Department of Advanced Studies, Leadership and Policy

PhD Student Handbook

2024-2025 Academic Year

TABLE OF CONTENTS

THE DEPARTMENT 4

Vision Statement 4

Mission Statement 4

OVERVIEW OF THE PHD IN EDUCATION 5

PhD Program Objectives 5

General Requirements 5
- Core (27 credits) 5
- Research (15 Credits) * 6
- Dissertation (3 credits) 6
- Concentrations (27 credits) 6
  - Assessment, Evaluation, and Research Concentration 6
  - Community College Specialization Concentration 6
  - Comparative and International Education Concentration 6
  - Higher Education Concentration 7
  - Mathematics Education Concentration 7
  - Science Education Concentration 7
  - Urban Educational Leadership Concentration 7

Sample Plan of Study Sequence (Full-Time) 8

Sample Plan of Study Sequence (Part-Time) 9

Timeline/path through the program 10

PROGRAM POLICIES 11

Admissions Policies 11

Low and High Residency Options 11
- Students in good standing 11
- Formal Leave of Absence 11

Classroom Policies 12
- Norms for all DASLP Zoom synchronous sessions 12

Technology 12

C Grade Policy 12

Residency Weekends 12

PATHWAY TO COMPLETION **14**

First-year Review **14**

Comprehensive exams **15**

Candidacy **17**

Dissertation Committee **17**

Dissertation **18**
Option 1: Three-article Dissertation 18
Format for Proposal Document for three article-dissertation. 18
Option 2: Five-Chapter Dissertation 18
Format for Proposal Document for 5-chapter dissertation 19

PROGRAM TIME LIMITS **19**

Comprehensive Exam **19**

Proposal Defense **19**

Completion of Degree **19**

DISMISSAL FROM THE PROGRAM **20**

RELEVANT UNIVERSITY POLICIES **20**

DEPARTMENT FACULTY **22**

The Department

The Department of Advanced Studies, Leadership, and Policy (DASLP) is the School of Education and Urban Studies premier department committed to excellence in graduate education. We are committed to Morgan State University's mission of excellence in teaching and research and to addressing the needs of Baltimore and other urban environments. The department is committed to providing transformational learning experiences through coursework, research, and practicums that prepare students for leadership roles as at all levels of education. We strive to nurture an active community of scholars and practitioners and provide numerous opportunities for personal and professional growth. Faculty and students engage in collaborative research and regularly present papers at academic conferences.

For the past several years, the DASLP has produced the largest number of doctoral graduates in the University. The department houses five doctoral and four master's programs: the PhD in Education, Ed.D. in Urban Education Leadership, the Ed.D. in Community College Leadership, the Ed.D. in Mathematics Education, the Ed.D. in Science Education, and the M.A. in Higher Education Administration, the M.S. in Mathematics Education, the M.S. in Science Education. and the M.Ed. in Community College Administration and Instruction. The specific focus of all these programs is the urban context, a fact that is evident in the content of departmental courses and its research agenda, which seeks to inform policy and practice in urban educational systems.

Vision Statement

A premier graduate department of education that cultivates equity-oriented transformative leaders and scholars.

Mission Statement

The department honors and cultivates the transformation of education by:

- Centering Black Education, Black students and Black communities
- Using equity-oriented teaching, research, leadership, and service.
- Preparing leaders, scholars, and practitioners through involvement in high-quality teaching, research, and policy analysis in the public, private, and educational sectors.
- Promoting the use of research-informed contextualized practices.
- Fostering an environment of collaboration amongst all academic programs in the department.
- Supporting transformative community engagement.

Overview of the PhD in Education

The Ph.D. in Education equips students to systematically examine the theoretical and practical challenges evident across the P-20 educational pipeline to address the issue of inequity. The degree program will prepare individuals for careers in academia, research, and policy centers, as well as for high-level administration and curricular positions at educational institutions and agencies.

The program offers seven concentrations:

- Assessment, Evaluation, and Research
- Community College Leadership
- Comparative and International Education
- Higher Education Leadership
- Mathematics Education
- Science Education
- Urban Educational Leadership

PhD Program Objectives

The educational objectives for the PhD in Education are the following:

- To advance research on inequity issues within the full P-20 educational pipeline.
- To prepare students to use original and existing research to transform educational practice.
- To equip future educational researchers with innovative teaching experience and cutting-edge transdisciplinary research experience to become attractive job candidates on the academic market.
- To prepare candidates to create a collaborative learning community that integrates all the various educational contexts.
- To prepare candidates to be critical thinkers who focus on leadership, policy, ethics, and social justice.

General Requirements

Candidates for the PhD in Education degree must complete a minimum of 54 academic credit hours, pass the comprehensive exam, and submit and successfully defend a research-based dissertation**.** All students in the program will be expected to complete academic core and research courses of 27 credits and concentration courses of 27 credits.

Core (27 credits)

Academic Core (9 Credits)
ASLP 600 Introduction to Doctoral Studies and Academic Writing (3)
ASLP 640 Race and Public Policy in Education (3)
ASLP 642 Equity and Social Justice in Education (3)

Research (15 Credits) *
ASLP 620 Introduction to Educational Research (3)
ASLP 700 Methods of Inquiry (3)
ASLP 710 Quantitative Research Methods (3)
ASLP 712 Qualitative Research Methods (3)
*Students will be expected to complete an additional 3 credits of advanced research electives related to their chosen methodology.

Dissertation (3 credits)
ASLP 997/998 (3)

Concentrations (27 credits)

Assessment, Evaluation, and Research Concentration
PSYM 620 Principles and Methods of Program Evaluation (3)
PSYM 670 General Linear Models (3)
PSYM 730 Assessment Design (3)
PSYM 750 Test Equating, Scaling, and Linking (3)
PSYM 810 Pro-Seminar in Selected Topics in Advanced Psychometrics (3)
Students will be expected to complete an additional 12 credits as approved by the advisor.

Community College Specialization Concentration
EDHE 600 The American Community College (3)
EDHE 615 The Community College Presidency (3)
EDHE 623 Workforce Development and Community/Industry Partnerships (3)
EDHE 702 Strategic Planning, Finances, and Marketing (3)
EDHE 704 Community College Leadership and Governance (3)
EDHE 706 Teaching and Learning in Community Colleges (3)
EDHE 708 Student Success in Community Colleges (3)
EDHE 710 Economic Impact and Community Colleges (3)
RDHE 727 Legal Aspects of Higher Education (3)

Comparative and International Education Concentration
RDHE 710 Introduction to International, Comparative/Global Education (3)
RDHE 712 Cross-Cultural Competence and International Education (3)
RDHE 715 Global Student Mobility Perspectives in Higher Education (3)
RDHE 727 Legal Aspects of Higher Education (3)
RDHE 754 Higher Education Politics and Policy Analyses (3)
Students will be expected to complete an additional 12 credits as approved by the advisor.

Higher Education Concentration
RDHE 702 Historical Foundations of Higher Education (3)
RDHE 707 Finance and Budgeting in Higher Education (3)
RDHE 722 Organizational Theory in Higher Education (3)
RDHE 727 Legal Aspects of Higher Education (3)
RDHE 731 Governance and Administration in Higher Education (3)
RDHE 754 Higher Education Politics and Policy Analyses (3)
RDHE 763 Leadership in Higher Education (3)
Students will be expected to complete an additional 6 credits as approved by the advisor.

