Documentation Roadmap

Documents, Processes, and Procedures
Evidence of Institutional Ability to Meet the Expectations of the Requirements of Affiliation and Standards for Accreditation of the Middle States Commission on Higher Education
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.</td>
<td>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION’S COMPLIANCE PROCESS</td>
<td>By statute, Education Article of the <a href="https://www.maryland.gov/">Maryland Annotated Code §14-101(b)(3)-(5)</a>, Morgan State University is a public corporation and instrumentality of the State of Maryland authorized to offer baccalaureate and graduate degrees.</td>
</tr>
<tr>
<td>2. The institution is operational, with students actively pursuing its degree programs.</td>
<td>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION’S COMPLIANCE PROCESS</td>
<td>The Office of Institutional Research’s <a href="https://www.morgan.edu/about/academic-affairs/institutional-research">Institutional Research Fact Book</a> publishes data on Enrollment Data, Retention and Graduation Data, Degrees Awarded, and Title II Data for Morgan State University.</td>
</tr>
<tr>
<td>3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.</td>
<td>INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION’S COMPLIANCE PROCESS</td>
<td>Not Applicable. Morgan was first accredited in 1925.</td>
</tr>
</tbody>
</table>
4. The institution’s representatives communicate with the Commission in English, both orally and in writing. **INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION’S COMPLIANCE PROCESS**

All oral and written communication from Morgan to MSCHE including, but not limited to, letters, emails, and accreditation documents is in English.

5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements. **INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION’S COMPLIANCE PROCESS**

Morgan’s Verification of Compliance with Accreditation-Relevant Federal Regulations (54 pages) was completed by the University’s Vice President for Enrollment Management and Student Success and submitted to MSCHE on January 12, 2018.

6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org. **INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION’S COMPLIANCE PROCESS**

MSCHE’s institutional profile for Morgan including the Statement of Accreditation Status is published under Institutional Directory at Verification of Compliance with Accreditation-Relevant Federal Regulations.

7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education. **Standard I: Mission and Goals**

*Vision, Mission, and Core Values of Morgan State University*
http://www.morgan.edu/about/mission_and_vision.html

*Growing the Future, Leading the World: the Strategic Plan for Morgan State University (2011 - 2021)*
http://www.morgan.edu/about/strategic_plan.html

8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes. **Standard III: Design and Delivery of the Student Learning Experience**

*Comprehensive Assessment Plan for Student Learning and Institutional Effectiveness (CAP).*
See Document Inventory in Self-Study Appendix No. 7.

*Office of Intuitiveal Research publishes data on Performance Accountability Reports, a University Dashboard, and Fact Book at* http://www.morgan.edu/institutionalresearch

9. The institution’s student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or **Standard III: Design and Delivery of the Student Learning Experience**

*Performance Accountability Reports*

Benchmarks for Performance Accountability Objectives (PAR) for AY 2018-2023
See Document Inventory in Self-Study Appendix No. 3.

*Inventory of Surveys and Studies of the Office of Institutional Research Morgan State University*
See Document Inventory in Self-Study Appendix No. 4.
<table>
<thead>
<tr>
<th>Degree level or delivery and instructional modality.</th>
<th>Effectiveness</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.</td>
<td>Standard IV: Support of the Student Experience Standard VI: Planning, Resources and Institutional Improvement</td>
<td>President's Legislative Testimony for FY 2018 Operating Budget Testimony and FY 2018 Capital Budget Testimony SB &amp; Company Management Letter See Document Inventory in Self-Study Appendix No. 1. Standard &amp; Poors Global RatingsDirect for Morgan State University See Document Inventory in Self-Study Appendix No. 2. Audited Financial Statements for 2016 and 2017 See Document Inventory in Self-Study Appendix No. 7.</td>
</tr>
<tr>
<td>12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution’s governing body is responsible for the quality and integrity of the institution and for ensuring that the institution’s mission is being carried out.</td>
<td>Standard I: Mission and Goals Standard II: Ethics and Integrity Standard VII: Governance, Leadership and Administration</td>
<td>Md. EDUCATION Code Ann. § 14-101 et. seq. Senate Bill 1085 <a href="http://mgaleg.maryland.gov/2017rs/fnotes/bil_0005/sb1085.pdf">http://mgaleg.maryland.gov/2017rs/fnotes/bil_0005/sb1085.pdf</a> Board of Regents</td>
</tr>
</tbody>
</table>
| 13. A majority of the institution’s governing body’s members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution’s district/system or other chief executive officer shall not serve as the chair of the governing body. | **Standard II: Ethics and Integrity** | Maryland State Ethics Commission Public Ethics Law [http://ethics.maryland.gov/public-ethics-law/](http://ethics.maryland.gov/public-ethics-law/)  
Board of Regents Bylaws [http://www.morgan.edu/regents](http://www.morgan.edu/regents) |
|---|---|---|
| 14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities. | **INFORMATION TO BE SUBMITTED THROUGH THE COMMISSION’S COMPLIANCE PROCESS** | MSCHE Regional Accreditation including 2018 Accreditation and 2013 Periodic Review [http://www.morgan.edu/accreditation.html](http://www.morgan.edu/accreditation.html)  
MSCHE’s institutional profile for Morgan including the Statement of Accreditation Status is published under Institutional Directory at Verification of Compliance with Accreditation-Relevant Federal Regulations. |
| 15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient | **Standard III: Design and Delivery of the Student Learning Experience**  
**Standard IV:** | Appointment, Promotion and Tenure (APT) Policy [http://www.morgan.edu/regents/policies](http://www.morgan.edu/regents/policies) |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>responsibility to the institution to assure the continuity and coherence of the institution’s educational programs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STANDARD I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Assemble the following, as appropriate.

