Growing the Future, Leading the World:

The Strategic Plan for Morgan State University, 2011 - 2021

Morgan's motto, "Growing the Future, Leading the World," underlies the development of this strategic plan. This plan focuses on a core set of goals that over the next ten years will build a transformative educational environment enriched by diverse perspectives. This environment will ensure a supportive atmosphere that promotes student success, enhances Morgan's status as a doctoral research university, and facilitates the University's contribution to community development.
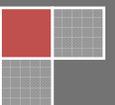
David Wilson
President

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EXECUTIVE SUMMARY
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For more than a decade, Morgan State University (Morgan) has been guided by a vision of strengthening its historic mission of providing an excellent undergraduate education to a broad segment of the population, including many of the best prepared as well as some who might not otherwise have the opportunity to enroll in college but who have the potential to complete a degree. With the hiring of a new president, Dr. David Wilson, and the expiration of the current 2008 – 2012 strategic plan, the opportunity exists for the Morgan community to think anew about the University's mission, vision, and institutional values. In fall 2010, Dr. Wilson appointed a Strategic Plan Steering Committee comprised of members of the Board of Regents, faculty, students, staff, alumni, administrators, deans, and representatives from the neighborhood and local business communities, to receive input from the university community and to guide the development of a new strategic plan.

Over the course of several months, culminating in a full day's retreat, the Committee held several meetings, and received input from faculty and other university stakeholders. Its work resulted in the University's ten (10) year strategic plan entitled, "*Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011 – 2021*." During the strategic planning process, the faculty, steering committee, and other stakeholders raised a number of questions that helped to frame the planning process. Questions ranged from what is the definition of "urban" in the context of Morgan's legislatively mandated mission, to questions raised by students and other University stakeholders concerning diversity and the continuing significance of Morgan as a historically black university. Rich discussion took place around the question of how access to educational opportunities would be accounted for in the strategic plan for poor and/or underprepared students, and about Morgan's commitment to international education and international students and scholars.

After a thorough discussion concerning these topics/questions, the Steering Committee developed the following vision and mission statements, as well as a list of core values to direct Morgan's strategic growth over the next decade.

Vision Statement
Morgan State University is the premier public urban research university in Maryland known for its excellence in teaching, intensive research, effective public service, and community engagement. Morgan prepares diverse and competitive graduates for success in a global, interdependent society.

Mission Statement
Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-

section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

Core Values

The core values below guide the promotion of student learning and success, faculty scholarship and research, and community engagement at Morgan:

- **Excellence.** Excellence in teaching, research, scholarship, creative endeavors, student services, and in all aspects of the University's operations, is continuously pursued at Morgan to ensure institutional effectiveness and efficiency.

- **Integrity.** At Morgan, honest communications, ethical behavior, and accountability for words and deeds are expected from all members of the University community.

- **Respect.** Each person at Morgan is to be treated with respect and dignity and is to be treated equitably in all situations.

- **Diversity.** A broad diversity of people and ideas are welcomed and supported at Morgan as essential to quality education in a global interdependent society. Students will have reasonable and affordable access to a comprehensive range of high quality educational programs and services.

- **Innovation.** Morgan encourages and supports its faculty, staff, and students in all forms of scholarship including the discovery and application of knowledge in teaching and learning and in developing innovative products and processes.

- **Leadership.** Morgan seeks to provide rigorous academic curricula and challenging co-curricula opportunities to promote the development of leadership qualities in students and to facilitate leadership development among faculty, staff, and students.

Growing the Future

Five broad goals represent the foundation of this strategic plan. Over the next ten years, these goals will guide programs, services, and budgets that are designed to grow Morgan's future by implementing the strategic initiatives for each goal. The goals include:

Goal 1: Enhancing Student Success

Morgan will create an educational environment that enhances student success by hiring and retaining well qualified, experienced, and dedicated faculty and

staff, offering challenging, internationally relevant academic curricula, and welcoming and supporting a diverse and inclusive campus community.

Goal 2: Enhancing Morgan's Status as a Doctoral Research University
Morgan will enhance its status as a Doctoral Research University through its success in securing grants and contracts and its faculty's achievements in basic and applied research, professional expression, artistic creation, and creative inquiry. Additionally, initiatives will be designed to enhance doctoral achievement in the science, technology, engineering, and mathematical (STEM) and non-STEM disciplines for underrepresented students of color.

Goal 3: Improving and Sustaining Morgan's Infrastructure and Operational Processes
Morgan will enhance its infrastructure and processes by improving the efficiency and efficacy of its operating procedures, by focusing on the environmental sustainability of its facilities, and by meeting the technological customer service needs of its students, faculty, staff and community.

Goal 4: Growing Morgan's Resources
Morgan will expand its human capital as well as its financial resources by investing in the professional development of faculty, staff, and students, seeking greater financial support from alumni, the State and federal governments, private and philanthropic sources, and establishing collaborative relationships with private and public entities. The issue of indirect costs associated with contracts and grants will be revisited.

Goal 5: Engaging with the Community
Morgan will engage with community residents and officials in the use of knowledge derived from faculty and student research, the sharing of mutually beneficial resources, and the appropriate and timely dispatch of University experts and professionals to collaborate in addressing community concerns.

Leading the World
Morgan State University enjoys a number of institutional strengths and is presented with a variety of opportunities that illustrate its importance in developing leaders for the State, nation and the world.

Strengths
The University enjoys a number of strengths that serve as a strong foundation upon which to pursue its strategic goals including:

1. a diverse and capable faculty;
2. Carnegie classification as a doctoral research university;
3. specialized accreditation of its academic programs;
4. a nationally recognized brand name and reputation;
5. moderate campus size;
6. collaborations with federal agencies and with private corporations;

7. world renowned choir;
8. production of STEM graduates;
9. historic institution;
10. geographic location;
11. change agent;
12. NCAA Division I member;
13. WEAA Radio Station;
14. a comprehensive array of doctoral programs;
15. MEAC basketball championships and appearances in NCAA national basketball tournaments;
16. strong reputation for development of leaders in government, scholarship, service, and the arts—e.g. Fulbright recipients, military generals and officers, elected officials, and performing artists;
17. an Estuarine Research Center; and
18. an independent Board of Regents.

Opportunities

Morgan has a number of opportunities for growth and development, based primarily on the fact that its mission is a particularly good fit with emerging State needs. Additionally, as the percentages of minorities, particularly African Americans and Hispanics, continue to grow, Morgan has the opportunity to assist the State in expanding students' access to higher education, a goal which is increasingly important for the State's social and economic well-being. Among the opportunities that favor Morgan's successful achievement of the strategic plan goals and objectives are:

1. national and state degree completion goals;
2. Historically Black Institutions (HBI) Panel recommendations to the Maryland Commission to Develop the Maryland Model for Funding Higher Education;
3. long-term demographic trends in Maryland reflecting an increase in the percentages of minorities, particularly African Americans and Hispanics, who reside in Maryland;
4. Base Realignment and Closure (BRAC) programs to service postsecondary educational needs of military personnel impacted by the base realignment and closing process;
5. collaborative relationships with federal and state agencies and private foundations including, but not limited to, National Aeronautics and Space Administration (NASA), the Universities Space Research Association (USRA), the U.S. Department of Energy, the U.S. Department of Transportation, the Goldseker Foundation, the Traveler's Insurance Foundation, and the Bernard Osher Foundation, and the Department of Education;
6. grants and contracts;
7. licensing facilities;
8. recruitment of veterans; and
9. technology transfer.

INTRODUCTION
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For many decades, Morgan has been guided by a vision of strengthening its historic mission of providing an excellent undergraduate education to a broad segment of the population, including many of the best prepared as well as some who might not otherwise have the opportunity to enroll in college but who have the potential to complete a degree. In recent years, this vision saw the University placing additional emphasis on graduate studies in selected disciplines. At the same time, given its designation by the Maryland General Assembly as the State's Public Urban University, Morgan embraced a mission of providing a comprehensive array of programs and services to the citizens and organizations of the Baltimore metropolitan area, educating citizens from diverse academic and socioeconomic backgrounds, giving priority to research that is applicable to addressing challenges of the region and its residents, contributing to an educated workforce supportive of the needs of the community, providing artistic and cultural opportunities for the region, and offering programs of service to the community and the general public.

Morgan is fully accredited by the Middle States Commission on Higher Education and by the Maryland State Department of Education. The University currently enrolls more than 7,000 students from throughout the United States and numerous foreign countries and is one of the nation's premier historically black colleges or universities (HBCUs). Morgan is one of the few HBCUs offering a comprehensive range of academic programs from the bachelor's degree through the doctorate, currently awarding degrees in fifteen doctoral programs, thirty master's programs, and more than forty baccalaureate programs. The Academic Affairs Division of the University is organized around the College of Liberal Arts, the School of Architecture and Planning, the Earl Graves School of Business and Management, the School of Computer, Mathematical and Natural Sciences, the School of Community Health and Policy, the School of Education and Urban Studies, the School of Engineering, the School of Social Work, and the School of Graduate Studies.

In 2005, the Carnegie Foundation for the Advancement of Teaching elevated Morgan's classification from a Master's Comprehensive Institution to that of a Doctoral Research University with a graduate instructional program that is doctoral, professional dominant (i.e., Doc/Prof). In the development of this strategic plan, the Steering Committee was mindful of the need to develop new vision and mission statements and new goal statements to enhance the University's doctoral research status.

CHAPTER I: THE STRATEGIC PLANNING PROCESS

In order to ensure an open, inclusive, and transparent strategic planning process, the Strategic Plan Steering Committee is comprised of members of the Board of Regents, faculty, students, staff, alumni, administrators, deans, and representatives from the local and business communities. In order to facilitate communication about the strategic plan and invite participation in the planning process, the Steering Committee developed a strategic plan web site which includes information about "A Proposed Blueprint for the 2011 - 2021 Strategic Plan", and a tentative calendar of events of strategic planning activities, and also includes periodic updates on the institution's planning process and outcomes.

The Board of Regents was briefed on the proposed strategic plan at their August 2010 meeting, and the Regents approved the strategic plan's proposed blueprint at their November 2010 meeting. At their January 12, 2011, institute, the faculty reviewed the strategic plan blueprint. Subsequently, the Deans of the College/Schools led their respective faculties in reviewing the prospective goals and initiatives listed in the blueprint and responding in writing to the following questions:

- From the perspective of your college/school do these five broad goals reflect the right focus of the University over the next 10 years?

- Are there broad goals or issues that should be added or amended?

- From the perspective of your college/school are these the correct issues that should be addressed within the Strategic Plan's broad goals over the next 10 years?

- Given the goals and issues identified from the perspective of your college/school, what should be the University's focus in planning a multi-year capital campaign?

The faculties' responses were summarized and incorporated into the questions that framed the planning process. Specifically, the faculties' questions centered on Morgan's new vision and mission statements, infrastructure, curriculum, students, faculty, communications, library services, the Morgan brand, and the community.

Over the course of a full day's retreat, additional meetings, and receiving input from the faculty and other university stakeholders, the Steering Committee agreed upon a ten (10) year strategic plan which includes a capital fund raising campaign to coincide with Morgan's 150th year anniversary. Tentatively titled "*Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011 – 2021*", the outline for the plan contains five very broad goals focused on growing Morgan into a world class doctoral research university. The

Strategic Plan Steering Committee's primary objective was to develop a strategic plan that identifies goals and objectives consistent with the new vision, mission, and core values for the University as a doctoral university with high research activity. Additionally, the Steering Committee sought to construct a strategic plan, both in the goals statements and in the assessment of those goals, as a "living document" whereby each year completed tasks are recorded, certain tasks are modified as needed, and new tasks may be added.

