to excellence in campus public safety and law enforcement. The department's three-year vision focuses on personnel, community engagement, technology and facilities. Community and student engagement initiatives (new and existing), campus readiness crime prevention tactics, and COVID-19 protocols were highlighted. It is important to note that Morgan was successful in securing additional recurring funding to enhance campus safety and operations from the State of Maryland. The funding will be used to hire 17 additional police officers, an accreditation manager, a records manager (Clery Act compliance reporting) and an emergency manager.

Chief Hatcher stated that we are looking to continue our work with the Baltimore City Police Department (BCPD) and refresh our current Memorandum of Understanding with them. The department also attends weekly intelligence briefings with the BCPD to learn what is happening in the communities surrounding the campus as well as things that may impact the University. The University intends to pursue expanded police jurisdictional authority and will work to introduce legislation, which was halted due to the pandemic,

during the upcoming legislative session. A map depicting the existing jurisdiction and future expanded jurisdiction were shown. The future expanded jurisdiction will consist of an additional two-mile perimeter surrounding the University to include the Lake Clifton property. The expanded police authority will ensure that our students can safely travel to and from the campus. It was also reported that the University obtained a grant to implement a Body Worn Camera Program. We are currently in the policy development phase to include the manner in which we will store data. We have identified a few vendors and are establishing a pilot program to test cameras. The program is expected to be rolled out in the spring of 2022.

Chief Hatcher concluded his report by providing an update on the New Public Safety Building, which is currently being constructed with an occupancy date of August 2022. The facility will be located on the West Campus (Northwood Commons) and house a state-of-the-art emergency operations center, prisoner processing areas and a camera monitoring center.

Chairwoman Malcom commented that the University will need to identify body worn camera equipment that fits the specific needs of the Police Department and basically will need to screen which ones are best suited for our operations while also managing the procurement process. She asked how the University plans to coordinate these efforts. Mr. Evans noted that Ms. McCalla, Chief Hatcher and Dr. Oladipipo and their respective teams have worked diligently on the technology for the New Public Safety Building's command center. These collaborations were initiated three years ago. We are now working to ensure that we have the right technology for all the cameras. Once this is completed, we need to determine what needs to be procured and integrate it with the 1,000+ cameras we currently have on campus and ensure that they are functioning properly. Mr. LaChina is working with procurement to ensure that we can procure what we need in a timely and efficient manner and in compliance with our procurement policies and procedures. Dr. Wilson added that there may be some unique requirements for the body camera. He assured the Committee that Mr. Evans, Mr. LaChina, Chief Hatcher and the legal team will work through that piece.

Chairwoman Malcom asked about the police jurisdiction as it relates to Morgan View. If we will likely have students residing there, does the jurisdictional authority automatically shift to the MSU Police or would we have to include it in the negotiations/conversations with the Baltimore City Police Department? Chief Hatcher responded that Morgan's jurisdiction covers everything that is owned, operated or leased by the University. Since we have leasing capacity at Morgan View, the University can discharge its police authority there. Mr. Faulk noted that additional information can be shared with the Committee during closed session.

Chairwoman Malcom noted the inclusion of enhanced training around mental health. She asked whether the department has access to mental health professionals to augment the police department at any particular time and place. Chief Hatcher responded that the department works very closely with the University's Counseling Center, which provides the MSU Police with assistance. The department also works with area hospitals, and we have the ability to transport individuals requiring assistance or services. Ms. Goodwin commented that the answer may be a bit more comprehensive and that part can be discussed in closed session.

### **Budget Updates**

Mr. Evans stated that Morgan's financial position is relatively strong. We are in the process of closing the books for FY 2021 and expect that it will be consistent with previously reported projections. We have received federal stimulus funding, and those dollars will be included in our year-end financial statements. We intend to complete and submit our annual audited financial statement by the October 1<sup>st</sup> deadline, which will be presented to the Audit Committee at the November meeting. We also received our allocation from the American Recovery Plan in the amount of \$38 million and will be working through a very transparent process to determine how we will expend those funds. He commented that the FY 2022 operating budget is very fluid as there continues to be financial uncertainty. We have added \$5 million for financial aid



optimization and have additional instructional costs totaling \$3 million as well as student housing needs, which will also result in additional costs. Once enrollment is finalized on October 15th, we will be able to finalize the FY 2022 operating budget. It was noted that our tuition discount rate is approaching 30%, up from 23-24% in past years.

Mr. Evans reported that the Maryland Clean Energy Center Project is moving forward. The University will need Committee approval of a financing plan to borrow \$26.3 million to address energy savings and deferred maintenance. Additional details about the financing plan will be provided soon since the loan has to be closed within the next 30-40 days. He concluded by providing brief updates on the Osteopathic Medical School (ground lease is under development), the New Thurgood Marshall Student Housing Project (on schedule), and Northwood Commons (to be discussed in closed session). He noted that there are a lot of projects currently underway that have financial implications, which need to be discussed in greater detail at a later date.

Chairwoman Malcom suggested that Mr. Evans work with Ms. Grogan to schedule a special Finance Committee meeting to discuss several matters requiring special attention, which cannot wait until the next scheduled meeting in November. She requested the Committee's indulgence in this regard and asked for an outline of the items to be discussed along with the appropriate materials for advance review in order to meet the deadlines for the various projects. Mr. Evans thanked Chairwoman Malcom and Finance Committee members for their continued support.

#### **FY 2023 Capital Budget Request Update**

Ms. McCalla referred to page 260 in the Board book, noting that the University has revised the timeline and cost of all projects. The five-year request decreased from \$595.3 million to \$484.6 million, and FY 2023 request increased slightly from \$97.4 million to \$100.4 million.

Mrs. Wilder directed the Committee's attention to page 262 in the Board book and summarized the projects to be initiated in the State's five-year Capital Improvement Plan to include the Engineering Building, Dixon Renovations for Physics, Jenkins Demolition, and Carter-Grant-Wilson Renovation.

#### **Moody's Credit Review**

Mr. Evans stated that Moody's reaffirmed Morgan's rating of A1 with a stable outlook. Under Moody's rating list, the University is tied with North Carolina A&T State University, and under the list for Standard & Poor's, Morgan is the highest-rated HBCU.

#### **Adjournment**

Chairwoman Malcom announced that Finance and Facilities Committee would convene in Closed Session to consider items specifically exempted from public consideration under § 3-305 (b) (7) of the Open Meetings Act. In Closed Session, the Finance and Facilities Committee will consider the following items: Contractual Staff Equity Conversion, Northwood Commons Lease Amendments, Morgan View Master Lease, and Business Terms and Key Information for Off-Campus Housing. Chairwoman Malcom stated that the Committee may reconvene in Public Session at the conclusion of the Closed Session, if necessary.

After reading the closed session citation into the record, it was moved by Regent Stokes and seconded by Regent Resnick to adjourn the Public Session. The motion carried unanimously.

The Public Session adjourned at 11:08 a.m.

Submitted by,  
Sadaf Shafique, Recorder



**Contractual Staff Equity Conversion (in Closed Session)**

Regent Malcom called for a motion to approve the Conversion of Full-Time Contractual Employees and Minimum Wage Increase. It was MOVED by Regent Turnipseed and SECONDED by Regent Resnick to approve the conversion of full-time contractual employees and move to \$15 per hour minimum. The MOTION CARRIED. The vote was unanimous.

**Northwood Commons Lease Amendments (in Closed Session)**

Regent Malcom called for a motion to approve the Northwood Commons Lease Amendments – Termination of Cross Easement and Termination Agreement; First Amendment to PSB Ground Lease; and First Amendment to B&N Lease Agreement. It was MOVED by Regent Stokes and SECONDED by Regent Turnipseed to approve the three (3) lease amendments. The MOTION CARRIED. The vote was unanimous.

**Morgan View Master Lease (in Closed Session)**

Regent Malcom called for a motion to approve the Morgan View Master Lease. It was MOVED by Regent Wilkinson and SECONDED by Regent Turnipseed to approve the master lease. The MOTION CARRIED. The vote was unanimous.

**Off-Campus Student Housing Contract Resolutions (in Closed Session)**

Regent Malcom called for a motion to approve the Off-Campus Student Housing Contract Resolutions (Altus Apartments and Delta Hotel). It was MOVED by Regent Wilkinson and SECONDED by Regent Turnipseed to advance the two (2) resolutions to the Full Board for consideration and adoption on August 3rd. The MOTION CARRIED. The vote was unanimous.

**MORGAN STATE UNIVERSITY  
CITATION OF AUTHORITY FOR CLOSING A MEETING  
UNDER THE OPEN MEETINGS ACT  
BOARD OF REGENTS FINANCE AND FACILITIES COMMITTEE MEETING**

Date: Monday, August 2, 2021

Time: 9:00 a.m.

Location: Virtual

Motion to close meeting made by: Regent Stokes

Seconded by: Regent Resnick

Members voting in favor: All Regents in attendance

Opposed:

Abstaining:

Absent: Regent Carter

**THE STATUTORY AUTHORITY TO CLOSE THIS MEETING CAN BE FOUND AT (check all that apply):**

**General Provisions Article, § 3-305 (b)(7):**

\_\_\_\_ (1) (i) To discuss the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom this public body has jurisdiction; or (ii) any other personnel matter that affects one or more specific individuals;

\_\_\_\_ (2) To protect the privacy or reputation of individuals concerning a matter not related to public business;

\_\_\_\_ (3) To consider the acquisition of real property for a public purpose and matters directly related thereto;

\_\_\_\_ (4) To consider a matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State;

\_\_\_\_ (5) To consider the investment of public funds;

- \_\_\_\_ (6) To consider the marketing of public securities;
- X** (7) To consult with counsel to obtain legal advice on a legal matter;
- \_\_\_\_ (8) To consult with staff, consultants, or other individuals about pending or potential litigation;
- \_\_\_\_ (9) To conduct collective bargaining negotiations or consider matters that relate to the negotiations;
- \_\_\_\_ (10) To discuss public security, if the public body determines that public discussion would constitute a risk to the public or to public security, including: (i) the deployment of fire and police services and staff; and (ii) the development and implementation of emergency plans;
- \_\_\_\_ (11) To prepare, administer, or grade a scholastic, licensing, or qualifying examination;
- \_\_\_\_ (12) To conduct or discuss an investigative proceeding on actual or possible criminal conduct;
- \_\_\_\_ (13) To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter;
- \_\_\_\_ (14) Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiating strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

**General Provisions Article, § 3-103 (a):**

- \_\_\_\_ (1) To carry out an administrative function;
- \_\_\_\_ (2) To carry out a judicial function;
- \_\_\_\_ (3) To carry out a quasi-judicial function.

**FOR EACH CITATION CHECKED ABOVE, THE REASONS FOR CLOSING AND TOPICS TO BE DISCUSSED:**

1. To obtain legal advice regarding:
  - a. Contractual Staff Equity Conversion;
  - b. Northwood Commons Lease Amendments;
  - c. Morgan View Master Lease; and
  - d. Off-Campus Student Housing Contract Resolutions.

**THE BOARD MAY RECONVENE IN PUBLIC SESSION AT THE CONCLUSION OF THE CLOSED SESSION IF NECESSARY TO TAKE ANY FINAL AND BINDING ACTION.**

This statement is made by Shirley M. Malcom  
Chair of the Finance and Facilities Committee

**SIGNATURE:**

A handwritten signature in black ink, appearing to read "S. Malcom", written in a cursive style.

\*\*\*\*\* FOR USE IN MINUTES OF NEXT REGULAR MEETING: \*\*\*\*\*

**TOPICS DISCUSSED AND ACTION(S) TAKEN (IF ANY):**

# **MORGAN COMPLETES YOU PROPOSED TUITION MODEL**

**BOARD OF REGENTS**  
**MORGAN STATE UNIVERSITY**  
**SUMMARY OF ITEM FOR ACTION**

**TOPIC:** Approval of MCY Initiative Tuition Rates

**DATE OF MEETING:** November 1, 2021

**BRIEF EXPLANATION:** Under the College of Interdisciplinary and Continuing Studies, the Morgan Completes You initiative's mission is to provide flexible degree options at the undergraduate and graduate level for near-completers. Nearly 36 million Americans have received some college credits but have not earned their degree. Nearly ten percent of these potential students are considered "near completers," having gained at least half of the credits needed to earn a degree. In order to serve as many students from this growing population as possible, programs within the College of Interdisciplinary and Continuing Studies will utilize one tuition model, allowing all students, regardless of residency, to pay a flat tuition rate of \$250 per credit hour for undergraduate courses and \$455 per credit hour for graduate level courses.