☐ Statements regarding institutional mission and goals

☐ Processes and procedures relevant to mission and goals

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:
<table>
<thead>
<tr>
<th>Standard I Criteria</th>
<th>Documents, Processes, and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clearly defined mission and goals that:</td>
<td>Senate Bill 1085 Repealing and reenacting, with amendments, Annotated Code of Maryland Education Article Sections 11–105(b)(5)(iii), 14–101(b), and 14–104(n)(1)</td>
</tr>
<tr>
<td>a. are developed through appropriate collaborative participation by all who</td>
<td><a href="http://mgaleg.maryland.gov/2017RS/bills/sb/sb1085t.pdf">http://mgaleg.maryland.gov/2017RS/bills/sb/sb1085t.pdf</a></td>
</tr>
<tr>
<td>facilitate or are otherwise responsible for institutional development and</td>
<td>Annotated Code of Maryland; Education Article §14-101(b)(2)-(5)</td>
</tr>
<tr>
<td>b. address external as well as internal contexts and constituencies;</td>
<td>Strategic Plan</td>
</tr>
<tr>
<td>c. are approved and supported by the governing body;</td>
<td><a href="http://www.morgan.edu/Documents/ABOUT/StrategicPlan/StrategicPlan2011-21_final.pdf">www.morgan.edu/Documents/ABOUT/StrategicPlan/StrategicPlan2011-21_final.pdf</a></td>
</tr>
<tr>
<td>d. guide faculty, administration, staff, and governing structures in making</td>
<td>Board of Regents Policies and Procedures</td>
</tr>
<tr>
<td>decisions related to planning, resource allocation, program and curriculum</td>
<td><a href="http://www.morgan.edu/regents/policies">http://www.morgan.edu/regents/policies</a></td>
</tr>
<tr>
<td>development, and the definition of institutional and educational outcomes;</td>
<td>Faculty Handbook</td>
</tr>
<tr>
<td>e. include support of scholarly inquiry and creative activity, at all levels and</td>
<td>University Council</td>
</tr>
<tr>
<td>of the type appropriate to the institution;</td>
<td><a href="http://www.morgan.edu/uniwersitycouncil">http://www.morgan.edu/uniwersitycouncil</a></td>
</tr>
<tr>
<td>f. are publicized and widely known by the institution’s internal stakeholders;</td>
<td>University Organizational Chart</td>
</tr>
<tr>
<td>g. are periodically evaluated.</td>
<td><a href="https://drive.google.com/file/d/1-DVyrWFbIKHdECu1H8s22CJPYW04gzYw/view">https://drive.google.com/file/d/1-DVyrWFbIKHdECu1H8s22CJPYW04gzYw/view</a></td>
</tr>
<tr>
<td></td>
<td>Appointment, Promotion and Tenure (APT) Policy</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.morgan.edu/regents/policies">http://www.morgan.edu/regents/policies</a></td>
</tr>
<tr>
<td></td>
<td>Policy-on-Patents</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.morgan.edu/regents/policies">http://www.morgan.edu/regents/policies</a></td>
</tr>
<tr>
<td></td>
<td>Division of Research and Economic Development</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.morgan.edu/research_and_economic_developme">http://www.morgan.edu/research_and_economic_developme</a> nt.html</td>
</tr>
<tr>
<td></td>
<td>Office of Institutional Research</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.morgan.edu/institutionalresearch">http://www.morgan.edu/institutionalresearch</a></td>
</tr>
<tr>
<td></td>
<td>Performance Accountability Reports</td>
</tr>
<tr>
<td></td>
<td>Benchmarks for Performance Accountability Objectives (PAR) for AY 2018-2023 in Appendix 3</td>
</tr>
<tr>
<td></td>
<td>Inventory of Surveys and Studies of the Office of Institutional Research Morgan State University in Appendix 4}</td>
</tr>
</tbody>
</table>
2. Institutional goals are realistic, appropriate to higher education and consistent with mission.

President's Legislative Testimony to the Maryland General Assembly FY 2018 Operating Budget Testimony
http://www.morgan.edu/testimony/

3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.