Mathematics Education Concentration
EDMA 620 History, Philosophy and Sociology of Mathematics Education (3)
EDMA 621 History, Development, and Evaluation of Mathematics Curriculum (3)
EDMA 635 Mathematics Curriculum in Schools (3)
EDSM 625 Cognition and Assessment in Mathematics & Science Education (3)
EDSM 633 Instructional Technology in STEM education (3)
EDSM 745 Research Apprenticeship (3)
Students will be expected to complete an additional 9 credits as approved by the advisor.

Science Education Concentration
EDSC 620 History, Philosophy and Sociology of Science Education (3)
EDSC 621 History, Development, and Evaluation of Science Curriculum (3)
EDSC 635 Science Curriculum in Schools (3)
EDSM 625 Cognition and Assessment in Mathematics & Science Education (3)
EDSM 633 Instructional Technology in STEM education (3)
EDSM 745 Research Apprenticeship (3)
Students will be expected to complete an additional 9 credits as approved by the advisor.

Urban Educational Leadership Concentration
EDPL 702 Theories, Practices, and Contemporary Issues in Urban Education (3)
EDPL 703 Education and Society (3)
EDPL 704 Educational Economics and Finances
EDPL 801 Policy and Politics in Education (3)
EDPL 802 Seminar in Administration and Social Policy (3)
EDPL 804 Social Policy and Futurism (3)
Students will be expected to complete an additional 9 credits as approved by the advisor.

Sample Plan of Study Sequence (Full-Time)

Year 1: Transition Stage

Fall Year 1: 9 Credits

ASLP 600 Introduction to Doctoral Studies and Academic Writing (3)

ASLP 620 Introduction to Educational Research (3)

Concentration course (3)

Spring Year 1: 9 Credits

ASLP 640 Race and Public Policy in Education (3)

ASLP 700 Modes of Inquiry (3)

Concentration course (3)

Summer Year 1: 3 Credits

Concentration course (3)

First Year Review

Year 2: Development Stage

Fall Year 2: 9 Credits

ASLP 642 Equity and Social Justice in Education (3)

ASLP 710 Quantitative Research Methods (3)

Concentration course (3)

Spring Year 2: 9 Credits

ASLP 712 Introduction to Qualitative Research (3)

Concentration course (3)

Concentration course (3)

Summer Year 2:

Concentration course (3)

Comprehensive Examination

Year 3 & Beyond: Research Stage

Fall Year 3: 9 Credits

Concentration course (3)

Concentration course (3)

ELECTIVE Advanced Research Elective (3)

Spring Year 3 & Beyond

ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

Sample Plan of Study Sequence (Part-Time)

Year 1: Transition Stage

Fall Year 1: 6 Credits

ASLP 600 Introduction to Doctoral Studies and Academic Writing (3)

ASLP 620 Introduction to Educational Research (3)

Spring Year 1: 6 Credits

ASLP 640 Race and Public Policy in Education (3)

ASLP 700 Modes of Inquiry (3)

Summer Year 1: 6 Credits

Concentration course (3)

Concentration course (3)/**First-Year Review**

Year 2: Development Stage

Fall Year 2: 6 Credits

ASLP 642 Equity and Social Justice in Education (3)

ASLP 710 Quantitative Data Analysis (3)

Spring Year 2: 6 Credits

ASLP 712 Introduction to Qualitative Research (3)

Concentration course (3)

Summer Year 2: 6 Credits

Concentration course (3)

Concentration course (3)

Year 3: Development Stage

Fall Year 3: 6 Credits

Concentration course (3)

ELECTIVE Advanced Research Elective (3)

Spring Year 3: 6 Credits

Concentration course (3)

Concentration course (3)

Summer Year 3:

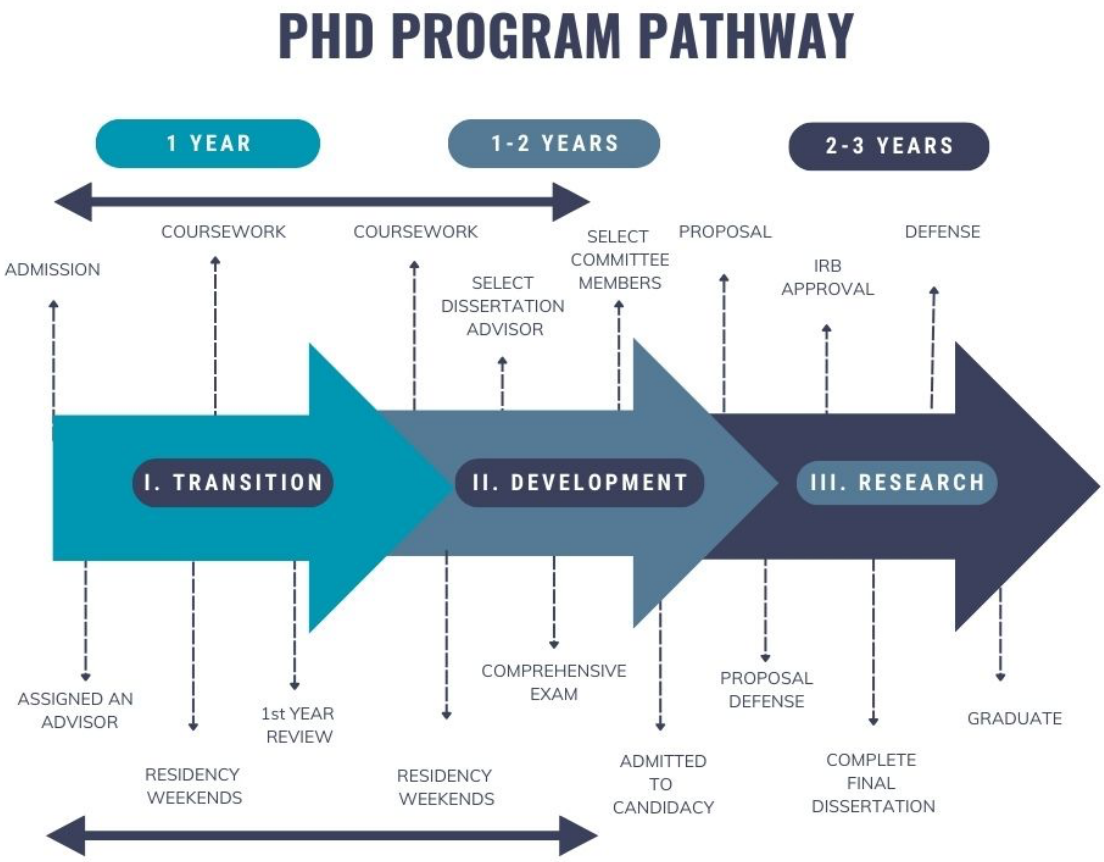
Concentration course (3)

Comprehensive Exams

Year 4: Research Stage

ASLP 997/998 Dissertation Guidance / Dissertation Defense (3/9)*

Timeline/path through the program



Program Policies

All PhD students are subject to the academic regulations of the School of Graduate Studies and School of Education Urban Studies (SEUS), and the Department of Advanced Leadership and Studies (DASLP). Students may expect to obtain a degree in accordance with the requirements set forth under regulations in force at the time they enter the University or under subsequent regulations published in the most recent catalog (i.e., current) catalog.

