INTERNAL AUDIT CHARTER
INTRODUCTION

Internal auditing is an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

The Morgan State University ("University") Office of Internal Audit & Management Review ("Internal Audit") independently appraises the University's activities to assist the Board of Regents (the "Board") in exercising its authority and fulfilling its duties and responsibilities in accordance with Section 14-104 Powers and Duties of Board, of the Education Article of the Maryland Annotated Code. Internal Audit also provides University officials and administrators with consultation services regarding University policies, procedures and practices to support the discharge of their responsibilities, effectively and efficiently.

This Internal Audit Charter ("IA Charter") provides the framework for Internal Audit's function and activities. The IA Charter is a formal document that defines the Internal Audit purpose, authority, and responsibility. The IA Charter shall be periodically reviewed and requires final approval by the Board of Regents. More specifically, the IA Charter:

- Education Article of the Maryland Annotated Code. Internal Audit also provides University officials and administrators with consultation services regarding University policies, procedures and practices to support the discharge of their responsibilities, effectively and efficiently. This Internal Audit Charter ("IA Charter") provides the framework for Internal Audit's function and activities. The IA Charter is a formal document that defines the Internal Audit purpose, authority, and responsibility. The IA
Charter shall be periodically reviewed and requires final approval by the Board of Regents. More specifically, the IA Charter:

- Establishes the Internal Audit purpose, authority, activities, responsibilities in support of Morgan State University;
- Authorizes Internal Audit access to: University records, elements within the University's governance structure (Board of Regents, President, etc.), University personnel, and physical properties relevant to the performance engagements;
- Defines the scope of Internal Audit activities, protections and reporting structure to assure independent audit authority within the parameters of the Internal Audit function, free of factors that could compromise Internal Audit's ability to freely fulfill the Internal Audit function.

AUTHORITY

In general, within the parameters of applicable law, Internal Audit has the authority to audit and investigate all functional areas of the University and, on a need-to-know basis, shall have complete and unrestricted access to any of the University's records and documents, information systems and automated data processing equipment, physical properties, and personnel, which are pertinent to carrying out any engagement. To the extent that Internal Audit authority or access to pertinent University records is in question, Internal Audit shall consult with the General Counsel (or designee). As liaison to the Office of the Maryland Attorney General (OAG), the OGC will consult with the OAG, when such consultation or collaboration is indicated and appropriate. Documents and information given to Internal Audit will be handled in the same manner as by the employees with primary accountability for the records. Internal Audit shall be held strictly accountable for confidentiality and safeguarding records and information placed in its trust. Internal Audit is authorized to allocate resources, set frequencies, select subjects, determine scopes of work, and apply the techniques required to accomplish audit objectives. Internal Audit will exert special efforts to accommodate the University's daily operations in scheduling and conducting reviews. Internal Audit is authorized, but not limited, to perform the following engagements:

- Financial Audits
- Operational Audits
- Compliance Audits
- Investigative Audits
- Follow-up Audits
- Information System Audits
- Internal Control Reviews
- Consultation and Collaboration with appropriate University officials

The University is committed to fully cooperating with external auditors. In the furtherance of this objective, it is expected that external auditors and University personnel will observe certain procedures intended to facilitate orderly audits and to minimize disruption of normal departmental operations. As such, Internal Audit shall
serve as the liaison to all external organizations seeking to conduct external audits of the University. Internal Audit shall serve as liaison between central administrative offices, University departments and external auditors or investigators of fraud, waste, or abuse. All initial contacts with external auditors should be arranged through the Director for Internal Audit. If any University personnel are contacted directly by an external auditor, they should direct the external auditor to Internal Audit and notify the Director for Internal Audit immediately. Internal Audit shall coordinate appropriate advance arrangements with supervisors of appropriate administrative offices within the University to ensure that: (1) proper persons are available to cooperate with the external auditors, (2) relevant records are gathered and made available in a timely manner, and (3) contact with external auditors is scheduled to minimize disruption of University administrative activities. University officials, administrators and their staff shall cooperate with Internal Audit.

Internal Audit will be responsive and responsible to administrators and managers at all levels of the University. Similarly, each administrator and manager will ensure the cooperation of their staff throughout the internal audit process. Internal Audit shall be notified in all cases where assets have been lost (or suspected lost) or there is a reasonable suspicion of fraud through misappropriation or security breaches in financial and operating systems.

