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**Materials Regarding Strayer University's  
Request for Waiver of Full-Time Faculty Definition  
February 22, 2021  
Education Policy Committee**

	Page
Initial Request, August 4, 2020	2
Supplemental Response, September 23, 2020	7
Supplemental Response, February 10, 2021	17
Middle States Evaluation Report (2017)	66



**VIA E-Mail**

August 4, 2020

Maryland Higher Education Commission  
6 N. Liberty Street  
Baltimore, MD 21201

*Re: Waiver Request for Definition of “Full-Time Faculty Member” Found in COMAR  
13B.02.01.03*

Dear Commission,

Strayer University is formally requesting a waiver for the definition of “Full-time faculty member” found in COMAR 13B.02.01.03(B)(10). This request for waiver is permitted by COMAR 13B.02.01.16(E). That provision lays out the specific elements that must be included and are referenced below:

- 1) Under this provision, only out of state institutions are permitted to seek a waiver. Strayer University is an out-of-state institution, having its home campus in Washington, D.C.
- 2) The provision requires that we “demonstrate [that] the unique role, scope, and mission of the institution require[s] a waiver in order for the institution to operate in Maryland.” Strayer University’s mission, as currently stated in the catalog is:

Through exceptional service and our personal commitment to student success, we enable students to obtain a valuable education and change their lives, starting the day they enroll.

The core values of our institution include:

- Educational Access: We provide postsecondary education to a diverse population of qualified students.
- Academic Quality: We provide rigorous, engaging, and professionally relevant academic programs and experiences for our students.
- Student Success: We provide opportunities and supportive learning environments to enable students to achieve academic, personal, and professional success.



- Customer Service: We provide exceptional service to students and all other university stakeholders.

### **Waiver Necessity**

Strayer's unique role and scope, not only in the state of Maryland but also its operations in the rest of the United States, is rooted in its mission statement. First, we do provide postsecondary education to a diverse set of students. This diversity is not only expressed through racial and ethnic diversity but also age diversity. Unlike traditional institutions of higher education, Strayer does not primarily cater to students who are right out of secondary school who may be seeking an on-campus residency collegiate experience, but rather students who are usually adults that have been in the work force for some time. This is evidenced by the fact that the average age of our students is 34. We believe that just as there is a place for traditional institutions of higher education in Maryland, there is also a place for institutions of higher education that do not follow that model, such as Strayer.

The older age of our students and the fact that most of them already have full-time jobs also means that at any given time, around 92 percent of our students are attending school part-time and have to prioritize work and possibly family-obligations over school. Students who are considered "traditional" students at residential institutions usually do not have work or family obligations competing for attention to their academic pursuits. As such, course-by-course demand at Strayer cannot be projected as easily over the long-term in comparison to traditional brick and mortar institutions where long-term demand is much easier to map. In order to meet the significantly more elastic demand at the course-level, Strayer needs to ensure that the supply of faculty members is equally as elastic to ensure that supply meets demand. If Strayer were to have 1/3 of all of its courses taught by full-time faculty, Strayer would not be able to respond as nimbly to student demand as it does today because faculty resources would be tied up in nine-month long (or longer) contracts. We also would not be able to meet student demand, we would be offering courses that are not in student demand, and the University would be operating in a fiscally irresponsible way.

Faculty at Strayer are hired for the purpose of teaching, not for the ancillary services that they may provide. Additionally, the University places great value on faculty who stay up to date in their professional field. In the case of Strayer and the subject matters that Strayer teaches – this means that many faculty may also be employed elsewhere in addition to their teaching duties at Strayer. As such, we would rather the faculty have the ability to stay up to date in their field



than force them to conduct activities that, in many cases are conducted by other specialized organs at the University, as discussed *infra*.

### **Filling the Traditional Full-Time Faculty Role**

COMAR 13B.02.01.16(E)(3) also requires the requesting institution, after making a showing that a waiver is necessary, to supply “the faculty members whose primary responsibility is instruction, scholarship, research, or service who will perform the duties normally required of full-time faculty.” Additionally, the requesting institution must “[d]ocument that designated faculty members substantially participate in the development or implementation of one or more of the following” – academic programs, professional programs, research programs, service programs, admission or admission policies, academic advising, faculty appointments, or institutional governance.

At Strayer, the applicable tasks described above are for the most part done by other people who are specialized to do that task. In effect, we create full-time faculty in the aggregate by putting people and services together in a way that we believe is more efficient for our model of university. Faculty at Strayer are primarily tasked with teaching, though faculty are certainly free to expand their wings if they are so inclined.

### ***Academic Program Development/Implementation***

The creation of new programs, materials, and content are done by dedicated teams of academic curriculum specialists and subject matter experts. Faculty have the option to participate in the creation or updating of curriculum development, but they are not required to participate. In many of our classes, content is created in conjunction with our Studios team, which creates proprietary documentary content for our courses.

### ***Professional Programs***

Strayer University has a professional development fund that permits faculty to attend academic conferences and assist in their professional development. However, faculty are not required to meet certain benchmarks in their professional or academic development. As indicated above, the primary duty of Strayer faculty is to teach.



### *Research Programs*

Strayer University is not a research institution and as such our faculty are not required to conduct research.

### *Service Programs*

Community service-type programs are done at the campus level. Faculty are free to be involved in these programs, but faculty are by no means required to create service programs or take part in them. Many times, service programs are begun by our operations teams for the benefit of our students, but anyone at a campus may come up with a service idea and attempt to implement that idea.

### *Admissions and Admissions Policies*

Admissions policies are set by the University's Board of Trustees and the University President's office. Strayer is considered an open-access University and very rarely changes its general admissions policies. Implementation of those policies are entrusted to the University's operations team. The operations team at the campus level are led by the campus directors, and faculty do not play a role in day-to-day admissions decisions.

### *Academic Advising*

Academic advising at Strayer University is a specialized centralized service. Advising is done people who are specially trained to be academic advisors as well as campus deans. Advising may also be done by Student Services Coaches who, in addition to academic advising, may assist the student in helping to solve existential or collateral issues to a student's success including time management, technology issues, childcare, or any other issue that the student may have. A more recent innovation to assist our Academic Advisors and Student Services Coaches, is the creation of Irving, which is an artificial-intelligence online tool that can answer students questions that are of a more basic nature (i.e., how many credits does it take to earn a bachelor's degree or what courses may be required in a program). Our experience is that this frees up our other professionals to spend more time on the more complex issues and are able to serve our students in a more attentive fashion.



### *Faculty Appointments*

Faculty hiring is done through centralized HR and Recruiting functions. These HR and Recruiting functions carry out the credentialing requirements necessary to ensure compliance with requirements in all states where Strayer maintains a physical presence (these requirements were included in Strayer's renewal application but can be re-sent upon request). Unlike faculty at traditional institutions, faculty do not receive tenure, so faculty appointment decisions do not play as critical of a role at institutions like Strayer.

### *Institutional Governance*

Faculty may participate and have their voice heard through faculty committees, ad-hoc committees, and occasionally faculty surveys when the entire faculty must be polled as to a specific issue. Faculty are certainly not required to participate in institutional governance or required to express their views – but for those faculty who do wish to take a substantive role in institutional governance, the opportunity is there. Faculty who wish to take larger roles in the direction of the University may apply for promotions to varying Dean positions, assist with curriculum development, or help lead the direction of schools at the University.

Thank you for your time and attentiveness in reviewing our request for waiver from the full-time faculty requirements in the COMAR. We stand ready to answer any questions you may have.

Sincerely,

/s/

Lisa Sincere  
Associate General Counsel



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**VIA E-Mail: Jacqueline.cade@maryland.gov**

September 23, 2020

Ms. Jacqueline Cade  
Maryland Higher Education Commission  
6 N. Liberty Street  
Baltimore, MD 21201

*Re: Waiver Request for Definition of "Full-Time Faculty Member" Found in COMAR  
13B.02.01.03*

Dear Jackie,

As a follow-up to your email of September 15, 2020, in connection with Strayer University's formal request for a waiver of the definition of "Full-time faculty member" found in COMAR 13B.02.01.03(B)(10), please find additional information and documentation below and attached.

**Compliance with COMAR13B.02.01.16(E)(3) and (4)**

- (a) All faculty at Strayer have instruction as their primary responsibility. In that sense, all of the faculty that are listed in our faculty reports as part of our renewal are "Designated Faculty." No faculty at Strayer have as their primary responsibility – scholarship, research, or service. They are free to do so but it is not required.
- (b) All Designated Faculty perform instruction and as such, from a certain point of view, all of them substantially participate in the provision of academic programs because without them, there would be no academic programs. All Designated Faculty also conduct academic advising as evidenced by the attached full-time faculty job description. (See sections titled "Coaching" and "Mentoring"). The COMAR regulations, in .16(E)(3)(b), also list other areas where Designated Faculty may substantially participate. While we can say that Designated Faculty have the ability and opportunity to participate in any of the items listed in this portion of the COMAR, their participation in these areas is not required by the University. As such, we cannot indicate which ones may or may not participate in anything after



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subsection (i) of this section of the COMAR regulations. How we provide those services to our students is more fully described in the section below.

- (c) Pursuant to subsection (c), and as evidenced by the referenced job descriptions, the Designated Faculty, as a group, participate in academic programs and academic advising.

All faculty, including Designated Faculty, have the opportunity to participate in institutional governance and have their voice heard through faculty committees, ad-hoc committees, and for a specific issue impacting all faculty, occasionally faculty surveys. Faculty are certainly not required to participate in institutional governance or to express their views if they choose not to; however, the opportunity exists for those faculty who do wish to take a substantive role in institutional governance. Faculty who wish to take larger roles in institutional governance may also apply for promotions to varying Dean positions (many of whom continue to teach courses from time to time).

Even though all faculty have the opportunity to attend academic conferences for their professional development, faculty are not required to meet certain benchmarks in their professional or academic development as their primary responsibility is to teach.

Since Strayer University is not a research institution, faculty are not required to conduct research. Faculty always have the opportunity to participate in or create service programs created by our operations teams; however, faculty are not required to create service programs and are not required to participate in University-sponsored service programs.

As an open access institution, admissions policies are set by the University's Board of Trustees and the University President's office. Changes to the general admissions policies rarely occur. Implementing these policies is handling by operations teams and faculty do not participate in admissions decisions.

Faculty hiring is done through centralized HR and Recruiting functions to ensure compliance with credentialing requirements in all states where Strayer maintains a physical presence (these requirements were included in Strayer's renewal application but can be re-sent upon request). Unlike faculty at traditional institutions, Strayer



faculty do not receive tenure, so faculty appointment decisions do not play a critical role, the way they may at a traditional institution.

- (d) As previously referenced, job descriptions for full-time faculty and adjunct faculty are attached in satisfaction of COMAR13B.02.01.16(E)(4).

In addition, and to reiterate, Strayer's unique role and scope is rooted in its mission statement. We provide postsecondary education to a diverse set of students, including a racially and ethnically diverse population with a wide age range. Unlike traditional institutions of higher education, Strayer does not primarily cater to students who are right out of secondary school who may be seeking an on-campus residency collegiate experience, but rather students who are usually adults that have been in the work force for some time. This is evidenced by the fact that the average age of our students is 34. The older age of our students compared to traditional institutions and the fact that most students already have full-time jobs, results in approximately 92 percent of our students attending school part-time.

The more mature status of our students and their needs means that they do not require the same services that are required at a traditional university. Our students are not coming to Strayer to publish research papers in academic journals – students are, for instance, coming for practical knowledge about how to run a business. The majority of our students also are not coming to Strayer because they want to participate in service projects (though they are free to do so) – those kinds of projects, great though they are – are more appropriate for traditional institutions where younger students have the time to do those kinds of things. As such, requiring our faculty to support those kinds of endeavors and to comport with such requirements would be incongruous with the demands of our student body.

### **Additional Follow-up Information**

While Strayer has been evolving its campus model over the last 10 years, it is within the last five years that Strayer has seen the greatest increase in student preference for online courses over on-ground courses. In fact, prior to the temporary closures of campuses due to the COVID-19 pandemic, the majority of our students (over 93%) enrolled solely in online courses. As a result of the change in student demand, Strayer had to change its operational strategy and pivot from primarily on-ground courses to primarily online courses.



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Pivoting our campus strategy as resulted in two things. First, it permitted the University to re-align its use of real estate and human capital to focus more on providing services at its campus locations, rather than providing as much instruction at campus locations. This means that most of the people at a campus location are specializing in providing services such as enrollment, financial advising, and academic advising. Second, it has permitted the University to more efficiently allocate faculty resources at a national level. This efficiency also requires that the University not tie down the majority of our faculty resources in long term contracts, but rather hire faculty as student demand dictates. As such, adjunct faculty are hired on renewable contracts. Our full-time faculty are employed at-will with an annual salary and are treated as regular employees – they are not subject to contracts, renewable or otherwise.

Thank you for your continued time and attentiveness in reviewing our request for waiver from the full-time faculty requirements in the COMAR. We remain ready to answer any additional questions you may have.

Sincerely,

/s/

Lisa Sincere  
Associate General Counsel

<b>Job Description</b>	
<b>Job Title:</b>	<b>Full Time Faculty</b>
<b>Department:</b>	Academic Programs
<b>General Purpose:</b>	Full-time Faculty provide high quality instruction to Strayer University students in his/her area of specialty, setting clear expectations and maintaining high academic standards. Provides coaching and mentoring to students, approaching student challenges with empathy and competence. Faculty takes an active leadership role in the Strayer University learning community, offering feedback on the curriculum and working collaboratively with other employees and departments to serve Strayer students.
<b>Essential Duties &amp; Responsibilities:</b>	<ul style="list-style-type: none"> <li>• Teaching               <ul style="list-style-type: none"> <li>○ Teach five courses during the Winter, Spring, and Fall academic terms, either online or at ground campus locations as assigned and in compliance with Strayer University academic policies.</li> <li>○ Available to teach additional courses during the Summer term, as needed, for additional compensation.</li> <li>○ Set clear expectations for students regarding course requirements.</li> <li>○ Provide quality, timely feedback on assignments that allows students to understand exactly what they must do to improve their classroom performance and inspires them to strive for higher standards.</li> <li>○ Create and participate in a robust academic community in the classroom, in Strayer's online learning environment, and, as applicable, at the assigned ground campus.</li> <li>○ Tutor students in assigned courses as needed.</li> <li>○ Teach supplemental instruction seminars as needed.</li> <li>○ Maintain complete records of student progress.</li> <li>○ Respond quickly and thoroughly to student inquiries and requests for assistance.</li> </ul> </li> </ul>

<b>Job Description</b>	
	<ul style="list-style-type: none"> <li>○ Ensure that teaching methods are varied and informed by the latest research and best practices.</li> <li>• Coaching               <ul style="list-style-type: none"> <li>○ Provide academic advising services to students, assisting with course selection and academic planning.</li> <li>○ Assist students in setting educational and career goals and plans for achieving those goals.</li> <li>○ Provide consistent encouragement and support to students in support of their educational and career goals.</li> <li>○ Identify students who need additional non-academic assistance with life issues and refer for further assistance</li> </ul> </li> <li>• Mentoring               <ul style="list-style-type: none"> <li>○ Illustrate the practical application of course materials.</li> <li>○ Mentor students regarding career planning.</li> <li>○ Mentor less experienced members of the Strayer University faculty.</li> <li>○ Identify students who may be eligible to complete an experiential learning portfolio (ELP) and refer for further assistance.</li> </ul> </li> <li>• Offer feedback regarding curriculum effectiveness; suggest curriculum modifications and enhancements.</li> <li>• Work collaboratively with other employees to promptly and satisfactorily resolve student issues.</li> <li>• Attend faculty trainings and meetings as required.</li> <li>• Other duties as assigned</li> </ul>
<b>Education:</b>	<ul style="list-style-type: none"> <li>• Masters level degree in discipline, professional certification in discipline specialty, or an equivalent combination of education and experience.</li> <li>• A terminal degree (e.g. PhD), or work towards a terminal degree, is preferred.</li> </ul>

<b>Job Description</b>	
<b>Work Experience:</b>	<ul style="list-style-type: none"> <li>• At least 5 years of successful experience teaching adult and/or nontraditional students at the college level is preferred.</li> <li>• Professional experience in the field of study is preferred.</li> </ul>
<b>Job Skills:</b> [What proficiencies are required to be successful?]	<ul style="list-style-type: none"> <li>• Positive and supportive. Operates with a high degree of emotional intelligence; able to demonstrate empathy for students and offer meaningful coaching and mentoring while maintaining high academic standards.</li> <li>• Strong advocate for growth mindset theory. Passionate about maximizing human potential; committed to applying an andragogy that recognizes the ability of every student to break through perceived boundaries through the power of grit and determination.</li> <li>• Dedicated and conscientious; willing to work as hard as it takes to provide Strayer University students an outstanding educational experience.</li> <li>• Ethical and respectful.</li> <li>• Demonstrates outstanding oral and written communication skills. Able to present information in a strong and self-confident manner, and able to respond to student queries with thoughtfulness, intelligence, and empathy.</li> <li>• Proficient at teaching in an online environment leveraging the Blackboard learning management system; able to engage in online classroom discussions, provide assignment feedback online, post online videos, and post online announcements.</li> <li>• Engaging and inspiring. Proficient in the art of engaging students in active classroom discussion through the online forum and, as applicable, in a live on-ground classroom setting.</li> <li>• Outstanding ability to provide high-quality, clear, constructive, personalized feedback to students.</li> <li>• Outstanding ability to manage competing priorities, remain organized, and meet deadlines.</li> <li>• Strong information technology skills (e.g., Microsoft Office suite, online research, social media).</li> </ul>
<b>Certificates, licenses and registrations:</b>	<ul style="list-style-type: none"> <li>• Professional certification in discipline specialty (if applicable)</li> </ul>

Job Description	
Other:	<ul style="list-style-type: none"><li>• Must be able to travel up to 10% of time</li><li>• Must have the flexibility to work more than 40 hours per week when business need warrant.</li><li>• Must be able to lift 10 lbs.</li><li>• Mobility within the office including movement from floor to floor</li><li>• Travel via plane, car, and metro is not required to perform this job</li><li>• Access information using a computer</li><li>• Effectively communicate, both up and down the management chain</li><li>• Effectively cope with stressful situations</li><li>• Strong mental acuity</li></ul>

For more info, please visit us online at [www.strayer.edu](http://www.strayer.edu)

All Candidates will be required to go through pre-employment background checks.