Admissions Policies

Students apply and are admitted into a concentration within the program. Students who wish to switch concentrations after admission will need to apply and be admitted into the new concentration. Each concentration may set its own admission policies. Admission into the program usually requires an interview by an admissions committee.

Low and High Residency Options

Students in concentration areas that offer both the High and Low Residency option will be required to select their delivery mode upon admission into the program. Students who wish to switch their delivery option will need to make a formal request to the program direction with an acceptable reason.

Students in good standing

Students must remain in good standing at Morgan, which requires enrollment in 18 credits over 2-3 semesters. Students who do not obtain a formal leave of absence and do not remain in good standing will be de-matriculated from the program after a year of absence. Students who are de-matriculated from the program may seek readmission within a year of the formal de-matriculation.

Formal Leave of Absence

Students who are unable to maintain good standing must request a leave of absence from the Graduate School. Students must provide their program director with a justification to initiate the leave. Once approved, the leave of absence will be for one calendar year, and students will be required to reapply for the leave or reenroll in courses every year. Students may choose to withdraw from all their courses for a given semester when seeking a leave of absence.

Classroom Policies

Students are expected to read carefully and thoroughly the entire syllabus for each class. Students are expected to participate in all classes and follow faculty member policies as detailed on the syllabus.

Norms for all DASLP Zoom synchronous sessions

- Students should turn on their video camera throughout class except for prior permission from the faculty member
- Students should endeavor to be in a location/space conducive to learning
- Students should endeavor to use the video background feature to obscure anything that may be a distraction to other students
- Students must be equipped to engage in class discussion

Technology

All students are required to have regular access to an MSU e-mail account and check it regularly. All communications from the program, department, or institution will be sent to the Morgan email account. Students taking online classes are required to have access to a computer with stable connection to high-speed internet and Canvas. Students must learn how to navigate the Canvas system early on and become familiar with the menus and tabs that lead to various levels of the course: announcements, calendars, modules, discussion board, grade book, and other tabs on the course menu in Canvas.

C Grade Policy

All students are required to pass each course with a grade of B or better. Courses for which a student has earned a C must be retaken immediately upon availability of the course. A student only has one attempt to remedy a "C" grade.

Students will not be allowed to take the comprehensive exam or attain candidacy until such courses have been re-taken and a grade of B or better has been earned. Any student who receives more than 3 "Cs" will be dismissed from the program.

Residency Weekends

Required residency weekends are embedded in the Ph.D. program as a central part of the intensive, cohort-based model. Doctoral work can be a challenging process, but building peer structure helps students succeed. Residency weekends will help students get to know faculty and fellow cohort members and foster the development of their doctoral identity. They will occur once each semester for students who have not attained candidacy, and the dates will be set and distributed during orientation.

- The mandatory residency weekends will be a full-day Friday, a full-day Saturday, and a half-day Sunday for one weekend per semester.
- Attendance is required at all residency weekends.
- With prior notice and an approved excuse, students may miss only ***one*** residency weekend, and they must arrange with their advisor to make up for the missed work.

Note: Neither the program nor the University will provide transportation, lodging, or meals, but a list of hotel and dining options will be provided.

Residency weekends will remain an option for students during the dissertation phase, although they are no longer mandatory. Students will continue to be able to attend workshops dedicated to the research and writing process alongside cohort members to support them as they complete their dissertations.

Pathway to Completion

First-year Review

Upon completing their first year in the doctoral program, Ph.D. students must complete the first-year review process. The review will focus on ensuring that students are progressing in their ability to generate new knowledge, contribute to equity and social justice-centered change in the field, and make timely progress toward the degree. A committee of DASLP faculty conducts the review process, and the meeting occurs in August as students begin their second year of doctoral work. In each category, students are evaluated regarding their *potential* to ultimately be competent in the specified areas upon completion of the Ph.D. program:

1) Program Fit
    a) Faculty-student relationships – alignment in research interests and potential for mentorship
    b) Concentration – clear fit with specified concentration
    c) Ph.D. Program – alignment in terms of career goals, DASLP/SEUS mission and vision
2) Communication
    a) Class discussions – active participation, relevant arguments, thoughtful contributions, and meaningful ideas
    b) Writing – clear, concise, and articulate; strong mechanics; academic tone.
    c) Presentations – communicates ideas effectively and clearly in an oral fashion; grasps material and has the ability to field questions and critiques.
    d) Performance – grades and responsiveness to feedback
3) Academic Stewardship
    a) Deliverables – productive, timely, and curious about conversations in the field
    b) Autonomy – self-directed and resourceful
    c) Work ethic – balances demands of myriad aspects of academic life and challenges in ways conducive to growth and development
4) Research
    a) Interests – able to define topics into a program of study and a research agenda, particularly with some sense of how the dissertation project will progress
    b) Research skills – able to identify gaps in the literature, present clear theses, think with theories and concepts, use evidence to support arguments, aptitude for research methods (e.g., qualitative, quantitative, mixed, interviews, surveys, etc.)

By **July 1st** of the end of the first year, students must submit the following to a named department administrator:

- A 10-15 (double-spaced) page sample of written work (e.g., revised class paper from the first year, research proposal, conference paper, manuscript for publication);
- A 1–2-page (single-spaced) reflection of their first year in the program, ideally identifying overall reflections about progress, strengths and areas for improvement in the next academic year and beyond, and some broad discussion about some of the categories mentioned above. Reflections should also include one or two specific goals for the next academic year.

The committee will also review students' first-year transcripts and faculty's evaluations of first-year student progress.

Outcomes will be assessed through analyses of the above indicators and by locating the individual student in one of three possible categories:

- Outstanding progress
- Satisfactory progress
- Unsatisfactory progress

The outcome of the first-year review will be recorded and shared with the student's advisor, along with a letter outlining what the committee discussed and feedback/recommendations the committee wishes to share with the student. Any questions, comments, or concerns should be addressed to the student's advisor, and if issues arise or more clarification is needed, the advisor shall communicate with the committee.

In that case, of a student not making progress, the student, in consultation with faculty, will develop a plan that specifies 1) the requirements the student failed to achieve, 2) the specific progress expected, and 3) the expected completion dates for compliance with the plan. In this case, the student must indicate agreement (through a signed document) to all conditions and acknowledge that the student understands the consequences of not making satisfactory progress. The committee will review students' progress in the program after the second year in the program. If it is deemed that the student is still making unsatisfactory progress, the committee may recommend that the student discontinue the program. If such a decision is made, the committee will communicate it to the advisor, and the advisor will discuss the decision with the student and make appropriate arrangements.

Comprehensive exams

The purpose of the comprehensive exam process is to assess the student's knowledge of the area(s) of specialization and familiarity with the published research in the field and to determine the extent to which students possess the critical and analytical skills necessary to carry out dissertation research.

Each concentration will have additional guidelines governing the examination process. Faculty members affiliated with the concentration will set the written exam questions. Students must identify a first reader (a tenure-stream faculty in the department who will likely serve as their dissertation chair). In consultation with the program director, the first reader will assign a second reader (another faculty member within SEUS who they hope will be part of their dissertation committee). A third reader may be assigned if necessary.