Pursuant to the anonymous State Fraud, Waste, and Abuse Hotline established by the Governor of Maryland and administered by the Office of Legislative Audits, for cases referred to Internal Audit, the internal audit staff must maintain the confidentiality and integrity of the hotline referral and must not disclose any information regarding the allegations of the hotline referral to anyone except those individuals who are directly involved in conducting the investigation and/or have a need to know.

**RESPONSIBILITY**

The scope of Internal Audit responsibilities includes, but is not limited to, the examination and evaluation of the adequacy, effectiveness, and quality of the University's governance, enterprise risk management, and internal controls of the University to achieve the University's stated goals and objectives. This includes:

- Evaluating risk exposure relating to achievement of the University's strategic objectives.
- Evaluating the reliability and integrity of information and the means used to identify, measure, classify, and report such information.
- Evaluating the systems established to ensure compliance with policies, procedures, laws, and regulations applicable to the University.
- Evaluating the means of safeguarding assets and, as appropriate, verifying the existence of such assets.
- Evaluating the economy, efficiency and effectiveness in the administration of University programs and operations.
- Evaluating operations or programs to ascertain whether results are consistent with established objectives and goals and whether the operations or programs are being carried out efficiently and effectively.
- Monitoring and evaluating governance processes.
- Monitoring and evaluating the effectiveness of the University’s enterprise risk management processes.

- Evaluating risk exposure relating to achievement of the University’s strategic objectives.
- Evaluating the reliability and integrity of information and the means used to identify, measure, classify, and report such information.
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- Evaluating operations or programs to ascertain whether results are consistent with established objectives and goals and whether the operations or programs are being carried out efficiently and effectively.
- Monitoring and evaluating governance processes.
- Monitoring and evaluating the effectiveness of the University’s enterprise risk management processes.
- Evaluating the quality of performance of external auditors free of factors which would influence their objective evaluation and assessment of University processes and the degree of coordination with Internal Audit.
- Performing consulting and advisory services within the University related to governance, enterprise risk management and control as appropriate for the University.
- Reporting periodically on Internal Audit’s activities, purpose, authority, responsibility, and performance.
- Reporting significant risk exposures and control issues, including but not limited to, fraud risks, governance issues, and compliance with applicable policies, laws, regulations.
• Evaluating specific operations at the request of the Board or management, as appropriate.

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Reporting significant risk exposures and control issues, including but not limited to, fraud risks, governance issues, and compliance with applicable policies, laws, regulations.

Evaluating specific operations at the request of the Board or management, as appropriate.

ROLE

The functional component of Internal Audit is responsible for ensuring that assets are safeguarded properly, internal controls are established and are sufficient to ensure the University’s compliance with applicable laws, regulations, policies and procedures, and that internal controls are adequate to promptly detect errors, fraud, non-compliance, and risks to the University enterprise. The Director of Internal Audit is a member of the University's Cabinet and administratively reviews financial and operating activities, analyzes internal control structures, policies and procedures, and recommends corrective measures to the Board of Regents, University officials and administrators and operating managers. Internal Audit is also responsible for providing input to the annual risk assessment and internal audit plan ("Audit Plan") and for assuring the effective and timely resolution of all audit findings.

The University is committed to the professional practice of internal auditing. Internal Audit is established to furnish executive management with impartial, independent analyses, appraisals, recommendations, and pertinent comments on the business activities of the institution to assist it in maintaining and improving the overall control environment and discharging its fiduciary duties. Internal Audit's responsibilities are defined by the Board of Regents, upon receipt and consideration of recommendations from the President, as part of their oversight and fiduciary responsibilities.

PROFESSIONALISM
Internal Audit auditors are expected to consistently demonstrate high standards of conduct, independence, and appropriate judgement. Internal Audit strives to meet or exceed the professional practice standards established by the IIA, Information System Audit and Control Association (ISACA), Association of Certified Fraud Examiners (ACFE), the American Institute of Certified Public Accountants (AICPA — promulgates Generally Accepted Auditing Standards or GAAS and Code of Ethics), and the United States General Accounting Office (GAO — promulgates the “Yellow Book”/Generally Accepted Governmental Auditing Standards or “GAGAS”). Internal Audit shall adhere to all applicable Maryland and federal laws and regulations (including but not limited to ethics, privacy, etc.) and University policies and procedures.