The faculty and the University community reviewed an initial draft of "*Growing the Future, Leading the World: The Strategic Plan for Morgan State University,2011 – 2021*" at a campus wide briefing held in the Ruthe T. Sheffey lecture hall in the Communications Building on May 5, 2011. Expressing appreciation for the openness and inclusiveness of the planning process, the faculty, nonetheless, raised additional issues and questions that framed the planning process. Where appropriate, the faculty and University community's recommendations are incorporated in the final draft of this strategic plan.

Framing the Planning Process

During the strategic planning process, the faculty, steering committee, and other stakeholders raised a number of issues and questions that helped to frame the planning process. Clearly the most consistent question raised among all University constituents was the definition of "urban" in the context of Morgan's legislatively mandated mission. The Steering Committee was ultimately guided in its deliberations by the Coalition for Urban and Metropolitan Universities' (CUMU) membership criteria. According to CUMU (n.d.), a member institution

- has a mission that includes teaching, research, and public service;

- contains a diverse student body--in age, ethnic and racial identity, and socioeconomic background--reflecting the demographic characteristics of the region;

- responds to the community and regional needs while striving for national excellence;

- serves as an intellectual and creative resource for the metropolitan region to contribute to the economic development, social health, and cultural vitality through education, research and professional outreach;

- is located in a major metropolitan region;

- believes in giving its students practical, real life experiences as part of their education;

- actively builds partnerships to achieve its goals; and

- provides an educated citizenry and workforce for the State.

Undergraduate students raised questions about how the strategic plan would reaffirm the continuing significance of Morgan as a historically black college and university (HBCU) even as it embraces its diversity mandate. Questions were raised about how access to educational opportunities would be accounted for in the strategic plan for students who, because of weak academic preparation and/or their family's socio economic status, are "at-risk" of not successfully completing a bachelor's degree at Morgan.

Graduate students raised questions concerning the ways in which a new vision for Morgan would generate more opportunities for graduate and post graduate research. They asked whether current policies regarding graduate assistantships, including research and teaching assistantships, best serve the new vision for the graduate community. Graduate students wondered about plans to improve communication amongst graduate students, between graduate students and faculty, and between graduate students and staff concerning academic requirements and policies, institution-wide policies, procedures, and campus events.

During the course of the January Institute, May briefing, and subsequent written comments, the faculty raised a number of questions regarding every aspect of the strategic plan. Often, the faculty raised questions about the relevance of the current vision and mission statements, infrastructure enhancement of administrative operations, and technologies, and plans for improving Morgan's non-STEM infrastructure capacity to achieve its pedagogical and research goals. They asked about strategic plan goals for growing Morgan's faculty to accommodate student enrollment goals as well as creating endowed chairs designed to attract a world class faculty. In every venue, faculty questioned how University policies concerning the distribution of indirect costs from grants and/or contracts could better serve the vision of Morgan as a premier urban research university.

Concerning curriculum and instruction, the faculty asked about the implications of a new vision and mission for library resources and services, access to instructional technology, and support for a culture of research among undergraduate and graduate students. They questioned whether the strategic plan would reflect Morgan's commitment to developing internationally competent scholars, as well as promoting cross-border research collaboration and service initiatives that would contribute to the growth and development of the University's inextricable connection to the city, state, region, nation and the world.

The faculty proposed the development of initiatives to enhance administrative operations for all students in admission, registration, financial aid, and assistantships for graduate students, to better serve strategic plan goals

concerning diversity, admissions, enrollment, retention, and graduation. They asked about improving the Morgan brand as well as improving internal and external communication among University stakeholders including alumni. They also inquired about plan goals for establishing collaborative relationships with community associations.

During the course of their June 2 -3, 2011 retreat, the Regents were fully and actively engaged in reviewing the most current draft of the strategic plan including revisions recommended by the faculty at the May 5th briefing. The Regents carefully examined the proposed vision and mission statements and offered substantive observations regarding future directions for Morgan, the array of programs and services to be offered, and the growth in number and diversity of students expected to enroll over the next ten years. The Regents gave extensive attention to identifying and defining Morgan's core values. They also reviewed strengths, weaknesses, opportunities, and threats that hold implications for achieving the strategic plan's goals and strategic initiatives. The Regents recommended a careful assessment of the budgetary implications for each of the plan's five goals be completed prior to their receipt of the final draft of the strategic plan.

CHAPTER II: VISION, MISSION, AND CORE VALUES
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In developing the strategic plan, the Steering Committee was mindful of the challenge of drafting appropriate vision and mission statements as well as identifying core institutional values consistent with Morgan's classification as a doctoral research university. The following represent new vision and mission statements and a list of core values that direct Morgan's strategic growth over the next decade.

Vision Statement

Morgan State University is the premier public urban research university in Maryland, known for its excellence in teaching, intensive research, effective public service and community engagement. Morgan prepares diverse and competitive graduates for success in a global, interdependent society.

Mission Statement

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

Core Values

The core values below guide the promotion of student learning and success, faculty scholarship and research, and community engagement at Morgan:

- **Excellence.** Excellence in teaching, research, scholarship, creative endeavors, student services, and in all aspects of the University's operations is continuously pursued at Morgan to ensure institutional effectiveness and efficiency.

- **Integrity.** At Morgan, honest communications, ethical behavior, and accountability for words and deeds are expected from all members of the University community.

- **Respect.** Each person at Morgan is to be treated with respect and dignity and is to be treated equitably in all situations.

- **Diversity.** A broad diversity of people and ideas are welcomed and supported at Morgan as essential to quality education in a global interdependent society. Students will have reasonable and affordable access to a comprehensive range of high quality educational programs and services.

- **Innovation.** Morgan encourages and supports its faculty, staff, and students in all forms of scholarship including the discovery and application of knowledge in teaching and learning and in developing innovative products and processes.

- **Leadership.** Morgan seeks to provide rigorous academic curricula and challenging co-curricular opportunities to promote the development of leadership qualities in students and to facilitate leadership development among faculty, staff, and students.

CHAPTER III: GROWING THE FUTURE

Five broad goals represent the foundation of this strategic plan. Over the next ten years, these goals will guide programs, services, and budgets that are designed to grow Morgan's future by implementing the strategic initiatives for each goal. The goals include:

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

These broad goals place high value on the intellectual, personal, and professional development of undergraduate as well as graduate students and are the key to building and nurturing an innovative educational environment enriched by diverse perspectives that will ensure a supportive atmosphere which promotes student access and success. These goals will also focus Morgan's faculty and students on the pursuit of cutting edge scholarly research and creative initiatives that will advance knowledge at the highest academic level to resolve problems of a changing society. Finally, these goals reaffirm the University's commitment to public service with respect to the cultural, social, and economic development of the Baltimore region, State of Maryland, nation, and the world.

The successful implementation of the goals reflected in this strategic plan requires the coordinated and sustained efforts of all members of the University community and the systematic assessment of progress made toward achieving the goals. While all members of the Morgan community are expected to contribute to the achievement of the plan's five goals, some members are more responsible than others in monitoring the strategic initiatives and outcomes. An assessment plan (see Chapter VI) has been developed to facilitate the successful implementation of the goals and initiatives outlined in this strategic plan.

Goal 1: Enhancing Student Success

Goal Statement

Morgan will create an educational environment that enhances student success by: hiring and retaining well-qualified, experienced, and dedicated faculty and staff, offering challenging, internationally relevant academic curricula, and welcoming and supporting a diverse and inclusive campus community.

Strategic Initiatives

Morgan will enhance student success and preparation by implementing the following strategic initiatives:

1.	Improving retention and degree completion among students with particular emphasis on undergraduate retention and graduation rates by enhancing programs and practices at Morgan that are successful retention strategies and by identifying and implementing statewide and national "best practices" shown to improve retention and graduation among graduate and undergraduate students.

2.	increasing Morgan's student enrollment by expanding the number of collaborative relationships with regional community colleges and higher education centers, developing unique high demand online degree programs that are attractive to graduate and undergraduate students, and leading the State of Maryland in graduating graduate and undergraduate students in high demand areas especially areas where they are underrepresented;

3.	building a transformative educational environment enriched by diverse cultural and socio-economic perspectives set forth in the thirty-three goals found in the "Strategic Plan for Enhancing Cultural Diversity at Morgan State University", which is incorporated by reference into this strategic plan to ensure a supportive educational atmosphere that promotes student success and places high value on their intellectual, personal, and professional development;

4.	fulfilling Morgan's commitment to recruiting, retaining, and supporting excellent faculty who value diversity as set forth in the "Strategic Plan for Enhancing Cultural Diversity at Morgan State University, who excel in scholarly activities, who are committed to the academic success of at-risk as well as high-achieving students admitted to undergraduate degree programs, and who are prepared to mentor students admitted to the University's master's, doctoral, and professional degree programs;

5.	enhancing students' educational experiences by expanding the curriculum to include more internships, international and study abroad programs, and more interdisciplinary courses and degree programs, and by enhancing library resources and student services to maximize support for teaching, learning, and research;

6.	enhancing the facilities, technological infrastructure, and the administrative operations of the School of Graduate Studies to provide greater efficiencies in the admission, registration, and retention of graduate students as well as increasing the funding available to support their education and professional development; and

7.	supporting extra-curricular programs in the arts and athletics that enhance student success, allow students to perform at the highest levels, that permit students to excel in National Collegiate Athletic Association (NCAA) Division I

sports, and that provide positive recognition of Morgan among the broadest national audience of potential students, and that increase the value of the Morgan brand and licenses.

The assessment plan for Goal 1 is found in Chapter V of this strategic plan beginning on page 28.

Goal 2: Enhancing Morgan's Status as a Doctoral Research University

Goal Statement

Morgan will enhance its status as a Doctoral Research University through its success in securing grants and contracts and its faculty's achievements in basic and applied research, professional expression, artistic creation, and creative inquiry. Additionally, initiatives will be designed to enhance doctoral achievement in the science, technology, engineering, and mathematical (STEM) and non-STEM disciplines for underrepresented students of color.

Strategic Initiatives

Morgan will enhance its status as a Doctoral Research University and lead the State of Maryland in graduating African American, Hispanics, and other students of color in science, technology, engineering, and mathematics (STEM) fields and other academic disciplines in which they are underrepresented by implementing the strategic initiatives below:

1.   achieving Carnegie classification of Research University with high research activity (i.e., RU/H) by awarding at least twenty research doctorates annually and achieving recognition as one of the top ten urban research universities in America;

2.   implementing living learning communities in residential life as a method for integrating curricular and co-curricular initiatives and increasing opportunities for students to participate in undergraduate research, service learning, and civic or volunteer activities;

3.   providing expertise and leadership in national, State, and local policies and practices related to educational reform at the K-12, postsecondary, graduate, and professional levels;

4.   developing policies, guidelines, and organizational structure consistent with the vision of Morgan as a premier urban doctoral research university that assures accountability for research and grants management while facilitating the establishment of new and innovative collaborative relationships with governmental agencies, non-governmental organizations (NGOs), foundations, and businesses;

5.　　ensuring that its policies for enhancing doctoral achievement in non-STEM disciplines for underrepresented people of color are given adequate attention;

6.　　supporting research infrastructure and exploring faculty arrangements that enhance overall research capacity while providing maximum opportunities to recruit women and men interested in contributing to multidisciplinary, problem based initiatives, including a well functioning office of Vice President for Research and Economic Development, technology transfer, joint appointments across schools and colleges and between Morgan and other institutions, part-time tenure track positions, and exploration of other family friendly policies.

The assessment plan for Goal 2 is found in Chapter V of this strategic plan beginning on page 35.

Goal 3: Improving and Sustaining Morgan's Infrastructure and Operational Processes

Goal Statement
Morgan will enhance its infrastructure and processes by improving the efficiency and efficacy of its operating procedures, focusing on the environmental sustainability of its facilities, and by meeting the technological customer service needs of its students, faculty, staff and community.