**The University requests Board approval of the flat per credit hour tuition rate for the MCY initiative.**

**FISCAL IMPACT:** Additional revenues dependent on enrollment.

**PRESIDENT'S  
RECOMMENDATION:** The President recommends approval.

**COMMITTEE  
ACTION:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**BOARD  
ACTION:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

# Morgan Completes You Proposed Tuition Model



November 2021

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# Competition for Adult Learners

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## Demographic Changes

- Low birth rates over the past two decades has resulted in a significant decrease in the number of traditional students
- 35 million Americans have completed some college credits but have not earned their degree
- Adult learners (24 years+) represent the future of college enrollment

## Degree Completion Programs

- Once reserved for private, online colleges, degree programs are now becoming ubiquitous at large public universities
- Large public universities are beginning to realize that future enrollments depend on capturing a large share of the adult learner population.

## Degree Completion Programs:

University of Florida  
University of Massachusetts  
Morehouse College  
Claflin University  
Florida State University  
University of South Carolina  
Kansas State University  
Fisk University  
North Carolina Central University  
Colorado State University - Global Campus  
Ohio State University  
West Virginia University  
Ball State University  
Loyola University Chicago  
Old Dominion University  
East Carolina University  
and dozens more...

Barshay, M. by J. (2017, November 6). Federal data shows 3.9 million students dropped out of college with debt in 2015 and 2016. The Hechinger Report <https://hechingerreport.org/federal-data-shows-3-9-million-students-dropped-college-debt-2015-2016/>

Brown, M. (2017, November 2). College Dropouts and Their Student Loan Debt. LendEDU. <https://lendedu.com/blog/college-dropouts-student-loan-debt/>

Hess, A. J. (2021, July 23). Millions of student loan borrowers don't have a diploma to show for their debt. CNBC. <https://www.cnbc.com/2021/07/23/millions-of-student-loan-borrowers-dont-have-a-diploma-to-show-for-it.html>

Specht, P. (2021, February 12). Democrats say 40% of people with college debt didn't get degrees. Politifact. <https://www.politifact.com/factchecks/2021/feb/12/alma-adams/democrats-say-40-people-college-debt-didnt-get-deg/>

## A Fair Tuition Model for Adult Learners.

### Alleviating Financial Pressure

- 38% of college stop-outs leave due to financial pressure.
- 3.9 million students with student debt dropped out in AY 2015-2016.
- 38% of adult student loan borrowers have not completed their degree
- 68% of adults believe they could repay their loans faster if they complete their degree.

## Flat Tuition Model for Online/Completer Programs

| Per credit tuition comparison                           | Undergraduate                            | Graduate     |
|---|--|--------------|
| Proposed Flat Tuition for Morgan Completes You Programs | \$250                                    | \$455        |
| Purdue Global   | \$280 (in-state)<br>\$371 (out-of-state) | \$420        |
| Excelsior   | \$510                                    | \$645        |
| Morehouse Online  | \$600                                    | None         |
| Southern New Hampshire University                       | \$320                                    | \$627        |
| Arizona State Online                                    | \$561-\$661                              | \$543-\$1343 |
| University of Phoenix Online                            | \$398                                    | \$698        |

- **No comparable Maryland Institutions in the degree completer category**
- **All these tuition models are significantly lower than their regular programs**

# Flat Tuition Model for CICS Programs – Three-year pilot

**Proposed Tuition Model: Flat rate for all students in the CICS per credit.**

|                         |  |
|-------------------------|--|
| Tuition (Undergraduate) | \$250 Per Credit (No cap for full-time i.e., 12+ credit) |
| Tuition (Graduate)      | \$455 Per Credit (No cap for full-time i.e., 9+ credit)  |
| Technology Fee          | \$20 per credit  |
| Application Fee         | \$100 (waived for inaugural class)                       |
| Transcript Eval. Fee    | \$150 (waived for inaugural class)                       |
| Graduation Fee          | As usual   |

**The flat tuition model is consistent with the approved fee model for Master of Business Administration and Master of Social Work**

~~Athletic Fee  
Student activity Fee  
Auxiliary Fee  
Student union Fee  
Facilities Fee  
Shuttle Bus Fee~~

# Enrollment Projection

|                                   | Phase I   | Phase II  |           |             |             |             |
|-----------------------------------|-----------|-----------|-----------|-------------|-------------|-------------|
|                                   | Spring 22 | Year 1    | Year 2    | Year 3      | Year 4      | Year 5      |
| Projected enrollment              | 40        | 150       | 300       | 500         | 750         | 1000        |
| Projected total tuition (revenue) | \$128,760 | \$482,850 | \$965,700 | \$1,609,500 | \$2,414,250 | \$3,219,000 |
| Projected total fee (revenue)     | \$9,120   | \$34,200  | \$68,400  | \$114,000   | \$171,000   | \$228,000   |

| Average tuition calculation details | Tuition | Fee   |
|-------------------------------------|---------|-------|
| 12 credits for UG per semester      | \$3,000 | \$480 |
| 9 credits for GR per semester       | \$4,095 | \$270 |
| Average tuition: (20% GR, 80% UG)   | \$3,219 | \$228 |

# **DEBT CAPACITY INCREASE**

## BOARD OF REGENTS

### MORGAN STATE UNIVERSITY

#### SUMMARY OF ITEM FOR ACTION

**TOPIC:** Approval of Debt Capacity Increase

**DATE OF MEETING:** November 1, 2021

**BRIEF EXPLANATION:** In accordance with Title 19-102 of the Education Article of the Annotated Code of Maryland, Morgan State University's current debt ceiling is calculated at \$88M.

In August 2020, the Board of Regents approved an action item to enter into preliminary discussions with Capital Debt Affordability Committee (CDAC) regarding an increase of the University's debt capacity to \$120M.

The University recently presented the status of current debt to the CDAC regarding an increase of the University's debt capacity to \$140M from \$88M. The amended debt capacity results from (i) new accounting pronouncements (GASB 87) resulting in the capitalization of leases in an estimated amount of \$42M, (ii) 2020 HBCU Loan remaining debt to be issued of \$44.1M (to be disbursed during FY22 and FY23); (iii) an additional \$54M unissued capacity to address risks and opportunities that may arise in the future.

**The University makes a request to the Board of Regents for approval to engage in discussions with the Maryland General Assembly regarding an increase of the University's debt capacity to \$140M from \$88M.**

**FISCAL IMPACT:**

- \$6M of current operating lease payments (to be converted into \$42M of capital lease debt).
- \$2.1M of current capital lease debt service (ending in 2026).
- \$2.1M of annual debt service for the 2020 HBCU loan, if fully utilized.

**PRESIDENT'S RECOMMENDATION:** The President recommends approval.

**COMMITTEE ACTION:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**BOARD ACTION:** \_\_\_\_\_

**DATE:** \_\_\_\_\_



# **ITEMS FOR INFORMATION**

**MORGAN STATE UNIVERSITY  
BOARD OF REGENTS  
Finance and Facilities Committee  
November 1, 2021**

**FY 2022 FINANCIAL STATUS UPDATE**

First quarter ending September 30, 2021

**OVERVIEW**

Despite the ongoing pandemic and the resultant financial challenges, the University was able to substantially operate within its resources for fiscal year 2021; largely due to the support of federal stimulus funding in Dec 2020 and March 2021. FY21 enrollment was relatively flat compared to the prior years as was tuition and fee revenue, resulting from the impact of COVID-19 on higher education. The pandemic continues to cause pressure on the University's budget and its ability to operate within existing resources and on the day-to-day activities of managing the University. Despite the challenges, the University successfully completed its annual audited financial statements and was once again the first university in the State to do so. A copy of the FY 2021 audited financial statement will be available on the MSU website, under the Comptroller's Department in November.

For FY 2022, the University's final fall enrollment headcount was 8,469, an increase of 834 students or 10.9% as compared to FY 2021. This final enrollment number is the largest in the University's history. Final enrollment is boosted by the largest freshman class ever at 2,288, an increase of 1,086 over FY 2020 fall freshman class. Please note however, returning students declined by approximately 400 students, but this decline was offset by the largest freshman class. In addition to the exceptional work of Morgan's enrollment management team, three major factors contributed to the enrollment success:

- ✚ High visibility of HBCUs (VP Kamala Harris effect / George Floyd and the social justice awareness);
- ✚ Morgan brand has strengthened resulting in more positive visibility (recent large donations, Maryland HBCU settlement bill, etc.); and
- ✚ Financial Aid Optimization model (strategic awarding of institutional aid).

In addition to increased enrollment, an increased mix of out-of-state enrollment has boosted tuition and fee projections. Out of state enrollment is 41% for fall of this year. The record number of freshman and the increased out-of-state mix has created record demand for campus sponsored housing. While increased revenue is a welcome event given the prior year's relatively flat enrollment and revenue, the increased demand has stressed the existing teaching and housing infrastructures resulting in an increased need for additional faculty and leased housing to meet student demand, among other additional administrative costs.

As shown in Attachment I, the University realized \$112.6 million in operating revenues as of September 30, 2021. This represents 36.5% of the total operating budget, which includes state support and self-supporting programs, including Restricted Funds and Auxiliary Enterprises. Operating expenses for the same period were \$79.4 million, representing 25.7% of the operating

budget. The University's cost containment program, implemented during the pandemic, although in a less restrictive or structured manner, continues to be instrumental in controlling costs.

In addition to the University's operating related activities, various Federal stimulus funding has been made available to the University to mitigate the effects of the COVID pandemic. The tables below show the available funding by program and utilization by fiscal year.

| Covid Funding Provided by Act | Students          | Institution       | HBCU              | Total              |
|-------------------------------|-------------------|-------------------|-------------------|--------------------|
| Cares Act                     | 4,631,796         | 4,631,796         | 19,040,779        | 28,304,371         |
| HEERF II                      | 4,631,796         | 9,646,333         | 21,078,415        | 35,356,544         |
| HEERF III                     | 12,518,310        | 12,479,794        | 36,891,244        | 61,889,348         |
| TOTAL                         | <u>21,781,902</u> | <u>26,757,923</u> | <u>77,010,438</u> | <u>125,550,263</u> |

| Covid Funding Recognized / Utilized | Students          | Institution       | HBCU              | Total              |
|-------------------------------------|-------------------|-------------------|-------------------|--------------------|
| FY20                                | 4,200,918         | 556,554           | 7,945,351         | 12,702,823         |
| FY21                                | 4,700,267         | 12,966,813        | 39,832,525        | 57,499,604         |
| FY22 (proforma)                     | <u>12,880,718</u> | <u>13,234,556</u> | <u>29,232,562</u> | <u>55,347,836</u>  |
|                                     | <u>21,781,902</u> | <u>26,757,923</u> | <u>77,010,438</u> | <u>125,550,263</u> |

Funds from these federal stimulus programs (HEERF I, II and III) are used in accordance with federal guidelines. Spending priorities for these funds include Student Stimulus, Lost revenue, Safety and Wellness Infrastructure (HVAC, Water, Housing), Financial Aid for students, Technology Upgrades for Hybrid Learning and Teleworking, and PPE & Sanitation costs.

## STATE SUPPORT

Per Attachment I, the University realized \$71 million of revenues or 35.2 percent of the budget while the University expended \$47.8 million or 23.7 percent of the adjusted base operating budget. While ongoing cost containment initiatives continue to slow the overall rate of spending, despite the increased operating costs associated with higher enrollment.

## SELF-SUPPORTED PROGRAMS

Per Attachment I, self-supported revenues were \$41.6 million of revenues or 39 percent of the budget resulting from increased housing and board activity. As outlined per Attachment I, the program expended \$31.5 million or 29.6 percent of the adjusted base operating budget.