Students will have six weeks to complete their comprehensive qualifying exams (42 days, including weekends). The exam must be completed during January, May, or August, meaning the student must at least start writing between the first day and the last day of the month. The text of a student's responses to the questions (excluding reference lists) may not exceed 35 pages (double-spaced, 1-inch margins, 12pt Times New Roman, and most recent APA conventions). However, different concentrations may have different expectations (e.g., number of sources, page range, number and nature of questions). Please consult the program director of your respective concentration for the most accurate and up-to-date information.

The readers, together, will evaluate the exam and indicate whether the exam is an:

- Unconditional pass
    - An "unconditional pass" means the student's exam requires little to no edits. The edits in an "unconditional pass" exam are more grammatical if any at all. Edits do not need to be resubmitted to the first reader/chair. Students will be advised of eligibility to prepare and submit their dissertation proposal.
- Conditional pass
    - A "conditional pass" means that revisions are more major than minor and require that students resubmit to the satisfaction of the first reader/chair within 30 days of the decision's rendering. A decision on whether the student can proceed with preparing and submitting the dissertation proposal is contingent upon successful revision.
- Fail
    - A "fail" means that the student needs to repeat the entire exam at the discretion of the readers. Only one retake is permitted. Retakes can only occur in the identified timeline. If a "fail" decision is rendered, the readers may strongly recommend additional courses to take, courses to retake, or material to read before redoing the exam.

The exam outcome will be communicated to the student within three weeks from the date the exam is submitted.

Students must apply to take the comprehensive exam at least **30 days before the identified timeline begins** (e.g., if you desire to write in January, your application must be submitted by December 1). The application requires students to outline their research topic to their first reader and the program director. To be approved to take the exam, the student must have completed 45 credits, including the three core courses (ASLP 600, ASLP 640, and ASLP 642) and the four research courses (ASLP 620, ASLP 700, ASLP 710, and ASLP 712) and required courses in the area of concentration. To continue in the program, the student must have taken and passed their comprehensive exam by the end of their fourth academic year.

Students cannot receive external assistance from their peers, editors, writing coaches, etc. All exams will be run through a plagiarism checker.

Candidacy

The program director will certify a student for admission to candidacy after the student has completed all their coursework and passed their comprehensive examination. A request to be admitted to candidacy form will need to **be initiated by the student once** they have met the requirements and will need to be signed off by the dissertation chair, program director, and department chair. Students will need to be admitted into candidacy before they can register for ASLP 997.

Dissertation Committee

A student's dissertation committee should consist of three to four members and have must include these roles.

- ***Chair (Research active SEUS faculty member):*** Research active is defined as a faculty member actively publishing/presenting in the field or regularly supervising doctoral dissertations.
- ***Methodology expert:*** A terminal degree holder with expertise in the methods proposed to be utilized by the candidate.
- ***Content expert:*** A terminal degree holder with expertise in the candidate's proposed topic.

These three roles must be present on the committee; one person may serve in all three roles. Only one member of the committee may be from outside Morgan State University and must be approved by the program director.

Dissertation

Students have two options to meet the final requirement of the program.

Option 1: Three-article Dissertation

The three-article dissertation format is an alternative to the traditional dissertation format and consists of three publishable quality articles that form a cohesive body of work. This format offers the opportunity for students to publish their research before graduation and is a good fit for those wishing to pursue an academic career in higher education. The dissertation is expected to include three stand-alone articles of publishable quality with a recommended breakdown:

• Front Matter to include:
a. Cover page
b. Copyright information
c. Abstract (synthesizing three articles and work as a whole)
d. Table of Contents
e. List of Tables (if applicable)
f. List of Figures (if applicable)
• All Three Articles to include:
a. Subsections of article (Introduction, Review of Literature, Method, Results, Conclusion)
b. Reference List particular to the article
• Back Matter, to include:
a. References
b. Appendices
c. Vita

Format for Proposal Document for three article-dissertation.

For the proposal, students will complete an

- Abstract for each article.
- Introduction chapter including:
    - A clear gap statement built on the literature for each proposed article.
    - Purpose statement and research question (s) for each article.
- Methods outlined for each article.

Option 2: Five-Chapter Dissertation

The traditional dissertation is usually organized into five chapters consisting of the following:
• Front Matter:
a. Cover page
b. Copyright information
c. Abstract (synthesizing three articles and work as a whole)

d. Table of Contents
e. List of Tables (if applicable)
f. List of Figures (if applicable)
• Dissertation Body:
Chapter I: Introduction
Chapter II: Review of Literature
Chapter III: Methodology
Chapter IV: Results
Chapter V: Discussion)
• Back Matter, to include:
a. References
b. Appendices
c. Vita

Format for Proposal Document for 5-chapter dissertation.
For the proposal, students will complete an
Chapter I: Introduction
Chapter II: Review of Literature
Chapter III: Methodology

Program Time Limits

Comprehensive Exam

Students must take and pass the comprehensive examination within four years of enrollment in the program as determined by the completion of their first course in the program. Students who do not meet this deadline and wish to continue in the program will need to submit an appeal to the program director and department chair detailing an explanation and a clear timeline to complete the exam. The program director and department chair need to approve the student to continue in the program. A clear deadline will be provided to the student to meet the requirements. Students will be only granted one appeal.

Proposal Defense

Students must complete their proposal document and pass their proposal defense within two years of being admitted to candidacy. A student who does not meet this deadline and who wishes to continue in the program will need to submit an appeal to the program director and department chair detailing an explanation and a clear timeline to pass their proposal defense. The program director and department chair need to approve the student to continue in the program. A clear deadline will be provided to the student to pass the exam. Students will be only granted one appeal.

Completion of Degree

Per the Graduate School policy, students must complete their doctoral degree within seven years of starting the program. A student who does not meet this deadline will need to appeal to the Graduate School for an extension.

Dismissal from the Program

- Students may be dismissed from the program if they fail the comprehensive examination and do not retake it by the end of the following year or do so and fail the second time.
- Students may be dismissed from the program for egregious violations of the student code of conduct.
- Students may be dismissed from the program if they fail to make satisfactory progress toward completing their degree. The following are examples of conditions that usually indicate a lack of satisfactory academic progress:
    - Not meeting the "C" grade policy.
    - A grade point average below 3.0 for one academic semester.
    - Failure to participate in required residency weekends.
    - Failure to complete assistantships satisfactorily.
    - Failure to meet the qualifying requirements and take the Comprehensive Examination when required.
    - Failure to pass the Comprehensive Examination within four years of enrolling in the program.
    - Failure to submit a dissertation proposal within two years after attaining candidacy.
    - Exceed the time limit for completing the program (seven years from the date of first enrollment. However, the time limit will not apply to students who may have consistently applied and received extensions (e.g., leave of absence).

When students are considered eligible for dismissal because of a lack of progress, they are warned in writing of the faculty's concerns and given a one-semester probationary period to correct their deficiencies. The warning may specify particular concerns that must be corrected to avoid dismissal. If the student fails to remedy the lack of progress by the end of the probationary period, the student will be dismissed from the program. This decision will be communicated to the School of Graduate Studies for implementation.

Relevant University Policies

The following university-wide policies govern a student's time at the institution.