ADA: The employer will make reasonable accommodations in compliance with the Americans with Disabilities Act of 1990.

This job description will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal job functions are subject to modification.

# Adjunct Faculty in Strategic Planning for



Strayer University, LLC  
Washington, DC

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Apply on Workday

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🕒 Over 1 month ago 🚗 50 min 📁 Part-time

Provides quality education and maintains high standards of academic excellence in teaching assigned courses in discipline. Conducts office hours as assigned.

Are you looking for a rewarding career where you can change lives? Strayer University is seeking a dynamic Adjunct Faculty member to join our academics team. We are currently in search of a passionate professor for an online Computer Information Systems (Strategic Planning for Database Systems) class for the upcoming Fall quarter, starting October 5, 2020. Our classes are on a 12-week quarter schedule.

Strayer Adjunct Faculty are not just instructors, they are also coaches and mentors. Our faculty members strive to ignite a life-long love of learning in our students, and to be flexible with their diverse learning styles. We believe in a strong faculty-student relationship and building a community in the classroom.

NOTE: Applications must include copies of unofficial transcripts to receive full consideration.

## Responsibilities and Requirements:

- Teach courses assigned from a pre-designed curriculum and utilize your professional expertise to provide high quality instruction
- Enhance the strength and effectiveness of the curriculum by infusing technology into it, to include videos and social media.
- Utilize online learning platform (Blackboard) to enrich the student learning experience
- Be available to students via email, phone, text and office hours to ensure students receive quality feedback in a timely manner to support their academic success
- Experience teaching at a college level, preferably with adult learners
- Adhere to university policies and procedures

## Education Requirement:

- All degrees must be conferred and from an accredited institution to be considered
- Doctorate in Information Systems, Computer Science, Information Technology, or a related field
- CIW-DDS Certification, required

## Other:

- Effectively communicate with all levels of the university
- Manage potentially stressful situations in a professional and ethical manner
- Mobility within the office, including movement from floor to floor

- Must be able to lift one (1) pound

If you require a reasonable accommodation to complete our application process, please contact our Human Resources Department at [Careers@strategiced.com](mailto:Careers@strategiced.com)

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**VIA E-Mail: Jacqueline.cade@maryland.gov**

February 10, 2021

Ms. Jacqueline Cade  
Maryland Higher Education Commission  
6 N. Liberty Street  
Baltimore, MD 21201

*Re: Waiver Request for Definition of "Full-Time Faculty Member" Found in COMAR 13B.02.01.03*

Dear Commission,

As a follow-up to your emails of February 3, 2021 and February 9, 2021, in connection with Strayer University's formal request for a waiver of the definition of "Full-time faculty member" found in COMAR 13B.02.01.03(B)(10), please find additional information and documentation below and attached.

**COMAR 13B.02.01.03B(10)**

Under COMAR 13B.02.01.03B(10), a full-time faculty member is defined as an employee (i) with primary responsibility for instruction, research, scholarship, or service; (ii) who is involved in curriculum development, student advising, and institutional service; (iii) who is employed on an annual or renewable contract for longer than 9 months with an annual salary; and (iv) who is not employed elsewhere. Full-time faculty at Strayer satisfy the first and last element because their primary responsibility is instruction and they are not employed full-time elsewhere.

As mentioned in our August 4, 2020 letter, full-time faculty at Strayer have the option to participate in curriculum development with Strayer's curriculum specialists and subject matter experts; however, they are not required. We also noted therein that faculty members have the option of participating in institutional service, but are not required.

As mentioned in our September 23 letter, unlike faculty structures at traditional institutions of higher education that include tenure tracks, full-time faculty at Strayer are employed at-will with an annual salary and are treated as regular employees and they are not subject to contracts, whether annual, renewable or otherwise. Therefore, as we've noted before, Strayer is requesting a determination under the COMAR's full-time faculty waiver provision to accommodate our employment at will structure. We also ask for a recognition that Strayer full-time faculty are not required to perform certain functions traditionally associated with full-time status, such as curriculum development, student advising, and institutional service as identified in COMAR 13B.02.01.03(10)(b). As we note in prior letters, the primary duty of Strayer faculty is to teach. Strayer faculty may certainly participate in some of the other ancillary duties that are often done



by traditional full-time faculty, they are not required to do so and it would be antithetical to our mission to require them to do so.

### **Enrollment Data – Online Courses**

As shown in the chart below, during the spring 2019, summer 2019, fall 2019, and winter 2020 quarters 24,434<sup>1</sup> Maryland students assigned to a Maryland campus were registered for courses, of which 21,211 or eighty-six percent (86%) took online courses. However, as a point of clarification, our references to online enrollment at 93% are referring to the university as a whole.

Campus	Students taking on-ground modality	Students taking online modality	Percent online
Ann Arundel	365	3496	91
Owings Mills	233	3665	94
Prince George's	1738	7958	82
Rockville	267	2042	88
White Marsh	620	4050	87
Maryland ALL	3223	21211	86.8

### **Assessment of Online Learning**

Students in Strayer online courses are offered both summative and formative assessment opportunities, at the same number and rigor as on-ground courses. Not all Strayer courses are offered on-ground; however, the online and on-ground modalities for Strayer courses that are available in both modalities offer the same curriculum, including learning outcomes.

Strayer summative assessments are designed to measure student mastery of the course learning objectives, while formative assessments are intended to support student learning as they progress through the course to help them succeed on their summative assessments. Like Strayer on-ground courses, the majority of the summative online assessments are performance based and include rubrics. Examples include portfolios, presentations, case studies, client reports, executive summaries, academic research papers, and essays. Formative assessments may include quizzes, labs, journals and discussions. Moreover, when on-ground classes were held prior to the commencement of the COVID-19 pandemic, students in on-ground courses were required to submit their summative assessments online and also complete their formative assessments online.

In assessing student coursework, faculty evaluate student work using the associated assessment rubric. Due to the importance of faculty feedback, faculty provide rich feedback in written and/or

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<sup>1</sup> Note this is the aggregate number over the four referenced quarters, which includes that some students were enrolled in each quarter.



video format through the Learning Management System (LMS). They review each rubric criteria, assigning appropriate points based on student mastery level of the criteria. For objective assessments, predetermined correct responses, as identified by the faculty/subject matter expert and curriculum team, are entered into the assessment tool prior to the beginning of a term. Upon student completion of an objective assessment, scoring is automatically completed and the score reflected in the LMS gradebook.

### **Proposed Schedule of Classes for AY 2021-2022 by Campus**

As we previously informed the Commission, our top priority at Strayer continues to be the health and well-being of our students, faculty, alumni, staff, and the communities in which we live and work. Since the start of the COVID-19 virus outbreak, Strayer has been actively monitoring the guidance of federal, state, and local governments, as well as public health authorities, to quickly adjust best practices as appropriate and comply with any new COVID-19 mitigation mandates. At this time, Strayer continues to offer only online courses and the university remains open virtually and fully available to serve our students, welcome new students and provide support to our alumni even as we take precautionary measures during these unprecedented times and most of our campuses have not yet reopened. At this time, we still do not have an anticipated physical re-opening date, but plan to reopen campuses when it is prudent to do so. At such time, we will schedule on-ground classes accordingly based on student demand. It is important to note, however, that all Strayer courses are offered online with a majority of the courses being offered online every quarter, giving students a variety of options for completing their program. We can provide a proposed schedule of online courses for the spring and summer quarters if it will be helpful.

### **Faculty Meetings and Minutes**

Strayer University does not conduct faculty meetings at the campus or state level, all are done at the University level.

### **Description of Faculty Career Path; Faculty Promotion**

Strayer faculty positions are posted internally, or both internally and externally, for interested candidates to apply. The HR recruiting team sources candidates based on requirements for the role, including requirements related to credentials as set by the curriculum team in compliance with credentialing requirements in all states where Strayer maintains a physical presence (these requirements were included in Strayer's renewal application and can be re-sent upon request). The promotional pathway for faculty may occur through: application to a new role; in alignment with annual promotional processes; and/or as stand-alone promotions throughout the year related to performance.

Evaluation of faculty, resulting in merit, promotion, discipline, or dismissal is tied to classroom expectations (e.g., grading, student outreach), leadership (e.g., quality of work), student



experience (e.g., course evaluations), and student activity. Strayer University does not have tenured faculty. Faculty managers are expected to manage/coach faculty throughout each quarter, and hold more formal 1:1 performance conversations with full-time faculty each quarter and adjunct faculty at least once a year. Formal annual performance evaluations are conducted in alignment with Strategic Education, Inc.'s timeline and guidance.

### **Academic Freedom and Compliance with D.C. Licensure Requirements**

First and foremost, Strayer maintains permanent licensure with the District of Columbia and Strayer complies with all annual requirements established by DC for permanent licensees, as evidenced by Strayer's approved permanent license status shown in the attached Institution Profile. Notwithstanding the foregoing, faculty who believe that they are treated unfairly, including those who may have concerns about academic freedom, may file grievances as outlined in the Employee Handbook. The DC Higher Education Licensure Commission has not informed us of any issues with our compliance with the rules that you cite in your email.

While Strayer University does create syllabi (we call them course guides) that have strict rules that must be followed with respect to things that must, at a minimum be taught, as well as rubrics for grading assignments, we do allow faculty the academic freedom to add their own views of topics and teaching methodologies, as long as they are within the course framework that we lay out. As you can imagine, over thousands of different courses we have to ensure that each student receives the same quantity and quality of instruction. So, while faculty may not have the same degree of academic freedom that they have at a traditional brick and mortar institution, we believe that faculty have sufficient academic freedom to ensure that they meet various regulators expectations and that, at the same time, we meet our institutional accreditor expectations and federal expectations with regards to credit hour definitions.

### **Mature Status of Students**

We noted in our September 23, 2020 letter that Strayer students tend to be more mature and they do not necessarily require the same services as a traditional university. We would like to clarify that by mature we are referring to their age and place in life, not necessarily to their behavior. As shown in the attached Strayer University Fact Sheet, posted on Strayer's website, our data confirms that the average age of a Strayer students is 34, with over 80% of students enrolling in an undergraduate program, and 92% enrolling as part-time status. The average age in the mid-thirties, undergraduate program, and part-time status is more indicative of a student looking to complete their first degree to advance their career while balancing external responsibilities such as full-time employment and family obligations, as opposed to engage in purely research and academic ventures.



### **Additional Information**

As to the remaining items requested, we have attached the following items:

- Updated faculty compliance report by campus by program with an additional column denoting the instruction activities in which faculty members are engaged. As stated in our August 4, 2020 letter, Strayer places great value on faculty who stay up to date in their professional field; however, that does not necessarily need to be accomplished through scholarship efforts and indeed most of our faculty stay up to date through other methods (if the faculty choose to publish scholarly material we do not require, nor do we expect them, to include Strayer in their article except to disclose a material connection). Also, as noted Strayer is not a research institution and as such our faculty are not required to conduct research. As to service, faculty continue to have the option to participate in service programs done at the campus level or at the institutional level; however, they are not required to participate nor to create service programs.
- Breakdowns of Strayer's diversity at its Maryland campuses by campus for students and faculty.
- Copies of the awards (degrees) given for Strayer's degree programs

Thank you for your time and attentiveness in reviewing our request for waiver from the full-time faculty requirements in the COMAR. We stand ready to answer any questions you may have.

Sincerely,

/s/

Lisa Sincere  
Associate General Counsel

ONE JUDICIARY SQUARE  
241 2<sup>nd</sup> STREET NW  
SUITE 350 NORTH  
WASHINGTON, DC 20001



DC Office of the  
State Superintendent  
of Education

PHONE (202) 724-4000  
FAX (202) 724-2015  
TDD (202) 724-6878  
www.osse.dc.gov

RECEIVED  
NOV 30 2007

Education Licensure Commission

BY: \_\_\_\_\_

## LICENSE TO OPERATE AN INSTITUTION OF HIGHER EDUCATION

*In accordance with the provisions of Title 38, Chapter 13, of the District of Columbia Official Code (D.C. Official Code § 38-1301 et seq.), and applicable regulations of the DC Education Licensure Commission, the Education Licensure Commission approves and issues this License to the postsecondary school listed below to offer courses or instruction leading to the award of certificates, diplomas or degrees in the District of Columbia.*

Name and location of Institution:

### STRAYER UNIVERSITY

1133 15<sup>th</sup> Street, NW  
Washington, DC 20005

Takoma Park Campus  
6830 Laurel Street, NW  
Washington, D.C. 20012

Issue Date:

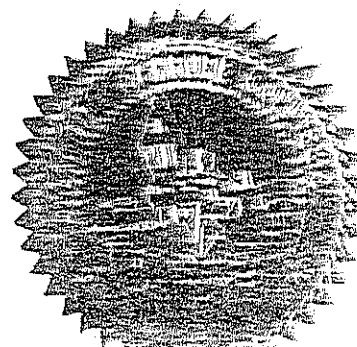
May 21, 2007

Expiration Date:

Permanent License

This certificate is valid through the date shown above unless revoked or suspended for cause.

Deborah A. Gist  
DC State Superintendent of Education





## Higher Education Licensure Commission (HELC)

### Strayer University

#### Institution Information

Business Classification		Degree Type		
Private For Profit		Degree		
Ownership Type	Approval Type	Expiration Date	OPEID Number	VA Approved
Proprietorship	Permanent		00145900	Yes
Is Approved SARA	Website	Accreditation		
Yes	<a href="http://www.strayer.edu">http://www.strayer.edu</a>	Middle States Commission on Higher Education		

#### DC Address:

Address	Quadrant	Zip	Ward
1133 15th Street, #200	NW	20005	2

#### Additional Address Information:

Address Type	Address	City	State	Zip
Branch campus	6830 Laurel Street	Washington	DC	20012
DC Headquarters	2303 Dulles Station Blvd MS6C	Herndon	VA	20171

Contact Name	Job Title	Email
Brian W. Jones	University President	brian.jones@strayer.edu
Dr. Christy Karnes	Dean of Students	Christy.Karnes@strayer.edu
Kimberly Frazer	Paralegal	Kimberly.Frazer@strayer.edu
Lisa Sincere	Associate General Counsel	Lisa.Sincere@strategicEd.com
Megan Jackson	General Counsel	Megan.Jackson@strategicEd.com

#### List of Offerings:

# Strayer University Fact Sheet

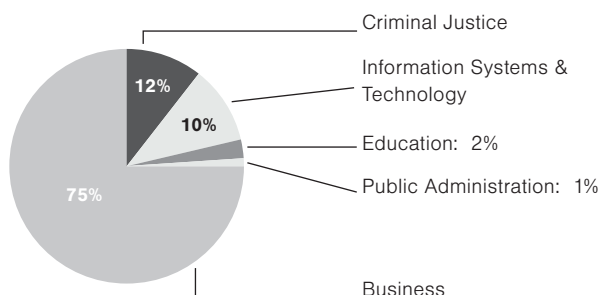
PUBLISHED NOVEMBER 30, 2020

## Total Enrollment <sup>1</sup>

48,774 students (enrollment as of September 30, 2020)

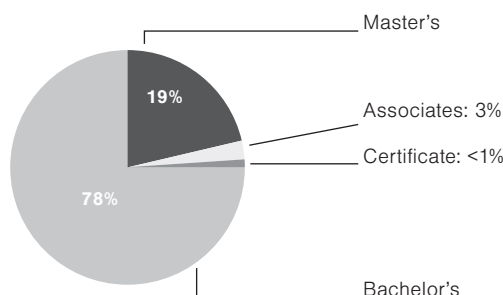
## UNIVERSITY ENROLLMENT BY PROGRAM AREA <sup>2</sup>

(UPDATED ANNUALLY - AS OF FALL 2019)



## UNIVERSITY ENROLLMENT BY DEGREE & CERTIFICATE <sup>3</sup>

(UPDATED ANNUALLY - AS OF FALL 2019)



Students are served by 72 campus locations across the US. (AS OF NOVEMBER 30, 2020)

## Student Profile

(Updated annually - as of Fall 2019)



Gender<sup>4</sup>: 72% Female / 24% Male  
Average Age: 34  
Race and ethnicity<sup>5</sup>: 75% students of color



### ENROLLMENT STATUS<sup>6</sup>:

92% part-time / 8% full-time

Receiving financial aid<sup>7</sup>: Approximately three-quarters

## Faculty Profile

(Updated annually - as of Fall 2019)



Strayer faculty members live in 44 states plus Washington D.C.

Of the faculty who reported their gender, 49% are female and 51% are male

Federal Integrated Postsecondary Education Data System (IPEDS) data on faculty are available as well. Since IPEDS data are generated according to U.S. Department of Education rules and are used by Strayer in standardized external reports, these data may differ from the numbers presented in this fact sheet. IPEDS data provide an accurate snapshot of faculty as of November 1 of each year.

# Strayer University Fact Sheet

## Academic Offerings

Degree programs: 23

Graduate and undergraduate concentrations and specializations: 76

Undergraduate diploma program: 1

Certificate programs: 8

Courses: 440 +

**Note: These counts include Jack Welch Management Institute (JWMI); Strayer University also operates DevMountain courses, which are not included in these counts<sup>8</sup>**

## Accreditation

Strayer University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000, [www.msche.org](http://www.msche.org)). The Commission is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The Accreditation Council for Business Schools and Programs (ACBSP) accredits Strayer University's 12 business degree programs, including JWMI EMBA. Accreditation Council for Business Schools and Programs, 11520 West 119th Street, Overland Park, KS 66213, Phone: 913-339-9356.

The baccalaureate degree in nursing program at Strayer University is accredited by the Commission on College Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.\*

\*New students are no longer being admitted into the Strayer University baccalaureate degree in nursing program. Prospective students should email [schoolofnursing@strayer.edu](mailto:schoolofnursing@strayer.edu) for more information.

## End Notes

<sup>1</sup> Includes graduate, undergraduate, and certificate students; does not include non-degree learners. FTE = 19,274 Full-Time Equivalents (FTE) = Number of full-time students + 1/3 of the number of part-time learners. Integrated Post Secondary Education Data System (IPEDS) definition of full-time and part-time status. By definition, FTE includes graduate, undergraduate, and certificate students; it does not include non-degree students.

<sup>2</sup> Derived from the Student Profile Report (SPR) Fall 2019 as of Fall 2019.