## SUMMARY

As we move towards an improved COVID-19 environment, improved higher education results are being realized. However, uncertainty continues to cause pressure on the University's ability to operate within existing resources. While the increase in enrollment has brought welcome additional resources, the university has also incurred additional costs resulting from the increased demand and challenges on the teaching, student and facilities infrastructures. Considerable financial uncertainty remains, both in the form of unexpected costs and potential future reductions in revenue. Ongoing efficient expenditure planning as well as new creative revenue models are a constant focus of the University with the understanding of not knowing what the long-term effects will be or length of time it may take to return to a stable, predictable environment. It is anticipated that future revenue growth could be realized from the Morgan Completes You initiative. Further

COVID-related funding in FY22 from the remaining American Recovery Plan Act (or HEERF III), will assist the University in maintaining a strong financial position as we hope to come out of the pandemic.

## FY 2022 REVISED OPERATING BUDGET

While we entered FY22, the increase in enrollment is a welcome event and a positive impact to the FY22 revised budget. However, we remain cautious from a budget perspective given the pressures on the faculty, student and facilities infrastructures and the potential for unknown or hidden costs to occur.

The revised base budget is essentially break-even at a deficit of only \$95k with the additional revenues from enrollment and adjustments based on current run rates and activity expectations. Additional allocation needs of \$6.7 million create a revised deficit of \$6.8 million if incurred as expected in the current fiscal year. The revised deficit will be recovered through a combination of planned unfilled vacancies for the year of \$2 million, and a \$4.8 million balancing adjustment to the FY21 fund balance.

### Deficit Recovery Plan

|   | FY22 Budget<br>Forecast<br>(v7 7/24/21) | FY22 Revised<br>Budget<br>(v8 10/28/21) |  |
|---|---|---|--|
| <b>Projected deficit:</b>                     |   |   |  |
| State Support                                 | \$ 1,602,000                            | \$ 4,127,000                            |  |
| Auxiliary & Business Services                 | (8,230,000)                             | (4,222,000)                             |  |
| Total   | \$ (6,628,000)                          | \$ (95,000)                             |  |
| <i>Additional allocation needs:</i>           |   |   |  |
| One-time                                      | (3,000,000)                             | (1,000,000)                             |  |
| Recurring                                     | (13,750,000)                            | (5,650,000)                             |  |
| Total additional needs                        | (16,750,000)                            | (6,650,000)                             |  |
| <b>Revised deficit</b>                        | <b>\$ (23,378,000)</b>                  | <b>\$ (6,745,000)</b>                   |  |
| <b>Recovery Plan:</b>                         |   |   | <b>Comments</b>                          |
| + 1000 Freshmen add revenues (tuition & fees) | 11,150,000                              | -                                       | Updated tuition and fee revenue          |
| Vacancy listing                               | 2,000,000                               | 2,000,000                               |  |
| Other   | TBD                                     | -                                       | TBD                                      |
| FY21 Fund Balance funding                     | 10,228,000                              | 4,745,000                               | surplus from HEERF lost revenue recovery |
| Total deficit funding                         | 23,378,000                              | 6,745,000                               |  |
| <b>Net deficit (1)</b>                        | <b>\$0</b>                              | <b>\$0</b>                              |  |

(1) – zero net deficit is achieved with a balancing adjustment to FY21 fund balance as noted in the narrative above.

## TUITION AND FEES

Tuition and mandatory fees for the fall 2021 and spring 2022 remain at fall 2019 rates even though the cost of education continues to rise. Normal 2% to 3% annual tuition increases for the fall 2020 and fall 2021 have been foregone in light of the financial hardships endured by students and their families as a result of the COVID pandemic. Tuition rates for Fall of 2022 will need to be increased. While access and affordability are hallmarks for Morgan, the effect of three consecutive years of no tuition increases has a direct negative impact on the University's ability to deliver high quality educational services. Additionally, mandatory fees had been discounted for FY21, fees for fall 2021 were not discounted and will remain at the same rate as that for fall 2019, foregoing

traditional annual rate increases. The University's mandatory fee structure requires a revision and a potential increase with consideration given to adding a technology fee in light of increased technology needs and support, particularly with respect to pandemic period upgrades to AV technology in classrooms across campus.

Housing has similarly foregone traditional rate increases in an effort to ease the financial burden on students and their families. Housing rates will require a significant review with respect to strategy and pricing with the new Thurgood Marshall Housing and Dining project expected to come online in fall 2022. As per the credit ratings review for the Thurgood Marshall project, and the investment grade rating received, a commitment was made by the University to raise housing rates significantly. As a result, the housing rates will need to be increased in order to be in line with the financial pro forma developed for the financing and the Thurgood Marshall project. Based on our research, other public universities in Maryland also increased their rates substantially for a new housing facility. While Morgan's current housing rates are the second lowest in the State, our goal will be to maintain this position as we look at what rates need to be to support the new Thurgood Marshall facility. Board rates have remained steady against fall 2020 at which time the new food service vendor (SodexoMagic) and the any-time dining program were introduced. Two additional (platinum and gold) anytime dining plans have been introduced for fall 2021, while the silver entry level anytime dining plan pricing has not changed. Also, for fall 2021, commuter-based dining dollars plans remain at the fall 2020 discounted introductory rates. Introductory pricing is not expected to be extended with the start of fall 2022.

A new housing strategy with pricing structure is being developed internally for review and approval by the Board of Regents. Additionally, a recommendation for fall 2022 tuition will also be presented to the Board of Regents at a future meeting.

**MORGAN STATE UNIVERSITY  
WORKING BUDGET VS. REVENUE REALIZED  
FISCAL YEAR 2022**

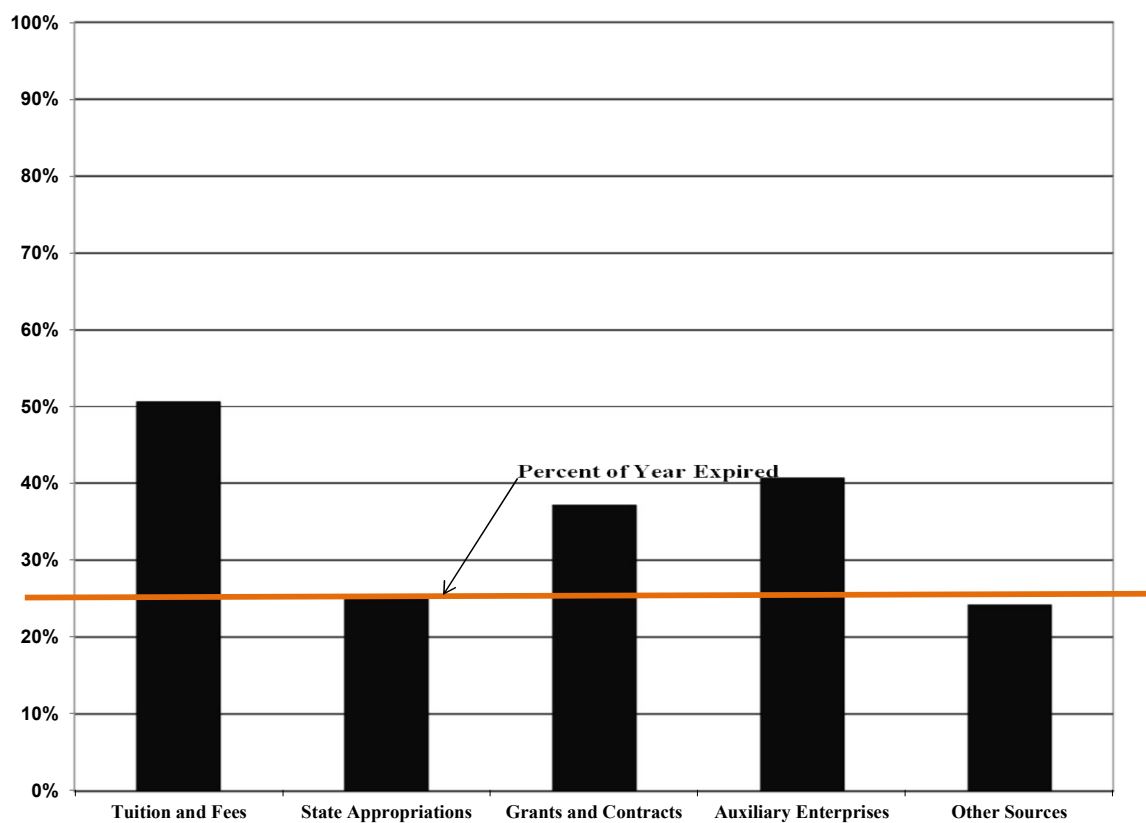
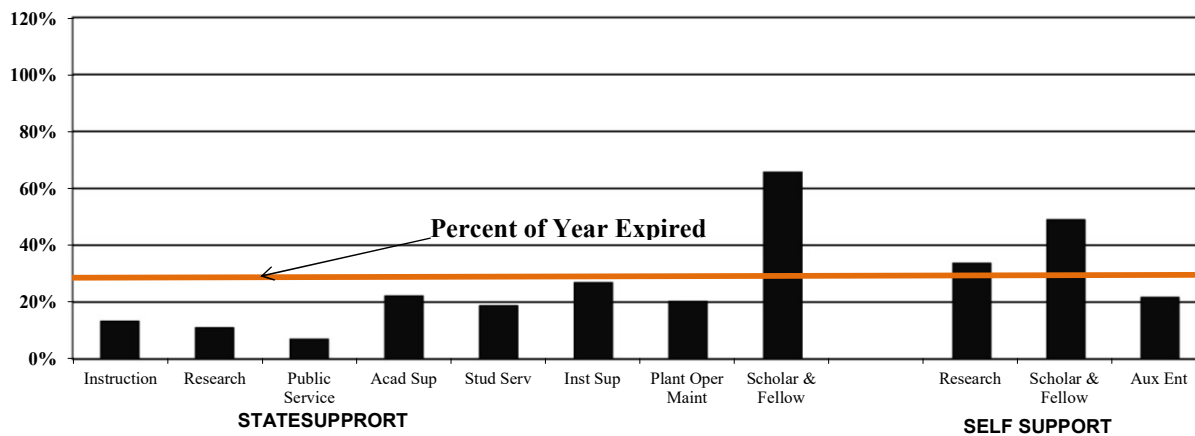
Actual for the Period Ending September 30, 2021

|  | <b>FUNDING<br/>SOURCE</b> | <b>ADJUSTED BASE<br/>OPERATING BUDGET</b> | <b>REVENUES</b>    | <b>BALANCE</b>     | <b>PERCENT<br/>REALIZED</b> |
|--|---------------------------|---|--------------------|--------------------|-----------------------------|
| <b>STATE - SUPPORTED PROGRAMS:</b>         |                           |   |                    |                    |                             |
| Tuition and Fees                           | State                     | 80,275,000                                | 40,656,421         | 39,618,579         | 50.6%                       |
| State Appropriations                       | State                     | 113,054,000                               | 28,270,181         | 84,783,819         | 25.0%                       |
| Grants and Contracts                       | State                     | 3,667,000                                 | 1,126,827          | 2,540,173          | 30.7%                       |
| Other Sources                              | State                     | 4,957,000                                 | 955,888            | 4,001,112          | 19.3%                       |
| <b>TOTAL STATE - SUPPORTED PROGRAMS</b>    |                           | <b>201,953,000</b>                        | <b>71,009,317</b>  | <b>130,943,683</b> | <b>35.2%</b>                |
| <b>SELF - SUPPORTED PROGRAMS:</b>          |                           |   |                    |                    |                             |
| Sales and Services - Auxiliary Enterprises | Auxiliary                 | 58,564,000                                | 23,791,694         | 34,772,306         | 40.6%                       |
| Federal Grants and Contracts               | Restricted Funds / Grants | 45,300,000                                | 17,112,142         | 28,187,858         | 37.8%                       |
| State Grants and Contracts                 | Restricted Funds / Grants | 1,200,000                                 | 301,665            | 898,335            | 25.1%                       |
| Private Grants and Contracts               | Restricted Funds / Grants | 1,500,000                                 | 397,576            | 1,102,424          | 26.5%                       |
| <b>TOTAL SELF - SUPPORTED PROGRAM</b>      |                           | <b>106,564,000</b>                        | <b>41,603,078</b>  | <b>64,960,922</b>  | <b>39.0%</b>                |
| <b>TOTAL UNIVERSITY OPERATING</b>          |                           | <b>308,517,000</b>                        | <b>112,612,395</b> | <b>195,904,605</b> | <b>36.5%</b>                |
| CARES III Funding (ARP)                    | Stimulus                  | 55,347,000                                | 1,088,006          | 54,258,994         | 2.0%                        |
| <b>TOTAL STIMULUS FUNDING</b>              |                           | <b>55,347,000</b>                         | <b>1,088,006</b>   | <b>54,258,994</b>  | <b>2.0%</b>                 |
| <b>TOTAL UNIVERSITY + STIMULUS</b>         |                           | <b>363,864,000</b>                        | <b>112,612,395</b> | <b>195,904,605</b> | <b>30.9%</b>                |