Strategic Initiatives
Morgan will enhance its technological infrastructure and its operational processes on campus in support of research, administration, teaching and learning through the successful implementation of the strategic initiatives below:

1.　　conducting a full and thorough campus-wide self-assessment and action plan using the Malcolm Baldrige organizational profile for educational institutions to apply for the Malcolm Baldrige Performance Excellence Award and to address immediate and long-term issues related to internal institutional weaknesses, in particular customer service;

2.　　engaging in continuous improvement, renovation, and construction of facilities that will support Morgan's faculty, staff, and students in their teaching, learning, research, and creative work and will improve the quality of life for the Morgan State University community.

3.　　becoming a national leader in providing an environmentally sustainable urban campus designed to support a safe and healthy learning community, providing leadership in environmental literacy for students related to knowledge of basic environmental sustainability and justice and the role of the environment in the health and welfare of people and their communities;

4.   constructing environmentally sustainable and technologically advanced facilities that house Morgan's developing academic programs including Health and Human Services, Business and Management, and Science and Mathematics to increase the capacity of the science complex for laboratories, research, and instruction, that establish a new student services building at the Soper Library site, and house academic services and technologically "smart" classrooms to replace the Jenkins building; and,

5.   exploring public/private collaborative relationships with developers, contractors, and other commercial groups and entities to develop new environmentally sustainable and technologically advanced administrative and student residential facilities, to expand Morgan's physical presence throughout the State, and promote the Morgan brand.

The assessment plan for Goal 3 is found in Chapter V of this strategic plan beginning on page 38.

Goal 4: Growing Morgan's Resources

Goal Statement

Morgan will grow its human capital as well as its financial resources by investing in the professional development of faculty, staff, and students, seeking greater financial support from alumni, the State and federal governments, private and philanthropic sources, and establishing collaborative relationships with private and public entities.

Strategic Initiatives

Morgan will grow its resources by implementing the following strategic initiatives:

1.   increasing the alumni giving rate such that alumni donations will comprise a significant portion of funds collected annually by the Morgan State University Foundation and account for a budgeted amount of funds collected in future capital campaigns;

2.   seeking the support of the Maryland legislature, local, and national officials, and business and civic leaders to increase support for operations and capital projects consistent with Morgan's vision as the premier public urban research university in the State of Maryland and consistent with the funding policy recommendations proposed to the Commission to Develop the Maryland Model for Funding Higher Education by The Panel on the Comparability and Competitiveness of Historically Black Institutions in Maryland;

3.   creating the appropriate organizational structure, technological efficiencies, and economic incentives to increase Morgan's success in garnering more and larger

grants and contracts from a variety of foundations, federal agencies, and corporate sector entities;

4.   enhancing the capacity of the Office of Institutional Advancement and the Morgan State University Foundation to actively raise funds in support of Morgan's vision and mission by recruiting and retaining highly qualified human resources to support multi-year capital campaigns;

5.   developing the fund raising capacity for each college/school to double the amount of annual funding awarded for contracts and grants and to increase private and philanthropic donations received by the college/schools by providing experienced dedicated institutional advancement personnel to assist with discipline specific fund raising initiatives and by providing cutting edge technological and software support;

6.   launching a multi-year capital campaign coinciding with Morgan's150[th] anniversary celebration to raise funds to support endowed faculty chairs and scholarships for graduate and undergraduate students as well as to support institutional operations and services consistent with the goals and strategic initiatives outlined in this strategic plan;

7.   supporting innovation in business and the commercialization of intellectual property through growing a culture of innovation and entrepreneurship, securing an increased number of patents, and establishing a technology transfer center to support the creation of new business and technology transfer enterprises; and,

8.   supporting faculty principal investigators and their departments and colleges/schools, by revising, where appropriate, policies related to the distribution of indirect costs from contracts and grants, and encouraging wider participation of faculty in applying for grants and contracts.

The assessment plan for Goal 4 is found in Chapter V of this strategic plan beginning on page 41.

Goal 5: Engaging with the Community

Goal Statement

Morgan will engage with the community residents and officials in the use of knowledge derived from faculty and student research, the sharing of mutually beneficial resources, and the appropriate and timely dispatch of University experts and professionals to collaborate in addressing community concerns.

Strategic Initiatives

Morgan will collaborate with community residents and officials by implementing the strategic initiatives below:

1.   implementing a Morgan Mile[1] program to serve as a social laboratory in which the University's scholarly research, creative activities, and public service programs are concentrated in a defined radius centered around Morgan in order to give significant priority to solving difficult social problems, particularly problems prevalent in urban communities;

2.   integrating research and public service activities conducted by Morgan faculty and students into public policies and practices in Baltimore's metropolitan communities to improve academic performance among students enrolled in the public schools, promote economic development, enhance public safety and improve the health and social welfare of those residing in local communities;

3.   positioning Morgan, through the internationalization of its curriculum, programs, and campus activities, to expand its relationship with people and institutions from the variety of countries from which current residents of the State of Maryland have immigrated in order to recruit faculty, students, and staff, and to enhance and diversify the learning experiences that will prepare students for responding to the needs of a diverse global society;

4.   establishing collaborative relationships with libraries to promote lifelong learning, with public officials, community and civic organizations to better support community revitalization initiatives, stimulate local economic development, attract businesses to increase employment opportunities, attract small business investments, and facilitate the expansion of Morgan's immediate borders with the strategic purchase of adjacent properties; and,

5.   applying research, instruction, and public service to improve the cultural and social quality of life for the residents of communities surrounding the University, address issues related to the digital and technological divide prevalent in poor urban communities, and support innovation in local primary and secondary schools including exploring the feasibility of establishing a Morgan charter or laboratory school.

The assessment plan for Goal 5 is found in Chapter V of this strategic plan beginning on page 47.

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[1] This Morgan Mile program refers to the radius around the University where research and programming efforts can be concentrated to improve the local community in contrast to the Morgan Male Initiative on Leadership and Excellence (MILE), a campus initiative that seeks to support minority males in their pursuit of academic and personal success.

CHAPTER IV: LEADING THE WORLD
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Morgan State University is renowned in its success in graduating students who become leaders in government and politics, education, athletics, and the military. This history of successful graduates as well as a number of institutional strengths and a variety of current opportunities strategically positions Morgan to become a leader internationally in developing future generations of graduates as leaders for the State, nation and the world.

Strengths

Faculty. The University enjoys a number of strengths that serve as a strong foundation upon which to pursue its strategic goals. Among its most important strengths is its well-credentialed faculty with 80% of the tenured and track faculty holding the terminal degree in their respective disciplines. Additionally, Morgan's faculty is racially and ethnically diverse, and the degree of diversity among members of its faculty differentiates it from most other Maryland campuses.

Carnegie Classification. Morgan's classification by the Carnegie Foundation for the Advancement of Teaching as a Doctoral Research University is also a significant strength, providing Morgan with a nationally recognized academic platform upon which to enhance its comprehensive array of undergraduate and graduate programs.

Specialized Accreditations. Consistent with its Carnegie classification, Morgan's academic programs hold specialized accreditations by more national professional organizations than most universities its size. This is particularly evident when Morgan is compared to other HBCUs with a similar menu of academic programs. Morgan is among the better known educational brands of campuses both within and outside the State.

Morgan Brand. The University's brand has been enhanced by its strong academic programs, specifically its fifteen doctoral programs in areas where African Americans and other minorities are underrepresented. Morgan's brand has also been enhanced recently by the success of its athletic programs, in particular its back to back Mid-Eastern Athletic Conference (MEAC) basketball championships and appearances in the National Collegiate Athletic Association (NCAA) basketball tournaments.

Production of Leaders. The University has a strong reputation for graduating students who become leaders in government, scholarship, service, and the arts—e.g., elected officials, Fulbright recipients, military generals and other officers, performing artists, and percent enrolling in graduate and professional schools.

Moderate Size Campus. Morgan's campus is of moderate size, which is an advantage in providing a personal and supportive environment. In many respects, Morgan students are able to receive the attention typically found at smaller private institutions.

Collaborations with Public and Private Entities. Morgan collaborates with a number of federal agencies such as NASA, U.S. Department of Transportation, and the National Institutes of Health (NIH), as well as with State agencies and private corporations. For example, in collaboration with the Universities Space Research Association (USRA), Morgan has secured a $28.5-million share of a $95.8-million, five-year grant from NASA Goddard Space Flight Center; to conduct research in support of NASA's strategic earth and space science objectives. The University is one of the recipients of a $129-million, five-year grant recently awarded to Pennsylvania State University (Penn State) from the U.S. Department of Energy and other federal sources. The grant will fund research by Penn State, Morgan and other prominent institutions to increase the energy efficiency of buildings, an area considered the next big frontier in energy research and development. The University also received a $1 million endowment gift from the Bernard Osher Foundation to support the MSU Center for Continuing and Professional Studies' Osher Re-entry Scholarship Program. The wide variety of collaborative relationships with these public and private agencies and foundations is based on the University's success in preparing students for advanced study in engineering, mathematics, computing, and natural sciences. Morgan's strength in the sciences is reflected in the Estuarine Research Center in Calvert County which is the only resource of its kind in the nation located at an HBCU.

World Renowned Choir. In the May 2004 issue, Reader's Digest named the Morgan State University Choir "the Best College Choir in the U.S.' in its list of "America's 100 Best." The Morgan State University Choir has performed for audiences throughout the United States and all over the world – including the Virgin Islands, Canary Islands, Canada, Africa, Asia and Europe. Morgan's Choir has performed with major orchestras in the United States and around the world including the New York Philharmonic Orchestra, the Lincoln Center Jazz Orchestra, the London Philharmonic Orchestra, the Helsinki Symphony Orchestra, the Los Angeles Philharmonic, the Baltimore Symphony Orchestra, and the Czech National Symphony Orchestra. The Morgan State University Choir has performed on many grand stages all over the world – with numerous dignitaries and celebrated performers – making the Choir a cultural ambassador for Morgan State University, the City of Baltimore, the State of Maryland and the United States.

Production of STEM Graduates. Morgan State University grants more bachelor's degrees to African Americans than any other university in Maryland and typically accounts for a disproportionate share of the degrees awarded to African Americans by Maryland campuses in key STEM fields. For example, Morgan accounts for about 58% of electrical engineering, 83% of civil

engineering, and 31% of chemistry baccalaureate degrees awarded to African Americans in Maryland. Nationally, Morgan ranks 15th among all campuses in baccalaureates awarded to blacks. It ranks 3rd in engineering, 9th in the biological sciences, and 15th in computer and information sciences. Morgan is also a leader in preparing undergraduates to pursue doctoral study. According to the National Science Foundation, between 1997 and 2006 Morgan ranked 12th nationally in the number of its bachelor's degree recipients who subsequently received doctorates in science and engineering fields.

Historic Institution. Founded in 1867 as the Centenary Biblical Institute by the Baltimore Conference of the Methodist Episcopal Church, the institution's original mission was to train young men in ministry. The school was renamed Morgan College in 1890 in honor of the Reverend Lyttleton Morgan, the first chairman of its Board of Trustees., and awarded its first baccalaureate degree to George F. McMechen in 1895. Morgan moved to its present location in 1917 and in 1939 the State of Maryland purchased the College to provide more opportunities for its black citizens. From its beginnings as a public campus, however, Morgan was open to students of all races. In 2017, Morgan will celebrate its sesquicentennial. The storied history of Morgan and its graduates is a pathway for future generations of students to follow in the development of their leadership skills.