Strategic Plan
http://www.morgan.edu/about/strategic_plan.html

University Dashboard
www.morgan.edu/academic_affairs/office_of_institutional_research/university_dashboard.html

4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.

2015 – 2016 Annual Review of Growing the Future and Leading the World
https://drive.google.com/file/d/1TxunGLNyRC2fttcXq5oFpe2chsTkILvg/view

Performance Accountability Report

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**STANDARD II: Ethics and Integrity**

_Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully._

Assemble the following, as appropriate.

- Recruitment and marketing materials (printed and electronic)
- Public disclosure information required by the Commission and government entities (printed and electronic)
- Institutional by-laws, guidelines, and policies.
- Handbooks (student, faculty, employee, etc.)
- Processes and procedures relevant to ethics and integrity

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard.
The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<table>
<thead>
<tr>
<th>Standard II Criteria</th>
<th>Documents, Processes, and Procedures</th>
</tr>
</thead>
</table>
| 1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights. | Faculty Handbook  
http://www.morgan.edu/facultyhandbook  
Policy on Faculty, Student, and Institutional Rights and Responsibilities for Academic Integrity (A-1 Academic Integrity)  
http://www.morgan.edu/regents/policies  
Appointment, Promotion and Tenure (APT) Policy  
http://www.morgan.edu/regents/policies  
C-9 Policy on Copyrights  
http://www.morgan.edu/regents/policies  
Policy-On-Patents  
http://www.morgan.edu/regents/policies  
IRB Policies  
http://www.morgan.edu/research_and_economic_development/research_advocacy_(pre-award)/human_subjects_research/irb_policies_and_procedures.html |
| 2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. | Office of Student Disability Support Services  
http://www.morgan.edu/sdss  
Office of Diversity and Equal Employment Opportunity (EEO)  
http://www.morgan.edu/eeo  
Strategic Plan for Enhancing Cultural Diversity  
http://www.morgan.edu/finance_and_management/office_of_diversity_and_equal_employment_opportunity/diversity.html  
Gender and Sexual-Based Harassment and Violence Policy at  
http://www.morgan.edu/regents/policies  
Nondiscrimination-Policy  
http://www.morgan.edu/regents/policies |
<table>
<thead>
<tr>
<th>Section</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division of International Affairs</td>
<td><a href="http://www.morgan.edu/internationalaffairs">http://www.morgan.edu/internationalaffairs</a></td>
</tr>
<tr>
<td>Office Of Study Abroad &amp; Scholar Exchange</td>
<td><a href="http://www.morgan.edu/studyabroad">http://www.morgan.edu/studyabroad</a></td>
</tr>
</tbody>
</table>

3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.

<table>
<thead>
<tr>
<th>Section</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Handbook</td>
<td><a href="http://www.morgan.edu/facultyhandbook">http://www.morgan.edu/facultyhandbook</a></td>
</tr>
<tr>
<td>Faculty-Grievance-Procedure</td>
<td><a href="http://www.morgan.edu/regents/policies">http://www.morgan.edu/regents/policies</a></td>
</tr>
<tr>
<td>S-7 Code of Student Conduct</td>
<td><a href="http://www.morgan.edu/regents/policies">http://www.morgan.edu/regents/policies</a></td>
</tr>
<tr>
<td>Student Complaints</td>
<td><a href="http://www.morgan.edu/online_education/student_complaints.html">http://www.morgan.edu/online_education/student_complaints.html</a></td>
</tr>
<tr>
<td>Grievances-Administrative-Personnel</td>
<td><a href="http://www.morgan.edu/regents/policies">http://www.morgan.edu/regents/policies</a></td>
</tr>
<tr>
<td>Student Complaint Process (MHEC)</td>
<td><a href="http://mhec.maryland.gov/institutions_training/Pages/career/pes/complaint.aspx">http://mhec.maryland.gov/institutions_training/Pages/career/pes/complaint.aspx</a></td>
</tr>
</tbody>
</table>

4. The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.

<table>
<thead>
<tr>
<th>Section</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy on Conflicts of Interest in Research and Development (Conflict of Interest)</td>
<td><a href="http://www.morgan.edu/regents/policies">http://www.morgan.edu/regents/policies</a></td>
</tr>
</tbody>
</table>
| 5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees. | Faculty Handbook  
http://www.morgan.edu/facultyhandbook  
Appointment, Promotion, and Tenure (APT) Policy at  
http://www.morgan.edu/regents/policies  
C-4 Classified Employee Manual  
http://www.morgan.edu/regents/policies  
Involuntary-Demotion-Classified-Employee  
http://www.morgan.edu/regents/policies  
Professional-Administrative-Manual  
http://www.morgan.edu/regents/policies  
Termination-Faculty-for-Cause  
http://www.morgan.edu/regents/policies  
Gender and Sexual-Based Harassment and Violence  
http://www.morgan.edu/regents/policies/ |
| 6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications. | Consumer Information (Students’ Right to Know)  
S-7 Code of Student Conduct  
http://www.morgan.edu/regents/policies  
Strategic Plan Core value – Integrity  
http://www.morgan.edu/about/strategic_plan.html |
| 7. As appropriate to mission, services or programs in place: | Office of Financial Aid  
http://www.morgan.edu/financialaid  
2016-18 UG Catalog - Tuition and Fees  
http://www.morgan.edu/enrollment_management_and_student_success/office_of_the_registrar/academic_catalogs.html |
sources and options, value received for cost, and methods to make informed decisions about incurring debt.