<sup>3</sup> Derived from the SPR as of Fall 2019. Certificates include post-baccalaureate and post-master's certificates.

<sup>4</sup> Gender data are derived from the SPR as of Fall 2019, where 4% of students' gender is unknown.

<sup>5</sup> Race and ethnicity data are provided for the 97% of students who reported their ethnicity as of Fall 2019. Students of color include Black or African American (64%), Hispanic (7%), and Asian (1.4%).

<sup>6</sup> Per the Integrated Post Secondary Education Data System (IPEDS), full-time status is defined as 9 or more credits per quarter for graduate students, and 12 or more credits per quarter for undergraduate students. Data as of Fall 2019.

<sup>7</sup> Strayer University derived approximately 79% of its cash-basis revenues from Title IV program funds in 2018.

<sup>8</sup> DevMountain courses include Web Development, IOS Development, QA Software, and UX Design.

# Strayer University Fact Sheet

## Milestones

### 1892

- Dr. Seibert Irving Strayer founded Strayer's Business College

### 1904

- Strayer's Business College opened a second location in Washington, D.C.

### 1970

- Institution renamed Strayer College
- Licensed to grant the Bachelor of Science degree

### 1981

- Accredited by the Middle States Commission on Higher Education (MSCHE)
- Approved to open campuses in Virginia

### 1987

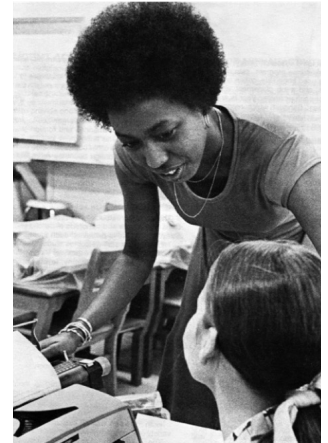
- Authorized to award master's degrees by the District of Columbia Education Licensure Commission

### 1996

- Strayer College launched online learning program
- Strayer Education, Inc. established to raise capital for expansion
- Library card catalog was digitized

### 1998

- Strayer College granted university status and became Strayer University



### 2000

- MSCHE reaffirmed Strayer University's accreditation
- Strayer University had 13 campuses in Washington, D.C., Virginia, and Maryland

### 2001

- Robert S. Silberman was named Chief Executive Officer of Strayer Education, Inc.

### 2007

- MSCHE reaffirmed Strayer University's accreditation
- Dr. Sondra Stallard became Strayer University's 14th President

### 2011

- Strayer University acquired the Jack Welch Management Institute (JWMI) to offer an Executive Master of Business Administration degree

# Strayer University Fact Sheet

## Milestones cont'd

### 2012

- Dr. Michael Plater became Strayer University's 15th President

### 2013

- MSCHE reaffirmed Strayer University's accreditation
- Robert S. Silberman was named Executive Chairman of the Board of Strayer Education, Inc.
- Karl McDonnell was named Chief Executive Officer of Strayer Education, Inc.
- Strayer University's Master of Education program was granted accreditation by the Teacher Education Accreditation Council (TEAC) for a period of seven years; TEAC subsequently became part of the Council for Accreditation of Educator Preparation (CAEP)
- Strayer's business degree programs (including accounting, business administration, marketing, economics, management, human resource management, health services administration, and acquisition/contract management) were accredited by the Accreditation Council for Business Schools and Programs (ACBSP) for a 10-year period

### 2014

- The JWMI Executive MBA was accredited by ACBSP
- Strayer also received approval from MSCHE to offer the Bachelor of Science in Nursing degree which subsequently was accredited by the Commission on Collegiate Nursing Education (CCNE) in 2017

### 2015

- Brian Jones became Strayer University's 16th President

### 2016

- Strayer University launches Strayer Studios to infuse curriculum with episodic, documentary-style films that bring courses to life

### 2017

- Strayer University celebrated 125th anniversary
- MSCHE reaffirmed Strayer University's accreditation

### 2018

- Strayer University's parent company, Strayer Education, Inc., merged with Capella Education Company, and was renamed Strategic Education, Inc. (SEI); Strategic Education is the parent company of both Strayer University and Capella University, which continue to operate as independent and separately accredited institutions

### 2019

- Strayer University opened 5 new campuses
- DevMountain became a part of Strayer University

## University Leadership

### Brian W. Jones, J.D.

President Emeritus

### Andrea Backman, Ph.D.

Acting President

### Cale Holman, MBA

Provost and Chief Academic Officer

### Jen Newell, MBA

Vice Provost, Academics

### Christy Karnes, Ph.D.

Dean of Students

### Sondra F. Stallard, Ph.D.

President Emerita, Director of  
Accreditation and Regulatory Affairs

# Strayer University Fact Sheet

## Board of Trustees

Charlotte F. Beason, Ed.D., Chair

Jonathan Gueverra, Ed.D

Leslie P. Hitch, Ed.D.

Cale Holman, MBA, Ex officio

Brian W. Jones, J.D., Ex officio

William C. Reha, M.D.

Peter D. Salins, Ph.D.

Joe Schaefer, MBA

Carol Shapiro, M.D.

J. Chris Toe, Ph.D.

Andrew E. Watt

Secretary: Megan Jackson, J.D.

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## Financial Information

Financial viability information is available upon request.  
Please contact Strayer University at 1.888.388.7430 to  
request such information.

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## QUESTIONS OR COMMENTS

Please contact [Institutional Insights](#) with questions  
or comments on this fact sheet.

## Strayer University Presidents

S. Irving Strayer (1892-1910)

Thomas Winfield Donoho (1910-1925)

Edmond Shepard Donoho (1925-1950)

Murray T. Donoho II (1950-1957)

Elgie G. Purvis (1957-1965)

Murray T. Donoho III (1965-1980)

Gerald E. Mellott (1980-1982)

Charles B. Harrington (1983-1984)

Charles E. Palmer Jr. (1984-1987)

Charles E. Palmer Sr. (1987-1989)

Ron K. Bailey (1989-1997)

Donald R. Stoddard (1997-2003)

J. Chris Toe (2003-2006)

Sondra F. Stallard (2007-2011)

Michael A. Plater (2011-2014)

Brian W. Jones (2014-2020)



MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Associate in Arts in Accounting				
Total # of credits required in program	90	Total # of courses required in Program	20		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Jones Olajide	Accounting	D.B.A. Accounting, Argosy University			
		M.B.A London South Bank University			
		B.A. Accounting, Kwara State Polytechnic	1	4.5	1
Samuel Garwon	Business Administration	D.B.A. Business Administration, Argosy University			
		M.P.A. Public Administration, Capella University			
		M.B.A. Strayer University	1	4.5	1
Latarsha Jones	Legal	J.D. University of the District of Columbia	1	4.5	1
Rebecca Stephens	Information Systems	B.A. Public Administration Talladega College	1	4.5	1
Joyce Camper	Communications and English	M.S. Information Systems, Strayer University	1	4.5	1
		M.A. English, Howard University	2	9	1
		Ph.D. Information Systems Management, Walden University			
Darcel Ford	Mathematics	M.S. Computer Information Systems, University of Phoenix			
		M.B.A. Drexel University			
		B.A. Mathematics, Ottawa University	1	4.5	1
Anthony McCormack	Humanities and History	Ph.D. History, Trinity College (Dublin, Ireland)			
		M.A. History, University College Dublin, Ireland			
		B.A. Politics and History, University College Dublin, Ireland	2	9	1
Total courses taught by FULL- time faculty			9	40.5	
List Part-time Faculty (add rows as necessary)					
Zackery Rogers	Communications	M.A. Communication in Contemporary Culture, Notre Dame of Maryland	1	4.5	1
Ephraim Okoro	English	D.B.A. Communications, Howard University			
		M.P.A./M.B.A. Southeastern University	1	4.5	1
		M.A. Teaching, Howard University			
Larry Davis	Psychology	M.A. Human Development, George Washington University			
		B.S.W. Social Work, University of North Alabama	1	4.5	1
		Ph.D. Training and Performance Improvement, Capella University			
Donna Robinson	Sociology	M.A. Human Relations, University of Oklahoma			
		B.A. Psychology/Social Work, University of Oklahoma	1	4.5	1
		Ph.D. Biochemistry, Howard University			
Zaki Sherif	Science	M.S. Environmental Science, University of Wisconsin	1	4.5	1
All other courses available either online or outside of Maryland from a mix of adjunct and full time faculty	Various	Various	6	27	1
Total courses taught by PART- time faculty			11	49.5	

\* % of courses taught by FULL-TIME faculty: 45.0%  
\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



MARYLAND HIGHER EDUCATION COMMISSION  
Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Associate in Arts in Business Administration				
Total # of credits required in program	90	Total # of courses required in Program	20		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Jones Olajide	Accounting	D.B.A. Accounting, Argosy University M.B.A London South Bank University B.A. Accounting, Kwara State Polytechnic D.B.A. Business Administration, Argosy University M.P.A. Public Administration, Capella University	1	4.5	1
Samuel Garwon	Business Administration	M.B.A. Strayer University J.D. University of the District of Columbia	1	4.5	1
Latarsha Jones	Legal	B.A. Public Administration Talladega College	1	4.5	1
Rebecca Stephens	Information Systems	M.S. Information Systems, Strayer University	1	4.5	1
Joyce Camper	Communications and English	M.A. English, Howard University Ph.D. Information Systems Management, Walden University M.S. Computer Information Systems, University of Phoenix M.B.A. Drexel University	2	9	1
Darcel Ford	Mathematics	B.A. Mathematics, Ottawa University Ph.D. History, Trinity College (Dublin, Ireland) M.A. History, University College Dublin, Ireland B.A. Politics and History, University College Dublin, Ireland	1	4.5	1
Anthony McCormack	Humanities and History	M.P.A. Public Administration, Troy State University M.B.A. Strayer University	2	9	1
Camilla Craig	Business Administration	B.B.A. Strayer University	2	9	1
Tafadzwa Nhira	Finance	M.B.A. Oral Roberts University	1	4.5	1
Total courses taught by FULL- time faculty			12	54	
List Part-time Faculty (add rows as necessary)					
Zackery Rogers	Communications	M.A. Communication in Contemporary Culture, Notre Dame of Maryland D.B.A. Communications, Howard University	1	4.5	1
Ephraim Okoro	English	M.P.A./M.B.A. Southeastern University M.A. Teaching, Howard University M.A. Human Development, George Washington University	1	4.5	1
Larry Davis	Psychology	B.S.W. Social Work, University of North Alabama Ph.D. Training and Performance Improvement, Capella University M.A. Human Relations, University of Oklahoma	1	4.5	1
Donna Robinson	Sociology	B.A. Psychology/Social Work, University of Oklahoma Ph.D. Biochemistry, Howard University	1	4.5	1
Zaki Sherif	Science	M.S. Environmental Science, University of Wisconsin	1	4.5	1
All other courses available either online or outside of Maryland from a mix of adjunct and full time faculty	Various	Various	3	13.5	1
Total courses taught by PART- time faculty			8	36	

\* % of courses taught by FULL-TIME faculty: 60.0%  
\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



# MARYLAND HIGHER EDUCATION COMMISSION

## Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Associate in Arts in Acquisition and Contract Management				
Total # of credits required in program	90	Total # of courses required in Program	20		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Jones Olajide	Accounting	D.B.A. Accounting, Argosy University M.B.A London South Bank University B.A. Accounting, Kwara State Polytechnic D.B.A. Business Administration, Argosy University M.P.A. Public Administration, Capella University	1	4.5	1
Samuel Garwon	Business Administration	M.B.A. Strayer University	1	4.5	1
Rebecca Stephens	Information Systems	M.S. Information Systems, Strayer University	1	4.5	1
Joyce Camper	Communications and English	M.A. English, Howard University Ph.D. Information Systems Management, Walden University M.S. Computer Information Systems, University of Phoenix M.B.A. Drexel University	2	9	1
Darcel Ford	Mathematics	B.A. Mathematics, Ottawa University Ph.D. History, Trinity College (Dublin, Ireland) M.A. History, University College Dublin, Ireland B.A. Politics and History, University College Dublin, Ireland	1	4.5	1
Anthony McCormack	Humanities and History		2	9	1
Total courses taught by FULL- time faculty			8	36	
List Part-time Faculty (add rows as necessary)					
Zackery Rogers	Communications	M.A. Communication in Contemporary Culture, Notre Dame of Maryland D.B.A. Communications, Howard University	1	4.5	1
Ephraim Okoro	English	M.P.A./M.B.A. Southeastern University M.A. Teaching, Howard University M.A. Human Development, George Washington University	1	4.5	1
Larry Davis	Psychology	B.S.W. Social Work, University of North Alabama Ph.D. Training and Performance Improvement, Capella University M.A. Human Relations, University of Oklahoma	1	4.5	1
Donna Robinson	Sociology	B.A. Psychology/Social Work, University of Oklahoma Ph.D. Biochemistry, Howard University	1	4.5	1
Zaki Sherif	Science	M.S. Environmental Science, University of Wisconsin D.M. Organizational Leadership, University of Phoenix M.A. Administrative Management, Bowie State University	1	4.5	1
Hakim Allah	Business Administration	B.S. Business and Management, University of Maryland	1	4.5	1
Hazar Amino	Business Administration	M.B.A University of Phoenix	2	9	1
All other courses available either online or outside of Maryland from a mix of adjunct and full time faculty	Various	Various	4	18	1
Total courses taught by PART- time faculty			12	54	

\* % of courses taught by FULL-TIME faculty: 40.0%

\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Associate in Arts in Information Systems				
Total # of credits required in program	90	Total # of courses required in Program	20		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Samuel Garwon Rebecca Stephens Joyce Camper	Business Administration	D.B.A. Business Administration, Argosy University			
		M.P.A. Public Administration, Capella University			
		M.B.A. Strayer University	1	4.5	1
	Information Systems	M.S. Information Systems, Strayer University	1	4.5	1
	Communications and English	M.A. English, Howard University	2	9	1
Darcel Ford	Mathematics/Information Systems				
		Ph.D. Information Systems Management, Walden University			
		M.S. Computer Information Systems, University of Phoenix			
		M.B.A. Drexel University			
		B.A. Mathematics, Ottawa University	5	22.5	1
		Ph.D. History, Trinity College (Dublin, Ireland)			
		M.A. History, University College Dublin, Ireland			
		B.A. Politics and History, University College Dublin, Ireland			
Anthony McCormack	Humanities and History		2	9	1
Total courses taught by FULL- time faculty			11	49.5	
List Part-time Faculty (add rows as necessary)					
Zackery Rogers	Communications	M.A. Communication in Contemporary Culture, Notre Dame of Maryland	1	4.5	1
		D.B.A. Communications, Howard University			
Ephraim Okoro	English	M.P.A./M.B.A. Southeastern University	1	4.5	1
		M.A. Teaching, Howard University			
Larry Davis	Psychology	M.A. Human Development, George Washington University			
		B.S.W. Social Work, University of North Alabama	1	4.5	1
		Ph.D. Training and Performance Improvement, Capella University			
Donna Robinson	Sociology	M.A. Human Relations, University of Oklahoma			
		B.A. Psychology/Social Work, University of Oklahoma	1	4.5	1
		Ph.D. Biochemistry, Howard University			
Zaki Sherif	Science	M.S. Environmental Science, University of Wisconsin	1	4.5	1
		Ed.D. Organizational Leadership, Nova Southeastern University			
Mohammad Abedin	Information Systems	M.S. Computer Information Systems, Strayer University	1	4.5	1
All other courses available either online or outside of Maryland from a mix of adjunct and full time faculty					
	Various	Various	3	13.5	1
Total courses taught by PART- time faculty			9	40.5	

\* % of courses taught by FULL-TIME faculty: 55.0%  
\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Associate in Arts in Information Technology				
Total # of credits required in program	90	Total # of courses required in Program	20		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Samuel Garwon Rebecca Stephens Joyce Camper	Business Administration	D.B.A. Business Administration, Argosy University			
	Information Systems	M.P.A. Public Administration, Capella University			
	Communications and English	M.B.A. Strayer University	1	4.5	1
Darcel Ford	Mathematics/Information Systems	M.S. Information Systems, Strayer University	1	4.5	1
		M.A. English, Howard University	2	9	1
		Ph.D. Information Systems Management, Walden University			
Anthony McCormack	Humanities and History	M.S. Computer Information Systems, University of Phoenix			
		M.B.A. Drexel University			
		B.A. Mathematics, Ottawa University	4	18	1
Total courses taught by FULL- time faculty		Ph.D. History, Trinity College (Dublin, Ireland)			
		M.A. History, University College Dublin, Ireland			
		B.A. Politics and History, University College Dublin, Ireland	2	9	1
			10	45	
List Part-time Faculty (add rows as necessary)					
Zackery Rogers	Communications	M.A. Communication in Contemporary Culture, Notre Dame of Maryland	1	4.5	1
Ephraim Okoro	English	D.B.A. Communications, Howard University			
		M.P.A./M.B.A. Southeastern University	1	4.5	1
		M.A. Teaching, Howard University			
Larry Davis	Psychology	M.A. Human Development, George Washington University			
		B.S.W. Social Work, University of North Alabama	1	4.5	1
		Ph.D. Training and Performance Improvement, Capella University			
Donna Robinson	Sociology	M.A. Human Relations, University of Oklahoma			
		B.A. Psychology/Social Work, University of Oklahoma	1	4.5	1
		Ph.D. Biochemistry, Howard University			
Zaki Sherif	Science	M.S. Environmental Science, University of Wisconsin	1	4.5	1
Mohammad Abedin	Information Systems	Ed.D. Organizational Leadership, Nova Southeastern University			
		M.S. Computer Information Systems, Strayer University	1	4.5	1
		Ph.D. Systems Engineering, George Washington University			
Mohammad Kasraian	Information Systems	M.S. Systems Engineering, Johns Hopkins University			
		M.P.M. Project Management DeVry University	1	4.5	1
		All other courses available either online or outside of Maryland from a mix of adjunct and full time faculty	Various	Various	3
Total courses taught by PART- time faculty			10	45	

\* % of courses taught by FULL-TIME faculty: 50.0%  
\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