- Academic Integrity Policy https://www.morgan.edu/board-of-regents/policies-and-procedures/a-1-academic-integrity
- Acceptable Use of Information Technology Resources https://www.morgan.edu/board-of-regents/policies-and-procedures/c-1-it-acceptable-use

- Class Attendance Policy https://www.morgan.edu/board-of-regents/policies-and-procedures/c-3-class-attendance-policy
- Incomplete Grade (I) Policy https://www.morgan.edu/board-of-regents/policies-and-procedures/grading-policy-of-i
- Graduation/Diploma Policy https://www.morgan.edu/board-of-regents/policies-and-procedures/graduation/diploma-policy
- Human Subjects Protection Policy https://www.morgan.edu/board-of-regents/policies-and-procedures/human-subjects-protection
- Misconduct in Academic Research Policy https://www.morgan.edu/board-of-regents/policies-and-procedures/human-subjects-protection
- Student Conduct https://www.morgan.edu/board-of-regents/policies-and-procedures/s-7-code-of-student-conduct

DEPARTMENT FACULTY

DASLP Faculty Outline									
Name and Title	**Program**	**Started at Morgan**	**Degrees**	**Research Interests**	**Methodological Expertise**	**Last Publication**	**Courses taught**	**Chair dissertations (Fall 2024)**	**Serve on committees (Fall 2024)**
Frimpomaa Ampaw Chair and Professor	Higher Education	January 2022	B.A. Economics and Computer Science, University of Ghana, Legon M.A. Applied Economics, Northeastern University M.S. Economics, University of North Carolina, Chapel Hill Ed.D. Higher Education Administration, North Carolina State University	Labor Market Economics; Persistence and Retention in Higher Education; Race and Gender in STEM Education; Higher Education Finance;	Quantitative	Ampaw, F., Williams, S*., Duke, S*., & Hornak, A., (2024). Rurality and Resources: Influence of High School and Individual Characteristics on Postsecondary Participation. Theory & Practice in Rural Education 14 (1). 99-126 https://doi.org/10.3776/tpre.2024.v14n1p99-126 Ampaw, F., Drevon, J*., Rossman, D*., Williams, S*., & Evans, Z*. (2023). The Relationship between Pre-College Attributes and First-Year Students' Involvement in Cocurricular Activities. Journal of The First-Year Experience & Students in Transition, 35(1), 47-67.	Higher Education Finance; Quantitative Methods	Limited	Limited
Rhonda Baylor Assistant Professor	Urban Education	October 2019	B.S. Business Administration, Morgan State University MBA, University of Baltimore Ed.M. Higher Education, Harvard University Ph.D. Educational Psychology, Howard University	Teaching and Learning in Higher Education Racism and Educational experiences of Black Students	Quantitative	Baylor, R.E. (2022). How to Increase Publication Opportunities Early for Black Doctoral Students. Baylor, R.E. and Middleton, K.V., (2021). Strengthening the academy: Examining the scholarly productivity of Black Ph.D. students. Journal of Negro Education. 90 (4), 472- 482.	Introduction to Research, Quantitative Methods in Education Research, Qualitative Methods in Education, Research	Limited	Limited
Bryant Best Assistant Professor	Urban Education	August 2024	B.A. African American Studies, University of North Carolina at Chapel Hill B.A. Psychology, University of North Carolina at Chapel Hill M.A. Sociology (Race, Class, & Gender Specialization), University of Maryalnd, College Park Ph.D. Education (Justice & Diversity), Vanderbilt University	School-to-prison pipeline; community asset mapping; hip-hop education; gaming; sports	Qualitative	Best, B.O. & Milner, H.R. (2023). Too much talking, not enough listening: the racial contract made manifest in a mixed-race focus group interview. *Race Ethnicity and Education, 26*(4), PP. 516-532. DOI: 10.1080/13613324.2023.2207984.	Urban Education: Theory, Research, & Practice (Vanderbilt University)	Ineligible	Ineligible
Krishna Bista Professor	Community College Leadership		B.A./B.Ed. English, Sociology, & Education, Tribhuvan University M.A. English Language & Literature, Tribhuvan University M.S. Adult Education & English, Troy University Ed.S. Community College Teaching & Administration, Arkansas State University Ed.D. Educational Leadership /Higher Education, Arkansas State University	Global student mobility International/comparative education Doctoral student experiences Technology in higher education Online teaching and learning	Mixed methods	Bista, K., & Pinder, A. L. (2022). Reimagining internationalization and international initiatives at historically Black colleges and universities. Palgrave McMillan. Roy, C., Bista, K., & Allen, R. (2022). Online teaching and learning in higher education during COVID-19: International perspectives and experiences. Routledge.	Research Methods, Community College Planning and Management, Technology in Higher Education	Not accepting	Limited
Shondricka Burrell Assistant Professor	Science Education	August 2022	B.A. Geology, Spanish, Franklin & Marshall College M.A. Geology, Miami University M.Ed. Curriculum and Teacher Leadership, Miami University Ph.D. Science Education, Temple University	Geoscience/ Earth science education Transformative science learning experiences Place-based experiential science learning Environmental justice and equity-oriented science education		Burrell, S. (2022). A Self-Study in PreK-4 Science Teacher Preparation: Supporting Teacher Candidates' Professional Development and Critical Consciousness Using Science as the Context. In Self-Studies in Urban Teacher Education: Preparing US Teachers to Advance Equity and Social Justice (pp. 115-132). Singapore: Springer Nature Singapore. Jones, T. R., & Burrell, S. (2022). Present in class yet absent in science: The individual and societal impact of inequitable science instruction and challenge to improve science instruction. Science Education, 106(5), 1032-1053.	ASLL 601: Learning Theory EDSC 621 Planning, Developing, and Evaluating the Science Curriculum EDMA 651: Special topics in math education EDSC 651: Special topics in science education EDSC 620 - History, Philosophy, and Sociology of Science	Eligible	Eligible