PNC Bank Financial Literacy Program

Financial Assistance

8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:

a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;

b. The institution's compliance with the Commission's Requirements of Affiliation;

c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;

d. The institution's compliance with the Commission's policies.

Nondiscrimination Laws in Higher Education

Performance Accountability Reports 2013-2017

9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Annual Review of Strategic Plan – 2017

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STANDARD III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Assemble the following, as appropriate:
☐ Student catalogs, handbooks, course catalogs, and other information regarding the student learning experience.

☐ Program development and approval procedures.

☐ Faculty review procedures

☐ Processes and procedures relevant to the design and delivery of the student learning experience

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<table>
<thead>
<tr>
<th>Standard III Criteria</th>
<th>Documents, Processes, and Procedures</th>
</tr>
</thead>
</table>
| 1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning. | Morgan’s Strategic Plan\nhttp://www.morgan.edu/about/strategic_plan.html  
MHEC Institution Program Inventory\nhttp://mhec.maryland.gov/institutions_training/Pages/searchschool.aspx  
Academic Programs/Courses of Study\nhttp://www.morgan.edu/academics/academic_programs.html  
Academic Catalogs\nhttp://www.morgan.edu/academics/academic_catalogs.html  
| 2. Student learning experiences that are:                                                                                                                                                                                | State of Maryland COMAR policy\nhttp://www.dsd.state.md.us/COMAR/searchall.aspx  
Appointment, Promotion, and Tenure (APT) Policy                                                                                                                                                                      |
<table>
<thead>
<tr>
<th>1. Assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;</th>
<th><a href="http://www.morgan.edu/regs/policies">http://www.morgan.edu/regs/policies</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are qualified for the positions they hold and the work they do;</td>
<td>Research Faculty Highlights <a href="http://www.morgan.edu/research_and_economic_development/faculty_highlights">http://www.morgan.edu/research_and_economic_development/faculty_highlights</a></td>
</tr>
<tr>
<td>c. designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are sufficient in number;</td>
<td>Faculty Handbook <a href="http://www.morgan.edu/facultyhandbook">http://www.morgan.edu/facultyhandbook</a></td>
</tr>
<tr>
<td>d. designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</td>
<td>Demographics of Full-Time Faculty <a href="http://www.morgan.edu/planning_and_information_technology/office_of_institutional_research/faculty_demographics.html">http://www.morgan.edu/planning_and_information_technology/office_of_institutional_research/faculty_demographics.html</a></td>
</tr>
<tr>
<td>e. designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.</td>
<td>Comprehensive Assessment Plan for Student Learning and Institutional Effectiveness <a href="https://drive.google.com/file/d/1vxJbQpOBxY2wk3e7DvlqNJD4EgaltmO8/view">https://drive.google.com/file/d/1vxJbQpOBxY2wk3e7DvlqNJD4EgaltmO8/view</a></td>
</tr>
<tr>
<td>2. Designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are qualified for the positions they hold and the work they do;</td>
<td>Office of Faculty Development <a href="http://www.morgan.edu/facultydev">http://www.morgan.edu/facultydev</a></td>
</tr>
<tr>
<td>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</td>
<td>Academic Catalogs <a href="http://www.morgan.edu/enrollment_management_and_student_success/office_of_the_registrar/academic_catalogs.html">http://www.morgan.edu/enrollment_management_and_student_success/office_of_the_registrar/academic_catalogs.html</a></td>
</tr>
<tr>
<td>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</td>
<td>Clara I. Adams Honors College <a href="http://www.morgan.edu/honorscollege">http://www.morgan.edu/honorscollege</a></td>
</tr>
<tr>
<td></td>
<td>Leadership Development <a href="http://www.morgan.edu/aeplead">http://www.morgan.edu/aeplead</a></td>
</tr>
<tr>
<td></td>
<td>The Earl S. Richardson Library <a href="http://www.morgan.edu/library">http://www.morgan.edu/library</a></td>
</tr>
</tbody>
</table>
GESTAR Internship
https://www.youtube.com/watch?v=H2sUCSMqk-Y

ASCEND Center for Biomedical Research
http://www.morgan.edu/ASCEND

Baltimore Collegetown Network (BCN):
https://baltimorecollegetown.org

CCPS Scholarships Bernard Osher Foundation
http://www.morgan.edu/academic_outreach_and_engagement/center_for_continuing_and_professional_studies/scholarships_.html

Extreme Science Institute
http://www.morgan.edu/school_of_computer_mathematical_and_natural_sciences/internships_and_fellowships/extreme_science_internships.html

Lumina HBCU Success Project

MHEC One Step Away
http://mhec.maryland.gov/institutions_training/Pages/grants/osaa.aspx

NIH-RISE

Travelers EDGE
http://www.morgan.edu/travelersedge

UNCF CPI

Office of Community Service at
http://www.morgan.edu/communityservices
5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:

   a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

   b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;

   c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.