**MORGAN STATE UNIVERSITY  
WORKING BUDGET VS. EXPENDITURE  
FISCAL YEAR 2022**

Actual for the Period Ending September 30, 2021

|   |                           | <b>ADJUSTED BASE<br/>OPERATING BUDGET</b> | <b>EXPENDITURES</b> | <b>BALANCE</b>     | <b>PERCENT<br/>EXPENDED</b> |
|---|---------------------------|---|---------------------|--------------------|-----------------------------|
| <b>STATE - SUPPORTED PROGRAMS:</b>      |                           |   |                     |                    |                             |
| Instruction                             | State                     | 63,554,000                                | 8,412,886           | 55,141,114         | 13.2%                       |
| Research                                | State                     | 6,573,000                                 | 719,233             | 5,853,767          | 10.9%                       |
| Public Service                          | State                     | 574,000                                   | 39,582              | 534,418            | 6.9%                        |
| Academic Support                        | State                     | 27,180,000                                | 6,012,585           | 21,167,415         | 22.1%                       |
| Student Services                        | State                     | 9,497,000                                 | 1,775,614           | 7,721,386          | 18.7%                       |
| Institutional Support                   | State                     | 45,552,000                                | 12,206,172          | 33,345,828         | 26.8%                       |
| Plant Operations and Maintenance        | State                     | 23,804,000                                | 4,805,065           | 18,998,935         | 20.2%                       |
| Scholarships and Fellowships            | State                     | 21,076,000                                | 13,836,419          | 7,239,581          | 65.7%                       |
| Other                                   | State / Stimulus          | 4,143,000                                 |                     | 4,143,000          |                             |
| <b>TOTAL STATE - SUPPORTED PROGRAM</b>  |                           | <b>201,953,000</b>                        | <b>47,807,556</b>   | <b>154,145,444</b> | <b>23.7%</b>                |
| <b>SELF-SUPPORTED PROGRAMS:</b>         |                           |   |                     |                    |                             |
| Auxiliary Enterprises                   | Auxiliary                 | 58,564,000                                | 12,651,862          | 45,912,138         | 21.6%                       |
| Research                                | Restricted Funds / Grants | 30,000,000                                | 10,086,007          | 19,913,993         | 33.6%                       |
| Restricted Scholarships and Fellowships | Restricted Funds / Grants | 18,000,000                                | 8,813,382           | 9,186,618          | 49.0%                       |
| <b>TOTAL SELF-SUPPORTED PROGRAM</b>     |                           | <b>106,564,000</b>                        | <b>31,551,251</b>   | <b>75,012,749</b>  | <b>29.6%</b>                |
| <b>TOTAL UNIVERSITY OPERATING</b>       |                           | <b>308,517,000</b>                        | <b>79,358,807</b>   | <b>229,158,193</b> | <b>25.7%</b>                |
| CARES III Funding (ARP)                 | Stimulus                  | 55,347,000                                | 1,088,006           | 54,258,994         | 2.0%                        |
| <b>TOTAL STIMULUS FUNDING</b>           |                           | <b>55,347,000</b>                         | <b>1,088,006</b>    | <b>54,258,994</b>  | <b>2.0%</b>                 |
| <b>TOTAL UNIVERSITY + STIMULUS</b>      |                           | <b>363,864,000</b>                        | <b>80,446,812</b>   | <b>283,417,188</b> | <b>22.1%</b>                |

**WORKING BUDGET VS. REVENUE REALIZED****FISCAL YEAR 2022****Actual for the Period Ending October 31, 2021****PERCENT OF BUDGET EXPENDED BY PROGRAM****FISCAL YEAR 2022****Actual for the Period September 30, 2021**



**Morgan State University**  
**FY2022 Projected Operating Budget**  
Combined State + Auxiliary

|                             | <b>FY22 Base Alloc<br/>(Prelim)</b> | <b>Fall 2021<br/>Enrollment Adj's</b> | <b>FY22 Base Alloc<br/>(Revised)</b> |   |
|-----------------------------|-------------------------------------|---------------------------------------|--------------------------------------|---|
| <b>Revenue Categories</b>   | <b>State+AUX Total</b>              | <b>State+AUX Total</b>                | <b>State+AUX Total</b>               | <b>Comments</b>   |
| Tuition Regular Semester    | \$ 61,550,000                       | \$ 12,255,000                         | \$ 73,805,000                        | Increased enrollment  |
| On-Line                     | 520,000                             | -                                     | 520,000                              | Enrollment driven   |
| Summer School               | 4,200,000                           | -                                     | 4,200,000                            | Enrollment driven   |
| Winter MiniMester           | 900,000                             | -                                     | 900,000                              | Enrollment driven   |
| Other Fees                  | 850,000                             | -                                     | 850,000                              | Enrollment driven   |
| Indirect Cost Recoveries    | 2,500,000                           | 1,165,000                             | 3,665,000                            | Dependent on grant activity   |
|                             |                                     |                                       |                                      | Lower demand and increased expenses such as deferred                      |
| Morgan View                 | 255,000                             | -                                     | 255,000                              | maintenance   |
| Sales and Services          | 500,000                             | 200,000                               | 700,000                              | Enrollment and activity driven  |
| Investment Income           | 1,000,000                           | -                                     | 1,000,000                            |   |
| Facilities Fees             | 1,200,000                           | 300,000                               | 1,500,000                            | Enrollment driven   |
| Health Center Fees          | 250,000                             | 50,000                                | 300,000                              | Enrollment driven   |
| MFAC Fund                   | 375,000                             | 50,000                                | 425,000                              | Event dependent   |
| WEAA                        | 300,000                             | 50,000                                | 350,000                              |   |
| Access Orientation          | 375,000                             | 50,000                                | 425,000                              | Dependent on CASA enrollment  |
| Aux Facility Fee            | 4,000,000                           | (200,000)                             | 3,800,000                            | Enrollment driven   |
| Morgan View Ground Lease    | -                                   | -                                     | -                                    | Lease income deferred   |
| Parking Operation           | 1,300,000                           | (250,000)                             | 1,050,000                            | Shuttle services allocation   |
| Aux Parking Garage          | 120,000                             | -                                     | 120,000                              | Events and activity driven  |
| Aux Administration          | 300,000                             | (50,000)                              | 250,000                              | Events and activity driven  |
| Dining Service              | 8,000,000                           | 4,300,000                             | 12,300,000                           | Increased Food Service Operations with incr enrollment                    |
| F&A Distribution            | -                                   | -                                     | -                                    |   |
| B&N Bookstore               | 450,000                             | -                                     | 450,000                              | Enrollment and activity driven  |
| Athletics                   | 12,000,000                          | (500,000)                             | 11,500,000                           | Enrollment and activity driven  |
| Residence Life              | 15,000,000                          | 10,200,000                            | 25,200,000                           | Increased Housing Operations with incr enrollment                         |
| Student Center              | 4,200,000                           | (325,000)                             | 3,875,000                            | Enrollment and activity driven  |
| Student Center Ticketmaster | 35,000                              | -                                     | 35,000                               | Events and activity driven  |
| State Appropriations        | 112,826,000                         | 228,000                               | 113,054,000                          | DBM Budget Approp, COLA funding adjustment                                |
| Cares Act Funding           | -                                   |                                       |                                      |   |
|                             | <b>\$ 233,006,000</b>               |                                       | <b>\$ 260,529,000</b>                |   |
| Salaries and Wages          | \$ 128,711,000                      | \$ 4,944,000                          | \$ 133,655,000                       | Contractuals Conversions, DBM COLA funding adjustment, faculty incentives |
| Contractual Salaries        | 19,305,000                          | 4,590,000                             | 23,895,000                           | Additional adjunts, HICA  |
| Communications              | 1,200,000                           | -                                     | 1,200,000                            |   |
| Travel                      | 3,008,000                           | 417,000                               | 3,425,000                            |   |
| Utilities                   | 8,053,000                           | (1,013,000)                           | 7,040,000                            |   |
| Vehicles                    | 490,000                             | 10,000                                | 500,000                              |   |
| Contractual Services        | 20,957,000                          | 8,903,000                             | 29,860,000                           |   |
| Supplies and Materials      | 2,792,000                           | 60,000                                | 2,852,000                            |   |
| Equipment                   | 4,777,000                           | (847,000)                             | 3,930,000                            |   |
| Financial Aid               | 20,083,000                          | 3,857,000                             | 23,940,000                           | EAB Financial Aid Optimization  |
| Fixed Charges               | 11,689,000                          | (5,879,000)                           | 5,810,000                            |   |
| Off Campus Rental           | 7,140,000                           | 9,645,000                             | 16,785,000                           |   |
| Land and Structures         | 6,144,000                           | (557,000)                             | 5,587,000                            |   |
| Bad Debt                    | 1,420,000                           | 25,000                                | 1,445,000                            |   |
| Administrative Cost         | 2,000,000                           |                                       | 2,000,000                            |   |
| Other                       | (1,135,000)                         | (3,165,000)                           | (4,300,000)                          | absorbed in other categories  |
| CUHE                        | 3,000,000                           | -                                     | 3,000,000                            |   |
| Cares Act funding           | -                                   | -                                     | -                                    |   |
|                             | <b>\$ 239,634,000</b>               |                                       | <b>\$ 260,624,000</b>                |   |
| <b>Net</b>                  | <b>\$ (6,628,000)</b>               |                                       | <b>\$ (95,000)</b>                   |   |

**Morgan State University**  
**Fiscal Year 2022 Operating Budget**  
**Projected One-Time and Recurring Allocation**

| <b>One-Time Additional Allocation</b>  | <b>Amount</b>        | <b>Fall 2021<br/>Enrollment Adj's</b> | <b>FY22 Base Alloc<br/>(Revised)</b> |
|--|----------------------|---------------------------------------|--------------------------------------|
| Morgan View Master Lease               | 1,000,000            | (1,000,000)                           | -                                    |
| Additional Security Cost (Morgan View) | 500,000              | (500,000)                             | -                                    |
| Additional Shuttle Cost (Morgan View)  | 500,000              | (500,000)                             | -                                    |
| Energy Services/MCEC                   | 1,000,000            |                                       | 1,000,000                            |
| <b>Sub-Total</b>                       | <b>\$ 3,000,000</b>  |                                       | <b>\$ 1,000,000</b>                  |
| <b>Recurring Additional Allocation</b> | <b>Amount</b>        |                                       | <b>Amount</b>                        |
| Institutional Aid                      | 5,000,000            | (5,000,000)                           | -                                    |
| HICA                                   | 3,000,000            | (3,000,000)                           | -                                    |
| 21 New Faculty positions (AA)          | 2,000,000            |                                       | 2,000,000                            |
| 25 New positions (PPD)                 | 1,400,000            |                                       | 1,400,000                            |
| Salary Compression                     | 750,000              |                                       | 750,000                              |
| Energy Services/MCEC                   | 1,100,000            |                                       | 1,100,000                            |
| OSHE                                   | 500,000              | (100,000)                             | 400,000                              |
| <b>Sub-Total</b>                       | <b>\$ 13,750,000</b> |                                       | <b>\$ 5,650,000</b>                  |
| <b>Grand-Total</b>                     | <b>\$ 16,750,000</b> |                                       | <b>\$ 6,650,000</b>                  |

**MORGAN STATE UNIVERSITY**  
**BOARD OF REGENTS**  
**Finance and Facilities Committee**  
**November 1, 2021**

**FY 2022 APPROPRIATION AND FY 2023 OPERATING TARGET**

The University's base general fund operating budget has increased to **\$113.1M** in FY 2022 from **\$108.4M** in FY 2021 or by 4.0% to fund the following priorities:

|                                    |                      |
|------------------------------------|----------------------|
| Center for Urban Health Equity     | \$3.0M               |
| Safety Enhancement                 | 1.7                  |
| Statewide Adjustment               | 0.2                  |
| FY21 COLA Annualization Adjustment | 1.0                  |
| Salary Bonus Adjustment            | <u>(1.0)</u>         |
| <b>Total</b>                       | <b><u>\$4.7M</u></b> |

The University will combine the discretionary funding with possible increases in tuition revenues and make it available to the campus community via the Budget Advisory Committee for funding prioritization and recommendation to the President for subsequent approval.