DASLP Faculty Outline									
Name and Title	**Program**	**Started at Morgan**	**Degrees**	**Research Interests**	**Methodological Expertise**	**Last Publication**	**Courses taught**	**Chair dissertations (Fall 2024)**	**Serve on committees (Fall 2024)**
Virginia Byrne Associate Professor	Higher Education	August 2020	B.S. Business Administration and Marketing, University of Illinois, Urbana-Champaign M.S., Florida State University, Higher Education and Student Affairs Grad. Cert., UMBC, Instructional Systems Design Ph.D. Teaching and Learning, Policy and Leadership, University of Maryland, College Park,	- Online teaching, distance education, and technology-enhanced learning environments - Technology & AI in education & the lives of young people - Cyberbullying and online harassment on college campuses	Mixed methods, survey design & development, psychometrics	Byrne, V. L., Hollingsworth, J., & Kumar, P. C. (2023). Navigating tensions between protecting students from online harassment and respecting their privacy. British Journal of Technology, 1-17. doi.org/10.1111/bjet.13377 Byrne, V. L., Ketelhut, D. K., Moncrieffe, K., & Randolph, B. (2023). Evaluating online teaching self-efficacy and effectiveness in public PK12 teachers. Journal on Online Learning Research (JOLR), 9(1), 39-56. https://www.learntechlib.org/primary/p/221251 Hollingsworth, J. & Byrne, V. L (2022). "Minding my business": Understanding HBCU undergraduate Black women's responses to online harassment scenarios. Journal of Trauma Studies in Education, 1(2),4-24. doi.org/10.32674/jtse.v1i2.4818	Contemporary College Students, Student Affairs Administration in Higher Education, Practicum & Internship Supervision, Mixed Methods/Advanced Quantitative Methods, Student Development Theory, Counseling in Higher Education	Eligible	Eligible
Vanessa Dodo Seriki Associate Professor and Associate Dean	Science Education		B.A. Biology, Wittenberg University M.S. Curriculum and Instruction, Purdue University Ph.D. Science Education, Ohio State University	Culturally Relevant Pedagogy and Cultural Modeling in science education; the intersectionality of race, class, and gender in education; accessibility and equity in STEM education		Dodo Seriki, V. D., & McDonald, S. (2022). Structures of becoming: The who, what, and how of holistic science advising. Science Education. 106(5), 1318– 1328. https://doi.org/10.1002/sce.21730. Dodo Seriki, V. D., & Lewis, S*. (2022). With intentionality: Teaching science for social justice in public schools. In. T. Chapman and N. Hobbel (Eds.). Social Justice Pedagogy Across the Curriculum: The Practice of Freedom. (pp. 265-278). Routledge.	Science Methods (elementary) Graduate-level science and mathematics education courses	Limited	Limited
Myrtle Dorsey Professor of Practice	Community College Leadership		B.A. Spanish, minor in Russian Morgan State University M.S. Reading Specialist Morgan State University Ph.D. Educational Leadership with an emphasis in Community College Leadership University of Texas at Austin	Community college leadership, developmental education, and learning disabilities				Ineligible	Eligible
Roni Ellington Professor	Mathematics Education		B.S. Mathematics, Morgan State University M.S. Mathematics, Morgan State University Ph.D. Mathematics Education, University of Maryland	Experiences of high achieving mathematics students; STEM education, mathematics curriculum, instruction, and teacher professional development.		Welsh, B., Ellington, R., Shockley, K, & Prime, G. (in-press) The Making of Scholar Transformation Theory, Journal of Negro Education. Ellington, R. & Leonard, J. (2022) Professional development that fosters computational thinking and high-quality teaching for students of color. In Leonard et al. Fostering computational thinking among underrepresented students in STEM: Strategies for supporting racially equitable computing. New York: Routledge, p 110 - 132		Eligible	Eligible
Rona Frederick Associate Professor	Urban Education	August 2024	B.S. Psychology, Hampton University M.P.S. Cornell University, Ph.D. University of Maryland, College Park School of Education Curriculum, Instruction & Technology Department of Africana Studies Psychology	Culturally Responsive Practices; Best Practices in Leadership and Curriculum and Instruction	Qualitative Research	Frederick, R. & Shockley, K (2023). A Soul-Centered Approach to Educating Teachers: A Black Education Network (ABEN) Meyers Education Press.	Introduction to Educational Research	Eligible (Spring 2025)	Eligible

DASLP Faculty Outline									
Name and Title	**Program**	**Started at Morgan**	**Degrees**	**Research Interests**	**Methodological Expertise**	**Last Publication**	**Courses taught**	**Chair dissertations (Fall 2024)**	**Serve on committees (Fall 2024)**
Julio Fregoso Assistant Professor	Higher Education	August 2024	A.A., Language Arts & Communications, Mt. San Antonio College (Mt. SAC), CA A.A., Social & Behavioral Sciences, Mt. SAC, CA B.A., Sociology, Minor: International Migration Studies, University of California, San Diego (UCSD) M.S., Counseling: Student Development in Higher Education California State University, Long Beach (CSULB/LBSU) M.A., Education: Higher Education & Organizational Change University of California, Los Angeles (UCLA) Ph.D., Education: Higher Education & Organizational Change, UCLA	* Community College Transfer student retention, campus climate, undergraduate research experiences or work-based experiences * Campus Racial Climates * Critical Quantitaive Methods, expanding quantitative criticalism * community college issues / concerns * stem education	Quantitaive Methods (descriptive & Inferential) Critical Quantitative Methods Applied Educational Statistics RStudio	Fregoso, J. (2024). Beyond the Bootstraps Mentality: The Fallacy of Grit as a Measure of Success for Black and Latino Men in California Community Colleges. In A.M. Locks, D.F. Carter, & Rocio Mendoza (Eds.), Debunking the Grit Narrative in Higher Education. Routledge: Taylor & Francis.		Ineligible	Ineligible
Uttam Gaulee Professor	Community College Leadership		B.Ed. English and Economics, Tribhuvan University M.Ed., English Education, Tribhuvan University M.Ed., Student Affairs, University of Pittsburgh Ph.D., Higher Education Administration & Policy, University of Florida	Workforce development, entrepreneurship, institutional governance and effectiveness.		Owolabi, O., ... Gaulee, U., & Ladeji-Osias, J. (2024). Hands-on Learning Pedagogy in Teaching Concepts Relevant in the Analysis, Design, and Maintenance of Transportation Infrastructure Systems. *Transportation Research Record*, 03611981241242067.	EDHE 605- Community College Planning and Management	Limited	Eligible
Niah Grimes Assistant Professor	Higher Education	August 2022	B.A. Sociology, George Mason University M.A. Clinical Mental Health Counseling, Wake Forest University Ph.D. Education, University of Georgia	African spiritual methodology; mental health and student wellness; Dis/ability Justice; campus sexual violence; people with chronic pain illnesses on-campus; cyberviolence		Debunking the Grit Narrative in Higher Education. and Latino Men in California Community Colleges. In A.M. Locks, D.F. Carter, & Rocio Mendoza (Eds.), Routledge: Taylor & Francis.	ASLP 642 Equity, EDSR 624 Qual Research, RDHE 703 Diversity, RDHE 745 Student Development, RDHE 765 Counseling,	Eligible	Eligible
Christine Harrington Professor	Community College Leadership	August 2023	B.A. Psychology, The College of New Jersey, M.A., Counseling and Personnel Services, The College of New Jersey, Ph.D. Counseling Pscyhology, Lehigh University	Teaching and learning in higher education, first-year seminars, student engagement, and community college leadership	Mixed method program evaluation, experimental and quasi-experimental studies, descriptive studies, document analysis	Harrington, C. (Ed.) (2024). Creating culturally affirming and meaningful assignments: A practical resource for higher education faculty. Routledge. Harrington, C. (2024). How much assignment choice do students have? A descriptive study of syllabi. Currents in Teaching and Learning 15 (2), 6-15. https://webcdn.worcester.edu/currents-in-teaching-and-learning/wp-content/uploads/sites/65/2024/03/Currents15.2-Final.pdf Harrington, C. (2023). Is the syllabus passé? Student and faculty perceptions. Journal of Scholarship of Teaching and Learning, 23(4), 19-32. doi:10.14434/josotl.v23i4.34371. https://scholarworks.iu.edu/journals/index.php/josotl/article/view/34371/39744	The American Community College, Leadership and Administration in Community Colleges, Community College Planning and Management	Eligible	Eligible