Geographic Location. Morgan is located in the Baltimore-Washington Metropolitan Area. Baltimore is the most populous city in the area and Annapolis, the State capital, rests within the general geographic location. The nation's capital, Washington, D.C., is easily accessible by public transportation. The area includes the most educated, highest-income workforce in the United States. A transportation gateway to the world, the area includes two international airports and several Amtrak rail stations. While pursuing bachelors, masters and doctoral degrees at Morgan, students will find laboratories, internships, headquarters, and politicians within this geographic location that can facilitate the development of their leadership skills.

Change Agent. Faculty, staff, and students at Morgan have a long and storied history serving as leaders of change throughout Baltimore, the State, and the nation. Morgan students, for example, were among the earliest leaders of sit-in demonstrations to integrate the retail departments and the lunch counters of national chain stores. Morgan students and alumni are plaintiffs in current litigation to secure additional State support for the four public HBCUs. Morgan alumni as well as members of Morgan's Board of Regents hold and have held elective offices in the Congress and in the State's General Assembly.

NCAA Division I. As a Division I National Collegiate Athletic Association member, Morgan is able to offer the maximum number of competitive sports for male and female student athletes. Additionally, as a Division I member, Morgan is also able to award greater financial aid packages to its student athletes than is possible for Division II and Division III members.

WEAA Radio Station. Morgan has its own fully licensed public broadcast radio station, WEAA 88.9 FM, The Voice of the Community, that serves as both a professional training facility for students interested in broadcasting careers and as a medium of communication to a local, national, and global audience. Specifically, WEAA promotes academic excellence through enhancement of Morgan State University by providing radio broadcast training to students, volunteers, and community leaders. WEAA is a non-profit, National Public Radio (NPR) Station that serves the Baltimore/Washington Metropolitan area and is licensed and owned by Morgan State University. As a community-oriented radio station, WEAA's programs stimulate positive interaction between Morgan State University and the community at large and provide social, political, and multicultural programs in an effort to raise the consciousness of the listening audience.

Board of Regents. Morgan's independent Board of Regents is a significant strength that serves as a strong advocate for the University's unique vision, mission and interests.

Opportunities

Degree Completion Goals. Morgan has a number of opportunities for growth and development, based primarily on the fact that its mission is a particularly good fit with emerging national and state degree completion goals. For example, President Barack Obama set a goal for the United States to have the highest proportion of college graduates in the world by 2020. Two statewide initiatives, Skills2Compete and Complete College America favor the success of this strategic plan. Skills2Compete Maryland (S2C) is Governor O'Malley's vision for Marylanders to gain the skills and credentials they need to secure good jobs with family supporting wages. In the Complete College America program, the Governor has established a statewide goal of 55% educational attainment for Maryland by 2025. Reaching this goal will require a total increase of between 20,000 and 23,000 new degrees annually in Maryland by 2025.

HBI Panel Recommendations. In its November 2008 Report to the Maryland Commission to Develop the Maryland Model for Funding Higher Education, the HBI Panel outlined the nature of these internal weaknesses. According to the HBI Panel, "There are many indicators that suggest that substantial additional resources must be invested in HBIs to overcome the competitive disadvantages caused by prior discriminatory treatment: the lack of modern "state of the art" science and technology labs, the aging physical plants and lack of consistent funding for maintenance, the poor retention and graduation rates of students as compared to TWIs, and the large number of low income and educationally underserved students in need of financial assistance."

Professional Programs. The Carnegie Foundation classifies Morgan's undergraduate instructional program as Prof+A&S/SGC: Professions plus arts & sciences, with some graduate coexistence; and the graduate instructional program is classified as Doc/Prof: Doctoral, professional dominant. Due to the dominance of professional programs, such as Architecture and Planning, Business, Education, Engineering, and Public Health, as well as the emphasis on the sciences, Morgan's instructional platform is inherently more expensive than that of the typical Maryland campus offering instruction primarily in liberal arts disciplines.

Demographic Trends. Short and long-term demographic trends in Maryland suggest that Morgan is poised to have a significant impact on whether or not the State will achieve its degree completion goal. For example, U.S. census data show that from 2000 to 2008 Maryland lost about 15% of its white population and that the minority population comprised 42.3% of the 5.6 million 2008 Maryland residents, up from a 37.6% minority population in 2000. Additionally, as the percentages of minorities, particularly African Americans and Hispanics, continue to grow, Morgan has the opportunity to assist the State in expanding students' access to higher education which is increasingly important for the State's social and economic well-being. Most predominantly white public four-year campuses have become more selective during the temporary bulge in white high school graduates. Morgan's admissions policies are more consistent with the State's changing demographics therefore the University will not need to significantly alter its admissions and academic support strategies to address the emerging needs of the State.

BRAC Programs. The postsecondary educational needs, particularly master's and doctoral programs in engineering, science, and business, of military personnel, contractors, and their families migrating to Maryland as a result of the BRAC process represent an opportunity for Morgan. Recently, for example, the Aberdeen Proving Grounds (APG) asked the Maryland Higher Education Commission (MHEC) to circulate a request for proposals (RFP) for Master of Science degrees in:

- System Engineering at RDECOM,
- Supply Chain Management (or a Master of Business Administration with a concentration in Supply Chain Management),
- Software Engineering,
- Mechanical Engineering,
- Business Administration,
- Electrical Engineering,
- System Engineering at ATEC, and,
- Operations Research.

In response to these RFPs, and in support of the anticipated demand for a workforce with advanced degrees, Morgan submitted six program proposals

including proposals for four new programs. The Aberdeen Proving Ground Review Panel selected two of the programs proposed by Morgan including the Master's in Operations Research and the Master's in Electrical Engineering. Each of these two programs provides Morgan with opportunities to expand its enrollment, widen its market share of instructional services, and extend the Morgan brand and reputation into new areas of the State, particularly in Harford County, at the Aberdeen Proving Grounds, and at Fort Meade.

Licensing Facilities. The student union, fine arts building, and library provide unique opportunities for leasing these facilities to third parties whose interests are compatible to Morgan's mission. Additionally, Morgan works with the Collegiate Licensing Company (CLC) to protect from unauthorized uses the name, designs, and colors of the University, including the trademarks, service marks, designs, team names, nicknames, abbreviations, slogans, logographics, mascots, seals and other symbols associated with the University and to permit the use of the same under circumstances benefitting, including generating revenue for, the University and its educational mission.

Recruitment of Veterans. Morgan's Reserve Officer Training Corp (ROTC) Bear Battalion was established in 1948. Since the first ROTC graduation class in 1950, Morgan has produced in excess of 1,300 Second Lieutenants and 11 General Officers. Morgan is well positioned to take advantage of the Post- 9/11 GI Bill, a new education benefit program for individuals who served on active duty on or after September 11, 2001. Under this new GI Bill, veterans or (under appropriate conditions) their dependents may receive: the cost of tuition and fees, not to exceed the most expensive in-state undergraduate public institution; a monthly housing allowance equal to the basic allowance for housing payable to a military E-5 with dependents; yearly books and supplies stipend of up to $1000 per year; and, a one-time payment of $500 paid to certain individuals relocating from highly rural areas. In general, veterans are entitled to up to 36 months of benefits for 15 years from their last period of active duty.

Technology Transfer. With its Carnegie classification as a Doctoral Research University and consistent with its Policy on Patents (P-1), Morgan has an opportunity to further develop revenue streams from the license of products and inventions developed by faculty, staff, and students. This strategic plan calls for the establishment of an office for the Vice President for Research and Community Development. This office would be responsible for supervising the process of technology transfer including assessment, patent protection, licenses, and the commercialization of products.

In summary, analyses of strengths and opportunities that may impact the University's ability to successfully implement the goals and initiatives outlined in *Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011 - 2021* are reflected in Table 1.

Table 1: Summary of Morgan's Strengths and Opportunities

STRENGTHS	OPPORTUNITIES
1. A diverse and capable faculty. 2. Carnegie classification as a doctoral research university, 3. Specialized accreditation of its academic programs. 4. A nationally recognized brand name and reputation. 5. Moderate campus size. 6. Collaborations with federal agencies and with private corporations. 7. World renowned choir. 8. Production of STEM graduates. 9. Historic institution. 10. Geographic location. 11. Change agent. 12. NCAA Division I member. 13. WEAA Radio Station. 14. A comprehensive array of doctoral programs. 15. MEAC basketball championships and appearances in NCAA national basketball tournaments. 16. Strong reputation for development of leaders in government, scholarship, service, and the arts—e.g. Fulbright recipients, military generals and officers, and performing artists. 17. An Estuarine Research Center. 18. An independent Board of Regents. 19. NASA funded $28.5 million grant.	1. National and state degree completion goals. 2. The HBI Panel recommendations to the Maryland Commission to Develop the Maryland Model for Funding Higher Education. 3. Long-term demographic trends in Maryland reflecting an increase in the percentages of minorities, particularly African Americans and Hispanics, who reside in Maryland. 4. BRAC programs to service postsecondary educational needs of military personnel impacted by the base realignment and closing process. 5. Collaborative relationships with federal and state agencies and private foundations including, but not limited to NASA, USRA, the U.S. Department of Energy, the U.S. Department of Transportation, the Goldseker Foundation, the Traveler's Insurance Foundation, the Bernard Osher Foundation, and the Department of Education. 6. Grants and contracts. 7. Licensing facilities. 8. Recruitment of veterans. 9. Technology transfer.

CHAPTER V: ASSESSMENT of STRATEGIC PLAN GOALS

The successful implementation of the goals reflected in this strategic plan requires the coordinated and sustained efforts of all members of the University community and the systematic assessment of progress toward the goals. While all members of the Morgan community are expected to contribute to the achievement of the plan's five goals, some members are more responsible than others in monitoring the strategic initiatives and outcomes. Towards that end, the following assessment plan has been developed to facilitate the successful implementation of the goals and initiatives outlined in *Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011 – 2021*.

Assessment of Strategic Plan Goals

Strategic Goal 1: Enhancing Student Success - Morgan will create an educational environment that enhances student success by: hiring and retaining well qualified, experienced, and dedicated faculty and staff, offering a challenging, internationally relevant academic curricula, and welcoming and supporting a diverse and inclusive campus community.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
1.Improve retention and degree completion among students with particular emphasis on undergraduate retention and graduation rates by enhancing programs and practices at Morgan that are successful retention strategies and by identifying and implementing statewide and national "best practices" shown to improve retention and graduation among graduate and undergraduate students.	Raise freshmen to sophomore retention rates.	Increase in freshmen retention rates.	Retention rates.	Institutional research.	Office of Institutional Research and Provost.
	Raise sophomore to junior retention rates.	Increase in sophomore retention rates.	Retention rates.	Institutional research.	Office of Institutional Research and Provost
	Raise junior to senior retention rates.	Increase in junior retention rates	Retention rates.	Institutional research.	Office of Institutional Research and Provost
	Raise retention rates among males.	Increase in male retention rates across all levels.	Retention rates.	Institutional research.	Office of Institutional Research and Provost
	Identify Morgan's most successful retention strategies for targeted enhancement.	Compilation of successful MSU retention programs and strategies.	Publication of programs and strategies.	Annual and periodic reports.	Office of Student Retention
	Identify retention and time to degree data by discipline for graduate programs	Compilation by graduate program retention and time to degree data.	Publication of retention and time to degree data.	Departmental reports	School of Graduate Studies, Deans, departments with graduate programs.
	Identify state and national best practices for improving retention rates among graduate students.	Compilation of a set of state and national best practices for improving retention and graduation among universities with student bodies similar to Morgan.	Publication of best practices.	Annual and periodic reports.	Office of Student Retention.