The General Education Program
http://www.morgan.edu/college_of_liberal_arts/the_general_education_program.html

Comprehensive Assessment Plan for Student Learning and Institutional Effectiveness (pg. 19)
https://drive.google.com/file/d/1vxJbQpOBxY2wk3e7DvlqNJD4EgaltnO8/view

General Education Requirements
http://www.morgan.edu/school_of_computer_mathematical_and_natural_sciences/Departments_and_programs/chemistry/undergraduate_program/general_education_requirements.html

6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.

MHEC Institution Program Inventory
http://mhec.maryland.gov/institutions_training/Pages/search_school.aspx

School of Graduate Studies
http://www.morgan.edu/school_of_graduate_studies.html

Graduate Catalog
http://www.morgan.edu/academics/academic_catalogs.html

Graduate Council
http://www.morgan.edu/school_of_graduate_studies/graduate_council/graduate_faculty.html

7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers.

Not Applicable.
8. Periodic assessment of the programs providing student learning opportunities.

<table>
<thead>
<tr>
<th>2013 Periodic Review Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Assessment Priorities</td>
</tr>
<tr>
<td>Integrated Postsecondary Education Data System</td>
</tr>
<tr>
<td><a href="https://nces.ed.gov/collegenavigator/?id=163453">https://nces.ed.gov/collegenavigator/?id=163453</a></td>
</tr>
</tbody>
</table>

STANDARD IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Assemble the following, as appropriate:

☐ Reports from student support offices

☐ Student handbooks

☐ Analysis of enrollment management plan (admission, retention, and completion).

☐ Processes and procedures relevant to support of the student experience.

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:
<table>
<thead>
<tr>
<th>Standard IV Criteria</th>
<th>Documents, Processes, and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</td>
<td>Undergraduate Admissions <a href="http://www.morgan.edu/admissions/undergraduate_admissions/frequently_asked_questions/application_instructions.html">http://www.morgan.edu/admissions/undergraduate_admissions/frequently_asked_questions/application_instructions.html</a></td>
</tr>
<tr>
<td>b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;</td>
<td>Enrollment Data <a href="http://www.morgan.edu/planning_and_information_technology/office_of_institutional_research/enrollment_data.html">http://www.morgan.edu/planning_and_information_technology/office_of_institutional_research/enrollment_data.html</a></td>
</tr>
<tr>
<td>c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</td>
<td>Academic Enrichment Program <a href="http://www.morgan.edu/AEP">http://www.morgan.edu/AEP</a></td>
</tr>
<tr>
<td>d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.</td>
<td>The Resource/Tutoring Center <a href="http://www.morgan.edu/academic_affairs/centers/center_for_academic_success_and_achievement/casa_resource_center.html">http://www.morgan.edu/academic_affairs/centers/center_for_academic_success_and_achievement/casa_resource_center.html</a></td>
</tr>
<tr>
<td></td>
<td>The Writing Center <a href="http://www.morgan.edu/writingcenter">http://www.morgan.edu/writingcenter</a></td>
</tr>
<tr>
<td></td>
<td>Center for Academic Success and Achievement (CASA) <a href="http://www.morgan.edu/CASA">http://www.morgan.edu/CASA</a></td>
</tr>
<tr>
<td></td>
<td>CASA Academy Summer Bridge Program 2018 <a href="http://www.morgan.edu/academic_affairs/centers/center_for_academic_success_and_achievement/casa_academy_summer_bridge_program.html">http://www.morgan.edu/academic_affairs/centers/center_for_academic_success_and_achievement/casa_academy_summer_bridge_program.html</a></td>
</tr>
<tr>
<td></td>
<td>Graduate Admissions <a href="http://www.morgan.edu/school_of_graduate_studies/prospective_grad_students/admissions_policy.html">http://www.morgan.edu/school_of_graduate_studies/prospective_grad_students/admissions_policy.html</a></td>
</tr>
</tbody>
</table>
Undergraduate Tuition and Fees

Graduate Fees and Payment

Office of Student Success and Retention (OSSR)

Financial Literacy

Starfish Solution

UNCF CPI GRANT
http://news.morgan.edu/morgan-state-university-selected-for-2-million-grant-from-unef-to-improve-job-outcomes-of-graduates/ and/or
http://www.morgan.edu/student_affairs/center_for Career development/beartracks.html


The Career Center:
http://www.morgan.edu/student_affairs/center_for_Career development/about_us.html

2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.