DASLP Faculty Outline									
Name and Title	**Program**	**Started at Morgan**	**Degrees**	**Research Interests**	**Methodological Expertise**	**Last Publication**	**Courses taught**	**Chair dissertations (Fall 2024)**	**Serve on committees (Fall 2024)**
Jordan Harper Assistant Professor	Higher Education	August 2023	B.A. Individualized Study, UMBC Ph.D., Urban Education Policy (Higher Education), University of Southern California	Leadership; labor; organizational change; staff issues; faculty issues; student leadership development	Qualitative methods (Portraiture, interviews, focus groups, case study)	Carducci, R., Harper, J., & Kezar, A. (2024). Higher Education Leadership: Challenging Tradition and Forging Possibilities. JHU Press. Harper, J., & Saltmarsh, J. (2024). Pausing in pursuit of a new social contract between higher education and society. Change: The Magazine of Higher Learning, 56(2), 4–10. https://doi.org/10.1080/00091383.2024.2322907	Higher Ed Politics and Policy Analysis, Finance and Budgeting in Higher Ed, Governance and Administration in Higher Ed, Assessment and Evaluation in Student Affairs; Intro to Doc Studies	Ineligible	Eligible
Wilbur Hicks, Lecturer	Community College Leadership		A.A. Community College of Baltimore B.S. FIsk University M.A.T. Harvard University M.L.A. The Johns Hopkins University J.D. The University of Maryland School of Law	Higher Education Law, Politics and Law, Academic Freedom and Democracy, Student Development, Conflict Resolution		"The Organizational Ombudsman and the Cross-Cultural Experience." Bista, Newson-Hurst, Global Footprints in Higher Education	RDHE 727, Law of Higher Education; EDHE 607, Student Development; EDHE 601 Legal Aspects of Higher Education; EDHE 607 Professional Development	Not accepting	Eligible
Whitney Johnson Associate Professor	Mathematics Education		B.A. Mathematics, University of Delaware M.S. Mathematics, Michigan State University Ph.D. Curriculum, Teaching and Educational Policy (Mathematics Education), Michigan State University	Identity and Financial Education Education in the Black Community		Prime, G. & Johnson, W. . Perspectives from Morgan State, a historically Black University: Rethinking the Ed.D and Ph.D. education programs Martin-Dunlop, C.,& Johnson, W.. Intersections of African-American women in STEM and lingering racial and gender bias	EDMA 620, EDMA 621, EDMA 630, EDMA 641, EDMA 554, EDMA 555	Eligible	Eligible
Kimberly McManus Lecturer	Community College Leadership	January 2019	EdD, Community College Leadership, Morgan State University DMin, Leadership in Ministry, Payne Theological Seminary M.Ed., Student Affairs (Counseling), Clemson University, M.Div., Pastoral Ministries, Liberty University B.A., Special Education, Clemson University	Students with disabilities in higher education Students' Mental Health since COVID International students in higher education, specifically those who have language barriers Black males and higher education Spirituality and higher education		McManus, K.O. (2022). "Not in my classroom."In A. Newson-Horst and K. Bista, (Eds.), Global Footprints in Higher Education: Cross-cultural experiences of students and faculty at Morgan State University. Star Scholars.	-The American Community College (M.Ed.) -Contemporary Issues in Community College (M.Ed.) -The American Community College Student (M.Ed.) -Leadership & Administration (M. Ed.) -The Learning-Centered Community College (M.Ed.) -Community College Finance	Limited	Eligible
Steve D. Mobley, Jr. Associate Professor	Higher Education	August 2022	B.A. Communication and Culture, Howard University M.S. Ed. Higher Education Management, University of Pennsylvania Ph.D. Educational Policy and Leadership, University of Maryland	-Black identities within HBCUs & intra-racial tensions within HBCU communities -Intersectional experiences of Black communities within PWIs		Mobley, Jr. S. D., Johnson, J. M., & Drezner, N. D. (2022). "Why aren't all the White kids sitting together in the cafeteria?": An exploration of White student experiences at a public HBCU. Journal of Diversity in Higher Education, 15 (3), 300–313. Williams, K. L., Mobley, Jr. S. D., Campbell, E., & Jowers, R. (2022). Meeting at the margins: Culturally relevant and sustaining practices at HBCUs for underserved populations. Higher Education, 84(5), 1067-1087.	-Qualitative Research Methods -Urban and Special Mission Institutions - Historical Foundations of Higher Education -Diversity and Multiculturalism in Higher Education	Eligible	Eligible

DASLP Faculty Outline									
Name and Title	**Program**	**Started at Morgan**	**Degrees**	**Research Interests**	**Methodological Expertise**	**Last Publication**	**Courses taught**	**Chair dissertations (Fall 2024)**	**Serve on committees (Fall 2024)**
Elizabeth Morgan Associate Professor	Urban Education	Aug 2024	B.S. Psychology, Xavier University of Lousiana. Ed.M., Master of Education, Harvard University, Graduate School of Education. Ph.D. in Human Development, University of California, Davis.	Autism Intervention and Implementation Research Community Based Participatory Research Critiacal Qual and Mixed Method Reserach Race and Disability Intersectional Research	Qualitative and Mixed/Multiple Methods	Sabati, S., **Morgan, E.H.**, Watson, V (In Press) "Leading Ourselves out of White Supremacy: Reimagining the Doctorate of Education as an Instrument of Collective Liberation" Chapter written for Social Justice Praxis in CSU EDD Programs. Singh, K.K. & **Morgan, E.H.** (In press). "Creating visual images to enrich thematic analysis". Chapter interlude in Methodologies in Action Book. **Morgan, E.H**., Zachry L.C., & Moylan, J.A. (2024) "Innovative Models of Parent Education and Empowerment for Families of Disabled Children" Family Focus Winter 2023 Publication.	ASLP 642 Equity	Eligible (Spring 2025)	Eligible
Thomas Noel, Jr. Assistant Professor	Urban Education	Aug 2024	B.A. Pyschology/African American Studies, Rutgers University M.A.L.S. Education/English Literature, Rutgers University PhD Education Policy, University of Rochester	--Self-Directed Education and (Black) Homeschooling --Families who lost children and adolescents to state/police violence --YPAR, with high school students and educators in urban schools	Mixed Methods, CritQuant, Qualitative methods	Noel, Jr. T., Gardner, J., & Sylvester, A. (In Press). Our mission is to uplift: Afrofuturism and collective work for liberation in Black homeschooling organizations. On the Horizon: The International Journal of Learning Futures.	ASLP 712: Qualitative Research I EDLP 802: Seminar: Administrative & Social Policy I	Ineligible	Eligible
Sean Robinson Professor;	Higher Education	Aug 2012	B.A. Psychology/Classics, University of Virginia M.Ed. Counseling Psychology, College of William & Mary M.B.A. Human Resource Management/Organizational Studies, University of Wisconsin-Madison Ph.D. Higher Education Leadership, University of Wisconsin-Madison	Sexual orientation identity development; Mentoring & socialization in graduate education; Leadership & professional identity development; Phenomenology Methodology; Interpretive Methodologies; Narrative and arts based research methodologies		Kakooza, M., & Robinson, C. S. (2023). Speaking from the Double Margins: Exploring the Narratives of Bisexual Faculty in Higher Education. In G. Jean-Marie & H. Tran (Eds.) Leadership in turbulent times: Cultivating diversity and inclusion in the Higher Education Workplace, Studies in Educational Administration Series. Emerald. Robinson, C. S. (2022). Trans Faculty & Queer Battle Fatigue: Poetic (Re)Presentations of Navigating Identity Politics in the Academy. International Journal of Qualitative Studies in Education, 35(9), 911-927. DOI: 10.1080/09518398.2022.2035457 *Denotes student co-author	Advanced Qualitative Research; Narrative Research Methodology; Organizational Theory; Governance; Leadership in Higher Education; DEI in Higher Education; Gender & Sexuality in Higher Education; Student Affairs Administration; Student Development	Not accepting	Limited
Tracy Rone Associate Professor and Assistant Dean	Urban Education							Limited	Limited
Camika Royal, Associate Professor; Program Director	Urban Education	January 2024	B.A. English Literature, North Carolina Central University; M.A.T. English Education, Johns Hopkins University; Ph.D. Urban Education, Temple University	Politics of urban school reform; historical and sociopolitical contexts of schooling; Critical Race Theory in Education; Black educators; racism and racial capitalism in schooling, Culturally Relevant Pedagogy	Qualitative Methods; Oral History	Backer, D. I. and Royal, C. (2024). Toxic Finance: Underinvestment in Philadelphia's school buildings, 1993-2021. Journal of Educational Administration and History special issue, Critical School Finance, pp. 1-18. Royal, C. (2022). Not paved for us: Black educators and public school reform in Philadelphia https://hep.gse.harvard.edu/9781682537350/not-paved-for-us/	Qualitative Research Methods 1; Critical Race Theory in Education	Eligible	Eligible