2. Increase Morgan's student enrollment by expanding the number of collaborative relationships with regional community colleges, higher education centers; developing unique high demand online degree programs attractive to graduate and undergraduate students, and leading the State of Maryland in graduating undergraduate and graduate students in high demand areas where they are underrepresented.	Increase the number of collaborations with community college.	New community college collaborations established.	Number of collaborations.	Database.	Registrar/Academic Affairs.
	Increase the number of collaborations with regional higher education centers.	Increased number of programs offered at off-campus locations.	Number of off-campus programs.	Database.	Registrar/Academic Affairs.
	Develop unique, high demand online graduate and undergraduate programs.	New online programs developed.	Number of online programs.	APEX Report.	Institutional Research.
	Increase the number of underrepresented graduates in key disciplines.	Student demographic data consistent with diverse student body.	Demographic data, graduation rate.	APEX Report.	Registrar/Institutional Research.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
3. Build a transformative educational environment enriched by diverse cultural and socio-economic perspectives set forth in the thirty-three goals found in the "Strategic Plan for Enhancing Cultural Diversity at Morgan State University" which is incorporated by reference into this strategic plan to ensure a supportive educational atmosphere that promotes student success and places high value on their intellectual, personal, and professional development.	Increase cultural and socio-economic diversity of the student body.	Broad range of cultural and socio-economic diversity among students.	Number of programs and activities; student feedback on programs.	APEX Report.	Student Affairs offices. Institutional Research.
	Provide effective student support services to increase student academic success.	Comprehensive student support services in place, including advising, tutoring, counseling, mentoring, and training.	Demographic data.	Database.	Service offices.
	Provide co-curricular opportunities and activities that promote personal development.	Number of co-curricular events and activities whose outcome is the personal development of students.	Number of events, outcomes for events, measures for outcomes.	Surveys. Database.	Center for Performance Assessment.
	Develop and implement a comprehensive professional development program for students.	Comprehensive professional development program for students in place on campus.	Number of students accessing services; student feedback on services.	Surveys. Feedback. Database.	Career Counseling Center. Center for Performance Assessment.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
4. Fulfill Morgan's commitment to recruiting, retaining, and supporting excellent faculty who value diversity, as set forth in the Strategic plan for Enhancing Cultural Diversity at Morgan State University, who excel in scholarly activities, who are committed to the academic success of at-risk as well as high-achieving students admitted to undergraduate degree programs, and who are prepared to mentor students admitted to the University's master's, doctoral, and professional degree programs.	Recruit, retain, and support faculty who value diversity, excel in scholarly activities, and support the aspirations of students.	Diverse, scholarly, and expert faculty in full time, regular positions. Percent of contractual faculty at or below the state, regional and national levels.	Tenured and tenure track faculty at or above peer levels.	Number of tenured and tenure track faculty.	Academic Affairs. College and Schools. .
		Increased research base of funding from grants.	Faculty research and publication activity at or above doctoral research university average.	Number and amount of faculty research grants, publications, presentations.	Sponsored Programs .. College, schools, and departments.
	Encourage faculty to engage in research collaborations with their students.	Increased number of student-faculty research projects. Improved student-faculty engagement. Improved student success, retention, graduation.	Student participation in faculty research projects.	Student research presentations and publications.	Departments.
			High levels of student satisfaction on student/faculty engagements.	NSEE Survey, focus groups.	Center for Performance Assessment.
	Provide professional development and teaching/learning support for faculty.	Center for Teaching and Learning provides full range of pedagogical and instructional support to faculty and graduate assistants.	Improved levels of retention and graduation rates.	Banner/APEX.	Institutional Research.
			Improved course evaluations, improved student learning.	Course evaluation and satisfaction data, faculty feedback and participation.	Center for Teaching and Learning. Center for Performance Assessment.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?)	Specific Responsibility (Who?)
5. Enhance students' educational experiences by expanding the curriculum to include more internships, international and study abroad programs, more interdisciplinary courses and degree programs, and by enhancing library resources and student services to maximize support for teaching, learning, and research.	Improve student support services in all areas.	Student support services function at best practice level	Customer satisfaction data, retention and graduation data	Baldrige, Six Sigma, surveys, focus groups	Center for Performance Assessment, Institutional Research
	Increase study abroad, international and interdisciplinary options for students.	Formal study abroad program implemented.	Number of study abroad programs, student participation rate, participant feedback, impact of study abroad	Surveys, focus groups, GPA analysis, graduation and retention rates	Study Abroad Office, Institutional Research Center for Performance Assessment
		Interdisciplinary courses and programs established within each college/school.	Number of interdisciplinary programs, number of students enrolled, student success, impact	Success and retention, graduation rates, student enrollment and feedback	Schools and Departments offering interdisciplinary programs Center for Performance Assessment
	Provide increased level of academic support services for students.	Campus-wide writing center supports student proficiency in writing at all levels.	Competency in writing and critical thinking skills	Nationally normed tests and surveys	Writing Center Director Center for Performance Assessment
	Expand library resources to maximize support for teaching, learning and research.	Library functions as center of teaching and learning resources on campus.	Utilization rates, satisfaction data, performance	Database. surveys, focus groups	Library staff, Center for Performance Assessment

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Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?)	Specific Responsibility (Who?)
6. Enhance facilities, technological infrastructure, and administrative operations of School of Graduate Studies to provide greater efficiencies in the admission, registration, and retention of graduate students as well as increasing the funding available to support their educational and professional development.	Provide an acquisitions budget for the Library.	Budget allocation amount for Library.	Average, as a percent of total budget, for doctoral research institutions.	Budget comparison.	Finance and Management.
	Conduct a campus needs assessment of Library resources.	Customer feedback on library services.		Surveys and evaluations.	Library Director. Center for Performance Assessment.
		User needs results. Usage rate of library.	National norms.	Tracking system.	Library Director.
	Maximize the effectiveness of the Library website and research portal.	User feedback on website. User "hits" on website.	Desired usage rates.		Library Director.
	Conduct space, staffing, and funding analysis aimed at best practice in the office of the Graduate School.	Best practice in Graduate School service delivery.	CAS and MSCHE standards.	Baldrige. Six Sigma.	Library Director. Center for Performance Assessment.
	Conduct process analysis/review.	Performance consistent with Baldrige criteria and best practice at peer institutions.	Error rates and down time, time for processing equipment.	Error logs and reports.	Grad School Staff. IT Staff.
	Maximize use and effectiveness of Embark and Banner management software.	Smooth and error-free use of Embark and Banner at fullest level.		Time-effort study.	Center for Performance Assessment.
	Identify and solicit resources for grad student fellowships and assistantships.	Additional assistantships and fellowships for allocation to departments.	Number of assistantships and fellowships. Average at peers.	Tracking system. Peer websites.	Graduate School.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
7. Support extra-curricular programs in the arts and athletics that enhance student success, allow students to perform at the highest levels, permit students to excel in National Collegiate Athletic Association (NCAA) Division I sports, provide positive recognition of Morgan among the broadest national audience of potential students, and that increase the value of the Morgan brand and licenses.	Identify, fund and implement success strategies for student performers in the arts. Identify, fund and implement success strategies for student athletes. Implement strategies for promoting student participation in ROTC. Disseminate success strategies at appropriate external venues.	Increased funding for students in the arts and monitoring graduation rates. Student athlete academic success, retention, and graduation improved. Increase in number of students in ROTC. Morgan model of student achievements shared at appropriate venues.	Students in choir, theater with scholarships and graduating. GPA, retention, eligibility and graduation rates. And NCAA levels. Number of cadets being commissioned. Number of presentations to share student successes at the regional and national level.	Websis/Banner APEX reports. Tracking database. Student athlete feedback. Tracking database. Tracking database. ROTC cadet data.	Center for Performance Assessment. Athletics. Center for Performance Assessment. Professor of Military Science. Admissions Office.

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Strategic Goal 2: Enhancing Morgan's Status as a Doctoral Research University - Morgan will enhance its status as a Doctoral Research University through its success in securing grants and contracts and its faculty's achievements in basic and applied research, professional expression, artistic creation, and creative inquiry. Additionally, initiatives will be designed to enhance doctoral achievement in the science, technology, engineering, and mathematics (STEM) and non-STEM disciplines for underrepresented students of color.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?)	Specific Responsibility (Who?)
1. Achieve Carnegie classification of Research University with high research activity (i.e., RU/H) by awarding at least twenty research doctorates annually and achieving recognition as one of the top ten urban research universities in America.	Increase enrollment in doctoral programs. Increase number of grants and contracts awarded. Seek recognition in accepted higher education venues as a top 10 RU/H.	Increased number of doctorates awarded annually. Increased external grant funding. Recognized as one of top ten urban research institutions.	Number of doctoral degrees. Grant dollars.	Graduation data. Banner/Websis.	Institutional Research. Sponsored Programs.
2. Implement living learning communities in residence life as a method for integrating curricular and co-curricular initiatives and increasing opportunities for students to participate in service learning and civic or volunteer activities.	Design and implement living learning community with curricular/co-curricular focus. Identify and provide access to service learning and civic engagement opportunities.	Living learning communities developed. Increased integration of curricular and co-curricular outcomes. Service learning and civic engagement opportunities available as part of each academic program.	Number of living learning communities. Demonstrated integration of outcomes. Number of service learning and civic engagement opportunities.	Tracking database. Project plan rubric and criteria, surveys. Tracking database. Student outcomes and feedback.	Office of Residence Life. Office of Residence Life. Center for Performance Assessment.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?)	Specific Responsibility (Who?)
3. Provide expertise and leadership in national, State, and local policies and practices related to educational reform at the K-12, postsecondary, graduate, and professional levels.	Morgan/K-12 collaborations identified, developed and implemented to inform policies and practices related to educational reform.	Documented impact on K-12 national, state and local policies and practices.	Number of policies and practices. Impact of policies and practices.	Evaluations. Tracking database. Surveys. Focus Groups.	Center for Performance Assessments. Departments and Units.
4. Develop policies, guidelines, and organizational structure consistent with the vision of Morgan as a premier urban doctoral research university that assures accountability for research and grants management while facilitating the establishment of new and innovative collaborative relationships with governmental agencies, non-governmental organizations (NGOs), foundations, and businesses.	Review and revision of existing policies and guidelines for research and grants management. Training and professional development provided to update staff and faculty on policies and guidelines for research and grants management. New research collaborations identified and established with external organizations.	Updated policies and guidelines Demonstrated process improvements in research and grants management. Workshops and trainings held. Research collaborations established.	Policy and guideline completion. Process evaluation. Number of workshops and trainings. Workshop and training evaluations. Number of research collaborations.	Database. Evaluations and Feedback. Workshop evaluation form. Participant feedback. Database.	Office of Sponsored Programs. Center for Performance Assessment. Center for Performance Assessment. Office of Sponsored Programs.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
5. Ensure that its policies for enhancing doctoral achievement in non-STEM disciplines for underrepresented people of color are given adequate attention.	Training and professional development provided to update admissions staff and faculty on policies and techniques for recruiting underrepresented students in non-STEM disciplines.	Publications designed to recruit students of color. Increase in number non-STEM faculty attending recruitment events.	Number of publications. Number of recruitment events.	Admissions Office invoices. Departmental and/or faculty recruitment calendars.	Office of Admissions Department Chair. Departmental faculty.
	Identifying funding sources and campaigns to support underrepresented students in non-STEM disciplines.	Increase in scholarship funds raised by non-STEM schools/college.	Funds raised during capital campaigns.	Audits of funds collected by school/college.	MSU Foundation.