Funding for FY22 COLA is currently in the Department of Budget and Management's budget and will be appropriated to the University upon the passing of the Governor's budget.

**Morgan's FY 2023 Target Request**

The University's budget target request for FY 2023 will total \$1.5M. The School of Business will be developing programs with the funding designated as:

- Center for the Study of Data Analytics and Sports Gaming

In addition, the University submitted an over the target request for FY 2023 totaling \$14.5M for the following initiatives:

- National Center for the Elimination of Educational Disparities – \$3.7M
- Center on Brain Science – \$3.2M
- Center for Equitable Artificial Intelligence – \$3.1M
- Interdisciplinary Center on Urban Crime Reduction – \$2.3M
- Enhancement of Safety and Security – \$2.2M

The University was also asked to submit a request for \$3.0M as part of a multi-year effort to restore funding reduced at the Board of Public Works in July 2020. The following funding restoration request includes:

- Operations and maintenance of Tyler Hall – \$1M
- Additional adjunct faculty and teacher assistants due to enrollment increase – \$1M
- Financial aid to assist in increasing retention and graduation rates of qualifying students – \$1M

Finally, the University is required to submit a spending plan for its share of the HBCU legislation total of \$15.1M for FY23. This request is intended to provide transparency for how the University will spend this additional funding.

## Report on Institutional Aid Allocations for Board of Regents - November 2021

| FY 2022 INSTITUTIONAL AID ALLOCATIONS        | Aid administrator           | FY 2021                | # students |     | FY 2022                | FY 2022                   | # students                  |
|--|-----------------------------|------------------------|------------|-----|------------------------|---------------------------|-----------------------------|
|  |                             | EXPENDED               | assisted   |     | ALLOCATION             | Paid to date (10/25/2021) | assisted to date (10/25/21) |
| Curriculum Honors                            | Brevard/Peterkin            | \$3,517,404            | 376        |     | \$3,500,000.00         | \$1,532,170.00            | 261                         |
| Institutional Scholarships (Incentive Grant) | Turner/Wilkerson            | \$1,063,121            | 305        |     | \$200,000.00           | \$3,553,497.75            | 1,193                       |
| Community College Transfer                   | Brevard/Peterkin            | \$193,806              | 33         |     | \$350,000.00           | \$74,012.00               | 19                          |
| Admissions Recruitment Grant                 | Brevard/Admissions Director | \$1,037,365            | 602        |     | \$800,000.00           | \$313,915.00              | 330                         |
| Transfer Incentive Program                   | Brevard/Admissions Director | \$32,000               | 11         |     | \$40,000.00            | \$6,000.00                | 3                           |
| Diversity Undergraduate                      | Brevard/Admissions Director | \$201,448              | 117        |     | \$250,000.00           | \$81,120.06               | 88                          |
| J.C.Bozeman Grant                            | Brevard/Wilkerson           | \$764,000              | 490        |     | \$2,295,000.00         | \$1,216,000.00            | 1,335                       |
| Troy E. Quinn Grant                          | Brevard/Wilkerson           | \$2,282,403            | 885        |     | \$6,862,425.00         | \$3,544,852.00            | 2,732                       |
| Engineering Scholarship                      | Barton/Poindexter           | \$67,864               | 52         |     | \$88,000.00            | \$14,696.00               | 12                          |
| SGJC Scholarship                             | J. Jones                    | \$0                    | -          | NEW | \$375,000.00           | \$31,618.00               | 7                           |
| R.O.T.C. Bridge Grant                        | M. Morgan                   | \$273,718              | 40         |     | \$500,000.00           | \$155,475.00              | 39                          |
| I.O.P. Bridge Grant                          | Sims                        | \$38,611               | 20         |     | \$40,000.00            | \$11,840.00               | 13                          |
| Choir Institutional Grant                    | Conway                      | \$248,668              | 61         |     | \$250,000.00           | \$122,582.90              | 79                          |
| Band Institutional Grant                     | Miles                       | \$137,700              | 79         |     | \$200,000.00           | \$126,347.00              | 88                          |
| Reclamation Grant                            | Mfume                       | \$10,697               | 6          |     | \$25,000.00            | \$11,490.25               | 7                           |
| Special Assistance Grant                     | Turner/Wilkerson            | \$5,941,089            | 2270       |     | \$2,000,000.00         | \$1,890,116.46            | 711                         |
| Yellow Ribbon Program                        | Campbell/Pringleau          | \$23,240               | 42         |     | \$30,000.00            | \$11,550.00               | 22                          |
| Summer Scholars Grant                        | Turner                      | \$296,392              | 248        |     | \$100,000.00           | \$0.00                    | 0                           |
| Athletics Need-based Grant                   | Scott                       | \$201,907              | 42         |     | \$750,000.00           | \$187,965.00              | 64                          |
| Graduate Incentive Grants                    | Garrison                    | \$0                    | 0          |     | \$25,000.00            | \$0.00                    | 0                           |
| Graduate Asst. Scholarships                  | Garrison                    | \$199,317              | 48         |     | \$200,227.00           | \$396,305.00              | 131                         |
| Graduate Scholarships                        | Garrison                    | \$1,276,642            | 402        |     | \$1,238,714.00         | \$420,420.00              | 184                         |
| Diversity Graduate                           | Garrison                    | \$35,490               | 8          |     | \$40,027.00            | \$6,825.00                | 3                           |
| MBA Program-IMBAS                            | Boghossian                  | \$340,959              | 75         |     | \$356,408.00           | \$167,895.00              | 48                          |
| MBA Assistantships                           | Boghossian                  | \$30,645.00            |            |     | \$70,000.00            | \$10,353.00               |                             |
| Graduate Assistantships Stipends             | Garrison                    | \$344,826              |            |     | \$888,710.00           | \$169,260.00              |                             |
| College Work Study                           | Wilkerson                   | \$0                    | 0          |     | \$188,807.00           | \$0                       | 0                           |
|  |                             | <b>\$18,559,311.61</b> | 6212       |     | <b>\$21,663,318.00</b> | <b>\$14,056,305.42</b>    | 7,369                       |

| FUND/Administrator   | Merit or Need-Based & Group(s) of students eligible  | How do the criteria for the award relate to the University's mission?  | List specific criteria and requirements for the award  | Outline the procedure for awarding the funds to students   | Status   |
|--|--|--|--|--|--|
| ROTC Bridge Grant/ LTC Malikah Morgan, Professor of Military Science   | Merit-based (academic and performance in ROTC)/Contracted and scholarship pending cadets   | Improving student retention and degree completion  | Full-time only (12 or more credits). Must maintain a cumulative and semester GPA of 2.0 or higher  | Cadets will be reviewed every semester to ensure academic and program performance standards are met. Award is automatic when the Cadet meets the minimum requirements and renews automatically as long as they maintain these requirements.  | Updated 10/23/18; confirmed still correct as of 10/30/19; Confirmed still accurate correct as of 11/4/2020; confirmed still accurate as of 10/22/21                  |
| Band Institutional Grant/Melvin Miles, Band Director   | Merit (musical talent)/Transfer from Maryland Community College, Transfer from a Maryland four-year public institution, Transfer from a non-Maryland institution, Transfer from a Maryland four-year private institution, First-time freshman, Re-admitted student, Non-traditional/mature student, non-US citizen/non-permanent resident, Graduate  | Improving student retention and degree completion, increasing student enrollment, building a transformative educational environment enriched by diverse cultural and socio-economic perspectives, supporting extra-curricular programs in the arts & athletics that enhance student success, allow students to perform at the highest levels, supporting, empowering and preparing high-quality, diverse graduates to lead the world, offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population | *Must be a registered student. Either full or part-time students are eligible.<br>*Must meet the university's eligibility requirements for financial aid<br>*Pass an audition<br>*Instrumentalists must perform in the Marching and Symphonic Bands<br>*Must attend all scheduled performances and no less than 90 percent of scheduled rehearsals<br>*There are no income requirements; however, there are no full scholarships awarded<br>*All recipients must sign a letter of agreement. | All students must (at minimum) apply to Morgan State University to be granted an audition. Students are asked to apply to become a member of the Morgan State University Band. Students requesting or seeking financial aid from the band are given the audition information with the audition dates and the students must contact the MSU Band Office to set an audition date and time. All students must meet the university's admission and financial aid requirements. Most of the (new) students are recruited.<br><br>*New Student Instrumentalists: Awards are made based on how well the student meets the standards of the audition. Awards are also based on the needs of the ensemble; i.e. an Oboist or Bassoonist may get a larger award than a student who plays drums. All students are interviewed to judge commitment to pursuing an education at Morgan State University and performing in the Morgan State University Band Program. All students awarded financial assistance from the MSU Band must attend the MSU Band Camp.<br><br>Returning Students: Students must attend the MSU Band Camp and agree to perform in the Marching and Concert Bands to receive an award renewal.<br><br>There are six performing ensembles associated with the MSU Band Program and students that perform beyond the required ensembles are usually awarded more funding than those who do not--unless the student performs on an instrument that is needed by the ensemble. Due to its performance schedule, students who perform in the MSU Jazz Combo are funded at a different level. These students are selected for their interest and ability to perform "Jazz" music at an advanced level. They are selected for their noted interest in having more performance opportunities and their improvisational skills.<br><br>Non Instrumentalists are selected via an audition process. Students in this category must audition for a position each year and are judged on their skill level.<br><br>All recipients must sign a letter of agreement. | Correct 10/23/18; confirmed still correct 10/30/19. Confirmed still accurate 11/3/2020. Confirmed still accurate 10/21/21.   |
| Admissions Recruitment Grant/Keisha Campbell, Interim Director, Undergraduate Admissions/Ernest Brevard, AVP for EMASS Operations  | Awards are primarily based on academic merit. However, pending availability of funds, students may be considered on the basis of need./Transfer from Maryland Community College, Transfer from a Maryland four-year public institution, Transfer from a non-Maryland institution, Transfer from a Maryland four-year private institution, First-time freshman, non-US citizen/non-permanent resident | Improving student retention and degree completion, increasing student enrollment   | Full-time only (12 or more credits) Minimum GPA to receive and maintain the award: 2.5. New transfer students admitted with 12 or fewer credits must also have minimum SAT score: "old SAT" score 850, "new SAT" score 930 or minimum ACT score composite: 18  | Beginning in fall 2020 new incoming freshmen will no longer receive this grant as they will now be eligible for the Troy Quinn and JC Bozeman grants. However, continuing students currently receiving the grant will continue to be funded as long as they remain eligible. New incoming transfer students will continue to be eligible. Priority consideration is given to transfer students who meet the priority application deadline of November 15; secondary consideration is given to students who meet the regular admission deadline of February 15. There is no separate application process; applicants are considered based on their application to the University.<br><br>The grant is automatically renewable for a total of four years for continuing students who continue to meet the eligibility requirements and for newly admitted transfer students. The student must maintain a cumulative GPA of a 2.5.  | updated 10/24/17; verbally confirmed as still accurate 10/25/18, confirmed still accurate, 10/30/19. Updated 11/3/2020   |
| Undergraduate Diversity Grant/Keisha Campbell, Interim Director, Undergraduate Admissions/Ernest Brevard, AVP for EMASS Operations | Awards are primarily based on academic merit. However, pending availability of funds, students may be considered on the basis of need./Transfer from Maryland Community College, Transfer from a Maryland four-year public institution, Transfer from a non-Maryland institution, Transfer from a Maryland four-year private institution, First-time freshman, non-US citizen/non-permanent resident | Improving student retention and degree completion, increasing student enrollment, building a transformative educational environment enriched by diverse cultural and socio-economic perspectives   | Heavy consideration is given to how the applicant will help to enrich and diversify the campus community and learning experience. Full-time only (12 or more credits). Minimum GPA to receive and maintain the award: 2.5 Minimum SAT score: "old SAT" score 850 and "new SAT" score 930 Minimum ACT score composite: 18   | Priority consideration is given to new incoming students who meet the priority application deadline of November 15; secondary consideration is given to students who meet the regular admission deadline of February 15. There is no separate application process; applicants are considered based on their application to the University.<br><br>The grant is automatically renewable for a total of four years. The student must maintain a cumulative GPA of a 2.5.   | updated 10/24/17; verbally confirmed as still accurate 10/25/18; confirmed still accurate 10/30/19. Confirmed still accurate 11/3/2020; confirmed accurate 10/22/21. |