Articulation System for Maryland Colleges and Universities (ARTSYS)
http://www.artsys.usmd.edu/index.html

Student Guide to Transfer Among Maryland Colleges & Universities
http://mhec.maryland.gov/preparing/Pages/stuguide.aspx

Office of Transfer Student Programming
http://www.morgan.edu/academic_affairs/centers/university_transfer_center.html

Articulation Agreement
http://www.morgan.edu/academic_affairs/centers/university_transfer_center/articulation_agreements.html
| 3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records. | Connect Program  
http://www.morgan.edu/academic_affairs/centers/university_transfer_center/alternative_programs/the_connect_program.html |
|---|---|
|  | D-5 Disclosure of Students Records  
http://www.morgan.edu/regents/policies |
|  | FERPA Release form  
http://www.morgan.edu/enrollment_management_and_student_success/office_of_the_registrar/frequently_asked_questions/privacy_policy/can_my_parents_see_and_or_discuss_my_grades.html |
|  | Office of Information Technology  
http://www.morgan.edu/oit |
|  | Next Generation Network  
http://www.morgan.edu/NGN |
|  | Technology Guidelines  
|  | University Information Security Policy  
https://drive.google.com/file/d/0B3RCbh7uSOz3UGF1OUN1akZMOGc/view |
|  | Health Center  
http://www.morgan.edu/healthservices |
|  | Office of Student Disability Support Services  
http://www.morgan.edu/sdss |
|  | Veteran Services  
http://www.morgan.edu/veteranservices |
|  | Office of International Student and Faculty Services  
http://www.morgan.edu/oisfs |
|  | Earl Richardson Library  
http://www.morgan.edu/library |
|  | Library Instructions and Literacy  
http://www.morgan.edu/university_library/services/library_instruction_and_information_literacy.html |
| 4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs. | Athletics Department  
http://www.morganstatebears.com/ |
Compliance Forms and Procedures

5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.
Not applicable.

6. Periodic assessment of the effectiveness of programs supporting the student experience.
Comprehensive Assessment Plan (CAP)
https://drive.google.com/file/d/1vxJbQpOBxY2wk3e7DvlqNJD4EgaltmO8/view
Office of Assessment
http://www.morgan.edu/assessment
University Assessment Committee (UAC)
http://www.morgan.edu/academic_affairs/office_of_assessment/who_we_are.html

STANDARD V: Educational Effectiveness Assessment

Assessment of student learning demonstrates that the institution’s students have accomplished educational goals consistent with their programs of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.

Assemble the following, as appropriate:

☐ Documentation of an implemented, systematic, and sustained process to assess student learning at all levels and utilization of results

☐ Processes and procedures relevant to educational effectiveness assessment

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the
standard. This alternative information should be included in the expandable box above.

Complete the following table:

<table>
<thead>
<tr>
<th>Standard V Criteria</th>
<th>Documents, Processes, and Procedures</th>
</tr>
</thead>
</table>
| 1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission. | Strategic Plan  
http://www.morgan.edu/about/strategic_plan.html  
President’s Legislative Testimony  
http://www.morgan.edu/testimony  
Strategic Plan for Cultural Diversity  
http://www.morgan.edu/finance_and_management/office_of_diversity_and_equal_employment_opportunity/diversity.html |
| 2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should: | 2015-2016 Annual Review of Growing the Future and Leading the World  
https://drive.google.com/file/d/1TxunGLNyRC2ftcXq5oFpe2chsTkl_Lvg/view  
Annual Cultural Diversity Report  
http://www.morgan.edu/finance_and_management/office_of_diversity_and_equal_employment_opportunity/diversity.html  
HBCU Student Success Project  
A Student-Centered Entrepreneurship Development  
http://www.morgan.edu/research_and_economic_development/ascend/about_ascend.html |
| a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; |  |
| b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and, |  |
| c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders. |  |
3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following:

<table>
<thead>
<tr>
<th>Number</th>
<th>Use of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>assisting students in improving their learning;</td>
</tr>
<tr>
<td>b.</td>
<td>improving pedagogy and curriculum;</td>
</tr>
<tr>
<td>c.</td>
<td>reviewing and revising academic programs and support services;</td>
</tr>
<tr>
<td>d.</td>
<td>planning, conducting, and supporting a range of professional development activities;</td>
</tr>
<tr>
<td>e.</td>
<td>planning and budgeting for the provision of academic programs and services;</td>
</tr>
<tr>
<td>f.</td>
<td>informing appropriate constituents about the institution and its programs;</td>
</tr>
<tr>
<td>g.</td>
<td>improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and,</td>
</tr>
<tr>
<td>h.</td>
<td>implementing other processes and procedures designed to improve educational programs and services.</td>
</tr>
</tbody>
</table>

Office of Assessment Priorities

University Assessment Committee (UAC)
http://www.morgan.edu/academic_affairs/office_of_assessment/who_we_are.html

Comprehensive Assessment Plan (CAP)
https://drive.google.com/file/d/1vxJbQpOBxY2wk3e7Dv1qNJd4EgaltmO8/view

A Student-Centered, Entrepreneurship Development (ASCEND) Training Model
http://www.morgan.edu/research_and_economic_development/ascend/about_ascend.html

4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.