ORGANIZATION

The Director of Internal Audit will report functionally to the Board and the Audit Committee and administratively directly to the President of the University. The Internal Audit activity will also have free and unrestricted access to communicate and interact directly with the Chair of the Board of Regents, the Chair of the Audit Committee, and the Audit Committee. Upon the recommendation of the President, the Audit Committee shall review and approve the appointment, replacement, reassignment and/or termination of the Director of Internal Audit. This reporting structure promotes independence and full consideration of audit recommendations and management action plans. All internal audit activities shall remain free of influence by any element in the University, including matters of audit selection, scope, procedures, frequency, timing, or report content. Upon the recommendation of the President, the Audit Committee shall review and/or approve the Internal Audit Charter and risk-based Audit Plan and any changes that may be required to either.

INDEPENDENCE AND OBJECTIVITY

Internal Audit is an independent, objective assurance and internal consulting activity designed to add value and improve the University’s operation; therefore, its opinions, conclusions, judgments, and recommendations must be viewed as objective and free of
conflicts of interest or bias. Internal Audit shall have no direct responsibility or authority for any of the activities or operations they review and shall respectfully decline any assignments which would cause it to have such direct responsibility or authority. In carrying out its mission, Internal Audit shall have full, free and unrestricted access to all University activities, including records, reports, property, and personnel. They should not jeopardize their independence by developing and installing procedures, preparing records, or engaging in activities that are subject to review or audit by Internal Audit. Furthermore, Internal Audit's exercise of its responsibilities does not in any way relieve University officials, administrators and their staff for primary responsibility of their administrative units.

Internal Audit shall exhibit the highest level of professional objectivity in gathering, evaluating, and communicating information about the activity or process being examined. Internal Audit shall make informed, balanced, and objective judgments and assessment based on reasonably reliable, relevant, and complete information and not be unduly or inappropriately influenced by their personal or irrelevant factors in performing their duties.

INTERNAL AUDIT PLAN

At least annually, the Director of Internal Audit shall submit to the Audit Committee an internal audit plan ("Audit Plan") for review and feedback. The Audit Plan will consist of a work schedule as well as budget and resource requirements for the next fiscal year. The Director of Internal Audit will communicate the impact of any impediments to its audit functions (e.g., non-cooperation, resource limitations affecting the audit work, or interim changes to senior management affecting the audit work).

The Audit Plan will be developed based on a prioritization of the audit universe using a risk-based methodology, including input of senior management and the Audit Committee. The Director of Internal Audit will review and adjust the Audit Plan, as necessary, in response to changes in the University's business, risks, operations, programs, systems, controls and progress in completing the Audit Plan objectives. Any significant deviation from the Audit Committee-approved Audit Plan will be communicated to senior management and the Audit Committee through periodic activity reports.

REPORTING AND MONITORING

A written report summarizing the significant findings that are identified by Internal Audit and external parties will be presented by the Internal Audit or external auditors to the Audit Committee at least annually. Management is responsible for submitting written corrective action plans and related timetables to the Audit Committee for anticipated completion to each finding identified by the Internal Audit and/or any external auditors in
each audit report. Internal Audit shall report to the Audit Committee its follow-up assessment results regarding the status of proper implementation of the corrective action plans provided by Management. - If any part of a corrective action plan submitted by Management has not been implemented, Management must provide to the Audit Committee detailed explanations and reasons why it was unable to or did not implement the corrective action plan as presented in the report.