MARYLAND HIGHER EDUCATION COMMISSION  
Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Associate in Arts in Marketing				
Total # of credits required in program	90	Total # of courses required in Program		20	
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Jones Olajide	Accounting	D.B.A. Accounting, Argosy University	1	4.5	1
		M.B.A London South Bank University			
		B.A. Accounting, Kwara State Polytechnic			
		D.B.A. Business Administration, Argosy University			
Samuel Garwon	Business Administration	M.P.A. Public Administration, Capella University	1	4.5	1
Rebecca Stephens	Information Systems	M.B.A. Strayer University	1	4.5	1
Joyce Camper	Communications and English	M.S. Information Systems, Strayer University	2	9	1
Darcel Ford	Mathematics	M.A. English, Howard University	1	4.5	1
		Ph.D. Information Systems Management, Walden University			
		M.S. Computer Information Systems, University of Phoenix			
		M.B.A. Drexel University			
		B.A. Mathematics, Ottawa University			
Anthony McCormack	Humanities and History	Ph.D. History, Trinity College (Dublin, Ireland)	2	9	1
		M.A. History, University College Dublin, Ireland			
		B.A. Politics and History, University College Dublin, Ireland			
		D.B.A. Marketing, Argosy University			
Lisa Amans	Marketing	M.S. Advertising, Northwestern University	1	4.5	1
		B.A. Journalism, The University of Michigan			
Total courses taught by FULL- time faculty			9	40.5	
List Part-time Faculty (add rows as necessary)					
Zackery Rogers	Communications	M.A. Communication in Contemporary Culture, Notre Dame of Maryland	1	4.5	1
Ephraim Okoro	English	D.B.A. Communications, Howard University	1	4.5	1
		M.P.A./M.B.A. Southeastern University			
Larry Davis	Psychology	M.A. Teaching, Howard University	1	4.5	1
		M.A. Human Development, George Washington University			
		B.S.W. Social Work, University of North Alabama			
		Ph.D. Training and Performance Improvement, Capella University			
Donna Robinson	Sociology	M.A. Human Relations, University of Oklahoma	1	4.5	1
		B.A. Psychology/Social Work, University of Oklahoma			
		Ph.D. Biochemistry, Howard University			
Zaki Sherif	Science	M.S. Environmental Science, University of Wisconsin	1	4.5	1
Patrick McGraw	Marketing	M.S. Marketing, Johns Hopkins University	1	4.5	1
All other courses available either online or outside of Maryland from a mix of adjunct and full time faculty	Various	Various	5	22.5	1
Total courses taught by PART- time faculty			11	49.5	

\* % of courses taught by FULL-TIME faculty: 45.0%  
\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Bachelor of Business Administration				
Total # of credits required in program	180	Total # of courses required in Program	40		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Samuel Garwon Rebecca Stephens Joyce Camper	Business Administration	D.B.A. Business Administration, Argosy University			
	Information Systems	M.P.A. Public Administration, Capella University			
	Communications and English	M.B.A. Strayer University	3	13.5	1
Charna Lacey	English	M.S. Information Systems, Strayer University	1	4.5	1
		M.A. English, Howard University	3	13.5	1
		Ed.D. Higher Education, Morgan State University			
Darcel Ford	Mathematics	M.A.T. Teaching, Bowie State University			
		B.S. Journalism, Bowie State University	1	4.5	1
		Ph.D. Information Systems Management, Walden University			
Anthony McCormack	Humanities and History	M.S. Computer Information Systems, University of Phoenix			
		M.B.A. Drexel University			
		B.A. Mathematics, Ottawa University	2	9	1
Latarsha Jones Tafadzwa Nhira	Legal	Ph.D. History, Trinity College (Dublin, Ireland)			
	Finance	M.A. History, University College Dublin, Ireland			
		B.A. Politics and History, University College Dublin, Ireland			
Isaac Moonzwe	Philosophy	J.D. University of the District of Columbia	2	9	1
		B.A. Public Administration Talladega College	1	4.5	1
		M.B.A. Oral Roberts University	2	9	1
Jones Olajide	Accounting	D.M. Religion, Howard University			
		M.A. Theology, Biola University	1	4.5	1
		D.B.A. Accounting, Argosy University			
Diana Bonina	Economics	M.B.A London South Bank University			
		B.A. Accounting, Kwara State Polytechnic	1	4.5	1
		Ph.D. Economics, Bulgarian Academy of Sciences			
Camilla Craig	Business Administration	B.S. International Economic Relations, Moscow Institute for International Relations	1	4.5	1
		M.P.A Troy State University			
		M.B.A. Strayer University			
Bagher Fardanesh	Business Administration	B.B.A. Strayer University	2	9	1
		Ph.D. Education Administration, University of Colorado			
		M.P.A. Public Administration, University of Colorado			
Lisa Amans	Marketing	B.S. Business Administration, University of Colorado	1	4.5	1
		D.B.A Marketing, Argosy University			
		M.S. Advertising, Northwestern University			
Total courses taught by FULL- time faculty			22	99	
List Part-time Faculty (add rows as necessary)					
Larry Davis	Psychology	B.A. Journalism, University of Michigan			
		M.A. Teaching, Howard University			
		M.A. Human Development, George Washington University			
Donna Robinson	Sociology	B.S.W. Social Work, University of North Alabama	1	4.5	1
		Ph.D. Training and Performance Improvement, Capella University			
		M.A. Human Relations, University of Oklahoma			
Zaki Sherif	Science	B.A. Psychology/Social Work, University of Oklahoma	1	4.5	1
		Ph.D. Biochemistry, Howard University			
			1	4.5	1

Mohammad Abedin	Information Systems	Ed.D. Organizational Leadership, Nova Southeastern University M.S. Computer Information Systems, Strayer University Ph.D. Systems Engineering, George Washington University M.S. Systems Engineering, Johns Hopkins University	1	4.5	1
Mohammad Kasraian	Information Systems	M.P.M. Project Management DeVry University Ph.D. Psychology, Capella University M.S. Human Resource Development, Towson University B.S. English, Towson University	1	4.5	1
Melissa Marshall	Business Administration		3	13.5	1
All other courses available either online or outside of Maryland from a mix of adjunct and full time faculty	Various	Various	10	45	1
Total courses taught by PART- time faculty			18	81	

\* % of courses taught by FULL-TIME faculty: 73.0% (if 10 electives not considered), 55.0% if electives are considered

\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Bachelor of Science in Accounting				
Total # of credits required in program	180	Total # of courses required in Program	40		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
		D.B.A. Business Administration, Argosy University			
		M.P.A. Public Administration, Capella University			
Samuel Garwon	Business Administration	M.B.A. Strayer University	1	4.5	1
Rebecca Stephens	Information Systems	M.S. Information Systems, Strayer University	1	4.5	1
Joyce Camper	Communications and English	M.A. English, Howard University	3	13.5	1
Charna Lacey	English		1	4.5	1
		Ph.D. Information Systems Management, Walden University			
		M.S. Computer Information Systems, University of Phoenix			
		M.B.A. Drexel University			
Darcel Ford	Mathematics	B.A. Mathematics, Ottawa University	2	9	1
		Ph.D. History, Trinity College (Dublin, Ireland)			
		M.A. History, University College Dublin, Ireland			
		B.A. Politics and History, University College Dublin, Ireland			
Anthony McCormack	Humanities and History		2	9	1
		J.D. University of the District of Columbia			
Latarsha Jones	Legal	B.A. Public Administration Talladega College	1	4.5	1
Tafadzwa Nhira	Finance	M.B.A. Oral Roberts University	1	4.5	1
		D.M. Religion, Howard University			
Isaac Moonzwe	Philosophy	M.A. Theology, Biola University	1	4.5	1
		D.B.A. Accounting, Argosy University			
		M.B.A London South Bank University			
Jones Olajide	Accounting	B.A. Accounting, Kwara State Polytechnic	2	9	1
		M.A.S. Administrative Science, Johns Hopkins University			
		Graduate Certificate, Accounting, Strayer University			
		B.A. Accounting, Loyola College			
Darlene Green-Connor	Accounting	CPA	1	4.5	1
Total courses taught by FULL- time faculty			16	72	
List Part-time Faculty (add rows as necessary)					
		M.A. Teaching, Howard University			
		M.A. Human Development, George Washington University			
Larry Davis	Psychology	B.S.W. Social Work, University of North Alabama	1	4.5	1
		Ph.D. Training and Performance Improvement, Capella University			
		M.A. Human Relations, University of Oklahoma			
Donna Robinson	Sociology	B.A. Psychology/Social Work, University of Oklahoma	1	4.5	1
		Ph.D. Biochemistry, Howard University			
Zaki Sherif	Science	M.S. Environmental Science, University of Wisconsin	1	4.5	1
		Ed.D. Organizational Leadership, Nova Southeastern University			
Mohammad Abedin	Information Systems	M.S. Computer Information Systems, Strayer University	1	4.5	1
		Ph.D. Systems Engineering, George Washington University			
		M.S. Systems Engineering, Johns Hopkins University			
Mohammad Kasraian	Information Systems	M.P.M. Project Management DeVry University	1	4.5	1
Cruz Alexander	Accounting	M.Acc. Business Management/Accounting, University of Maryland	4	18	1

Randolph Stanley	Accounting	D.B.A. Accounting, Argosy University	2	9	1
		M.S. Management/Accounting, University of Maryland University College			
		B.S. Accounting, Strayer University			
		M.B.A. Troy University			
Steven Grant	Accounting	M.A. Accountancy, Alabama State University	1	4.5	1
		B.S. Accounting, Tuskegee University			
		M.S. Business and Management			
		Certificate - Accounting, Montgomery College			
Edward Atuahene	Accounting	CPA	1	4.5	1
Arthur Droë	Accounting	M.Acc. Accounting, George Washington University	1	4.5	1
Khaled Abdel Ghany	Accounting	Ph.D. Accounting, ECE Evaluation	1	4.5	1
		M.Acc. Accounting, ECE Evaluation			
All other courses available either online or outside of Maryland from a mix of adjunct and full time faculty	Various	Various	3	13.5	1
Total courses taught by PART- time faculty			15	67.5	

\* % of courses taught by FULL-TIME faculty: 51.6% (if 9 electives not considered), 40.0% if electives are considered

\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Bachelor of Science in Information Systems				
Total # of credits required in program	180	Total # of courses required in Program	40		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Jones Olajide	Accounting	D.B.A. Argosy University			
		M.B.A. London South Bank University			
		B.A., Accounting, Kwara State Polytechnic	1	4.5	1
Samuel Garwon	Business	D.B.A. Argosy University			
		M.P.A. Capella University			
		M.B.A. Strayer University	1	4.5	1
Joyce Camper	Communications	M.A., English, Howard University	3	13.5	1
		Ed.D., Morgan State University			
		M.A.T., Teaching, Bowie State University			
Charna Lacey	English	B.S. Journalism, Bowie State University	1	4.5	1
		Ph.D., Information Systems Management, Walden University			
		M.S. Computer Information Systems, University of Phoenix			
Darcel Ford	Mathematics, Information Systems	M.B.A., Drexel University			
		B.S., Professional Management, Nova Southeastern University			
		B.A. Mathematics, Ottawa University	10	45	1
Isaac Moonzwe	Philosophy	D.M., Religion, Howard University			
		M.A., Theology, Biola University			
		M.B.A., University of La Verne	1	4.5	1
Tafadzwa, Nhira	Business	B.S., Business Administration, Biola University	1	4.5	1
		M.B.A., Oral Roberts University	1	4.5	1
Total courses taught by FULL- time faculty			18	81	
List Part-time Faculty (add rows as necessary)					
David Coia	English	M.A. Journalism, Ohio State University	1	4.5	1
Anthony McCormack	History/Humanities	Ph.D., History, Trinity College (Ireland)			
		M.A., History, University College Dublin (Ireland)			
		B.A., Politics and History, University College Dublin (Ireland)	2	9	1
Larry Davis	Psychology	M.A. Teaching, Howard University			
		M.A., Human Development, George Washington University			
		B.S.W., Social Work, University of North Alabama	1	4.5	1
Zaki Sherif	Science	Ph.D., Biochemistry, Howard University			
		M.S. Environmental Sciences, University of Wisconsin	1	4.5	1
		Ph.D., Conflict Analysis, Nova Southeastern University			
Yogendra, Paneru	Sociology	M.A., Conflict Transformation, SIT Study Abroad	2	9	1
Anthony Richards	Information Systems	M.S., Information Systems, University of Baltimore	1	4.5	1
David Thomas	Information Systems	Ph.D., Business Administration, North Central University			
		M.S., Information Systems, Strayer University	1	4.5	1
		MBA, Southeastern University	1	4.5	1
Suanu, Wikina	Information Systems	Ph.D., Technology Management, Indiana State University			
		M.S., Management Information Systems, University of Maryland University College			
		M.B.A., University of Maryland University College	1	4.5	1

All other courses available either online or outside of Maryland from a mix of adjunct and full time faculty	Various	Various	11	49.5	1
Total courses taught by PART- time faculty			22	99	

\* % of courses taught by FULL-TIME faculty: 60% (if 10 electives not considered), 45.0% if electives are considered  
\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



# MARYLAND HIGHER EDUCATION COMMISSION

## Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Bachelor of Science in Information Technology				
Total # of credits required in program	180	Total # of courses required in Program	40		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Samuel Garwon Rebecca Stephens Joyce Camper	Business Administration	D.B.A. Business Administration, Argosy University			
	Information Systems	M.P.A. Public Administration, Capella University			
	Communications and English	M.B.A. Strayer University	1	4.5	1
Charna Lacey	English	M.S. Information Systems, Strayer University	1	4.5	1
		M.A. English, Howard University	3	13.5	1
		Ed.D. Higher Education, Morgan State University			
Darcel Ford	Mathematics	M.A.T. Teaching, Bowie State University			
		B.S. Journalism, Bowie State University	1	4.5	1
		Ph.D. Information Systems Management, Walden University			
Anthony McCormack	Humanities and History	M.S. Computer Information Systems, University of Phoenix			
		M.B.A. Drexel University			
		B.A. Mathematics, Ottawa University	5	22.5	1
Isaac Moonzwe Justin Siplin	Philosophy	Ph.D. History, Trinity College (Dublin, Ireland)			
	Information Systems	M.A. History, University College Dublin, Ireland			
		B.A. Politics and History, University College Dublin, Ireland			
Richard Brown	Information Systems	D.M. Religion, Howard University	2	9	1
		M.A. Theology, Biola University	1	4.5	1
		M.S. Applied Information Technology, Towson University	1	4.5	1
Laurant Jolly	Information Systems	Ph.D. Applied Management, Walden University			
		M.S. Management/Healthcare Administration, University of Maryland			
		B.S. Microbiology, University of Maryland	1	4.5	1
Total courses taught by FULL- time faculty		D.M., Management in Organizations/IS & Technology, University of Phoenix			
		M.S. Information Technology, Intercontinental University			
		B.A. Business Administration, LeTourneau University	1	4.5	1
			17	76.5	
List Part-time Faculty (add rows as necessary)					
Larry Davis	Psychology	M.A. Teaching, Howard University			
		M.A. Human Development, George Washington University			
		B.S.W. Social Work, University of North Alabama	1	4.5	1
Donna Robinson	Sociology	Ph.D. Training and Performance Improvement, Capella University			
		M.A. Human Relations, University of Oklahoma			
		B.A. Psychology/Social Work, University of Oklahoma	1	4.5	1
Zaki Sherif	Science	Ph.D. Biochemistry, Howard University			
		M.S. Environmental Science, University of Wisconsin	1	4.5	1
		Ed.D. Organizational Leadership, Nova Southeastern University			
Mohammad Abedin	Information Systems	M.S. Computer Information Systems, Strayer University	1	4.5	1
		D.Sc. Computer Science, George Washington University			
		M.S. Electronic Circuits, UCLA			
Hossein Besharatian	Information Systems	M.S. Electrical Engineering, Tehran University	2	4.5	1
David Kimble	Information Systems	D.B.A. Global Business and Leadership, California Intercontinental University			
		M.S. Administration, Central Michigan University			
		B.S. Information Systems Management, Potomac College	1	4.5	1
Mohammad Kasraian	Information Systems	M.S.EE. Engineering and Math, University of Mississippi			
		B.S.EE. Electrical Engineering, University of Arkansas	1	4.5	1

Richard Guirguis	Information Systems	M.B.A Technology Management, University of Phoenix M.S. Computer Science, New York Institute of Technology	1	4.5	1
Wade Poole	Information Systems	Ph.D. Applied Computing Science, University of Arkansas M.S. Operations Management, University of Arkansas	1	4.5	1
All other courses available either online or outside of Maryland from a mix of adjunct and full time faculty	Various	Various	13	58.5	1
Total courses taught by PART- time faculty			23	103.5	

\* % of courses taught by FULL-TIME faculty: 53.1% (if 8 electives not considered), 42.5% if electives are considered

\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



# MARYLAND HIGHER EDUCATION COMMISSION

## Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Diploma in Acquisition and Contract Management				
Total # of credits required in program	54	Total # of courses required in Program	12		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Jones Olajide	Accounting	D.B.A. Accounting, Argosy University M.B.A. London South Bank University B.A. Accounting, Kwara State Polytechnic D.B.A. Argosy University M.P.A. Public Administration Capella University	1	4.5	1
Samuel Garwon	Business Administration	M.B.A. Strayer University	1	4.5	1
Rebecca Stephens	Information Systems	M.S. Information Systems, Strayer University	1	4.5	1
Tafadzwa Nhira	Finance	M.B.A. Oral Roberts University Ph.D. Information Systems Management, Walden University M.S. Computer Information Systems, University of Phoenix MBA, Drexel University B.S. Professional Management, Nova Southeastern University	1	4.5	1
Darcel Ford	Mathematics	B.A. Mathematics, Ottawa University	1	4.5	1
Total courses taught by FULL- time faculty			5	22.5	
List Part-time Faculty (add rows as necessary)					
William Stone	Legal	J.D. University of Maryland D.B.A. Global Business and Leadership, California Intercontinental M.S. Administration, Central Michigan University	1	4.5	1
David Kimble	Business Administration	B.S. Information Systems Management, Potomac College Ph.D. Applied Computing Science, University of Arkansas M.S. Operations Management, University of Arkansas	2	9	1
Wade Poole	Business Administration		1	4.5	1
All other courses available either online or outside of Maryland from a mix of adjunct and full time faculty	Various		3	13.5	1
Total courses taught by PART- time faculty			7	31.5	

\* % of courses taught by FULL-TIME faculty: 41.7%  
\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