DASLP Faculty Outline									
Name and Title	**Program**	**Started at Morgan**	**Degrees**	**Research Interests**	**Methodological Expertise**	**Last Publication**	**Courses taught**	**Chair dissertations (Fall 2024)**	**Serve on committees (Fall 2024)**
Gretchen Rudham, Assistant Professor	Urban Education	August 2020	B.A. English, College of William & Mary M.A. English, University of Cape Town Ed.D. Urban Education, Morgan State University	Social justice leadership, Curriculum theory, Digital Humanities, Technology & Futurism		Rudham, G.B. & Logan-Washington, C. (2021). Sitting Bull: Art is life and life is art. In Kaka, S.J. (Ed.). History or Hollywood?: An inquiry-based strategy for using film to teach about inequality and equity throughout history. Information Age Press. Logan-Washington, C. & Rudham, G.B. (2021). Redress and restore: The search for founding Black mothers. In Samuels, A & G. Samuels (Eds.), Fostering Diversity and Inclusion in the Social Sciences. Information Age Press.	Race and Public Policy Social Policy & Futurism Education and Society Instructional Systems Analysis Philosophy of Education	Limited	Limited
Dia Sekayi Associate Professor	Urban Education	January 2016	B.S. Management, SUNY Buffalo Ed.M. Social Foundations of Education, SUNY Buffalo Ph.D. Social Foundations of Education, SUNY Buffalo	Sociology of education Doctoral education Qualitative Research	Qualitative	Sekayi, D., Ellington, R., Welsh, B., Shockley, K. (2021). The Role of intellectual humility in dissertation completion. Teachers College Record, Date Published: August 20, 2021, https://www.tcrecord.org ID Number: 23818 Sekayi, D. (2021). Procedural justice and the market approach to faculty salaries. Teachers College Record, Date Published: http://www.tcrecord.org ID Number:23729 Sekayi, D. & Kennedy, A. (2017). Qualitative Delphi method: A Four round process with a worked example. The Qualitative Report, 22 (10).	Intro to Educational Research Qualitative Research Methods Case Study Methods	Not accepting	Eligible
Steven Smith Assistant Professor	Community College Leadership	August 2024			Qualitative			Ineligible	Ineligible
Robin Spaid Associate Professor	Community College Leadership		Ed.D. Virginia Polytechnic Institute and State University	Food insecurity in Community College Students; Equity issues; workforce development programs; Student Success		Spaid, R., Gillett-Karam, R., Liburd, L., Monroe, D., & Thompson-Johnson, T. (2021). Sustenance for success: Connections between community college students and food insecurity. Journal of Applied Research in Community Colleges, 28(1), 63-79. Gillett-Karam, R. & Spaid, R. L. (2019). Mission evolution and international community colleges. In U. Gaulee (Ed.), Global adaptations of community college infrastructure. (pp. 24 – 34). Hershey PA, USA: IGI Global. Spaid, R. L. & Gillett-Karam, R. (2018). Food for thought: Food insecurity in women in community colleges. Forum on Public Policy, 2018 (1).	American Community College; Budgeting and Finance; Student Development; Board of Trustees; Professional Dev 1; Professional Dev.2; Quantitative Research Methods; Mixed Methods; Intro to Ed Research; Dissertation Guidance	Ineligible	Ineligible
Michael Sparrow	Community College Leadership	August 2023	A.B. History and Government/Law, Lafayette College M.A. United States History, University of Delaware M.S.L. Legal Studies/Jurisprudence, University of Pittsburgh School of Law Ed.D. Higher Education Leadership, Northeastern University	Academic success initiatives, student learning, student onboarding/orientation, student-veterans, enrollment/retention strategies	Qualitative	Sparrow, M. (2023). Collaborations between enrollment services and academic affairs to maximize community college enrollment. College and University Journal 98(4).	American Community College; Budgeting and Finance; Professional Development I; Contemporary Issues in Community Colleges	Ineligible	Eligible

DASLP Faculty Outline									
Name and Title	**Program**	**Started at Morgan**	**Degrees**	**Research Interests**	**Methodological Expertise**	**Last Publication**	**Courses taught**	**Chair dissertations (Fall 2024)**	**Serve on committees (Fall 2024)**
Solomon Tention Assistant Professor	Community College Leadership	August 2024	BA Sociology Nicholls State University, MED Leadership & Instruction Liberty Univ, EDD Higher Education Trident Univ.	Ecosystem Leadership, Cultural Competency, Workforce-Student Success, Intersection of Purpose, Fundraising Strategies, Sponsored Programs/Research Funding	Quantitative	Tention, S. (2018). "Gumbo for the Soul: Males of Color Share Their Stories, Meditations, Affirmations, and Inspirations" Book Chapter: "Social Capital and its Impact on My Personal and Academic Success". A Volume of Contemporary Perspectives on Multicultural Gifted Education. (IAP) Information Age Publishing.	TBD	Ineligible	Ineligible
Benjamin Welsh Associate Professor	Higher Education		B.A. English Literature, U. of Pennsylvania M.S. Secondary Education, English, U. of Pennsylvania Ph.D., Education, Culture and Society, University of Pennsylvania	History of education; Eugenics in education; Critical White Studies Critical theory; Diversity and Multiculturalism; Writing, Scholarship and Identity; American Culture		Sekayi, D., Ellington, R., Welsh, B., Shockley, K. (2021). The Role of intellectual humility in dissertation completion. Teachers College Record, Date Published: August 20, 2021, https://www.tcrecord.org ID Number: 23818 Welsh, B., Ellington, R., Shockley, K., & Prime, G. (2020). Scholar Transformation Theory: Empowering Students to Get the Job Done Write. ERIC (online submission). URL: https://eric.ed.gov/?id=ED614545	Intro. to Doctoral Studies; Modes of Inquiry; Critical Theory/Critical Race Theory	Not accepting	Eligible