______________________________        _______
Audit and Institutional Assessment          Date
Committee Chair

______________________________        _______
President of Morgan State University       Date

______________________________        _______
Director of Internal Audit                 Date

Approved by the Board of Regents -
August 3, 2021, effective August 4, 2021, 2020
INTERNAL AUDIT CHARTER

INTRODUCTION

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Internal Audit auditors are expected to consistently demonstrate high standards of conduct, independence, and appropriate judgement. Internal Audit strives to meet or exceed the professional practice standards established by the IIA, Information System Audit and Control Association (ISACA), Association of Certified Fraud Examiners(ACFE), the American Institute of Certified Public Accountants (AICPA — promulgates Generally Accepted Auditing Standards or GAAS and Code of Ethics), and the United States General Accounting Office (GAO-promulgates the “Yellow Book”/Generally Accepted Governmental Auditing Standards or "GAGAS"). Internal Audit shall adhere to all applicable Maryland and federal laws and regulations (including but not limited to ethics, privacy, etc.) and University policies and procedures.
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INDEPENDENCE AND OBJECTIVITY

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INTERNAL AUDIT PLAN

At least annually, the Director of Internal Audit shall submit to the Audit Committee an Audit Plan for review and feedback. The Audit Plan will consist of a work schedule as well as budget and resource requirements for the next fiscal year. The Director of Internal Audit will communicate the impact of any impediments to its audit functions (e.g., non-cooperation, resource limitations affecting the audit work, or interim changes to senior management affecting the audit work).
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REPORTING AND MONITORING

A written report summarizing the significant findings that are identified by Internal Audit and external parties will be presented by the Internal Audit or external auditors to the Audit Committee at least annually. Management is responsible for submitting written corrective action plans and related timetables to the Audit Committee for anticipated completion to each finding identified by the Internal Audit and/or any external auditors in each audit report. Internal Audit shall report to the Audit Committee its follow-up assessment results regarding the status of proper implementation of the corrective action plans provided by Management. If any part of a corrective action plan submitted by Management has not been implemented, Management must provide to the Audit Committee detailed explanations and reasons why it was unable to or did not implement the corrective action plan as presented in the report.

_________________________________________        _______
Audit and Institutional Assessment Committee Chair
Date

_________________________________________        _______
President of Morgan State University
Date

_________________________________________        _______
Director of Internal Audit
Date

Approved by the Board of Regents - August 3, 2021, effective August 4, 2021
REVISIONS TO THE BOARD OF REGENTS BY-LAWS
ARTICLE VI
COMMITTEES

Section 1. The committees of the Board shall fit into one of the following categories: executive, standing or special.

Section 2. Executive Committee. The Executive Committee shall have regularly scheduled meetings at least four (4) times during each fiscal year. The Executive Committee shall be composed of the three (3) elected officers (the Chairperson, the Vice Chairperson and the Secretary) and the chairpersons of the standing Committees. The Chairperson of the Board is the Chair of this Committee. This Committee shall advise the President on urgent or pressing matters when the Board is not in session and shall advise the President and the Board on issues which do not fall within the purview of one of the standing committees. The Executive Committee shall meet upon the call of the Chairperson following personal, telephone, electronic mail or written notice to its members. The Executive Committee shall report back to the full Board on actions taken in Executive Committee meetings.

Section 3. Standing Committees. Unless and until otherwise decided by a vote of a majority of the members of the Board, the standing committees of the Board shall consist of the following:

a. Academic and Student Affairs
b. Finance and Facilities
c. Audit and Institutional Assessment

The Chairperson of the Board shall appoint all members of standing committees, one of whom he or she shall designate as chairperson, and at least two (2) other members. The Chairperson shall make committee appointments within thirty (30) calendar days following his or her election or as soon as possible thereafter. The terms of the standing committee appointees shall run concurrently with that of the Chairperson.

The standing committees shall have regularly scheduled meetings as set forth below in Section Article VII.

Section 3.a. Academic and Student Affairs Committee. This committee shall have responsibility for policy matters concerning all undergraduate and graduate academic programs and departments of the University. This committee shall make appropriate recommendations with respect to the establishment of new academic programs, policies, and procedures and shall recommend to the Board persons to receive honorary degrees and the policies governing such awards. This committee shall also consider policy matters concerning all non-academic facets of student welfare. The Academic and Student Affairs Committee shall meet as set forth below in Section Article VII.

Section 3.b. Finance and Facilities Committee. This committee shall have
responsibility for all matters related to the business and financial policies and practices of the University, including property management. This committee shall review the annual reporting budget prepared by the President and shall make recommendations for its approval and adoption by the Board based on the soundness of the justifications the President provides. This committee shall monitor all budgetary requests and make recommendations regarding personnel or budgetary changes which are exceptions to an approved budget. This committee shall also review and present to the Board all reports regarding the annual fiscal and financial needs of the University. This committee also, based upon the recommendation of the President which shall include a justification, shall review the assigning of a name to a University facility, whether the facility is new or in use, and shall present such name to the Board of Regents for approval. The Finance and Facilities Committee shall meet as set forth below in Section Article VII.