# MARYLAND HIGHER EDUCATION COMMISSION

## Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Master of Business Administration				
Total # of credits required in program	45	Total # of courses required in Program	10		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Darlene Green-Connor	Accounting	M.A.S. Administrative Science, Johns Hopkins University Graduate Certificate, Accounting, Strayer University Graduate Certificate, Leadership Development, Johns Hopkins University B.A. Accounting, Loyola College	1	4.5	1
Henry Kerich	Business	Ph.D. Business, Capella University M.B.A. Strayer University	2	9	1
Diana Bonina	Economics	Ph.D. Economics, Bulgarian Academy of Sciences B.S. International Economic Relations, Moscow Institute for International Relations	1	4.5	1
Tafadzwa Nhira	Finance	MBA, Oral Roberts University	1	4.5	1
Lisa Amans	Marketing	DBA - Marketing, Argosy University M.S. Advertising, Northwestern University B.A. Journalism, University of Michigan	1	4.5	1
Total courses taught by FULL- time faculty			6	27	
List Part-time Faculty (add rows as necessary)					
William Stone	Legal	J.D., University of Maryland M.A. Communication in Contemporary Culture, Notre Dame of Maryland	1	4.5	1
Zackery Rogers	Communications	B.A. History, Morgan State University M.S. Mathematics, Loyola University	1	4.5	1
Wanda Fields	Mathematics	ED Spec., Math Education, University of Missouri	1	4.5	1
Last concentration course taught by mix of full and part tiem faculty	Various		1	4.5	1
Total courses taught by PART- time faculty			4	18	

\* % of courses taught by FULL-TIME faculty: 60.0%

\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Master of Education				
Total # of credits required in program	54	Total # of courses required in Program	12		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Total courses taught by FULL- time faculty			0	0	
List Part-time Faculty (add rows as necessary)					
Alesia Slocumb-Bradford	Education	Ed.D. Math Education, Morgan State University M.S. Information Sciences, Bowie State University B.S. Computer Science, Daemen College Ed.D. Educational Leadership, University of Maryland M.A. Elementary Education, Bowie State University	1	4.5	1
Rollia Oliver	Education	B.A. Sociology, University of Maryland	1	4.5	1
All other courses are available online or at campuses outside of Maryland	Various		10	45	
Total courses taught by PART- time faculty			12	54	
* % of courses taught by FULL-TIME faculty:		0.0%			
* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)					



MARYLAND HIGHER EDUCATION COMMISSION  
Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Master of Public Administration				
Total # of credits required in program	54	Total # of courses required in Program	12		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Richard Brown	Information Systems	Ph.D. Applied Management, Walden University			
		M.S. Management/Health Care, University of Maryland			
		B.S. Microbiology, University of Maryland	1	4.5	1
		Ph.D. Information Systems Management, Walden University			
		M.S. Computer Information Systems, University of Phoenix			
Darcel Ford	Mathematics	MBA, Drexel University			
		B.S. Professional Management, Nova Southeastern University			
		B.A. Mathematics, Ottawa University	1	4.5	1
Total courses taught by FULL- time faculty			2	9	
List Part-time Faculty (add rows as necessary)					
Ray Oman	Public Administration	D.P.A. Public Administration, George Washington University	1	4.5	1
All courses available either online or outside of Maryland from a mix of adjunct and full time faculty		M.P.A. Public Administration, George Washington University			
	Various		9	40.5	
Total courses taught by PART- time faculty			10	45	

\* % of courses taught by FULL-TIME faculty: 16.7%  
\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



# MARYLAND HIGHER EDUCATION COMMISSION

## Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Master of Science in Accounting				
Total # of credits required in program	54	Total # of courses required in Program	12		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Darlene Green-Connor	Accounting	M.A.S. Administrative Science, Johns Hopkins University Graduate Certificate, Accounting, Strayer University Graduate Certificate, Leadership Development, Johns Hopkins University B.A. Accounting, Loyola College	2	9	1
Diana Bonina	Economics	Ph.D. Economics, Bulgarian Academy of Sciences	1	4.5	1
Tafadzwa Nhira	Finance	B.S. International Economic Relations, Moscow Institute for International Relations MBA, Oral Roberts University	1	4.5	1
Latarsha Jones	Legal	J.D. University of the District of Columbia	1	4.5	1
Total courses taught by FULL- time faculty			5	22.5	
List Part-time Faculty (add rows as necessary)					
William Stone	Legal	J.D., University of Maryland M.S. Mathematics, Loyola University ED Spec., Math Education, University of Missouri	1	4.5	1
Wanda Fields	Mathematics	Missouri	1	4.5	1
Remaining courses taught online.	Accounting	Various	6	27	1
Total courses taught by PART- time faculty			7	31.5	

\* % of courses taught by FULL-TIME faculty: 41.7%

\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



**MARYLAND HIGHER EDUCATION COMMISSION**  
**Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland**

Institution	Strayer University				
Program Title	Master of Science in Human Resource Management				
Total # of credits required in program	54	Total # of courses required in Program	12		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Henry Kerich	Business Administration	Ph.D. Business, Capella University MBA - Finance, Strayer University	2	9	1
Total courses taught by FULL- time faculty			2	9	
List Part-time Faculty (add rows as necessary)					
Zakia Batchelor	Human Resource Management	Ph.D. Management, Capella University M.S. Human Resource Management, National Louis University B.S. Business Administration, National Louis University Ed.D., Organizational Leadership, Nova Southeastern M.S.A. School Administration, Fayetteville State University M.S. Educational Guidance, Longwood University	4	18	1
Sharron Credle	Human Resource Management		1	4.5	1
All other courses available either online or outside of Maryland from a mix of adjunct and full time faculty	Various		5	22.5	1
Total courses taught by PART- time faculty			10	45	

\* % of courses taught by FULL-TIME faculty: 16.7%  
\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



MARYLAND HIGHER EDUCATION COMMISSION

Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland

Institution	Strayer University				
Program Title	Master of Science in Health Services Administration				
Total # of credits required in program	54	Total # of courses required in Program	12		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Total courses taught by FULL- time faculty			0	0	
List Part-time Faculty (add rows as necessary)					
All courses available either online or outside of Maryland from a mix of adjunct and full time faculty	Various		12	54	
Total courses taught by PART- time faculty			12	54	

\* % of courses taught by FULL-TIME faculty: 0.0%

\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)



**MARYLAND HIGHER EDUCATION COMMISSION**  
**Faculty Compliance Report for Out-of-State Degree Granting Institutions Operating in Maryland**

Institution	Strayer University				
Program Title	Master of Science in Information Systems				
Total # of credits required in program	54	Total # of courses required in Program	12		
List Full-time Faculty (add rows as necessary)					
Faculty Name	Course Categories	Degree and Institution from CV	# of courses taught in program	# of credits taught in program	Faculty Engagement
Richard Brown	Information Systems	Ph.D. Applied Management and Decision Sciences, Walden University	8	36	1
		M.S. Management/Healthcare Administration, University of Maryland			
		B.S. Microbiology, University of Maryland			
		Ph.D. Information Systems Management, Walden University			
		M.S. Computer Information Systems, University of Phoenix			
Darcel Ford	Information Systems	MBA, Drexel University	1	4.5	1
		B.S. Professional Management, Nova Southeastern University			
		B.A. Mathematics, Ottawa University			
Total courses taught by FULL- time faculty			9	40.5	
List Part-time Faculty (add rows as necessary)					
All other courses are available online or at campuses outside of Maryland	Various		3	13.5	
Total courses taught by PART- time faculty			3	13.5	

\* % of courses taught by FULL-TIME faculty: 75.0%  
\* (# of courses taught by FULL-TIME faculty / total number of courses in program; this MUST exceed 33%)

**Student diversity broken down at the University level (entire SU student community):**

Row Labels	Sum of STUDENT_COUNT
0 - Non-Resident Alien	585
1 - African American or Black	137510
2 - American Indian	1159
3 - White	46805
4 - Hispanic Latino	14930
5 - Asian	3101
6 - Pacific Islander	481
7 - More Than One Race	7877
9 - Other or Unknown	4795
Grand Total	217243

**Student diversity broken down at the Maryland campus (all MD campuses) level:**

Row Labels	Count of SU_ETHNIC_GRP_LD
0 - Non-Resident Alien	16
1 - African American or Black	9455
2 - American Indian	73
3 - White	1467
4 - Hispanic Latino	634
5 - Asian	149
6 - Pacific Islander	19
7 - More Than One Race	542
9 - Other or Unknown	257
Grand Total	12612

**Student diversity broken down at the Anne Arundel campus level:**

Anne Arundel	
Row Labels	Count of SU_ETHNIC_GRP_LD
1 - African American or Black	1271
2 - American Indian	18
3 - White	364
4 - Hispanic Latino	128
5 - Asian	11
6 - Pacific Islander	5
7 - More Than One Race	121
9 - Other or Unknown	45
Grand Total	1963

**Student diversity broken down at the Owings Mills campus level:**

Row Labels	Count of SU_ETHNIC_GRP_LD
1 - African American or Black	1561
2 - American Indian	3
3 - White	260
4 - Hispanic Latino	79
5 - Asian	23
7 - More Than One Race	70
9 - Other or Unknown	38
Grand Total	2034

**Student diversity broken down at the Prince George's campus level:**

Row Labels	Count of SU_ETHNIC_GRP_LD
0 - Non-Resident Alien	1
1 - African American or Black	4332
2 - American Indian	31
3 - White	164
4 - Hispanic Latino	153
5 - Asian	39
6 - Pacific Islander	9
7 - More Than One Race	223
9 - Other or Unknown	111
Grand Total	5063

**Student diversity broken down at the Rockville campus level:**

Row Labels	Count of SU_ETHNIC_GRP_LD
0 - Non-Resident Alien	12
1 - African American or Black	630
2 - American Indian	1
3 - White	239
4 - Hispanic Latino	152
5 - Asian	64
7 - More Than One Race	48
9 - Other or Unknown	16
Grand Total	1162

**Student diversity broken down at the White Marsh campus level:**

Row Labels	Count of SU_ETHNIC_GRP_LD
0 - Non-Resident Alien	3
1 - African American or Black	1661
2 - American Indian	20
3 - White	440
4 - Hispanic Latino	122
5 - Asian	12
6 - Pacific Islander	5
7 - More Than One Race	80
9 - Other or Unknown	47
Grand Total	2390

**Faculty diversity for Maryland campuses:**

Row Labels	Count of Employee ID	% to Total
Black or African American	24	58.54%
Hispanic or Latino	1	2.44%
White	16	39.02%
<b>Grand Total</b>	<b>41</b>	<b>100.00%</b>

# Strayer University

*By the virtue of authority of the Board of Trustees and the  
recommendation of the Faculty  
has conferred upon*

**John Doe**

*the Degree of*

**Associate in Arts  
Accounting**

*with all the rights, honors, and privileges thereto pertaining.*

*In witness whereof, this degree is granted bearing the seal of*

*Strayer University, Washington, D.C.*

Given this eighteenth day of June in the year two thousand and twelve.

*Barbara A. Dean*  
Chairwoman, Board of Trustees



*Michael J. McLaughlin*  
University President

Sample Honors

# Strayer University

*By the virtue of authority of the Board of Trustees and the  
recommendation of the Faculty  
has conferred upon*

**John Doe**

*the Degree of*

**Bachelor of Business Administration**

*with all the rights, honors, and privileges thereto pertaining.*

*In witness whereof, this degree is granted bearing the seal of*

*Strayer University, Washington, D.C.*

Given this eighteenth day of June in the year two thousand and twelve.

  
Chairwoman, Board of Trustees



  
University President

Sample Honors

# Strayer University

*By the virtue of authority of the Board of Trustees and the  
recommendation of the Faculty  
has conferred upon*

**John Doe**

*the Degree of*

**Master of Business Administration**

*with all the rights, honors, and privileges thereto pertaining.*

*In witness whereof, this degree is granted bearing the seal of*

*Strayer University, Washington, D.C.*

Given this eighteenth day of June in the year two thousand and twelve.

  
Chairwoman, Board of Trustees



  
University President

Sample Honors

# Strayer University Jack Welch Management Institute

*By the virtue of authority of the Board of Trustees and the  
recommendation of the Faculty  
has conferred upon*

**John Doe**

*the Degree of*

**Master of Business Administration**

*with all the rights, honors, and privileges thereto pertaining.*

*In witness whereof, this degree is granted bearing the seal of*

*Strayer University, Washington, D.C.*

*Given this eighteenth day of June in the year two thousand and twelve.*



*Forster H. H. H.*  
Chairman, Board of Trustees

*Michael P. P.*  
University President



# Strayer University

*By the virtue of authority of the Board of Trustees and the  
recommendation of the Faculty  
has conferred upon*

**John Doe**

*the Degree of*

**Bachelor of Science  
Accounting**

*with all the rights, honors, and privileges thereto pertaining.*

*In witness whereof, this degree is granted bearing the seal of  
Strayer University, Washington, D.C.*

Given this eighteenth day of June in the year two thousand and twelve.

  
Chairwoman, Board of Trustees



  
University President

Sample Honors

# Strayer University

*By the virtue of authority of the Board of Trustees and the  
recommendation of the Faculty  
has conferred upon*

**John Doe**

*the Degree of*

**Master of Science  
Accounting**

*with all the rights, honors, and privileges thereto pertaining.*

*In witness whereof, this degree is granted bearing the seal of*

*Strayer University, Washington, D.C.*

Given this eighteenth day of June in the year two thousand and twelve.

  
Chairwoman, Board of Trustees



  
University President

Sample Honors

# STRAYER UNIVERSITY

THE DIRECTORS OF THE UNIVERSITY, UPON RECOMMENDATION OF THE FACULTY

AWARD THIS DIPLOMA

TO

**JOHN DOE**

TOGETHER WITH ALL RIGHTS, HONORS AND PRIVILEGES THERETO PERTAINING  
AS EVIDENCE OF HAVING SATISFACTORILY COMPLETED THE PROGRAM IN

**ACCOUNTING**

GIVEN IN WASHINGTON, DISTRICT OF COLUMBIA  
THIS MONTH OF JUNE, TWO THOUSAND AND TWELVE.



A handwritten signature in dark ink, appearing to read "Barbara J. Hume", written over a series of horizontal dotted lines.

CHAIRWOMAN, BOARD OF TRUSTEES

A handwritten signature in dark ink, appearing to read "Michael J. Pataky", written over a series of horizontal dotted lines.

UNIVERSITY PRESIDENT

# STRAYER UNIVERSITY

THE DIRECTORS OF THE UNIVERSITY, UPON RECOMMENDATION OF THE FACULTY

AWARD THIS EXECUTIVE GRADUATE CERTIFICATE

TO

**JOHN DOE**

TOGETHER WITH ALL RIGHTS, HONORS AND PRIVILEGES THERETO PERTAINING  
AS EVIDENCE OF HAVING SATISFACTORILY COMPLETED THE PROGRAM IN

**PROFESSIONAL ACCOUNTING  
CONCENTRATION IN ACCOUNTING**

GIVEN IN WASHINGTON, DISTRICT OF COLUMBIA

THIS MONTH OF JUNE, TWO THOUSAND AND TWELVE.



CHAIRWOMAN, BOARD OF TRUSTEES

UNIVERSITY PRESIDENT

# STRAYER UNIVERSITY

THE DIRECTORS OF THE UNIVERSITY, UPON RECOMMENDATION OF THE FACULTY

AWARD THIS CERTIFICATE

TO

**JOHN DOE**

TOGETHER WITH ALL RIGHTS, HONORS AND PRIVILEGES THERETO PERTAINING  
AS EVIDENCE OF HAVING SATISFACTORILY COMPLETED THE PROGRAM IN

**ACCOUNTING  
CONCENTRATION IN INTRODUCTORY ACCOUNTING**

GIVEN IN WASHINGTON, DISTRICT OF COLUMBIA

THIS MONTH OF JUNE, TWO THOUSAND AND TWELVE.



A stylized, cursive signature in black ink, likely belonging to the Chairwoman of the Board of Trustees.

CHAIRWOMAN, BOARD OF TRUSTEES

A stylized, cursive signature in black ink, likely belonging to the University President.

UNIVERSITY PRESIDENT

**Final Report to the  
Administration, Faculty, Trustees, Students**

**Of**

**Strayer University**

**By**

**An evaluation team representing the  
Middle States Commission on Higher Education  
Prepared after study of the institution's self-study report  
and a visit to the campus on February 27, 28 and March 1, 2017**

**The Team**

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### AT THE TIME OF THE VISIT

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## I. Context and Nature of the Visit

Established in 1892, Strayer College was founded to serve working adults who seek credentials to advance in their jobs or transition to new careers. The University has more than 100,000 alumni. The University offers twelve undergraduate degrees, nine graduate programs at the Master's level and some certificate programs. The most popular degree programs include business and information systems and technology. Beyond the curricula, the largest programs at the graduate level are in business. Strayer University offers many services to support academic skills. To enhance student learning and to promote teaching excellence, the University is committed to providing a supportive learning environment characterized by a dedicated, caring, passionate, and highly qualified faculty and staff.

Strayer University, LLC, is a wholly owned subsidiary of Strayer Education Inc., an education services holding company, which is publically traded. There is a separate Corporation Board and a University board with the majority of the members of the University Board not on the Corporation Board. Strayer University employs 237 full-time faculty members and over 1200 adjunct faculty. There are over 1200 staff. Strayer University has a diverse workforce of 43% minorities and 60% women.

Strayer University currently enrolls over 43,000 students each academic year. In the current quarter, 85% of all seats are online, a more recent trend from serving students predominantly through additional locations. Attached to this document is a listing of the additional locations with those visited identified. Strayer University serves students from diverse backgrounds including many lower-income students. 64% of the students are African American minority and 66% are women.

As part of the reaccreditation process, in 2014 Strayer University began this Self-Study. The three-year process involved the students, faculty, staff, administrators and trustees. In February 2017, an eight-member team chaired by Dr. Meg Benke visited the University to review the Self-Study and to assess the effectiveness of the University. Team members also visited twenty additional locations and interacted with faculty, staff and students from four other campuses from November through the February Team Visit.

The Self-Study was a comprehensive study and was inclusive of all elements in the community. Team members interacted with 388 Strayer University faculty and staff, 393 students, and more than 50 administrators, including the regional and campus visit hosts.