Strategic Goal 3: Improving and Sustaining Morgan's Infrastructure and Operational Processes - Morgan will enhance its infrastructure and processes by improving the efficiency and efficacy of its operating procedures, focusing on the environmental sustainability of its facilities, and by meeting the technological customer service needs of its students, faculty, and staff and community.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?)	Specific Responsibility (Who?)
1. Conduct a full and thorough campus-wide self-assessment and action plan using the Malcolm Baldrige Education Criteria for Excellence to apply for the Malcolm Baldrige Performance Excellence Award and to address immediate and long-term issues related to internal institutional weaknesses, in particular customer service.	Establish a time line for self-assessment. Appoint steering committee and cross-campus teams. Conduct self-assessment using Baldrige criteria. Identify strengths and opportunities for improvement. Implement improvements.	Baldrige application completed, submitted and feedback received. Recommendations developed and implemented for improvements. Processes improved. Customer service improved.	Teams convened and action schedule determined. Time line for implementation. OFIs eliminated. All outcome measures demonstrate improvements. Baldrige site visit.	Number of teams Number of participants Feedback from participants. Surveys, Six Sigma. Improved results. Site visit, Surveys, Six Sigma, focus groups, results.	Center for Performance Assessment. Baldrige Steering Committee. Center for Performance Assessment. Baldrige Steering Committee. Center for Performance Assessment. Baldrige Steering Committee.
2. Engage in continuous improvement, renovation, and construction of facilities that will support Morgan's faculty, staff, and students in their teaching, learning research, and creative work, that will enhance the delivery of student support services and improve the quality of life for the Morgan State University community.	Update and fully fund facility master plan. Update or construct facilities per plan. Student, faculty and staff exhibit increased satisfaction and success related to quality of life and delivery of services.	Facilities renovated or built. Plan timeline adhered to. Quality of life improves at Morgan State University. Satisfaction improves.	Timeline and action steps. Satisfaction levels consistent with peer and national benchmark.	Database. Surveys, focus groups, national benchmark data.	Facilities management. Center for Performance Assessment. Center for Performance Assessment.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?)	Specific Responsibility (Who?)
3. Become a national leader in providing an environmentally sustainable urban campus designed to support a safe and healthy learning community and to provide leadership in environmental literacy for students related to knowledge of basic environmental sustainability and justice and the role of the environment in the health and welfare of people and their communities.	Develop and implement a sustainability plan for the campus.	Sustainability plan complete.	Action steps and timelines.	Report card, tracking system.	Center for Performance Assessment.
	Determine Morgan's carbon footprint and ways to reduce that footprint.	Carbon footprint reduced.	Reduction plan steps and timeline.	Report card, tracking system.	Center for Performance Assessment.
	Implement sustainability plan.	Sustainability plan impact.	Campus climate and environment index.	Surveys, focus groups, town halls.	Center for Performance Assessment.
	Educate campus community on sustainability and environmental impact	Campus community awareness is raised.			
4. Construct environmentally sustainable and technologically advanced facilities that house Morgan's developing academic programs including Health and Human Services, Business and Management, and Science and Mathematics to increase the capacity of the science complex for laboratories, research, and instruction, that establish a new student services building at the Soper Library site, and house academic services and technologically "smart" classrooms to replace the Jenkins building.		Campus practices environmentally sound measures.	Sustainability index.	Report card, tracking system.	Center for Performance Assessment.
	Develop and implement a master construction plan for the campus.	Master campus plan completed.	Action steps and timelines.	Report card, tracking system.	Design and Construction Management.
	Implement master campus plan.	Construction consistent with campus master plan.	Reduction plan steps and timeline.	Report card, tracking system.	Center for Performance Assessment.
	Educate campus community on sustainability, energy use, and environmental impact.	Production of education materials related to sustainability, energy use, and environmental impact	Campus climate and environment index.	Surveys, focus groups, town halls.	Physical Plant Deans
	Implement recycling plans for each facility.	Recycling occurring in each facility.	Weight and volume of recyclables.	Weight and volume of recyclables.	Housekeeping

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
5. Explore public/private collaborative relationships with developers, contractors, and other commercial groups and entities to develop new environmentally sustainable and technologically advanced administrative and student residential facilities, to expand Morgan's physical presence throughout the State, and to promote the State and the Morgan brand.	Public/private collaborations identified, developed and implemented.	Number of public/private collaborations developed and implemented.	Collaborations consistent with top doctoral research institutions.	Report card and database.	Center for Performance Assessment.
	Link collaborations to sustainability and technology plans.	Sustainability and technology embedded in MOUs.	MOU check list and criteria.	Report card and database.	Center for Performance Assessment.
	Expand number of off-campus instructional locations.	Off-campus site locations and enrollment at these sites increases annually.	Enrollment, retention and graduation, performance.	Student data. student feedback.	Institutional Research.
	Identify and promote the Morgan brand.	Morgan brand achieved.	Brand recognition.	Stakeholder recognition. Environmental Scan.	Office of Public Affairs.

Strategic Goal 4: Growing Morgan's Resources - Morgan will grow its human capital as well as its financial resources by investing in the professional development of faculty, staff, and students and seeking greater financial support from alumni, the State and federal governments, private and philanthropic sources, and establishing collaborative relationships with private and public entities.					
Goal (What?)	**Objective (How?)**	**Anticipated Outcome (What will we see?)**	**Measure or Benchmark (How will we know?)**	**Assessment Method (How will we find out?)**	**Specific Responsibility (Who?)**
1. Increase the alumni giving rate such that alumni donations will comprise a significant portion of funds collected annually by the Morgan State University Foundation and account for a budgeted amount of funds collected in future capital campaigns.	Engage alumni in campus community. Research alumni capacity for giving. Develop strategic plan that focuses on improving alumni giving.	Increase in number of alumni functions on campus. Institutional Advancement and MSU Foundation reports on categories of alumni wealth. Alumni giving increases.	Events calendar. Alumni events scheduled. Alumni giving rate benchmark achieved.	Reports from Office of Alumni Institutional Advancement databases. Annual reports from Institutional Advancement. Annual reports from MSU Foundation.	Alumni Office. Office of Institutional Advancement. MSU Foundation. Office of Institutional Advancement. MSU Foundation.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?)	Specific Responsibility (Who?)
2. Seek the support of the Maryland legislature, State, local and national officials, and business and civic leaders to increase State support for operations and capital projects consistent with Morgan's vision as the premier public urban research university in the State of Maryland and consistent with the funding policy recommendations proposed to the Commission to Develop the Maryland Model for Funding Higher Education by The Panel on the Comparability and Competitiveness of Historically Black Institutions in Maryland.	Establish, maintain and grow collaborations s with national, state and local politicians, business people and civic leaders. Increase state support for operations and capital projects. Secure funding consistent with HBI Study recommendations.	Strong and productive collaborations. Funding increase in operations and capital projects Recommendations achieved.	Number of collaborations. Amount of funding. Action steps.	Database. Database. Database. Report card.	Finance and Management. Government Relations Office,. President's Office. Finance and Management. Center for Performance Assessment.
3.Creat the appropriate organizational structure, technological efficiencies, and economic incentives to increase Morgan's success in garnering more and larger grants and contracts from a variety of foundations, federal agencies, and corporate sector entities.	Develop organizational chart consistent with vision and goals. Development of capital campaign staff. Review use of the distribution of indirect cost funds.	Appointment of Vice President for Research and Economic Development. Institutional Advancement personnel assigned to colleges and schools to facilitate fund raising. Use of indirect cost funds to support the writing of more grants. Appointment of a Vice President for Institutional technology.	Hiring of VPRED. Appointment of Institutional Advancement personnel to CLA and to schools at MSU. Indirect costs allocations to CLA and to schools. Hiring of VPIT	Appointment letter. Assignment of personnel and college/school development plans. Published school and/or departmental budget. Appointment letter.	President and Human Resources. Vice President for Institutional Advancement. Vice president for Finance and Management and Provost. President and Human Resources.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?)	Specific Responsibility (Who?)
4.Enhance the capacity of the Office of Institutional Advancement and the Morgan State University Foundation capacity to actively raise funds in support of Morgan's vision and mission by recruiting and retaining highly qualified human resources to support multiyear capital campaigns.	Determine the optimal staff and resource requirements for the Office of Institutional Advancement. Implement Institutional Advancement fundraising plan and timeline Implement multiyear capital campaign and timeline.	New Institutional Advancement personnel are hired. Institutional Advancement performs at best practice levels. Fundraising goals met. Capital campaign goals met.	Appointment letters. Donation goals. Donation goals. Donation goals.	Organizational charts. Six Sigma. Baldrige. Surveys. Institutional Advancement data bases. Institutional Advancement data bases.	Institutional Advancement. Center for Performance Assessment. Office of Institutional Advancement. Office of Institutional Advancement.
5.Develop the fund raising capacity for each college/school to double the amount of annual funding awarded for contracts and grants and to increase private and philanthropic donations received by the college/schools by providing experienced dedicated institutional advancement personnel to assist with discipline specific fund raising initiatives and by providing cutting edge technological and software support.	Recruit and hire dedicated IA person for the College and Schools. Set fundraising goals. Develop and implement college/school funding plan. Secure and install technology supports for fundraising and tracking.	Institutional Advancement network established across campus. College and school level fund raising goals set that are consistent with University goals. Fundraising plan developed and implemented according to established time line. Best practice methodology identified and utilized.	One IA staffer in each school and college. Goals and outcomes. Amount of funding secured. Tracking system operational.	Performance Management Program. Baldrige. Six Sigma. Funding database. Tracking database.	Human Resources. Center for Performance Assessment. Colleges/Schools. Colleges/Schools.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
6.Launch a multiyear capital campaign coinciding with Morgan's150[th] anniversary celebration to raise funds to support endowed faculty chairs and scholarships for graduate and undergraduate students, and to support institutional operations and services consistent with the goals and strategic initiatives outlined in this strategic plan.	Develop, implement, and follow through on capital campaign plan within established timeline. Identify potential endowed faculty chairs. Identify potential scholarships for students. Identify key fundraising needs to support institutional operations and services.	Capital campaign complete. Faculty endowed chairs created and filled. New scholarships created and available to students. Key institutional operations and services receive additional support via fundraising.	Funding goals. Campaign metrics. Number of endowed chairs. Peer institute comparisons. Number of new scholarships. Amount of scholarship funds. Number of students participating. Amount of additional support funding. Impact of additional funding.	Database. Database. Database. Comparative analysis. Database. Database. Database. Database. Surveys. Evaluations.	Institutional Advancement. Departments. Academic Affairs. Institutional Research. Institutional Advancement. Institutional Advancement. Institutional Advancement. Finance and Management. Center for Performance Assessment.

7.support innovation in business and the commercialization of intellectual property through growing a culture of innovation and entrepreneurship, securing an increased number of patents, and establishing a technology transfer center to support the creation of new business and technology transfer enterprises	Develop organizational chart consistent with vision and goals.	Appointment of Vice President for Research and Economic Development.	Hiring of VPRED.	Appointment letter.	President and Human Resources.
	Establishing patents for promising research.	Increase in the number of patents filed by MSU faculty.	Number of patents filed.	Patent expenses. Payment to patent counsel.	Sponsored Programs Intellectual Property Committee. General Counsel.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
8. Support faculty principal investigators, and their departments and college/schools engagement in research by revising, where appropriate, policies related to the distribution of indirect costs from contracts and grants, and encouraging wider participation by faculty in applying for grants and contracts.	Review policies and/or practices related to the distribution of indirect costs. Develop and implement policies related to the distribution of indirect costs.	Task force, workgroup, or budget committee established to review policies and/or practices related to distribution of indirect costs. Policies related to the distribution of indirect costs published in faculty handbook and on the web. Policy posted in the office of the Vice President for Finance and Management, the office of the Provost, and in the new office of the Vice President for Research.	Appointment letters to task force, workgroup, or budget committee membership. Membership list. Revised Faculty Handbook. Web posting. Copy of the policies available in these offices.	Minutes, reports, and written recommendations from the task force, workgroup, or budget committee. Annual school/college and departmental budgets. Annual audits of institutional budgets.	Vice President for Business and Management. Deans, department chairs, and Provost. Internal Auditor, Vice President for Finance and Management, Vice President for Research.