| FUND/Administrator   | Merit or Need-Based & Group(s) of students eligible   | How do the criteria for the award relate to the University's mission?   | List specific criteria and requirements for the award   | Outline the procedure for awarding the funds to students  | Status   |
|--|---|---|---|---|--|
| Reclamation Grant/Tiffany Mfume, Associate Vice President, Student Success and Retention                                     | Need-based. Students eligible for a Reclamation Grant must complete the FAFSA and be packaged by the Office of Financial Aid prior to being offered a Reclamation grant. The Reclamation grant is a "last dollar" grant designed to fill the gap of unmet need for students in their 5th or 6th year of matriculation./Students who entered the University as first-time, full-time freshmen  | Improving student retention and degree completion   | Either full or part-time students are eligible. Students eligible for a Reclamation grant must: 1) have started Morgan as a first-time, full-time freshman in the cohort year for the 5th or 6th year graduation class; 2) have earned at least 90 credits; 3) have a cumulative GPA of 2.0 or better; 4) obtain an official credit audit from their dean or chairperson indicating their ability to graduate on-time, in six years or less; and, 5) be packaged by the Office of Financial Aid after completing the FAFSA (if eligible for federal aid). | Students are identified by the Office of Student Success and Retention as students who have stopped-out (left the university for one or more semesters), have earned 90 or more credits with a 2.0 GPA or better, and invited to return to the university to finish their degree in six years or less. Letters, emails, and phone calls are utilized to communicate the opportunity to students. After the initial cohort of students has been identified and students confirm their willingness to return to Morgan, remaining available Reclamation funding is used to support students in the graduation cohort who meet all of the same criteria except they are currently registered students instead of stopped-out students. These 2nd tier students are primarily identified from the DROP list every semester. | Correct 10/18/18; confirmed still accurate 10/30/19; Accurate 11/3/2020; Accurate 10/28/21.                                      |
| Special Assistance Grant/Kara Turner, VP, Enrollment Management and Student Success/Tanya Wilkerson, Director, Financial Aid | Need-based-as determined by factors including expected family contribution (EFC), financial profile (e.g., Pell, loans, other external and institutional funding, out-of-pocket payments) and assessment by the Director of Financial Aid or designee. Students eligible for a Special Assistance Grant must complete the FAFSA and be packaged by the Office of Financial Aid prior to being offered a grant (if eligible for federal aid). The Special Assistance Grant is designed to provide one-time "last-dollar" assistance to undergraduate students who have exhausted all other means to fund their education./Transfer from Maryland Community College, Transfer from a Maryland four-year public institution, Transfer from a non-Maryland institution, Transfer from a Maryland four-year private institution, First-time freshman, Re-admitted student, Non-traditional/mature student, non-US citizen/non-permanent resident | Improving student retention and degree completion, increasing student enrollment  | Undergraduate only. Must have demonstrated need. First-year international students ineligible for federal aid are ineligible. Must complete service and scholarship requirements or will forfeit 50% of funds awarded (determined by the amount of funding) and be ineligible to receive funds for the next semester of enrollment. Priority consideration is given to full-time students in good academic standing who impact retention and graduation rates.  | Students complete the online MSU Institutional Aid application. Application is reviewed by Institutional Aid Review Committee. Eligible students are awarded funds, pending availability. Students are notified of award and service and scholarship requirements by the Institutional Aid Review Committee at their Morgan email account. Award is for the semester; it is not automatically renewed. For the duration of the covid-19 pandemic, exceptions may be made to eligibility requirements, including to international student eligibility and service requirements.  | Updated 10/23/18; still correct as of 10/30/19. Updated 11/3/2020. Confirmed still accurate 10/22/21. TW                         |
| IOP Bridge Grant/Nilajah Nyasuma Sims, Director, Continuing Studies  | Based on both need and merit. IOP guidelines, application review, letter of interest, and interview/Transfer from Maryland Community College, Transfer from a Maryland four-year public institution, Transfer from a non-Maryland institution, Transfer from a Maryland four-year private institution, First-time freshman, Re-admitted student, Non-traditional/mature student   | Improving student retention and degree completion, increasing student enrollment, building a transformative educational environment enriched by diverse cultural and socio-economic perspectives, supporting, empowering and preparing high-quality, diverse graduates to lead the world, offers innovative, inclusive, and distinctive educational experiences to a broad cross- section of the population | Low income as determined by Financial Aid Guidelines for Maryland and meet one of the following: Parent, Job Corp student,Career Academy Student, Foster Care recipient, Unemployed (e.g., downsizing, company closure, reorganization), Pell Grant eligible, enrolled in a minimum of six credits, show satisfactory academic progress.  | The academic record is reviewed each year for returning IOP students. Returning students must maintain a 2.0 overall to receive an award. Transcripts for new/potential candidates are reviewed for GPA. New students are also interviewed. They must meet the overall criteria for the IOP Program. IOP students are notified of the award by the IOP Coordinator and Program Director. Final awards are submitted to the Director of Financial Aid to be applied to their accounts.   | Correct 10/26/18; confirmed still correct as of 10/30/19. Confirmed still accurate 11/3/2020.; Confirmed still accurate 10/21/21 |



| FUND/Administrator  | Merit or Need-Based & Group(s) of students eligible  | How do the criteria for the award relate to the University's mission?   | List specific criteria and requirements for the award  | Outline the procedure for awarding the funds to students  | Status   |
|---|--|---|--|---|--|
| Engineering Scholarship/Director of Freshman Programs First Year Experience & Student Support Services (Monica Poindexter) & Dean of School of Engineering (Oscar Barton) | Based on both need and academic merit. Applicants financial aid records are reviewed: EFC, loans, budget, unmet need, grants and other scholarships/Transfer from Maryland Community College, Transfer from a Maryland four-year public institution, Transfer from a non-Maryland institution, Transfer from a Maryland four-year private institution, Re-admitted student, Non-traditional/mature student, non-US citizen/non-permanent resident school of engineering students | Improving student retention and degree completion, increasing student enrollment, supporting, empowering and preparing high-quality, diverse graduates to lead the world  | Applicants must meet all the following guidelines:<br><br>1) Must be an Engineering major.<br>2) Citizenship - students with a citizenship status below can apply:<br>a) United States citizens and U.S. Permanent residents (must attach proof to applications birth certificate, passport, voter card, permanent resident card).<br>b) Non-U.S. citizens majoring in engineering (TE, CE, EE, IE) and transportation systems (limited).<br>3) Must have a minimum cumulative GPA of 2.5 (unless you are in the CUP program).<br>4) Other requirements:<br>a) If new to the program, you must have earned at least 12 credits in the previous semester and currently registered for at least 12 credits.<br>b) If currently in program, must complete at least 15 credits in current semester to receive full consideration for next semester.<br>c) Only students pre-registered for a minimum of 15 credits will be selected for the program unless extenuating circumstances are explained in writing with the application.<br>d) No awards are made to students who earn 2 D's or a F in the current semester (unless you are in a special program).<br>5) Must attach all required documents (resume, and proof of US citizenship or US permanent residence) | 1) All students must apply (the previous semester for consideration) for example in spring to receive a fall award. If awarded in summer/fall, award for following spring is also made, except for December graduates.<br>2) Information is verified each term by the Director of First Year Experience and submitted to the Director of Financial Aid.<br>3) For a student already in program the following is verified<br>a) Deficient grades - 1 F or 2 Ds in spring semester eliminate ALL applicants<br>b) Did program participants comply with program rules and earn 12+ during the spring. If not, they may not be awarded or award amount will be reduced<br>4) In exchange for awards, participants perform weekly service for a fixed number of hours and are assigned to faculty and staff mentors, primarily to do research and other duties as assigned.<br>5) Evaluations are submitted from the Faculty/Staff regarding student performance. Students that do not perform well or fail to complete their service hours are placed on probation for a semester. 6) Students with a 2.3 - 3.0 GPA are required to attend weekly Engineering tutoring<br>6) After each term ends each student is evaluated to determine continuation on the program before the next term starts. For example, fall semester ends, fall participants' academic and rule compliance performance is evaluated during the winter tem and spring awards are adjusted accordingly. | Updated 10/12/18; confirmed still accurate 10/30/19. Updated 11/3/2020. Updated 8/1/21, per Dr. Poindexter; Updated 10/22/21, per Dr. Poindexter |
| Athletics Need-Based Grant/Edward Scott, Director of Athletics  | Merit (athletic ability)/Transfer from Maryland Community College, Transfer from a Maryland four-year public institution, Transfer from a Maryland from a nonmaryland institution, Transfer from a Maryland four-year private institution, First-time freshman, Re-admitted student, Nontraditional/mature student, non-US citizen/non-permanent resident  | Improving student retention and degree completion, supporting extra-curricular programs in the arts & athletics that enhance student success, allow students to perform at the highest levels   | Student must meet following guidelines:<br>1) Must be a student athlete<br>2) Full-time only (12 or more credits)  | Selection criteria is based upon the following:<br>1) Graduation in the subsequent semester/degree completion (must be confirmed by degree audit)<br>2) Sport Academic Progress Status (APR)<br>3) Eligibility status and level of need to retain eligibility<br>4) Attending to "get ahead"  | Correct 10/24/18; Revised criteria 10/30/19; Confirmed still accurate 11/3/2020; Confirmed still accurate 10/21/21                               |
| Choir Institutional Grant/Eric Conway, Choir Director   | Merit (musical talent)/Transfer from Maryland Community College, Transfer from a Maryland four-year public institution, Transfer from a non-Maryland institution, Transfer from a Maryland four-year private institution, First-time freshman, Re-admitted student, Non-traditional/mature student, non-US citizen/non-permanent resident, Graduate  | Supporting extra-curricular programs in the arts & athletics that enhance student success, allow students to perform at the highest levels, supporting, empowering and preparing high-quality, diverse graduates to lead the world, offers innovative, inclusive, and distinctive educational experiences to a broad cross- section of the population | Full-time only (12 or more credits). The Choir Institutional Grant is based on the student's ability to contribute to the corporate sound of the Morgan State University Choir. Upon receipt of the award, the choir member is required to keep a GPA of at least 2.5 per semester. If the GPA drops below 2.5, the grant will be cut in half for the following semester. If the GPA is less than 2.5 for 2 consecutive semesters, the student will lose the grant. Additionally, the student is required to attend rehearsal regularly, attend performances when they are available, and upload videos for virtual performances or student may lose aid..   | If the students meet the criteria, the award is automatically renewed. Students do not have to re-apply or make additional requests.  | Correct 10/15/18; confirmed correct 10/30/19. Updated 11/3/2020  |