### Significant accomplishments since the previous visit have included:

During a time of rapid change (i.e., enrolment declines and improvements, movement to online, multiple campus closures), the University implemented a sound planning process that enabled the institution to continue to serve their students and maintain progress through innovations in

centralizing student services, migrating to a predominately online institution, and advancing innovations in the use of technology, particularly in student analytics.

There is congruence and support for the four pillars of the strategic plan across the employees of the organization and clear engagement in the faculty charter. Decisions at this institution, from the board to administrative and academic functions are focused on the student.

The University has demonstrated agility and systematic diagnosis of problems, reviewing options for improvements through deployment of technology or people to take action. The examples are numerous and have had demonstrated impact on student success and student learning.

One such highlight has been the engagement of many learning design pilots across the curriculum including the very innovative and promising investment in Strayer Studios.

## **II. Affirmation of Continued Compliance with Requirements of Affiliation**

Based on a review of the self-study, interviews, the Certification Statement supplied by the institution and/or other institutional documents, the team affirms that the institution continues to meet the Requirements of Affiliation in *Characteristics of Excellence*.

## **III. Compliance with Federal Requirements; Issues Relative to State Regulatory or Other Accrediting Agency Requirements**

Based on the separate verification of compliance with accreditation-relevant provisions of the Higher Education Opportunity Act of 2008 and, as necessary, review of the self-study, certification by the institution, other institutional documents, and/or interviews, the team affirms that the institution meets all relevant federal and state regulations and the requirements of other Department of Education recognized accreditors.

Fourteen business degree programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP)

The Master of Education program is accredited by the Teacher Education Accreditation Council (TEAC)

## **IV. Evaluation Overview**

Strayer University elected to pursue a Comprehensive Self-Study for its 2016-2017 accreditation review process. In preparation for its evaluation visit in February 2017, the Institute formed a Self-Study, Steering Committee in late 2014, led by Dr. Sondra Stallard and Dr. Michael Curran. The steering committee was organized in a manner that allowed collaboration among faculty and staff with relevant areas of expertise pertaining to each standard. After obtaining approval from the Middle States Commission on Higher Education (MSCHE) on a Self-Study design, the

Steering Committee worked to collect data and present preliminary findings. A draft Self-Study was completed in summer 2016, and was subsequently posted to allow comments from all members of the community. The Board approved the Self-Study at the December 2016 meeting and it was submitted to the team for review. Strayer University's Self-Study addressed all fourteen MSCHE standards within five chapters. There was a special chapter on the implications of online learning enrollment growth since this has been a significant change. During its visit in February 2017, the visiting team evaluated the institution's compliance with all fourteen standards.

## **V. Compliance with Accreditation Standards**

### **Standard 1: Mission and Goals**

*The Institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it tends to accomplish. The institution's stated goals, consistent with how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.*

The Institution meets this standard.

### **Summary of Evidence and Findings**

Based on discussions with the president, academic and administrative officers, faculty, students, the board chair and board members, a review of the Self-Study and other institutional documents, the team finds that Strayer University has met the standard.

- Strayer University has a clearly defined mission and goals that guide the decision making process related to planning, resource allocation, program and curriculum development, and definition of programs outcomes. The president's quarterly reports to the Board of Trustees describe how the University is achieving its mission and goals.
- The mission of the University was reviewed, approved and adopted in 2014 with participation of trustees, faculty, and other stakeholders. During interviews with different groups of stakeholders, we could perceive that faculty and administrators integrate the mission of the University in the performance of their work and in the services they offer. Students agreed that being students at Strayer University has changed their lives.
- Faculty, administration, students, staff and governing bodies have access to the mission and goals of the university, through different means, both printed and electronic. Any changes are communicated through different means, such as newsletters, meetings, and in the university's internet page.

- Communication to external audiences, such as prospective students, investors, and other external stakeholders, is achieved through internet portals like, such as:
  - [www.strayer.edu](http://www.strayer.edu)
  - [www.strayereducation.com](http://www.strayereducation.com),
  - [https://www.facebook.com/pg/StrayerUniversity/about/?ref=page\\_internal](https://www.facebook.com/pg/StrayerUniversity/about/?ref=page_internal)
  - <https://www.youtube.com/user/StrayerUniversity>
- The University's faculty acknowledge and embrace four fundamental beliefs that are aligned with the mission of the university through the Faculty Charter, which was developed in 2015. All faculty members, both full-time as well as part-time, are required to adhere to this charter.
- The goals of the University are congruent with its mission. They are included in the 2015-2020 Strategic Plan, and focus on student learning, other outcomes and institutional improvement. The new four aspirational Vision Statements are aligned with the mission of the university.

**Significant Accomplishment:**

The 2015-2020 Strategic Plan added emphasis on customer service and includes four new vision statements that express their aspirations to fulfill the mission: Educational Access, Academic Quality, Student Success and Customer Service. We commend the University for demonstrating adherence to these statements.

**Suggestion:**

The team concurs with the suggestion of the steering committee that *The University should develop a plan to more clearly and directly communicate the mission and goals of the university with students and prospective students, faculty and staff, and external constituents.*

**Recommendations:**

None.

**Standard 2: Planning, Resource Allocation, and Institutional Renewal**

*An institution conducts on-going planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.*

**Summary of Evidence and Findings:**

Based on discussions with the president, a broad representation of the University leadership and officers, the Board of Trustees, and perusing through the Self-Study and many other reports, meeting minutes, and communications, it is conclusive that University has met the fundamental elements in the standard.

A five-year Strategic Plan was developed and implemented in 2010; however, the University began to experience a significant enrolment decline in 2013 (16%) resulting in the decision to close 21 campuses and the need to ultimately reduce the workforce by 35% by 2016. In January 2014, the MSCHE accepted a substantive change application for approval for the campus closures and received and approved a requested follow-up report on March 2014. These organizational changes, coupled with significant student demand for more online offerings and an increase in students coming to the University as first time students profoundly impacted the focus of the current 2015-2020 Strategic Plan, including current President Jones' emphasis on advancing a culture that embraces change and laser-focused on data driven decisions.

The 2015-2020 Strategic Plan was created by the University-wide Strategic Planning Committee and was informed by the Executive Management Committee. The Plan was approved by the Board of Trustees in 2014. The plan is built upon four foundational strategic pillars of Educational Access, Academic Quality, Student Success, and Customer Service, which are the basis for the establishment of all goals and budget allocations. Current president Brian Jones was appointed in 2015 and charged with the implementation of the plan.

The strategic plan is a dynamic document that informs the annual budgeting process and influences the ongoing strategy and operations of the University. During the visit, every discussion with the University representatives, including the trustees, reflected a profound awareness of the pillars and priorities in the Plan.

The current five-year plan, 2015-2020 is focused, metric driven, inclusive of all facets of the University (e.g., academics, physical plant, etc.) while remaining nimble through a formal process to accommodate unexpected enrolment challenges and to respond to emerging opportunities. The President provides a quarterly report to the Board of Trustees regarding progress toward the goals and objectives in the strategic plan and provides various University-wide communications to ensure that the overall organization is mindful of the status of the plan.

The Board of Trustees approves the annual budget, and through quarterly updates from the president, monitors the budget process to ensure alignment with the strategic plan. It was evident in the discussion with the Trustees of their deep awareness of the key performance indicators of the University. The institution is very well managed; they received the highest score of three from the United States Department of Education to measure financial viability.

There is formal, rigorous, and iterative annual budget planning process that emanates from the University leadership and engages and aligns with entire University community. While the budget planning process is thorough, with a focus on explicitly aligning the budget requests to

the plan, the Self-Study expressed a concern that there was no documentation that showed a detailed process to assess the specific outcomes from the budget expenditures and investments relative to the planning priorities.

**Significant Accomplishment:**

During a time of rapid change (i.e., enrolment declines, movement to online, campus closures), the University implemented a sound planning process that enabled the institution to continue to serve their students and maintain progress through innovations in centralizing student services, migrating to a predominately online institution, and advancing innovations in the use of technology, particularly in student analytics.

**Suggestion:**

The team concurs with the suggestion to improve communication regarding informing the community that their voices have been heard, especially when expenditures are allocated in response to surveys.

**Recommendation:**

Support the recommendation in the Self-Study to create a formal assessment process to evaluate the effectiveness of financial investments in new initiatives relative to their impact on advancing the priorities in the strategic plan.

**Standard 3: Institutional Resources**

*The human, financial, technical, facilities and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.*

The Institution meets this standard.

**Summary of Evidence and Findings**

Strayer University has demonstrated through its annual consolidated audited financial statements and supplemental financial data that the college has a strong balance sheet and results from operations continue to supply an ample and steady source of funds. Financial resources are available and distributed throughout the University operations to ensure continuous support of the University's mission and goals. The University, while being on a calendar based fiscal year, was able to provide the visit team with its December 31, 2016 Annual Audited Financial Statements. The financial statements included an unqualified opinion from the outside auditors.

Despite an overall education environment of low to no growth student enrollments and a sector specific harsh regulatory environment, the University's financial results were well managed over the last five years, which included a significant drop in in enrollments during the years of 2013 and 2014. While enrollments have not returned to the 2013 levels, enrollments have increased during the two previous years. The University has generated positive net income, after taxes, each of the last five years which has totaled \$203 million during that timeframe. In addition to meeting the day-to-day operating needs, the operating cash generated also funded over \$66 million of capital budget needs and eliminated any long-term debt. The University, as of December 31, 2016 had \$129 million of cash and a net equity of \$188 million.

The University maintains a 3.0 composite on the USDOE Financial Responsibility Composite Score; the highest possible score allowed and has done so for the last three fiscal years.

The University has a robust budget/planning process, which is linked to the overall strategic planning process. Budgets are also linked to past performance and the process allocates funding based on the needs of the current student population and prospective plans for new initiatives. The Executive Management committee is reviewing a vast set of data driven outcomes on a weekly basis and will assign work groups to evaluate anomalies in the outcomes and recommend mid-course adjustments and possible changes to or additional funding needed in a particular area based on the recommendation of the workgroup assessing the outcome. In addition, the University also has a process that allows Department Heads to seek additional funding or offsets tied to existing objectives during the year for items not contemplated during the budget process. A formal Capital Budget Process also exists.

The Team had the opportunity to visit numerous facilities during the pre-and main visit to the University. The facilities are modern, primarily leased, buildings in high traffic but easily accessible locations of the market areas that serve the building-based student body. The facilities are also available to online students living in the immediate area. The facilities are well maintained and appear to have adequate computer labs, classrooms and student service areas. Facilities are managed through the University's Real Estate Department.

In addition to the annual financial audit conducted by an outside, independent auditing firm, the University is subject to compliance reviews by numerous state and federal regulatory bodies. Based on a review of the financial statement footnotes, MSCHE required compliance report and discussions with the appropriate university personnel, there appears to be no significant regulatory issues outstanding.

An internal audit function also exists to facilitate a system of checks and balances on campus operations, accounting and financial aid processing

Strayer University's greatest resource is its employees. The faculty and staff the visit team met are well qualified and seem to have a sincere interest in helping students succeed while ensuring the college has a strong future.

**Significant Accomplishment:**

The University should be commended for its ability to maintain a strong financial position during a period of deteriorating macro trends in higher education along with an onerous regulatory environment for the proprietary sector.

**Suggestions:**

None.

**Recommendations:**

None.

**Standard 4: Leadership and Governance**

*The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.*

The Institution meets this standard.

**Summary of Evidence and Findings**

Strayer University (SU) is organized as a Limited Liability Corporation or LLC that is 100% owned by Strayer Education Inc. (SEI). The combined entity utilizes the *two-Board* system for corporate and university governance. The use of this system allows the University to be more focused on institutional versus corporate governance and normally allows for a more diversified skill set for the Trustees of the institution. The downside or disadvantage of this governance system is the potential lack of independence or interference from the corporate board.

The University has dealt with this independence issue in the past as part of the 2007 team visit, the 2012 Periodic Review Report and a subsequent Follow-Up Report. The University in cooperation with its Corporate Parent has taken several substantial steps over the years to ensure that the University Governing Board has sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

A review of the Organizational By-Laws, Operating Agreements and Board Minutes indicates that, among other things, the Board majority must consist of a majority of members who are independent, independent trustees are responsible for trustee selection/nomination process and the corporate governing agreement to provide unanimous consent to the proposed slate of appointments. Sufficient autonomy exists within the current governance structure. New members have access to a formal orientation program.

The Institution's governing documents also include the University Catalog, Faculty Handbook and Student Handbook. The Board Trustees must comply with a Conflict of Interest Policy embedded in the University By-Laws along with the member compensation policy.

The By-Laws provide that the Trustees have specific powers to appoint and evaluate/assess the performance of the University President. Board meeting minutes indicate that while the President routinely updates the Trustees on the performance of the University and responds to questions. The actual annual evaluation of the President is done in executive session without the benefit of a formal performance evaluation.

A review of the Board of Trustees' bios revealed that a wide variety of constituencies are represented including public, proprietary higher education, government, business, the professions and alumni. The self-study suggested diversifying the board and perhaps adding expertise in technology and online learning. Meetings with the Board members indicated that the nomination committee was actively considering ways to do this.

The Trustees of the Board engage in an annual self-assessment exercise to evaluate the Board's performance in a number of areas including oversight, decision-making, collegiality and evaluation of the President.

Board members receive periodic, sufficient information to evaluate the performance of the University in all key areas including student performance and progress against the Strategic Plan.

**Suggestion:**

The team affirms the self-study committee recommendation, and suggests that the Board of Trustees develop and provide the President with an annual written performance review for his benefit and for the University Record.

**Recommendation:**

While the Chair of the Nominating Committee is actively seeking candidates, the team recommends that the Board of Trustees expand its size beyond the current Board determined level of nine to a number not exceeding thirteen, the maximum noted in the Institution's bylaws. The additional members would provide the Board the opportunity to further diversify the make-up and skill set of the Board including the field of technology or online education.

**Standard 5: Administration**

*The Institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.*

The Institution meets the standard.

**Summary of Evidence and Findings**

Based on discussions with the president, the Board of Trustees, a broad representation of the University leadership and officers, and from reviewing the self-study, resumes of key leaders, and the respective organizational charts, it is conclusive that University administrative team and organizational structure are appropriate to address this standard.

President Brian Jones has strong agency to lead Strayer University, with the academic training from outstanding higher education institutions, coupled with varied related professional experiences, both inside and outside the academy. In addition, prior to his appointment as president in 2015, he held two different senior leadership roles at Strayer University. Finally, his leadership team includes several former presidents, providing a legacy institutional connection.

The University has an experienced core academic leadership team with deep educational leadership experience with appropriate academic preparation. In addition, those leaders responsible for the fiscal and business functional areas possess significant business experience from the private sector. Overall the administrative structure of the leadership team are assigned appropriate areas of functional responsibility with well-articulated direct lines of supervision.

Strayer University is a very complex organization, with the confluence of being owned and operated by a for-profit entity, Strayer Education, Inc., coupled with the challenges of over seventy dispersed geographical locations. In addition, this administrative and organizational structure is being impacted by the significant and continuing migration of more students studying online, abandoning the traditional face-to-face instructional model. A recent reorganization reallocated resources to a more centralized management organizational structure to support the growing online enterprise and transitioning from the 2013 organizational model that was more focused on colleges and campus locations, eliminating the campus dean and director position. These model was again adapted in 2015-2016, reinstating revised local leadership positions with greater centralization.

Finally, a unique element of the organizational structure is the relationship with Strayer Education, Inc. The current reporting lines for many major administrative units (i.e, internal audits, real estate, finance and planning and the units of finance, marketing, community college relations, and information technology) do not directly report to the president, but rather to the Chief Executive Officer of Strayer Education, Inc. It appears from conversations with many members of the leadership that this structure and reporting line works well, but is a somewhat uncommon model for most universities.

### **Significant Accomplishments:**

The institution's organizational structure has changed and is realigning to better address the changes due to migration to a greater focus on online offerings.

### **Suggestions:**

None.

**Recommendation:**

To support the self-study committee's recommendation to continually monitor the organizational structure to ensure positive student impact and to advance institutional effectiveness.

**Standard 6: Integrity**

*In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.*

The Institution meets the standard.

**Summary of Evidence and Findings**

Strayer University demonstrates equitable and consistent treatment of policies and procedures in areas such as the application of academic requirements, student evaluations, grievance procedures, faculty hiring, retention and compensation, curricular development, and in the administration and governance of the institution.

Strayer University possesses fair and impartial processes to address student grievances. They are fully described in the *Student Handbook* and in the *2015-2017 Course Catalog*. Students expressed that they know most of these processes and were satisfied with the outcomes when they presented a grievance.

Strayer University possesses fair and impartial practices in the hiring, evaluation and dismissal of employees. They are fully described in the *Strayer Employee Handbook*. The University requires a mandatory employee relations training at all regional meetings as well as annual compliance training for every employee to build awareness of policies and procedures.

Strayer University possesses sound ethical practices and respect for individuals in all its activities and among all its constituents. They are fully described in the *Strayer University Catalog*, the *Student Handbook* and in the *Employee Handbook*.

Strayer University practices equitable and appropriately consistent treatment of constituencies, promotes a climate of academic inquiry and engagement, protection of intellectual property rights, and respect among students, staff, and administration, as evidenced in the *Course Catalog*, the *Student Handbook*, the *Employee Handbook* and in other documents and publications.

Strayer University promotes honesty and truthfulness in public relations announcements, advertisements, and recruiting and admission materials and practices, as evidenced in the *Course*

*Catalog, the Student Handbook, and the Employee Handbook, in other documents and publications, as well as in the University's portal and other social media.*

**Suggestions:**

None.

**Recommendations:**

None.

**Standard 7: Institutional Assessment**

*The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.*

The Institution meets this standard.

**Summary of Evidence and Findings:**

Strayer University has made significant progress in institutional assessment. Institution wide efforts and initiatives are guided by the 2015-2020 Strategic Plan, which details 18 goals and 70 objectives and is focused on Educational Access, Academic Quality, Student Success and Customer Service. Annual assessments against the strategic plan helps the university identify areas that need improvement as well as areas where not enough resources and time was allocated.

The institution's "distributed assessment" model is effective in aligning a dispersed institution around the goals of the strategic plan and strives to use assessment data to inform decisions at all levels of institution (admissions, advising, financial and academic).