Strategic Goal 5: Engage with the Community - Morgan will engage with the community residents and officials in the use of knowledge derived from faculty and student research, the sharing of mutually beneficial resources, and in the appropriate and timely dispatch of University experts and professionals to collaborate in addressing community concerns.					
Goal (What?)	**Objective (How?)**	**Anticipated Outcome (What will we see?)**	**Measure or Benchmark (How will we know?)**	**Assessment Method (How will we find out?**	**Specific Responsibility (Who?)**
1. Implement a Morgan Mile program to serve as a social laboratory in which the University's scholarly research, creative activities, and public service programs are concentrated in a defined radius centered around Morgan in order to give significant priority to solving difficult social problems, particularly problems prevalent in urban communities.	Define Morgan Mile area, parameters and scope. Develop Morgan Mile mission, vision, and goals, Identify action steps and time line to accomplish goals. Staff and fund the Morgan Mile program and select programs and participants. Link programs and opportunities across campus to centralized office.	Morgan Mile touches border of defined radius adjacent to Morgan. Morgan Mile implements the coordination of campus wide public service programs and activities around key goals and outcomes established for the program Morgan Mile is fully funded and staffed. Best practice in public service achieved.	Area map and boundaries. Number and scope of programs and activities. Morgan Mile goals and process. Number of staff, adequacy of budget. CAS Standards.	Map and scope review, participant feedback. Database. Baldrige. Six Sigma. Cost-benefit resource utilization analysis. Self-study.	Morgan Mile Director. Morgan Mile Director. Center for Performance Assessment. Morgan Mile Director. CPA.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
2. Integrate research and public service activities conducted by Morgan faculty and students into public policies and practices in the Baltimore metropolitan communities in order to improve academic performance among students enrolled in the public schools, promote economic development, enhance public safety and improve the health and social welfare of those communities' citizens.	Develop research and public service projects to impact issues in the Baltimore Metropolitan area.	Baltimore metropolitan area educational policies and practices reflect and/or are derived from MSU faculty research.	Number of policies based on MSU research; number of practices based on MSU research; impact of policies and practices.	Database. Surveys. Focus groups.	Sponsored Programs. School Deans. Department Chairs. Principal Investigators (PIs). Center for Performance Assessment.
	Focus percentage of research and public service project on economic, social, cultural, and educational issues in neighboring external communities.	One-fourth to one-third of MSU research and public service linked to cultural, social, and economic development of external communities.	Number of research projects; number of public service projects; research and public service outcomes; external community feedback	Database. Surveys. Focus groups.	Sponsored Programs. PIs. Center for Performance Assessment.
	Develop research and public service projects to impact environmental policies and practice in external neighboring communities.	External neighborhood community policies and practices promoting green initiatives reflect and/or are derived from MSU faculty research.	Number of policies based on MSU research; number of practices based on MSU research; impact of policies and practices	Database. Surveys. Focus groups.	Sponsored Programs. PIs. Center for Performance Assessment.
	Develop research and public service projects to impact public safety issues in external neighboring communities.	External metropolitan area policies and procedures to improve public safety reflect and/or are derived from MSU faculty research.	Number of policies based on MSU research. Number of practices based on MSU research. Impact of policies and practices.	Database. Surveys. Focus groups.	Sponsored Programs. PIs. Center for Performance Assessment.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
3. Position Morgan State University, through the internationalization of its curriculum, programs, and campus activities, to expand its relationships with people and institutions from the variety of countries from which current residents of the State of Maryland have immigrated to recruit faculty, students, and staff, and to enhance and diversify the learning experiences that will prepare students for responding to the needs of a diverse global society.	Internationalize the curriculum, programs and campus activities.	Study Abroad office and programs established. Internationalized/global curriculum and activities designed and delivered.	Study abroad goals and outcomes. Number of study abroad programs. Number of participants. Retention and graduation. Participant feedback.	Database. APEX. Surveys and focus groups.	Study Abroad Office. Institutional Research. Center for Performance Assessment.
	Enhance relationships with local and statewide communities.	Relationships built and sustained with local and statewide communities.	Number of relationships. Timeline and sustainability.	Database.	President's Office.
	Grow the campus population to reflect the diversity of the larger population.	Campus population more diverse and reflective of local, state and regional population.	Campus demographics. Evaluation and feedback.	APEX. Surveys. Focus groups.	Institutional Research. Center for Performance Assessment.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?)	Specific Responsibility (Who?)
4. Establish collaborative relationships with libraries to promote lifelong learning, with local public officials, community and civic organizations in order to better support community revitalization initiatives, stimulate local economic development, attract business to increase employment opportunities, attract small business investments, and facilitate the expansion of Morgan's immediate borders with the strategic purchase of adjacent properties.	Expand collaborative relationships with public and private libraries.	Morgan is an active in library consortia and partnerships.	Number of consortia and partnerships	Membership lists.	Earl S. Richardson Library. Provost's Office.
	Expand collaborative relationships with public officials, community and civic organizations to grow Morgan's capacity to transform the local external community.	Morgan is an active partner with external constituents and stakeholders in transforming the local external community.	Number of collaborations. Project metrics and outcomes. Participant feedback.	Database. Surveys. Focus groups.	President's Office. Center for Performance Assessment.
	Direct public service toward comprehensive economic development, technological, and educational initiatives.	Economic development, technology, and education initiatives for external constituencies and communities are demonstrated through MSU public service practice.	Number of public service initiatives. Public service project metrics. Participant feedback.	Database. Surveys. Focus groups.	President's Office, Center for Performance Assessment.
	Focus public service on economic growth.	Area employment opportunities, local development, and business investment is increased as a result of Morgan's public service initiatives.	Number of employment opportunities, amount of local and business investment. Number of public service initiatives and project metrics. Participant feedback.	Database. Surveys. Focus groups.	President's Office, Center for Performance Assessment.
	Seize opportunities to expand Morgan's immediate borders with the strategic purchase of adjacent and nearby properties.		Property purchase metrics and timeline		
	Purchase and redevelop commercial properties in conjunction with the construction of new facilities.	Morgan's external border is expanded through strategic purchase of adjacent and nearby properties.	Commercial properties purchased;	Database.	Construction Management.
		Commercial properties are purchased.	commercial property metric outcomes.	Database.	Construction Management.

Goal (What?)	Objective (How?)	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
5. Apply research, instruction, and public service to improve the cultural and social quality of life for the residents of communities surrounding the University, address issues related to the digital and technological divide prevalent in poor urban communities, and support innovation in local primary and secondary schools including exploring the feasibility of establishing a Morgan charter or laboratory school.	Enhance and diversify the learning experiences that will prepare students for responding to societal issues and problems, and contributing to the needs of a diverse society.	Socially responsive instructional programming developed and implemented.	Number of socially responsive programs; evaluation of programs. Participant numbers and feedback.	Database. Surveys. Focus groups. Impact of projects.	Sponsored Programs. Center for Performance Assessment.
	Increase opportunities for students to participate in service learning, and civic or volunteer activities.	Service learning and civic engagement opportunities expanded.	Number of service learning and civic engagement opportunities. Participant number and success. Participant feedback and evaluation.	Database. Surveys. Focus groups. Impact of projects.	Sponsored Programs. Center for Performance Assessment.
	Engage in economic development, technology and education initiatives for external constituencies and communities through MSU public service practice.	Public service practice addresses issues prevalent in poor urban communities, including the digital and technological divide.	Number of public service initiatives related to the digital and technological divide. Project metrics. Participant feedback.	Database. Surveys. Focus groups. Impact analysis.	Sponsored Programs. Center for Performance Assessment.
	Explore option to establish a Morgan charter or laboratory school in a distressed area of the neighboring communities.	Feasibility study conducted on establishment of Morgan charter or laboratory school.	Study metrics, outcomes, potential participant demographics. Assessment of outcomes. Timeline and budget for implementation.	Database. Surveys. Focus groups. Impact analysis.	School of Education and Urban Studies.

APPENDICES

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

Steering Committee

NAME	REPRESENTATION
Maurice C. Taylor	Chair
Elijah E. Cummings	Regent
Larry R. Ellis	Regent
Linda J. Gilliam	Regent
Shirley M. Malcom	Regent
Nathan Austin	Faculty
Calvin Ball	Faculty
Andrew Farkas	Faculty
Gloria Hoffman	Faculty
Judy White	Faculty
Eugene Smith	Past SGA President
Alicia Jones	SGA Vice President
Raiana Davis	Undergraduate Student
Daphne Wells	Graduate Student
Anna McPhatter	Dean
Raymond Vollmer	Senior Administrator
Stacey Lunn	Staff
Nakisha McLaurin	Staff
Gregory Lloyd	Staff
Elaine M. Kirstaetter	Alumna
Paula Purviance	Community
Timothy Armbruster	Goldseker Foundation

MORGAN STATE UNIVERSITY
Chronology of the Strategic Planning Process

August 3, 2010 – Need for a Strategic Plan
The Board of Regents and Dr. David Wilson and agree on the need for a new comprehensive and substantive strategic plan characterized by an open, inclusive, and transparent strategic planning process. President Wilson and the Board agree on the establishment of a Strategic Planning Steering Committee to oversee the development of the strategic plan. Dr. Maurice C. Taylor, Vice President for University Operations, agrees to Chair the Strategic Planning Steering Committee.

October 26, 2010 – Presentation to Management Team
Dr. David Wilson outlines an initial draft of the process for the development of *Growing the Future, Leading the World: the Strategic Plan for Morgan State University (2011 – 2021)*, at the Management Team Meeting hosted by the School of Social Work. President Wilson also reviews possible subcommittees, likely strategic plan topics, and major issues that may be addressed in the plan.

October – November, 2010 – Selection of Committee Members
Mr. Dallas Evans, Chair of the Board of Regents (Board) and President David Wilson worked with the Board to identify four (4) Regents to serve on the Strategic Planning Steering Committee (Committee). and Dr. Nathan Austin, Chair of the University Council, was asked to identify five (5) faculty members to serve on the Committee. Ms. Joyce Brown, Director of Alumni Affairs, was asked to work with the National Alumni Council to identify one (1) alumna or alumnus to serve on the Committee. Dr. Mark Garrison, Interim Dean of the School of Graduate Studies, was asked to work with the Morgan State Graduate Student Association (MSGSA) to identify a graduate student to serve on the Committee. Ms. Armada Grant, Director of Human Resources and Payroll, was asked to identify three (3) members of the classified and administrative support staffs employed at the University to serve on the Committee. Ms. Cheryl Hitchcock, Vice president for Institutional Advancement was asked to work with the Morgan State University Foundation Board to identify one (1) member of the residential community surrounding the University as well as one (1) member of the business community to serve on the Committee. Mr. Rick Perry, Vice President for Student Affairs was asked to work with the Student Government Association (SGA) to identify two (2) students to serve on the Committee. Dr. Joan Robinson, Provost, was asked to work with the Academic Affairs Council to identify one (1) Dean to serve on the Committee. President David Wilson selected the Senior Administrator to serve on the Committee.