Not applicable.

5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.

Comprehensive Assessment Plan for Student Learning and Institutional Effectiveness (CAP)
See Document Inventory in Self-Study Appendix No. 7.

STANDARD VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess
and improve its programs and services, and to respond effectively to opportunities and challenges.

Assemble the following, as appropriate:

☐ The institution’s two most recent externally-audited financial statements, including management letters

☐ Financial projections for the next two years.

☐ Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions.

☐ Institutional strategic planning documents.

☐ Processes and procures relevant to planning, resources and institutional improvement

In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<table>
<thead>
<tr>
<th>Standard VI Criteria</th>
<th>Documents, Processes, and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.</td>
<td>Mission, Vision, and Core Values <a href="http://www.morgan.edu/about/mission_and_vision.html">http://www.morgan.edu/about/mission_and_vision.html</a></td>
</tr>
<tr>
<td></td>
<td>Board of Regents Meeting Minutes <a href="http://www.morgan.edu/about/administration/board_of_regents/meeting_and_minutes.html">http://www.morgan.edu/about/administration/board_of_regents/meeting_and_minutes.html</a></td>
</tr>
</tbody>
</table>
| 2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results. | President’s Town Hall Meetings  
[http://events.morgan.edu/event/presidential-town-hall-meeting/](http://events.morgan.edu/event/presidential-town-hall-meeting/)  
University’s Dashboard  
University Fact Book  
Campus-wide Assessments  
| --- | --- |
| 3. A financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives. | Senate and House Committee Budget Testimonies  
| 4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered. | President's Legislative Testimony for FY 2018 Operating Budget Testimony and FY 2018 Capital Budget Testimony  
[http://www.morgan.edu/testimony](http://www.morgan.edu/testimony)  
The Integrated Postsecondary Education Data System (IPEDS) Financial Reports for Morgan 2015-2017  
See Document Inventory in Self-Study Appendix No. 7.  
SB & Company Management Letter  
See Document Inventory in Self-Study Appendix No. 7.  
Standard & Poors Global RatingsDirect for Morgan State University  
See Document Inventory in Self-Study Appendix No. 7. |
| 5. Clear assignment of responsibility and accountability. | University Organizational Chart  
[https://drive.google.com/file/d/1-DVyrWPbIKHdECu1H8s22CJPYW04gzYw/view](https://drive.google.com/file/d/1-DVyrWPbIKHdECu1H8s22CJPYW04gzYw/view)  
Organizational Chart for Academic Affairs  
[https://drive.google.com/file/d/1RsrMIjOGDAQ0bKfV8wGUejrbnmKaDaYC/view](https://drive.google.com/file/d/1RsrMIjOGDAQ0bKfV8wGUejrbnmKaDaYC/view)  
[http://www.morgan.edu/about/administration.html](http://www.morgan.edu/about/administration.html) |
| 6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes. | The Facilities Master Plan  
[https://drive.google.com/file/d/1SMh3QVG3Vooa7v7VKml_HKsDdEWmc0Wu/view](https://drive.google.com/file/d/1SMh3QVG3Vooa7v7VKml_HKsDdEWmc0Wu/view) |
<table>
<thead>
<tr>
<th>University Facilities Planning Operations</th>
<th><a href="http://www.morgan.edu/finance_and_management/facilities_planning.html">http://www.morgan.edu/finance_and_management/facilities_planning.html</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Capital Budget Testimony</td>
<td><a href="http://www.morgan.edu/Documents/testimony/FY18_Capital_BudgetTestimony.pdf">http://www.morgan.edu/Documents/testimony/FY18_Capital_BudgetTestimony.pdf</a></td>
</tr>
<tr>
<td>University’s Next Generation Network Infrastructure at:</td>
<td><a href="http://www.morgan.edu/NGN">http://www.morgan.edu/NGN</a></td>
</tr>
</tbody>
</table>

7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.

<table>
<thead>
<tr>
<th>Board of Regents Audit Committee</th>
<th><a href="http://www.morgan.edu/about/administration/board_of_regents/committees.html">http://www.morgan.edu/about/administration/board_of_regents/committees.html</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Audited Financial Statements for 2016 and 2017</td>
<td>See Document Inventory in Self-Study Appendix No. 7.</td>
</tr>
<tr>
<td>SB &amp; Company Management Letter</td>
<td>See Document Inventory in Self-Study Appendix No. 1.</td>
</tr>
</tbody>
</table>

8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.

| Board of Regents Finance and Facilities Committee | http://www.morgan.edu/about/administration/board_of_regents/committees.html |


<table>
<thead>
<tr>
<th>The Annual Review of Growing the Future and Leading the World</th>
<th>See Document Inventory in Self-Study Appendix No. 7.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Accountability Reports</td>
<td></td>
</tr>
</tbody>
</table>

**STANDARD VII: Governance, Leadership, and Administration**

*The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purposed, and it operates as an academic institution with appropriate autonomy.*

Assemble the following, as appropriate:

- ☐ By-laws and other institutional documents identifying the group legally responsible for the institution and its role in governance.
☐ Conflict of interest policies and other ethics policies of the Board.