Section 3.c. Audit and Institutional Assessment Committee. This committee shall have oversight responsibility for the financial reporting process, the system of internal control, the audit process, and the University’s process for monitoring compliance with laws, regulations, policies, and procedures. The responsibilities of the Audit and Institutional Assessment Committee (“Audit Committee”) include: appoint; compensate and oversee the work of any registered public accounting firm employed by the University as an external auditor; resolve any disagreements between management and the external auditor regarding financial reporting; pre-approve all auditing and non-audit services; oversee the development, implementation, and execution of policies and procedures that promote accountability, ethical values, and sound control practices; consult with the internal auditor, General Counsel and Assistant Attorney General (“Legal Counsel”) and/or others to advise or assist in the conduct of and investigation or other matters which are the subject of review or attention by the Audit Committee; request and review information from management, the Director of the Office of Internal Audit and Management Review (“Internal Audit”), Legal Counsel, external auditors and assurance providers, all of whom are directed to cooperate with the Audit Committee’s requests about significant risks or exposures within or to the University; seek any information it requires from employees, all of whom are directed required to cooperate with the Audit Committee’s requests; assess the adequacy of management’s actions to identify, assess, and mitigate identified risks with strong control activities, and information, communication, and monitoring processes; seek any information from external parties it may require in order to fulfill its responsibilities as a committee and the fiduciary responsibilities as Board members; meet with University Officers, external auditors, Internal Auditors, Legal Counsel and the Board as necessary on issues within the Audit Committee’s areas of responsibility; ensure the Audit Plan encompasses significant and material aspects of the University’s operations and will receive progress reports from Internal Audit on the execution thereof; have or develop procedures for the use of the Audit Committee; review compliance with University policies and procedures with respect to management’s expenses, including management’s expenses, its use of University assets, and consider the results of any review of these areas by Internal Audit; monitor the Board’s observance of the State Ethics Code law and any applicable ethics policies as it pertains to possible conflicts of interest with matters of Morgan State
the University; call special meetings of the Audit Committee, within the discretion of the Audit Committee chair; annually review and assess the adequacy of the Audit Committee’s activities and confirm that all responsibilities outlined in this charge have been carried out.

With regard to external auditors, the Audit Committee will approve the selection and fees of an external auditor for the University and pre-approve all audit services; review and approve the planned scope of the annual financial audit by the external auditors, including coordination of effort with internal auditors; oversee regular audits of financial activities and direct that the audit be conducted in accordance with generally applicable standards; review, along with the external auditors, Internal Audit and management, the results of the engagement, which may include audited financial statements and the Single Audit reflected in an opinion letter or other reports issued by the external auditors, significant accounting and reporting issues, including complex or unusual transactions; review the clarity and completeness of the financial statements and related disclosures such as material off-balance sheet transactions, arrangements, obligations, and other relationships of the University with unconsolidated entities or other persons that may have a material current or future effect on the financial condition, changes in financial condition, results of operations, liquidity, capital expenditures, capital resources, or significant components of revenues and expenditures; review, along with the external auditors, the Internal Audit and management, management letters issued by the external auditors, together with responses for addressing any issues noted; meet with external auditors in executive session to ascertain whether Audit Committee members have any knowledge of fraud or risks for fraud; review and approve the results of the annual audit and any significant revisions to the Audit Plan as a result of changing risks or other circumstances with the external auditors, the Internal Auditors and management; ensure the Audit Plan encompasses significant and material aspects of the University’s operations; report annually to the Board a summary of the Audit Committee’s activities and significant audit findings; and review legislative audits of the institution and institutional responses thereto, and provide the Board with appropriate reports.