Student learning, satisfaction and engagement are at the forefront of Strayer University's assessment priorities. In order to build a culture of assessment, Strayer University made progress towards creating awareness through various assessment initiatives designed to improve student satisfaction as well as ensuring that assessment activities are embedded in the strategic plan. The university collects, analyzes and shares detailed information about the student experience to inform decision-making. The Voice of the Student (VOS) and the Course Evaluation-Student Opinion Poll (CE-SOP) surveys provide evidence that students' concerns are heard and addressed. The university strives to close the loop and is focused on providing superior customer service across campuses, and for both online and on campus students.

The challenge for Strayer University is to implement these practices in ways that reflect and support its mission and institutional goals. In order to continue to enhance student learning, assessment activities will be successful if they are designed and implemented in an organized, systematic, transparent and sustainable way across the institution.

### **Significant Accomplishments:**

Communication and dissemination of assessment efforts promotes institutional cooperation on actions designed to close the loop. Strayer University empowers departments to conduct micro assessments and to take immediate corrective actions based on daily, weekly and quarterly reports that are directly aligned with the strategic plan. Assessment activities happen not just in a top-down fashion but also in a “distributed assessment” model in which employees know their role in the implementation of the strategic plan and their contribution to its success.

Evidence that assessment results can be successful if implemented effectively as demonstrated by the number of interventions that were undertaken in order to increase student retention and to better support inexperienced students in and out of the classroom. These interventions include the development of an action-oriented plan for serving students who needed remedial needs, the First Year Experience program and the Foundations for Success course.

The Institutional Effectiveness Committee serves as the main assessment body for the institution. Both short and long term assessment initiatives are discussed in order to make evidence-based decisions designed to improve the educational experience of students. The committee is charged with monitoring the achievement of the strategic plan and the impact of assessment driven decisions.

Significant progress in improving the caliber of online experience by investing in faculty trainings, course refinements and tutoring services around the overall online experience. Assessment practices are congruent for both online and on-campus courses.

### **Suggestions:**

The team concurs with the suggestion that Strayer University needs more information about the career success of its alumni. Career services can be enhanced by collecting more information on the success of current alumni and possibly consider creating an alumni network/office dedicated to the success of alumni. Consider collecting and using feedback from the employers that actually hire students.

In an effort to increase interdepartmental cooperation and ensure that assessment efforts are coordinated and communicated across the institution, the team concurs that Strayer University should consider centralizing the assessment efforts.

Identify assessment models from those programs with a longer history of assessment activity. Most notably, Nursing and Business programs accredited by CCNE (*Commission on Collegiate Nursing Education*) and ACBSB (*The Accreditation Council for Business Schools and Programs*). Develop a repository of proven practices (e.g., most importantly those that have closed the assessment loop well and that have been sustained over time) as well as identify key personnel in support of these efforts.

There is numerous data collection across the institution. While there is evidence that the university's decisions are data driven and that quality assessment tools and methods are used, it is important to ensure that the collected data is relevant and meaningful in achieving your strategic objectives and mission.

While college specific strategic plans emerged due to the programmatic accreditors requirements (The School of Nursing, College of Business) all colleges should consider developing college specific strategic plans and map them to the institutional strategic plan.

### **Recommendations:**

In order to continue to enhance its institutional assessment practices and continue to build on its strong assessment framework, the assessment activities that are taking place across the institution should be better documented. The university would benefit from collecting the assessment data and using it to develop formal assessment plans for all academic schools and map them to the goals stated in the university's strategic plan. During this process, 1) identify assessment metrics/key performance indicators to periodically evaluate the academic institutional plans and, 2) continue to use assessment results to evaluate the assessment process itself as well as make evidence-based decisions.

When using assessment metrics for initiatives such as Assessment Plans and Strategic Plans, the team recommends communicating them broadly in a sustained and systematic way and reporting on their achievement periodically to a wide audience. By doing so, there can be a shared understanding of the proposed initiatives and how they contribute to the student's success.

### **Standard 8: Student Admissions and Retention**

*The institution seeks to admit students whose interest, goals and abilities are congruent with its missions, and seeks to retain them through the pursuit of the student's educational goals.*

The Institution meets the standard.

### **Summary of Evidence and Findings**

Based on a review of the Self-Study and other institutional documents such as the student surveys (Voice of the Student, Non-Returning Student Survey, Student Satisfaction Survey), institutional analyses (e.g. CIVITAS), student and employee policies and handbooks, field

location visits and discussions with University leaders and staff, the team finds that Strayer University has met this standard.

At the undergraduate level, Strayer University is an open admissions institution. While the demographic profile of the students remains consistent reflecting an average age of 35 and 85% pursuing their educational part-time, the confluence of key changes in students' prior educational experience and course modality shifts has placed increased emphasis on the need to help students assess their readiness for collegiate study and provide support through their experience. As evidenced in the Self Study student profile, the percent of students with no previous collegiate experience has increased from 37% in 2012 to 53% in 2015. Concurrent with that shift, increasingly more students are taking courses online.

Strayer University has demonstrated its commitment to support first time and returning students through its well-documented policies and continuous improvement approach. Centralized online and regional location based Admissions staff serve as the initial point of contact for prospective students through admission interviews, supplemented by staff dedicated to advise and guide students through their engagement with the University. Supporting the assessment of this commitment are admission compliance and auditing processes, as well as, Admission Officer observation and external "mystery shopper" research.

Given the enrollment profile changes, first time students are evaluated for college-level proficiency and provided a transition coach. Strayer University has also introduced a new First Year Experience program in concert with the Foundations of Success course. These initiatives, when accompanied by broader University roll-out and continued analyses, should enhance their comprehensive foundation to support student success.

Ongoing communications to both undergraduate and graduate prospects and entering students are proactive and consistent across modality. Strayer University's student focused approach is apparent from the outset of the admissions process. Through the various communications channels available (website, digital search, marketing and advertising), prospective students are provided with the option to request information and/or communicate with a Strayer representative. The University does not engage in unsolicited "cold calling," but rather provides timely response to inquirers, providing information to assist prospective students in deciding if Strayer University is right for them.

### **Suggestions:**

The University has undertaken a series of pilot programs and focused assessments as a core component of continuous quality improvement. As the Self-Study suggested, there is a need to continue to enhance the interrelationship of the analyses and improve comprehensive understanding of the impact of the various initiatives on retention and student satisfaction.

### **Recommendations:**

None.

### **Standard 9: Student Support Services**

*The Institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.*

The Institution meets the standard.

### **Summary of Evidence and Findings**

Based on a review of the self-study and other institutional documents such as the student surveys (Voice of the Student, Non-Returning Student Survey, Student Satisfaction Survey), institutional analyses (e.g. CIVITAS), student and employee policies and handbooks, field location visits and discussions with University leaders and staff, the team finds that Strayer University has met this standard.

Strayer University has a robust technology infrastructure underpinning their continuous improvement approach to supporting students. Students are able to access both in-person support through the local sites, as well as, through services provided online. At the core of the support service is academic advising and success coaching. Strayer University has demonstrated its commitment to providing excellent support services by continuous examination and improvement of its internal structure, tools, and processes.

As recently as 2016, academic advising was reviewed and subsequent changes were implemented in training, policies and advising services. The creation of Student Academic Success coaches in 2013 continues as an essential component of student support services. These services will continue to be evaluated through surveys such as the Voice of the Student (quarterly) and other regular student engagement data reports (such as CIVITAS).

Increasingly, the need was raised in various forums for ongoing evaluation and identification career services to meet the needs of the evolving student base.

### **Suggestions:**

While the number of exclusively location-based students continue to decline (6% of modality reference as of December, 2015), there appears to be a consistent theme from these students regarding lack of course availability. In some geographical areas, there are alternative locations for location courses, but this is not always the case. It is suggested that more communication regarding location course availability and support in finding viable alternatives may address this issue.

As the percent of students taking on-line courses grows, the need to assess effectiveness of student services by modality (location/online) will increase. The ability to build upon the success of the local “high-touch” approach to students, both at the beginning and throughout their journey, appears to be a key success factor. In field visits with current students, the ability to have some access to local on-site staff support while taking online courses was consistently mentioned as a source of student satisfaction. Considerations might be made for ways to enhance student community and engagement both locally and through technology.

**Recommendations:**

None.

**Standard 10: Faculty**

*The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.*

**Summary of Evidence and Findings:**

Based on a review of the Self-Study and other institutional documents such as the faculty opinion surveys, institutional analyses, faculty policies and handbooks, full and part-time resumes, field location visits and discussions with academic leaders, faculty and students, the team finds that Strayer University has met Standard 10.

The faculty charter stipulates the primary role of faculty in teaching, mentoring and coaching. A recent change has been a request from the faculty in the form of a survey to reduce service obligations and to replace with greater focus on direct instruction. As a primarily teaching institution, research expectations are modest. Faculty are evaluated by deans using qualitative and quantitative data measuring engagement and contributions to student success.

Since the last review the institution and the faculty have invested in increasing the number of full-time faculty with terminal degrees to 87%.

Strayer University codes each class regarding the required faculty credentials for teaching it and there are clear policies for Deans and other regarding any exceptions to such requirements. Resumes were sampled for full and part-time faculty and matched against the teaching list, indicating coherence with the faculty credential policies.

The Provost convenes a faculty advisory committee to engage in discussions specific to faculty and curricular matters.

Faculty development funding is provided to full-time faculty for conferences and annual retreats are held for faculty development. Additional funding of up to 1000 also available for adjunct faculty.

The Provost's Office supports 20 pilot projects at any given time and has a project management department. These ideas can be generated by faculty or administration. Several of these projects have good evidence of improving student learning success or retention.

**Significant Accomplishment:**

The faculty are highly engaged with both supporting innovation and in supporting the mission of promoting student success for Strayer University's population of students. Faculty are actively embracing new technologies for teaching and new models for supporting students.

**Suggestions:**

The team concurs with the steering committee's suggestions to have a greater engagement at the earlier stages of the assessment and adoption of new technologies for instruction.

The team concurs with the steering committee's recommendation to create a more formalized consultative process and way of engaging adjunct and full-time faculty and academic administrators to review and recommend changes designed to improve all curricular offerings of the university.

**Recommendations:**

None.

**Standard 11: Educational Offerings**

*The Institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The Institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.*

The Institution meets the standard.

**Summary of Evidence and Findings:**

Based on discussions with the president, academic and administrative officers, faculty, students, the board chair and board members, a review of the self-study and other institutional documents, the team finds that Strayer University has met the standard.

The team reviewed course curricula offered at locations and online, in both the undergraduate and graduate programs. This review included the course catalog, course guides (syllabi), and a sampling of individual courses in the learning management system. The team interviewed full-time and adjunct faculty, administrators, and instructional designers. Degree offerings and requirements are consistent with the mission of Strayer University as an adult serving, access

oriented institution. Relevant degree options in key curricular areas are available at the associates, bachelors, and master's levels and pathways exist for students to progress from one program to another in such areas as Accounting, Business Administration, and Information Technology/Information Systems. Credit hours for courses are consistent with expectations in higher education and the curriculum is delivered in both face-to-face and online. The institution compares student progress in both modalities to inform decisions about curriculum and course revisions.

Learning outcomes are defined and measured for each course and are articulated in the course guides (syllabi). As noted in the self-study, the institution has a curriculum mapping process that aligns learning outcomes in courses and programs with institutional goals and objectives. Through this mapping process the institution conducts a cycle program review every five years and the maps are defined from course to competencies.

The institution conducts course and program level reviews, required program-level accreditation reviews, and ongoing assessment of learning outcomes. For instance, Bachelor of Science in Nursing requires specialized accreditation from the Commission on Collegiate Nursing Education (CCNE). At the graduate level, both the MBA and MHSA (Master of Science in Health Services Administration) completed program reviews that led to changes in each program, including a reduction in required credits for the MBA to increase access and align with competitive programs. In the undergraduate program, the Math curriculum was evaluated at program level and revised, and the BS in Applied Science has been explored as a new program development after college leadership talked with community college partners that expressed interest in the program.

At the course level, course evaluations and student opinion polls, including quarterly "voice of the student," polls are used to seek ongoing student feedback. Surveys are also used to gain faculty feedback as well. The learning management system is enhanced with resources to connect student and faculty engagement with assignment outcomes. For instance, the Civitas enhancements to the online environment provide faculty with an ongoing dashboard of student progress at the course level that can be acted upon in proactive ways. Clickable rubrics are available in each course and aggregate data across all student engagement dashboards for the faculty member to see and analyze grades and grade performance. Standardized assessments such as Peregrine and the Educational Testing Service (ETS) are also used to analyze student learning.

The institution completed a reorganization to create faculty and curriculum teams, led by a vice provost of faculty and a vice provost of curriculum to allow for more agility and ongoing review of curriculum at the course and program level. In this new model, faculty members are centralized to foster collaboration while providing supports for curriculum review and development. Course design is systematic and involves faculty, instructional designers and subject matter experts (SMEs). The institution has a roadmap it has created to identify courses for revision or new development. The institution facilitates course summits to identify specific courses to revise, leading to improvements in a high number of courses.

The curriculum and instructional design team has expanded resources through Strayer Studios, providing learning design supports that connect faculty and external subject matter experts. The institution has invested in high quality videos to enhance high-enrolled courses such as Business 100 and English 115 to engage learners with inspiring digital narratives from real people in real world contexts. In the Business 100 course the online materials also constitute the textbook for the class. The videos are well produced and enhance well-designed courses and are part of a larger plan to engage learners through rich media content.

The institution systematically supports pilot projects, at least 20 per term that encourage faculty and staff to revise courses or explore new technologies, such as adaptive learning, Soomo interactive webtexts, and collaborative learning opportunities.

Strayer University has an Information Literacy Plan that is reviewed and updated by the Library and Information Literacy Advisor Committee (LILAC) that includes librarians, faculty, and stakeholders from the institution. Information literacy outcomes are defined and measured in courses based on an information literacy rubric. Librarians work with students at locations and through virtual resources that complement additional academic support services such as tutoring and writing support.

#### **Significant Accomplishments:**

Strayer Studios is an expansion of instructional design resources that promotes collaboration among faculty, instructional designers, and subject matter experts (SMEs). Based on the dynamic and engaging examples provided during the team visit, the production of rich media content adds to the design of courses and shows evidence of learner engagement. The new dynamic design of these featured courses has been analyzed by Strayer University in relation to the previous versions of the class, indicating that student engagement has improved. Strayer Studios is innovative in developing dynamic and thoughtful approaches to learning design while pursuing a data driven approach to assessing the impact of the course refresh making additional revisions to how the content is used at locations based on this analysis.

#### **Suggestion:**

Building on the proactive and action-oriented approaches to assessment developed at Strayer University, the team supports the self-study suggestion to expand the ongoing assessment of students awarded transfer credit, or through alternate credit opportunities, in relation to students completing the same courses in residence.

#### **Recommendations:**

None.

### **Standard 12: General Education**

*The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.*

The Institution meets the standard.

### **Summary of Evidence and Findings:**

Based on discussions with the president, academic and administrative officers, faculty, students, the board chair and board members, a review of the self-study and other institutional documents, the team finds that Strayer University has met the standard.

The team reviewed course curricula offered at locations and online, in the both the undergraduate and graduate programs. This review included the Course Catalog, Course Guides, and a sampling of individual courses in the learning management system. The team interviewed full-time and adjunct faculty, administrators, and instructional designers. General education is delivered through defined courses and related outcomes identified in subject courses that support communication skills, scientific and quantitative skills, critical thinking, and technology competency. Library and academic supports such as online tutoring services and an in-house virtual writing center supported by English faculty reinforce general education learning outcomes as well.

The general studies component of 22.5 hours in the associate degree programs and 54 quarter hours in the baccalaureate programs, in addition to the required 4.5 quarter hours of college composition is consistent with higher education expectations. Strayer University has a general studies program with academic leadership to support general education in the curriculum. General education requirements are tailored for each program and communicated to students as requirements in the College Catalog. Specific learning outcomes are identified in the course guides (syllabi), available to students via the Web portal, iCampus.

The curriculum design and curricular mapping processes support the development of new courses and revisions to existing classes and consider both online and face-to-face settings. Assessments of general education courses take place on a regular basis, selecting specific courses as part of the review, and analyzing data to inform revisions. General education courses have been included as part of the course summits that involve faculty and academic leaders to review and improve multiple courses through a collaborative process.

Strayer University demonstrated a commitment to the academic standards and academic success of students and has created a culture of assessment to monitor student progress at the course and program levels. The institution is flexible and agile in experimenting with new ideas and promotes pilots that are scaled up based on an analysis of the project.

Training programs are provided for new faculty and existing faculty and certification before they begin to teach online. The institution values student engagement and provides faculty with immediate feedback of student progress in courses. The institution gathers data on an ongoing basis and is able to put into practice quickly. Students are provided with real time evaluation in the courses and real time support and referrals to academic supports based on this analysis. Placement and advisement systems ensure that students are added to CIS 105 or first year experience course based on placement exams. The established coaching program supports the student population served by Strayer University, helping students who may not be well prepared to transition into the academic environment. Through continuous evaluation the coaching program is enhanced and modified to accommodate the needs of the students.

The institution is making ongoing improvements in key areas of general education, including writing, communication and critical thinking and is in the process of adding a general education capstone course (SOC450) to take an integrated approach to learning. Significant course revisions have been made to BUS100 and ENG115 to enhance with rich media content, including videos produced at Strayer Studios. As part of a curricular mapping process, collaborative assignments are being considered, an approach that is encouraged by the team. Interactive features are provided in the learning management system to provide feedback on student essays via text and video responses from faculty.

### **Suggestions:**

As part of the ongoing assessment of the curriculum, the team supports the three suggestions in the self-study to continue to adopt comprehensive assessment tools in general studies, continue surveys of the curriculum to improve critical thinking skills in assignments, and to continue to incorporate assignments that support a variety of cognitive tasks.

Building on the success of the ongoing assessment processes and innovative learning design, the team supports the suggestions discussed during the team visit to continue exploring collaborative opportunities for learners in course assignments when appropriate.

In an effort to build upon the progress already made, the team supports the recommendation in the self-study to use the existing general education assessments to inform curricular improvements in upper division courses.

### **Recommendations:**

None.

### **Standard 13: Related Educational Activities**

*The Institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.*

Based on a review of the self-study and other institutional documents such as the institutional analyses on remedial education, field visits to 22 additional locations and the global center, including discussions with academic leaders, faculty and students, the team finds that Strayer University has met Standard 13.