| FUND/Administrator  | Merit or Need-Based & Group(s) of students eligible  | How do the criteria for the award relate to the University's mission?  | List specific criteria and requirements for the award   | Outline the procedure for awarding the funds to students  | Status   |
|---|--|--|---|---|--|
| Curriculum Honors Scholarship/Darryl Peterkin, Director, Clara I. Adams Honors College/Ernest Brevard, AVP for EMASS Operations       | Merit (academic)/First-time freshman, non-US citizen/non-permanent resident  | Improving student retention and degree completion, increasing student enrollment, building a transformative educational environment enriched by diverse cultural and socio-economic perspectives, supporting extra-curricular programs in the arts & athletics that enhance student success, allow students to perform at the highest levels, supporting, empowering and preparing high-quality, diverse graduates to lead the world, offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population | <p>Morgan State University has embraced a test-optional admissions process for the Fall 2022 recruitment class. Prospective students with a high school GPA of 3.5 and above will be invited to join the Honors College. Students who accept this invitation AND who have attained a high school GPA of 3.80 - 3.99 will automatically become candidates for the Martin D. Jenkins Scholarship (see description below) and must submit a separate application to the Honors Review Committee in order to be considered for the Jenkins award. Membership in the Honors College DOES NOT guarantee that a student will receive an Honors scholarship.</p> <p>The Martin D. Jenkins Scholarship awards up to the full amount of tuition, fees, on-campus room and board, and up to \$500/semester for books, for up to four years. The Jenkins Scholarship is offered to an elite group of freshmen students who enter the University in the fall semester.</p> <p>Honors Scholarships awarded to eligible incoming freshmen who do not meet the requirements of the Jenkins Scholarship will be allocated on the basis of merit, as determined by the Director of the Clara I. Adams Honors College, as appropriate.</p> | The MSU Office of Undergraduate Admission and Recruitment identifies incoming freshmen who are eligible for admission into the Honors College and sends these referrals to the Director of the Honors College. The Director will then send Honors College admission letters to this cohort. Prospective Honors students with GPAs of 3.80-3.99 will be invited to apply for the Martin D. Jenkins Scholarship. Students who do not meet this criterion may still apply for admission to the Honors College. In such cases the Honors Review Committee will examine the full academic and extracurricular record of the student in order to ascertain whether she/he has the potential to excel within the Honors College. Students in this category will be required to submit additional application materials and/or submit to an interview, either in-person or virtually. The Jenkins Scholarship is automatically renewed for up to a TOTAL of 8 semesters, as long as the recipient maintains the minimum GPA that was required to receive the initial award. The Director of the Honors College, or her/his designee will, at the end of each semester, review the academic performance of Honors Scholarship recipients and exercise appropriate discretion with regard to allowing academic probation for a period of at least one semester, but not to exceed two consecutive semesters. At the end of the period of academic probation the Director of the Honors College or her/his designee, will determine the final status of the student(s) in question | Updated 10/23/18; Criteria verified correct as of 10/30/19. Confirmed still accurate as of 11/3/2020. Institutional Aid administrator anticipates making revisions for fall 2021 entering students. Updated 10/21/21 per DLP |
| Incentive Grant/Kara Turner, VP, Enrollment Management and Student Success/Tanya Wilkerson, Director, Financial Aid                   | Based on both need and academic merit. The Office of Financial Aid conducts a resource review./Transfer from Maryland Community College, Transfer from a Maryland four-year public institution, Transfer from a non-Maryland institution, Transfer from a Maryland four-year private institution, First-time freshman, Re-admitted student, Non-traditional/mature student | Improving student retention and degree completion, increasing student enrollment   | Undergraduate only. Typically must have demonstrated need. First-year international students ineligible for federal aid are ineligible. Priority consideration is given to full-time students in good academic standing who impact retention and graduation rates.  | Typically, students are awarded Incentive Grant funding on a semester basis. Effective FY 21, awards may be made for the academic year. Students are identified for awards based on enrollment, retention and graduation priorities, as determined by the VP for Enrollment Management and Student Success.   | Updated 4/16/19. Correct -10 /29/19. Updated 11/3/2020. Updated 8/2/21 kmt   |
| Community College Transfer Scholarship/Darryl Peterkin, Director, Clara I. Adams Honors College/Ernest Brevard, AVP, EMASS Operations | Merit (Academic)/Transfer from a Maryland four-year public institution, Transfer from a non-Maryland institution, Non-traditional/mature student, non-US citizen/non-permanent resident  | Improving student retention and degree completion, increasing student enrollment, building a transformative educational environment enriched by diverse cultural and socio-economic perspectives, supporting extra-curricular programs in the arts & athletics that enhance student success, allow students to perform at the highest levels, supporting, empowering and preparing high-quality, diverse graduates to lead the world, offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population | <p>Full-time only (12 or more credits). Student should have been admitted to Morgan State University by the April 1 "priority scholarship consideration date" in order to qualify for an academic scholarship. Student must apply directly from regionally accredited community college and have at least 50% of her/his earned credits from a community college.</p> <p>Clayton Stansbury Bridge Grant provides up to \$4,000 per year to students transferring with 24+ credits from a regionally accredited community college with a cumulative GPA of 3.00 or higher</p> <p>The Parren J. Mitchell Scholarship provides up to \$10,000 per year to students transferring with 56 credits or AA/AS from a regionally accredited community college with a cumulative GPA of 3.5 or higher</p>   | The MSU Office of Undergraduate Admission and Recruitment identifies incoming transfer students who are eligible for admission into the Honors College and sends these referrals to the Director of the Honors College. The Director will then send Honors College admission letters to this cohort and will award Honors Scholarships to incoming transfer students, based upon the established criteria for the award. Scholarship is automatically renewable for up to a TOTAL of two years (4 semesters), or graduation from the University, whichever comes first, provided student maintains the minimum GPA required to receive the initial award. The Director of the Honors College, or her/his designee will, at the end of each semester, review the academic performance of Honors Scholarship recipients and exercise appropriate discretion with regard to allowing academic probation for a period of at least one semester, but not to exceed two consecutive semesters. At the end of the period of academic probation the Director of the Honors College or her/his designee, will determine the final status of the student(s) in question.  | Updated 10/23/18; Criteria verified correct as of 10/30/19. Confirmed still accurate as of 11/3/2020. Institutional Aid administrator anticipates making revisions for fall 2021 entering students. Updated 10/21/21 per DLP |

| FUND/Administrator  | Merit or Need-Based & Group(s) of students eligible  | How do the criteria for the award relate to the University's mission?  | List specific criteria and requirements for the award  | Outline the procedure for awarding the funds to students   | Status  |
|---|--|--|--|--|---|
| Transfer Incentive Program/Keisha Campbell, Interim Director, Undergraduate Admissions/Ernest Brevard, AVP for EMASS Operations | Merit (Academic)/Transfer from Maryland Community College, Transfer from a non-Maryland institution, Non-traditional/mature student, non-US citizen/non-permanent resident | improving student retention and degree completion, increasing student enrollment, building a transformative educational environment enriched by diverse cultural and socio-economic perspectives | Awards up to \$2,000 per semester (\$4,000 per year), for up to five semesters. To qualify, applicants must have graduated from a two-year institution with an associate's degree and select a major in one of the <a href="#">eligible programs</a> . Once enrolled for classes students must: Maintain a semester and cumulative 2.5 grade point average; Remain enrolled in the selected major of study; Be enrolled as a full time student each semester with at least 15 credits; Must successfully complete a minimum of 15 credits per semester; Must follow the degree plan provided by the department chairperson or academic advisor. Students who previously attended Morgan and are seeking re-admission are not eligible. Award is automatically renewable for up to 5 semesters provided recipient fulfills above criteria. Award is not need-based, but applicants who are eligible for federal financial aid must complete the FAFSA to be considered, and awards may be adjusted to ensure that funds provided do not exceed the cost of attendance. Award may be adjusted based on receipt of other institutional awards. There are a limited number of scholarships. Scholarships are awarded until all funds have been exhausted and all eligible applications may not receive an award.   | Applicants in the eligible majors are sent an email to apply. Applications are reviewed to ensure students meet the eligibility requirements. Those who have met all requirements are provided to Financial Aid to ensure all financial aid requirements are met. If so, students are awarded the grant. TIP Scholarships are automatically renewed for up to five (5) semesters, as long as students maintain the gpa and remain in an eligible major.  | Correct 10/26/18; revised 10/30/19. Updated 11/3/2020; updated 7/22/21; confirmed accurate 10/22/21.  |
| Yellow Ribbon Award/Keisha Campbell, University Registrar   | Merit (Military service) and need-based/non-resident students being funded at the 100% rate under Chapter 33 who still have financial need                                 | improving student retention and degree completion, increasing student enrollment, building a transformative educational environment enriched by diverse cultural and socio-economic perspectives | Must be eligible for the maximum benefit rate under the Post 9/11 GI Bill. Must be deemed a Non-Resident student of Maryland. Eligible students MUST meet at least one of the following criteria to include those who have served at on Active Duty for at least 36 months (with breaks or all at once), Purple Heart recipients who were awarded on or after September 11, 2001, and who were honorably discharged with any amount of service time, or those who have at least 30 continuous days of service (all at once and without any breaks) on or after September 11, 2001, and have been discharged with a service-connected disability after 60 days of service, or a child/dependent using transferred benefits from a service member or veteran who has served on Active Duty for at least 36 months and qualifies for 100% entitlement, or any recipient deemed eligible for the Marine Gunnery Sergeant John David Fry Scholarship. Funds are on a first-come, first-served basis up to the maximum number of individuals allowable in the MSU participation agreement with the Department of Veterans Affairs. Active-duty servicemembers and their spouses are NOT eligible. In the event that all funds are not expended on students who meet these criteria, funds may be used to assist other student veterans with documented needs who do not meet the Yellow Ribbon Program criteria. | Eligible students are sent an application to apply for Yellow Ribbon funding based on their VA benefit and certification on file. Funds are awarded to eligible students on a first-come, first served basis per semester until awards have been offered to the maximum number of individuals stated in VA-MSU participation agreement. MSU must certify student enrollment to VA and provide Yellow Ribbon Program information. Financial Aid is notified of students to be awarded. Pending available funding, students who do not meet Yellow Ribbon criteria may apply for a scholarship on the Office of the Registrar-Veteran Engagement Services webpage. | Updated 10/26/18. Criteria verified correct as of 10/30/19. Updated 11/3/2020; updated 8/1/21 per Ms. Prioleau. Confirmed still accurate 10/22/21 |