November 3, 2010 – Presentation to the Board of Regents
The Board of Regents reviews the draft of the process for the development of *Growing the Future, Leading the World: the Strategic Plan for Morgan State University (2011 – 2021).* The Regents also reviewed a draft outline of the Table of Contents of possible chapters and goals to be covered in the strategic plan. The Regents offer a number of recommendations including:
- Expanding the international focus in the curriculum including more study abroad programs;
- Examining the possibilities of partnerships throughout the strategic plan;
- developing technology transfer to support innovation and to grow a culture of entrepreneurship;
- Incorporate the greening of neighborhoods into the strategic plan;

- Developing the strategic plan as a "living document" whereby each year completed tasks are noted and new tasks are added;
- Giving attention in the strategic plan to improving the alumni giving from the current rate of 7%;
- Considering the adoption a school in a distressed area; and,
- Including strategic plan goals for athletics

November 18, 2010 – Presentation to the University Council

Dr. David Wilson outlines the draft of the process for the development of *Growing the Future, Leading the World: the Strategic Plan for Morgan State University (2011 – 2021)*, at the regular meeting of the University Council Meeting held in room 316 of the new Student Center. President Wilson also reviews possible subcommittees, likely strategic plan topics, and major issues that may be addressed in the plan. University Council members discuss with the President representation by the Regents, faculty, and graduate students on the Steering Committee. University Council members also recommend that express consideration be given to on-line distance education in the strategic plan. The University Council noted that the Executive Summary of the College of Liberal Arts' program plans should also be included in the appendices for the strategic plan.

December 16, 2010 – Steering Committee Meeting

The Steering Committee received its charge regarding the strategic plan from Dr. David Wilson. The Steering Committee reviewed a draft outline of the Strategic Planning Process and recommended changes to insure a more inclusive process. Among the Steering Committee's recommendations were:
- soliciting more input from the University Community prior to publishing a strategic plan outline;
- creating a strategic plan web site focused more on soliciting input from the public than on disseminating documents;
- using the occasion of faculty institute as an opportunity to receive faculty input on general goals and to court buy in from the faculty on the strategic plan process as well as on proposed goals for the strategic plan;
- including a wider array of data, information, and publications in Google.docs to support the work of the Steering Committee;
- establishing subcommittees around strategic plan goals; and,
- developing a charge from the Steering Committee to each subcommittee prior to convening the subcommittees.

January 10, 2001 – Academic Affairs Council Meeting

Dr. Wilson and Dr. Taylor met with the Provost and the Deans regarding the Deans' facilitation of strategic planning activities planned for the faculty at Faculty Institute. The Deans reviewed the 5 tentative goals of the strategic plan. Dr. Taylor explained that the goal of the afternoon faculty workshops was to have the faculty to discuss the 5 goals in the context of their respective college/school. Following those discussions each college/school is to report the substance of their discussions to the entire faculty assembly at the last session scheduled for the day. Dr. Taylor stressed the importance of the Deans recording their college/school discussions and submitting the written discussions to him by Friday, January 21, 2011.

January 12, 2011 – Faculty Institute
In the morning session, following addresses by the Dr. Wilson and by the President of Portland State University, Dr. Taylor made a PowerPoint presentation to the faculty on Growing the Future, Leading the World: the Strategic Plan for Morgan State University
(2011 – 2021). He introduced the members of the Steering Committee who were present. Dr. Taylor explained the activities in which the faculty would be engaged in the afternoon session(s) including reporting the substance of their respective discussions at the end of the day. Dr. Taylor then met with the Steering Committee members that were present and encouraged them to circulate among the college/school afternoon sessions.

In the afternoon session(s) of the Faculty Institute, Dr. Taylor circulated among the college/schools meetings and observed first hand faculty discussions in the Schools of Business and Management, Education and Urban Studies, Architecture and Planning, Social Work, Community Health and Policy, and Liberal Arts. At the closing session, he addressed the faculty about the strategic planning process, thanked them for their participation and facilitated the college/school reports.

January 21, 2011 – Strategic Plan Consultant Proposal Review
Dr. Taylor chaired a meeting of the committee that reviewed the proposals submitted by consultants bidding to provide assistance to the Steering Committee. Present at the meeting were Constantine Hill (Procurement), Lois Whittaker (Procurement), Raymond Vollmer (Finance and Management), T. Joan Robinson (Provost), Mary Anne Akers (Architecture and Planning), and David Wilson (President). The Committee reviewed a total of 8 proposals covering the scope of work and methodology for working with the Strategic Plan Steering Committee. Of the 8 proposals submitted, 4 are still under consideration.

January 24 - 26, 2011 - Integrated Strategic Planning and Resource Allocation
Dr. Taylor attended a conference to learn tools and techniques to facilitate an integrated and collaborative planning and resource allocation process. The instructors for the Conference were: Larry Goldstein, author of *College and University Budgeting: An Introduction for Faculty and Academic Administrators*, and President of Campus Strategies a higher education management consulting firm; and, Patrick Sanaghan, author of *Collaborative Strategic Planning in Higher Education* and President of The Sanaghan Group, an organizational consulting firm specializing in strategic planning, leadership development, executive team building, meeting facilitation, and leadership transitions.

January 28, 2011 – Institutional Research
Dr. Taylor met with Cheryl Rollins, Director of Institutional research, to discuss the production of "Fact Sheets" for distribution to the Strategic Planning Steering Committee on enrollment, faculty, degree production and retention at Morgan State University. The discussion included trend data related to gender and ethnicity by programs in these broad categories. Aggregate data related to residency of students and family incomes were also discussed as relevant to the strategic planning process. These facts sheets are being prepared by the Office of Institutional Research for review by the Chair and ultimately distribution to the Steering Committee.

March 3, 2011 – Strategic Plan Web Site
Consistent with the recommendations from the December 16, 2010, Steering Committee meeting the content and attachments for the strategic planning web site were revised. The web site "went live" March 3rd with a link from Morgan's home page. The direct address for the web site is http://www.morgan.edu/Strategic_Plan.html.

March 19, 2011 – Higher Ed PhD Program
President Wilson, Drs. Joseph Popovich and Maurice C. Taylor were invited by Assistant Professor, Robin Spaid to speak to doctoral students enrolled in her class on strategic planning on their respective insights on strategic planning. The class was scheduled in Banneker Hall, Room 112 from 9 am to 1:00 pm. Following presentations by Drs. Wilson and Popovich, Dr. Taylor, as Chair of the Morgan's Strategic Plan Steering Committee, presented a PowerPoint entitled Strategic Planning: Lessons from the Front Lines. The PowerPoint addressed a number of strategic plan questions and issues about Morgan with the students including What is Morgan's (i.e., the institution's) mission? What are the core values? What does the data (i.e., institutional research) tell us who we are? What does a SWOT (strengths, weaknesses, opportunities, threats) analysis reveal about us? Who are our peers? Who are we? What is it that we "say" we do? What is it that "in fact" we do? What is/are the most important thing(s) (i.e., values) that define us (i.e., without which would not be true to MSU)? In 5 or 10 years (i.e., the length of your strategic plan) will the answers to these questions be sufficient?

March 25, 2011 – Meeting with Ayers & Associates
The Chair of the Strategic Plan Steering Committee, Maurice C. Taylor, and President David Wilson met with the principle consultant for the strategic plan, George Ayers of Ayers and Associates, Inc. at the Gaylord Hotel at the National Harbor. The meeting focused on a review of the Scope of Work for the consultants and an update on strategic planning activities to date. In consideration of the path forward, Drs. Taylor, Wilson, and Ayers discussed plans for a Steering Committee Retreat to develop new mission, vision, and value Statements and to reach consensus on the strategic plan's goals and objectives. They also discussed prospective town halls briefings on the strategic plan with University constituencies.

April 18, 2011 – Strategic Plan Steering Committee Retreat
The Strategic Plan Steering Committee met at the Radisson Cross Keys Hotel on Friday, April 8, 20011, for an all day retreat to draft Morgan State University's next great mission and vision statements.   Comprised of twenty-one members including representatives from the Board of Regents, faculty, undergraduate students, graduate students, alumni, deans, vice presidents, community and business leaders, the Steering Committee was guided in its deliberations by the consulting firm of Ayers & Associates, Inc.   The Steering Committee is working diligently to submit to the Board of Regents, at the Regent's May meeting, a draft of new vision and mission statements and a set of strategic objectives for Morgan's 2011 – 2021 strategic plan.

April 20, 2011- Strategic Plan Steering Committee Meeting
The Strategic Plan Steering Committee met in the School of Graduate Studies on Wednesday, April 20, 20011, for a half day (9 am to 1 pm) meeting to follow up with the work begun at the retreat. In attendance were the faculty, staff, alumni, and student members of the Steering Committee. George Ayers of Ayers and Associates, Inc. was also in attendance.   The Steering Committee completed its work on drafting new vision and mission statements and reached consensus on the strategic plan's five goals.

April 29, 2011 – Conference Call
The Chair of the Board of Regents, Dallas Evans, President David Wilson, Strategic Plan Consultant, Dr. George Ayers of Ayers and Associates Inc. and the Chair of the Strategic Plan Steering Committee, Maurice C. Taylor held a conference call regarding the strategic plan and the Board of Regent's retreat scheduled for June 2-3, 2011. Mr. Evans inquired about review of the plan by institutional constituencies. Discussion then focused on the agenda for the Regents' retreat. Mr. Evans was briefed on plans for a May 5th review of the first draft of the strategic plan for the faculty and the University community. Dr. Taylor agreed that a second draft of the strategic plan to include recommendations from the May 5th meeting would be ready for review by Mr. Evans and Drs. Wilson and Ayers by Thursday, May 12th.

May 3, 2011 – Board of Regents' Meeting
President Wilson shares the first draft of *Growing the Future, Leading the World: the Strategic Plan for Morgan State University (2011 – 2021)*.with the Board of Regents. The Regents express concern about chapters and content missing from this draft of the plan.

May 5, 2011 – Faculty and University Community Briefing
Dr. Wilson facilitated a a briefing of the first draft of the strategic plan to a standing room filled session of primarily faculty members from 11 am to 12:30 pm in the Ruthe T. Sheffey Lecture Hall (CC 101). Dr. Wilson made opening remarks that framed the the context for the strategic plan and Dr. Taylor walked those in attendance through the work of the Steering Committee including the development of the new vision and mission statements and the five broad goals of the plan. The faculty and others in attendance offered comments on what they appreciated about the strategic plan process and the plan's initial draft as well they offered numerous recommendations on improving the plan. Following the May 5th briefing, Dr. Taylor received numerous written comments and recommendations.

May 20, 2011 – Publication in the Spokesman
The article, *Strategic Planning, MSU and You*, written by the Chair of the Strategic Plan Steering Committee is published on page 4 of the student newspaper, The Spokesman. The article discusses the work of the Steering Committee, identifies the strategic plan's five broad goals and encourages readers to review the draft of the plan that appears on the strategic plan web site, The article also invites students to imagine that they are "president of Morgan for a day" and invites them to answer a series of questions and to forward their responses to Dr. Taylor.

June 2 – 3, 2011 – Board of Regents Retreat
During the course of their two day retreat, the Regents were fully and actively engaged in reviewing the most current a draft of the strategic plan including revisions recommended by the faculty at the May 5th briefing. The Regents carefully examined the proposed vision and mission statements and

offered substantive observations regarding future directions for Morgan State University, the array of programs and services to be offered, and the growth in number and mix of students expected to enroll over the next ten years. The Regents gave extensive attention to identifying and defining Morgan's core values. They also reviewed strengths, weaknesses, opportunities, and threats that hold implications for achieving the strategic plan's goals and strategic initiatives.   The Regents recommended a careful assessment of the budgetary implications for each of the plan's five goals be completed prior to their receipt of a final draft of "*Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011 – 2021.*"

August 2, 2011 – Approval by Board of Regents
Following Dr. Wilson's overview of the strategic plan at the public session of the Board of Regents' meeting, the Regents unanimously approved ***Growing the Future, Leading the World: the Strategic Plan for Morgan State University, 2011 -2021***. The Regents thanked the Strategic Planning Steering Committee and the Morgan State University faculty, staff, students, and alumni for their respective contributions to the development of the strategic plan.