### **Summary of Evidence and Findings:**

#### **Basic Skills**

Strayer University has recently noted an increase in students with little transfer credit and or no previous college experience, increasing the need for attention to identifying students with need for remedial services and other student supports. There are systematic procedures for testing students for need of remedial services, now using an assessment tool from McCann Associates. This new test that was refined by the faculty has decreased the students assigned to remedial sections. Students are now performing better in the credit bearing courses. In math, Strayer University has integrated assessment and support through ALEKS.

#### **Certificate Programs**

Strayer University offers certificate programs only through the executive MBA that have clearly articulated program goals and are integrated to be included with the Jack Welch Management Institute MBA.

#### **Experiential Learning**

Strayer University offers students opportunities for CLEP testing, military, government and corporate learning and portfolio evaluation. While standard processes such as military and corporate training opportunities are routinely utilized, the self-study indicated that portfolio options are not regularly utilized. The Self-Study suggested that these programs might be given greater visibility.

#### **Distance or Distributed Learning**

Strayer University has recently invested in a division under the Provost called Strayer Studios where online courses are being reconceived with high quality video and greater interaction. In addition, many pilots are being conducted for integrating technology through embedded resources.

Because of the recent growth in online learning since 2013 (currently 85% of seats), the steering committee devoted a special chapter of research related to online learning growth and institutional investment implications. All faculty who teach online are required to submit a teaching sample and have it evaluated through an orientation. There has been a significant investment in tutoring services and adaptive resources and web texts.

There is research related to success rates of students utilizing different modes of instruction and the course outcomes are the same for delivery in any mode.

*Branch Campuses, Additional Locations, and Other Instructional Sites*

Strayer University utilizes a standard footprint of physical facility with two models. The older model is extensive space for offices for staff and classrooms which have become underutilized in many locations. The newer model, called the campus of the future, is smaller and provides less classroom space and more open space for student engagement. Strayer University also has staff in Verizon Wireless locations across the country using the company space.

*Contractual Relationships and Affiliated Providers*

Does not apply

***Suggestions:***

The team supports the suggestion of the steering committee to benchmark best practices in the development of remedial skills and enhance the preparation of students for credit bearing skills.

The team agrees with the steering committee in their suggestion to investigate new technologies to support online student verification.

***Recommendations:***

None.

**Standard 14: Student Learning Assessment**

*Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.*

The Institution meets this standard.

***Summary of Evidence and Findings:***

The team observed a commitment to ongoing assessment and continuous improvement practice at all levels, from the Board of Trustees, the administration, academic managers, faculty and students. The University's mission makes it clear that the focus is on teaching rather than research, and the goals and objectives of its strategic plan is to ensure that institutional resources,

academic programs, and student support services are designed to help students achieved their learning outcomes.

According to the catalog and Self-Study, Strayer University has a core set of competencies students must demonstrate prior to graduation. These competencies align with the University's mission, central values, and with the program goals and course objectives of ll University degree offerings. Among the outcomes expected for student learning are the following core competencies:

- Professional competence – the ability to apply the knowledge and skills of their disciplines to real-world settings to the benefit of their professions;
- Communication skills – the ability to effectively interpret, compose and articulate ideas and information in a variety of formats and presentation methods;
- Critical thinking – the ability to analyze, evaluate and construct arguments based on their merits;
- Analytical reasoning – the ability to identify, evaluate and solve problems using quantitative and qualitative information;
- Information literacy – the ability to locate, critically evaluate, and effectively use information for the purposes intended to include decision-making and problem-solving;
- Ethical behavior – the ability to evaluate complex issues and situations and make informed ethical choices.

The University regularly reviews all degree programs and uses assessment tools to improve student learning. While this is a centralized process, students, faculty and other stakeholders play an important role in shaping the curriculum by participating in surveys and focus groups and by providing individual feedback in this collaborative process.

The Administration and College Deans and other University departments ensure consistent implementation of program revisions and new programs University-wide. Academic managers, including the Dean of Faculty and other staff meets with faculty to discuss best practices and needed improvement. Faculty members are encouraged to offer course suggestions and updates at any time.

The University is engaged in ongoing assessment of student learning at all levels. The University's cascading learning objectives (University objectives - Program Learning Objectives - Course Learning - Course Grading Rubrics - Individual Assignments) appear in curriculum guides. The Centralized and standardized course development process, the use of a single learning management platform, and mandatory rubrics, provide faculty and academic leadership with data to determine what changes, updates are needed in improving student engagement, persistence, and learning.

Course learning outcomes and core competencies that students are expected to obtain during their academic experience are linked to the University's mission and strategic plan and this

intermixed appears to be well known to all staff, faculty, and students and clearly articulated in the University's publications both in print and online.

From the reading of the Self-Study, supporting documents, and interviews of faculty and students, it appears that Strayer University has a documented, organized, collaborative and sustained assessment process to evaluate and improve student learning. The university engages in regular, sustained assessment of student learning outcomes and uses data to improve the quality of its academics programs and student services both onsite and online.

Strayer University uses a course-based assessment approach as a formal and direct method to assess student learning. This assessment is connected to the larger program review process. Academic programs are evaluated on a five-year cycle. Some exceptions are made based on employment demands and trends, and other assessments. There is a synergy between Institutional Effectiveness and the Academic Division in sharing and interpreting data, for example, a review of engagement and other data and how to better use the data in improving the delivery of the course objectives.

In all programs, all curriculum guides consist of a course description, measurable learning goals and outcomes, course content, teaching andragogy, evaluative measures, including a standardized rubric and other resources.

The University's degree programs offer an array assignments related to the core competencies from class participation, on-line discussion, research papers, exams, to internships and capstones. Furthermore, program goals are available to students and anyone interested through the website and the University catalog.

The Self-Study, in addition to substantive conversations with faculty provided ample evidence that assessment results from quarterly course-based assessment linked to program and institutional level assessments are indeed being utilized to affect positive change within the University.

It is evident that the institution demonstrates a culture of evidence throughout the entire assessment cycle from the Provost to senior academic leaders, to faculty and students. The use of data is critical in the learning-assessment-evaluation-improvement cycle-process. There is evidence of a comprehensive assessment of student learning outcomes at the institution, program and course levels.

### **Significant Accomplishments:**

Strayer University's enrollment changed from a traditional in-class enrollment at regional locations to a larger percentage of online learners. As a result, the college created new positions to focus on faculty development, writing across the curriculum, academic advising, student support services, and institutional design and assessment. Online students connected to branch campus have access to these services and have higher persistence rates.

Creating a university where assessment is part of cultural fabric both onsite and online is no easy task. It is clear that the University has a clearly articulated statement of learning and assessment and that learning outcomes are connected to the college's mission.

**Suggestions:**

The team concurs with the following suggestions of the University for this standard: Identify new ways to measure critical thinking outcomes; evaluate and refine the program review process so that every academic degree program is reviewed on a three-year assessment timeline; Identify the viability of nationally normed exams in the Information Technology/ Information Systems Programs.

***Reccomendations:***

None.

**V. Conclusion**

The team again thanks the institution, and we hope that the institution will be open to the ideas contained in this report, all of which are being offered in the spirit of collegiality and peer review. As a reminder, the next steps in the evaluation process are as follows:

The institution replies to the team report in a written response addressed to the Commission.

The team Chair submits a confidential brief to the Commission, summarizing the team report and conveying the team's proposal for accreditation action.

The Commission staff and the Commission's Committee on Evaluation Reports carefully review the institutional self-study document, the evaluation team report, the institution's formal response, and the Chair's brief to formulate a proposed action to the Commission.

The full Commission, after considering information gained in the preceding states, takes formal accreditation action and notifies the institution.

### Additional Location List with Team Visits

CAMPUS	STATE	Team Visits
Washington	DC	10/16 and 2/17
Verizon Wireless Salt Lake	UT	1/17
Verizon Wireless Atlanta	GA	12/16
Global Campus	UT	1/17
Arlington	VA	11/16
Woodbridge	VA	11/16 Communicated with faculty, staff, and students by town hall call
Manassas	VA	11/16
Loudoun	VA	11/16
Takoma Park	DC	
Fredericksburg	VA	
Prince George's	MD	11/16
Alexandria	VA	11/16
Henrico	VA	
Rockville	MD	
Anne Arundel	MD	10/14 Communicated with faculty, staff and students by town hall call
White Marsh	MD	
Chesterfield	VA	
Owings Mills	MD	
Chesapeake	VA	
Newport News	VA	
North Charlotte	NC	
South Charlotte	NC	
Research Triangle Park	NC	10/14 Communicated with faculty, staff and students by town hall call
Nashville	TN	
Thousand Oaks	TN	
North Raleigh	NC	
Delaware County	PA	
Lower Bucks County	PA	
Greenville	SC	
Shelby Oaks	TN	
Cobb County	GA	12/16

Chamblee	GA	12/16
Tampa East	FL	
Tampa Westshore	FL	
Greensboro	NC	2/17 Communicated with faculty and students by town hall call.
Columbia	SC	
Morrow	GA	12/16
Center City	PA	
Christiana	DE	
Warrendale	PA	
Roswell	GA	12/16
North Austin	TX	
Stafford	TX	
Virginia Beach	VA	
Birmingham	AL	
Charleston	SC	
Maitland (Orlando)	FL	
Orlando East	FL	
Douglasville	GA	12/16
Knoxville	TN	
Willingboro	NJ	
Cherry Hill	NJ	
South Raleigh	NC	
Huntersville	NC	
Lithonia	GA	12/16
Sand Lake	FL	
Palm Beach Gardens	FL	
Baymeadows (JAX)	FL	
Savannah	GA	
Fort Lauderdale	FL	
Augusta	GA	
Hunstville	AL	
Teays Valley	WV	
Allentown	PA	
Miramar	FL	
Piscataway	NJ	
Lawrenceville	NJ	
Little Rock	AR	

Doral	FL	
Brickell	FL	
Irving	TX	2/16
Jackson	MS	
Katy	TX	
North West Houston	TX	
Plano	TX	2/16
Columbus, GA	GA	
Cedar Hill	TX	2/16
North Dallas	TX	2/16
San Antonio	TX	

## **Strayer University Participants in Site Visits: Administrators, Faculty and the Board of Trustees**

Dr. Charlotte Beason, Chair, Strayer Board of Trustees  
 Mr. Mark Brown, Vice Chair, Strayer Board of Trustees  
 Dr. Jonathan Gueverra, Strayer Board of Trustees  
 Mr. Todd Milano, Strayer Board of Trustees  
 Dr. William Reha, Strayer Board of Trustees  
 Dr. Peter Salins, Strayer Board of Trustees  
 Dr. Carol Shapiro, Strayer Board of Trustees  
 Dr. J. Chris Toe, Strayer Board of Trustees  
 Mr. Brian Jones, President of Strayer University  
 Mr. Dan Jackson, Chief Financial Officer  
 Mr. Tom Aprahamian, Senior Vice President and Controller  
 Dr. Andrea Backman, Provost and Chief Academic Officer  
 Mr. Chad Nyce, Chief Operating Officer  
 Dr. Ronna Campbell, Regional Vice Provost  
 Ms. Nicole Cattell, Vice President of Strayer Studios  
 Ms. Lily Garcia, J.D., Vice Provost of Faculty  
 Ms. Hannah A. Hughes, MSN, RN-BC, CNE, Vice Provost, Healthcare Programs  
 Ms. Caroline Masse, Director of Learning Design, Strayer Studios  
 Mr. Matthew D. Miko, J.D., Vice Provost of Curriculum  
 Dr. Jackie Palmer, Dean of Students  
 Ms. Chandra Quaye, J.D., Senior Vice Provost, Academic Services  
 Mr. Michael Roark, Vice President, Institutional Effectiveness  
 Dr. Michael Zeliff, Dean of Faculty and Students, JWMI  
 Ms. Darlene Bell-Alexander, J.D., Vice President, Human Resources  
 Dr. James Cox, Full-time Faculty, Online  
 Dr. Michael Curran, Steering Committee Co-Chair and Faculty  
 Ms. Margie Decker, Executive Director, Career Services  
 Mr. Timothy Featherly, Vice President, Finance and Planning  
 Dr. Allison Fisher, Dean of Curriculum, General Studies  
 Ms. Jennifer Newell, Vice President of Student and Faculty Resources  
 Dr. Joel Nwagbaraocha, Provost Emeritus, Special Advisor to the Steering Committee  
 Mr. Richard Pinsk, Director of Instructional Technology and Curricular Innovation  
 Dr. Michael Plater, President Emeritus 2012-2015  
 Dr. Ryan Poirier, Director, Institutional Effectiveness  
 Dr. Alan Rogers, Faculty, Lithonia, Georgia Campus  
 Mr. Joe Schaefer, Senior Vice President, Chief Technology and Innovation Officer  
 Dr. Sondra Stallard, Steering Committee Co-Chair and Director of Accreditation  
 Mr. Chris Stout, Vice Provost, Academic Advising & Global Region  
 Ms. Debby Zutter, Vice President, Operations

Dr. Rebecca Allen, Assistant Dean, Office of Student Affairs  
Ms. Mary Carr, J.D., Dean of Curriculum, JWMI Executive MBA  
Mr. Brian Christie, Associate Vice President of Operations  
Ms. Beth Cooper, Vice President, Operations  
Ms. Sabrina Copp, Senior Vice President and Chief Information Officer  
Mr. Cale Holman, Senior Vice President of Student Financial Services  
Mr. David Moulton, University Librarian  
Mr. Benjamin Sibley, Associate Vice President of Student Academic Services  
Mr. Dean Sippel, Senior Vice President and General Manager, JWMI  
Mr. Al Smith, Vice President, University Registrar  
Mr. Matt Smith, Senior Vice President of Operations, Global  
Ms. Dina Eagle, Director Institutional Reporting, Academic Intelligence  
Mr. Eirik Olsen, Associate Vice President of Academic Insights and Operations  
Dr. Brenda Adams, Department Chair  
Dr. Ed Buchanan, Department Chair  
Mr. Marty Cummings, Faculty, Math, First Year Experience, and Foundations of Success  
Dr. Stephanie Hawkins, Dean of Faculty, Math  
Dr. Christy Heid, Associate Director, Insights & Operations  
Dr. Carla Henryhand, Dean of Faculty  
Mr. Jeffrey Pullen, Department Chair  
Dr. Bobbi Taylor, Department Chair  
Dr. Charlene Walters, Dean of Curriculum, Business  
Dr. Allan Beck, Faculty  
Dr. Michael Bleacher, Dean of Curriculum, IT/IS  
Dr. Marilyn Fitzpatrick, Faculty  
Dr. Mario Jackson, Dean of Faculty, Professional Studies  
Dr. Lisa Kramer, Faculty  
Dr. Diane McGeehan, Faculty  
Dr. Nicole Morris, Dean of Curriculum, Professional Studies  
Dr. Lauren Philip, Dean of Faculty, General Education  
Mr. Jason Powers, Faculty  
Dr. Harry Stansbury, Department Chair, Humanities  
Ms. Cathy Stewart, Vice President, Onsite Locations  
Ms. Justina Butler, Assistant Onsite Dean, Verizon Salt Lake  
Ms. Kristen O'Flarity, Onsite Program Manager, Verizon Salt Lake  
Ms. Debora Rojera, Verizon HR Representative and Strayer Student  
Dr. Linda Nobis, Director, Academic Services, Global  
Ms. Kristen Hill, Course Manager, Foundations of Success, Global  
Mr. Joshua Hamilton, Director, Student Academic Services, Global  
Ms. Heather Skinner, Director, Admissions, Global  
Mr. Duane Ralphs, Director, Admissions, Global  
Mr. Sterling Wootton, Director, Admissions, Global  
Ms. Patrick Garcia, Manager, Student Academic Services, Global  
Ms. Morgan Fisch, Manager, Student Academic Services, Global

Ms. Launa Gardner, Manager, Student Academic Services, Global  
Mr. Bobby Gallegos, Manager, Admissions, Global  
Mr. Dustin Hahn, Manager, Admissions, Global  
Mr. Nephi Scott, Manager, Admissions, Global  
Mr. Traci Adkins, Manager, Admissions, Global  
Mr. Mark Earl, Manager, Admissions, Global  
Ms. Emma Bos, Manager, Admissions, Global  
Dr. Robert E. Culver, Regional Vice Provost  
Ms. Teri Jaggars, Regional Vice President  
Mr. Chase Bishop, Associate Regional Vice President  
Ms. Allisha Ousley, Associate Regional Director  
Mr. Ross Bogash, Associate Campus Dean  
Dr. Amona Washington, Campus Dean  
Dr. A. Fitzgerald Jones, Campus Dean  
Dr. Tonya Moore, Campus Dean  
Dr. Angela Williams, Campus Dean  
Ms. Jocelyn Williams, Associate Campus Dean  
Mr. Richard Wylie, Campus Director  
Ms. Kedicia Ritchie-Mitchell, Campus Director  
Ms. Tracey Martin, Campus Director  
Mr. Paul Lawson, Campus Director  
Ms. Stephanie Gower, Campus Director  
Mr. Matthew Milsaps, Assistant Dean, Verizon Atlanta  
Mr. Dennis Gillaird, Onsite Program Manager, Verizon Atlanta  
Dr. Tressa R. Shavers, Regional Vice Provost  
Mr. Steven Hogg, Regional Director  
Dr. Marilyn Carroll, Campus Dean  
Dr. Tretha Harris, Associate Campus Dean  
Ms. Marisol Greenwood, Campus Director  
Dr. Christy Karnes, Regional Vice Provost  
Ms. Kristine Kimble, Regional Vice President  
Dr. Shanee Major-Kelly, Campus Dean  
Dr. Aerin Gilbert, Associate Campus Dean  
Dr. Angela Agboli-Esedebe, Campus Dean  
Dr. Isaac Moonzwe, Campus Dean  
Ms. Katie Brunswick, Associate Campus Dean  
Dr. Peter DeDominici, Campus Dean  
Dr. Ras Acolatse, Campus Dean  
Ms. Chinnetta Collins, Campus Director  
Ms. Carolene Bloomfield, Campus Director  
Ms. Breanne Winter, Campus Director  
Ms. Ashley Collins, Campus Director  
Mr. Rizwan Choudhry, Associate Campus Director  
Mr. Haroon Mokel, Campus Director