☐ A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).

☐ Organizational chart for the institution (names and titles of the individuals in each position)

☐ Succession planning for board members and senior leadership

☐ Processes and procedures relevant to governance, leadership, and administration

☐ In the section below, list any other documentation demonstrating the institution’s ability to meet the expectations of this standard that the institution has assembled.

This standard includes the following Criteria, which explicate the standard and specify particular characteristics or qualities that are incorporated in the standard. The Criteria are not a simple checklist. When an institution does not demonstrate evidence of a particular Criterion, it may demonstrate through alternative information that it meets the standard. This alternative information should be included in the expandable box above.

Complete the following table:

<table>
<thead>
<tr>
<th>Standard VII Criteria</th>
<th>Documents, Processes, and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of</td>
<td>Maryland Ready 2013 – 2017 Maryland State Plan for Postsecondary Education (pg. 4) <a href="http://mhec.maryland.gov/Documents/MHECStatePlan_2014.pdf">http://mhec.maryland.gov/Documents/MHECStatePlan_2014.pdf</a></td>
</tr>
</tbody>
</table>
the institution;

b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;

c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;

d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;

e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;

f. Appoints and regularly evaluates the performance of the Chief Executive Officer;

Annotated Code of Maryland §14–102(a)

Maryland State Ethics Commission Public Ethics Law
http://ethics.maryland.gov/public-ethics-law/

Annotated Code of Maryland §14–101(a)(2)(3)

Annotated Code of Maryland §14–104(e)(1)(8)

Board of Regents Policies & Procedures
http://www.morgan.edu/regents/policies

Board of Regents Finance and Facilities Committee
http://www.morgan.edu/board_of_regents/committees.html

Board of Regents Audit Committee
http://www.morgan.edu/board_of_regents/committees.html

Board of Regents Bylaws Article IX The President
http://www.morgan.edu/regents

Board of Regents Bylaws Section 4.c. Special Committees-Evaluation Committee
http://www.morgan.edu/regents

Maryland State Ethics Commission Public Ethics Law
http://ethics.maryland.gov/public-ethics-law/


3. A Chief Executive Officer who:

a. is appointed by, evaluated by, and reports to
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>the governing body and shall not chair the governing body;</td>
<td>Annotated Code of Maryland §14–104(k)(1)(3)</td>
</tr>
<tr>
<td>b. has appropriate credentials and professional experience consistent with the mission of the organization;</td>
<td><a href="http://mgaleg.maryland.gov/2017RS/Statute_Web/ged/ged.pdf">http://mgaleg.maryland.gov/2017RS/Statute(Web)/ged/ged.pdf</a></td>
</tr>
<tr>
<td>c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</td>
<td>Annotated Code of Maryland §14–104(k)(1)(5)</td>
</tr>
<tr>
<td>d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization’s efficiency and effectiveness.</td>
<td><a href="http://mgaleg.maryland.gov/2017RS/Statute_Web/ged/ged.pdf">http://mgaleg.maryland.gov/2017RS/Statute(Web)/ged/ged.pdf</a></td>
</tr>
</tbody>
</table>

4. An administration possessing or demonstrating:
   a. an organizational structure that is clearly defined and that clearly defines reporting relationships;  
      University Organizational Chart [https://drive.google.com/file/d/1-DVyrWFbIKHdECu1H8s22CJPYW04gzYw/view](https://drive.google.com/file/d/1-DVyrWFbIKHdECu1H8s22CJPYW04gzYw/view)
   b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;  
      Organizational Chart for Academic Affairs [https://drive.google.com/file/d/1RsrMlOGDAQ0bKfV8wGUejrbnmKaDaYC/view](https://drive.google.com/file/d/1RsrMlOGDAQ0bKfV8wGUejrbnmKaDaYC/view)
   c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;  
   d. skills, time, assistance, technology, and information systems expertise required to perform their duties;  
   e. regular engagement with faculty and student in advancing the institution’s goals and objectives;  
      University Council Bylaws Article 5 Meetings [http://www.morgan.edu/universitycouncil](http://www.morgan.edu/universitycouncil)
   f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.  
      Town Hall Meetings
      Inventory of Surveys and Studies of the Office of Institutional Research Morgan State University in Appendix 4
5. Periodic assessment of the effectiveness of governance, leadership, and administration.

| Benchmarks for Performance Accountability Objectives (PAR) for AY 2018-2023 Appendix 3 |
| Performance Accountability Reports 2013-2017 |
| Annual Review of Strategic Plan – 2017 |