| FUND/Administrator   | Merit or Need-Based & Group(s) of students eligible   | How do the criteria for the award relate to the University's mission?  | List specific criteria and requirements for the award  | Outline the procedure for awarding the funds to students  | Status   |
|--|---|--|--|---|--|
| Presidential Merit Scholarship/Keisha Campbell, Interim Director, Undergraduate Admissions/Ernest Brevard, AVP for EMASS Operations      | Merit/Students identified as having truly extraordinary merit in a particular area.   | Increasing student enrollment, building a transformative educational environment enriched by diverse cultural and socio-economic perspectives, supporting extra-curricular programs in the arts & athletics that enhance student success, allow students to perform at the highest levels, supporting, empowering and preparing high-quality, diverse graduates to lead the world, offers innovative, inclusive, and distinctive educational experiences to a broad cross- section of the population   | The Presidential Merit Scholarship will be given from time to time (it will not necessarily be awarded annually) to a student or students with truly extraordinary merit in a particular area. Presidential Merit Scholars may receive up to full tuition and fees each semester for up to eight (8) semesters. Minimum cumulative gpa of 2.5 required for continuation of scholarship.  | The President of the University may from time to time nominate a student with extraordinary merit in a particular area to receive the Presidential Merit Scholarship. There is no application process and the scholarship will be awarded at the sole discretion of the President or his designee. It will not necessarily be awarded annually.   | Correct 10/23/18. Correct 10/29/19. Correct 11/3/2020. Correct 10/28/21.   |
| Continuing Students Honors Scholarship/Darryl Peterkin, Director, Clara I. Adams Honors College/Ernest Brevard, AVP for EMASS Operations | Merit (Academic)/Continuing MSU students with at least 30 non-developmental credits. Transfer students with up to 60 credits are also eligible for consideration. Students who have surpassed the 60-credit limit must first submit a preliminary application that will be reviewed by the Director of the Honors College, who will determine whether the credit limit shall be waived.   | Improving student retention and degree completion, increasing student enrollment, building a transformative educational environment enriched by diverse cultural and socio-economic perspectives, supporting extra-curricular programs in the arts & athletics that enhance student success, allow students to perform at the highest levels, supporting, empowering and preparing high-quality, diverse graduates to lead the world, offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population | Current Morgan State University students may apply to the Clara I. Adams Honors College if they have been enrolled at MSU for no more than four semesters, will have 60 or fewer completed college credits after the end of the term during which they will apply, and have a cumulative GPA of 3.4 or higher. Applicants with more than 60 completed or in-progress credits must seek special permission to apply from the Director of the Honors College. In cases where the student does not meet the requirements for admission to the Honors College, the Honors Review Committee will examine the student's full academic and extracurricular record in order to ascertain whether she/he has the potential to excel within the Honors College. Students in this category may be required to submit additional application materials and/or to have an interview, either in-person or virtually. Admission into the Honors College DOES NOT guarantee that a student will receive an Honors scholarship. The number of available slots in Honors varies each year, and is dependent upon available funding. Honors Scholarships awarded to admitted continuing students will be determined in consultation with the Director of the Office of Financial Aid. | The applications for continuing students will be posted on the Honors College website (www.morgan.edu/honorscollege) from 01 January to 31 March each academic year. Selected students will be admitted to the Honors College in the Fall of the next academic year. Scholarship is automatically renewed for up to a TOTAL of three years (6 semesters), or graduation from the University, whichever comes first, as long as recipient maintains minimum GPA required to receive initial award. The Honors College reserves the right to admit continuing students without granting them a scholarship award. However, these students must agree to adhere to the academic and programmatic requirements of the Honors College; and they will receive the same academic and programmatic "perks" and advantages allotted to Honors students receiving scholarships. | Updated 10/23/18; Criteria verified correct as of 10/30/19. Confirmed still accurate 11/3/2020. Updated 10/28/21 |
| Summer Scholars Grant/Kara Turner, VP, Enrollment Management and Student Success   | Need-based. Need is determined by factors including expected family contribution (EFC), financial profile (e.g., Pell, loans, other external and institutional funding, out-of-pocket payments) and assessment by the Director of Financial Aid or designee. Students eligible for a Summer Scholars Grant must have completed the FAFSA and have been packaged by the Office of Financial Aid for the previous academic year prior to being offered a grant (if eligible for federal aid). The Summer Scholars Grant fund is designed to assist full-time undergraduate students with taking summer classes. Students in retention/graduation cohorts (students who entered the University as first-time, full-time freshmen in a fall semester and are within their six year graduation window) are eligible to apply. /First-time freshman/non-US citizen/non-permanent resident | Improving student retention and degree completion  | Entered MSU as a first-time freshman, on a full-time (12 credits or more) basis, in a fall semester within their six-year graduation window. First-year international students and students with financial guarantees from their home country are not eligible to apply. Must not owe past due balance from any previous semester. Must be registered for the course(s) for which funding is being requested at the time of application to the Summer Scholars Grant. Upon request, must be able to document that course(s) being supported is either:<br>a retake of a failing grade in a course needed for degree program (D or F in major or supporting courses, or F in general education/University requirements)<br>OR<br>a course needed for degree program that will help student stay on track for timely graduation. Funds are typically only available for courses taking place in summer term I. Pending available funds, aid administrator reserves the right to award undergraduate students who did not enter as a first-time freshman.   | Eligible students are invited to apply through an invitation email to their Morgan email account. Students are reviewed to ensure they have met eligibility requirements. Funds are awarded based on retention/graduation priorities, as determined by the VP for Enrollment Management and Student Success, and are not necessarily first-come, first-served.  | Updated 4/16/19. Correct -10 /29/19. Updated-11/3/2020; Updated10/28/21  |

| FUND/Administrator                             | Merit or Need-Based & Group(s) of students eligible                                     | How do the criteria for the award relate to the University's mission?            | List specific criteria and requirements for the award  | Outline the procedure for awarding the funds to students   | Status                              |
|--|---|--|--|--|-------------------------------------|
| Troy Quinn Award/Tanya Wilkerson & Ernest I    | Merit-based. First-time freshman, non-US citizen/non-permanent resident                 | Improving student retention and degree completion, increasing student enrollment | Must be entering Morgan State University in a fall semester as first-time, full-time degree-seeking freshmen (Fall 2020 and later). For best award consideration, applicants should submit a completed admission application by November 15. Students applying after February 15 will be considered, pending funding availability. These awards are not available for spring admits. | Beginning with the Fall 2020 entering class, students entering Morgan State University in the fall semester as first-time, full-time degree-seeking freshmen will be automatically considered. For best award consideration, applicants should submit a completed admission application by November 15. Students applying after February 15 will be considered, pending funding availability. These awards are not available for spring admits. Awards will be given for up to 8 consecutive semesters (fall and spring only), provided students enroll in a minimum of 12 credits per semester and maintain a cumulative gpa of 2.0. Students eligible for federal aid must file FAFSA each year, including completing the verification process if required.  | Correct 11/3/2020/ Correct 10/22/21 |
| J. C. Bozeman Award/Tanya Wilkerson & Ernest I | Need-based. First-time freshman, US citizen/permanent resident (must be FAFSA-eligible) | Improving student retention and degree completion, increasing student enrollment | Must be entering Morgan State University in a fall semester as first-time, full-time degree-seeking freshmen (Fall 2020 and later). For best award consideration, applicants should submit a completed admission application by November 15. Students applying after February 15 will be considered, pending funding availability. These awards are not available for spring admits. | Beginning with the Fall 2020 entering class, students entering Morgan State University in the fall semester as first-time, full-time degree-seeking freshmen will be automatically considered. For best award consideration, applicants should submit a completed admission application by November 15. Students applying after February 15 will be considered, pending funding availability. These awards are not available for spring admits. Awards will be given for up to 8 consecutive semesters (fall and spring only), provided students enroll in a minimum of 12 credits per semester and maintain a cumulative gpa of 2.0. Must file FAFSA each year, including completing the verification process if required. Amount of the award is subject to change annually based on EFC (expected family contribution). | Correct 11/3/2020/ Correct 10/22/21 |





**Audit and Institutional Assessment Committee Meeting**  
**Monday, November 1, 2021 (Virtual)**  
**5:00 p.m.**

**Agenda**

**OPEN SESSION**

- |                                  |                    |
|----------------------------------|--------------------|
| • Chairman's Opening Remarks     | Regent Larry Ellis |
| • President's Remarks            | Dr. David Wilson   |
| • Vote to go into Closed Session | Regent Larry Ellis |

**CLOSED SESSION**

- |   |                    |
|---|--------------------|
| • CliftonLarsonAllen                                    | Mr. Remi Omisore   |
| ○ Presentation of the Draft Financial Statements (2020) |                    |
| • Office of Internal Audit's Update                     | Mr. Abraham Mauer  |
| ○ Status of Follow-up Audits (Matrix)                   |                    |
| ○ Investigations (in progress high-level overview)      |                    |
| • Closing Remarks                                       | Regent Larry Ellis |



## **Public Session Minutes**

### **BOARD MEMBERS**

Present: Regent Larry Ellis, Committee Chair; Regent Tracey Parker-Warren, Vice Chair; Regent Shirley Malcom; Regent Kweisi Mfume (closed session); Regent Wayne Resnick

### **STAFF MEMBERS**

Present: Dr. David Wilson, Mr. Sidney Evans, Mr. Thomas Faulk, Ms. Julie Goodwin, Mrs. Deborah Flavin, Mrs. Kassandra Grogan, Ms. Sherita Harrison, Mr. David LaChina, Mr. Abraham Mauer, Dr. Adebisi Oladipupo, Mr. Paco Rosas-Moreno, Mr. Alan Small, Dr. Don-Terry Veal

Committee Chair Ellis called the meeting to order at 5:05 p.m. He welcomed all in attendance and read the agenda for the record for members of the public who may be joining the meeting. He then yielded the floor to the President for brief remarks.

President Wilson stated that the University is preparing for the full reopening of campus with staff returning on August 2 and faculty returning on August 11. He indicated that the annual Faculty and Staff Institutes will also be held on 8/11. Over the last 15 months, employees have been teleworking, which has presented some operational challenges that are being worked through. He concluded that we are looking forward to reconnecting face-to-face with our university family in a safe environment this fall.

Regent Ellis stated that the Audit Committee would convene in Closed Session to consider items specifically exempted from public consideration under § 3-305(b)(7) of the Open Meetings Act. In Closed Session, the Audit Committee will receive an update from the Office of Internal Audit and an update on the Audit Charter. Regent Ellis stated that the Committee may reconvene in Public Session at the conclusion of the Closed Session, if necessary. After reading the closed session citation into the record, it was MOVED by Regent Malcom and SECONDED by Regent Parker-Warren to enter into CLOSED SESSION.

The Committee moved into Closed Session at 5:15 p.m.

**MORGAN STATE UNIVERSITY  
CITATION OF AUTHORITY FOR CLOSING A MEETING  
UNDER THE OPEN MEETINGS ACT  
BOARD OF REGENTS AUDIT AND INSTITUTIONAL ASSESSMENT COMMITTEE**

Date: Monday, July 26, 2021

Time: 5:00 p.m.

Location: Virtual

Motion to close meeting made by: Regent Malcom

Seconded by: Regent Parker-Warren

Members voting in favor: All Regents in attendance

Opposed:

Abstaining:

Absent:

**THE STATUTORY AUTHORITY TO CLOSE THIS MEETING CAN BE FOUND AT (check all that apply):**

**General Provisions Article, § 3-305 (b)(7):**

\_\_\_\_ (1) (i) To discuss the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom this public body has jurisdiction; or (ii) any other personnel matter that affects one or more specific individuals;

\_\_\_\_ (2) To protect the privacy or reputation of individuals concerning a matter not related to public business;

\_\_\_\_ (3) To consider the acquisition of real property for a public purpose and matters directly related thereto;

\_\_\_\_ (4) To consider a matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State;

\_\_\_\_ (5) To consider the investment of public funds;

- \_\_\_\_ (6) To consider the marketing of public securities;
- X** (7) To consult with counsel to obtain legal advice on a legal matter;
- \_\_\_\_ (8) To consult with staff, consultants, or other individuals about pending or potential litigation;
- \_\_\_\_ (9) To conduct collective bargaining negotiations or consider matters that relate to the negotiations;
- \_\_\_\_ (10) To discuss public security, if the public body determines that public discussion would constitute a risk to the public or to public security, including: (i) the deployment of fire and police services and staff; and (ii) the development and implementation of emergency plans;
- \_\_\_\_ (11) To prepare, administer, or grade a scholastic, licensing, or qualifying examination;
- \_\_\_\_ (12) To conduct or discuss an investigative proceeding on actual or possible criminal conduct;
- \_\_\_\_ (13) To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter;
- \_\_\_\_ (14) Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiating strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

**General Provisions Article, § 3-103 (a):**

- \_\_\_\_ (1) To carry out an administrative function;
- \_\_\_\_ (2) To carry out a judicial function;
- \_\_\_\_ (3) To carry out a quasi-judicial function.


**FOR EACH CITATION CHECKED ABOVE, THE REASONS FOR CLOSING AND TOPICS TO BE DISCUSSED:**

1. To receive an update from Internal Audit.
2. To receive an update on the Audit Charter.

**THE BOARD MAY RECONVENE IN PUBLIC SESSION AT THE CONCLUSION OF THE CLOSED SESSION IF NECESSARY TO TAKE ANY FINAL AND BINDING ACTION.**

This statement is made by Larry R. Ellis  
Chair of the Audit and Institutional Assessment Committee

**SIGNATURE:**



\*\*\*\*\* FOR USE IN MINUTES OF NEXT REGULAR MEETING: \*\*\*\*\*

**TOPICS DISCUSSED AND ACTION(S) TAKEN (IF ANY):**

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