With regard to internal audits, the Audit Committee will shall approve the planned scope of the annual financial audit by the Internal Auditors; review the University’s system of internal control and the adequacy of accounting, financial, and operational policies and practices and Board policies and procedures to determine if there are any high-risk areas or compliance risks; review and approve the results of the internal audit with the Internal Audit and management, including any significant issues and management’s responses thereto; review the status of management’s action plans to address prior audit issues in a timely and effective fashion; review any difficulties encountered in the course of performing audits, including restrictions on the scope of work and access to required information; exercise its full authority and oversight of the internal audit function to include the review of Internal Audit’s organizational structure, qualifications, independence, scope of services inclusive of the Internal Audit Charter, and any impediments to its audit the Internal Audit function (e.g., non-cooperation, resource limitations or any other factors impairing the work of Internal audit or adversely affecting audit work, interim changes to senior management affecting audit work, etc.); approve
the recommendations of the President for appointment and/or termination of the Director of Internal Audit; assure direct access to the Audit Committee from Internal Audit, including at a minimum one private meeting between the Audit Committee and Internal Audit privately at least on an annual basis with the Director of Internal Audit; meet with representative(s) of Internal Audit in executive session to ascertain whether Audit Committee members have any knowledge of fraud or risks for fraud, to receive information regarding risks of fraud or compliance risks and to review any significant results and resolutions from investigations of fraud, waste, abuse and significant instances of noncompliance; report the results of an independent internal audits to the full Board of Regents.

The Audit and Institutional Assessment Committee shall meet as set forth below in Section Article VII. Depending on the nature of matters under review by the Audit Committee, the Chair of the Audit and Institutional Assessment Committee may share information with the Finance and Facilities Committee to assist both committees in the performance of their duties.
MORGAN STATE UNIVERSITY
BOARD OF REGENTS

BY-LAWS

Amended and Approved by the Board of Regents
August 3, 2021__________, 2021, effective August 4, 2021
MORGAN STATE UNIVERSITY
BOARD OF REGENTS

BY-LAWS

PREAMBLE

Pursuant to the powers vested in the Board of Regents of Morgan State University as provided and authorized by the laws of the State of Maryland, the following is hereby adopted and declared as the By-Laws of the Board of Regents of Morgan State University.

ARTICLE I
POWERS OF THE BOARD

The Board of Regents (“Board”) shall have and exercise the powers prescribed by the laws of the State of Maryland. The Board of Regents is charged with the governance and management of Morgan State University. The Board shall have and exercise all the powers, rights, and privileges to fulfill that charge, subject to any restrictions imposed by law. The order of precedence for policies and documents shall be (1) Federal and Maryland law, (2) Board By-Laws, (3) Other Board-approved policies, and (4) Any University guidelines not approved by the Board other than Federal and Maryland law.

ARTICLE II
APPOINTMENT OF REGENTS and TERMS OF OFFICE

The composition, appointment, terms, and reimbursement of the Board of Regents shall be as specified by statute. The student member shall be appointed for a term of one (1) year and until a successor is appointed and qualifies, commencing on July 1 and ending the following June 30. The term of any Regent may end earlier by reason of resignation, disqualification, removal, or death.

ARTICLE III
OFFICERS

Section 1. The officers of the Board shall be Chairperson, Vice Chairperson, and Secretary.

Section 2. The Chairperson, Vice Chairperson and Secretary shall be elected by public ballot by a simple majority of the appointed Regents at the Board’s last regular meeting of the fiscal year. They shall hold office for one year, effective at the beginning of the next fiscal year, provided however, that they shall hold office until their successors are elected and take office. All officers shall be eligible for re-election.
Section 3. If the Chairperson of the Board vacates his or her office, the Vice Chairperson shall fill the position for the remainder of the term of office. If the Vice Chairperson or the Secretary vacates his or her office, the Chairperson shall appoint a replacement to fill the vacated position for the remainder of the term within thirty (30) calendar days of the date of vacancy.

Section 4. Officers may be removed from office at any time by a simple majority of the full Board of Regents.

ARTICLE IV
DUTIES OF OFFICERS

Section 1. Chairperson. The Chairperson shall preside at all meetings of the Board, shall represent the Board before all public bodies with regard to the will of the Board, shall sign on behalf of the Board, papers authorized by the Board as required by law and shall perform such duties as the Board may from time-to-time assign. The Chairperson is an ex officio of each standing and special committee and shall cast a vote only to break a tie.

Section 2. Vice Chairperson. In the absence of the Chairperson or during any disability not allowing the Chairperson to do so, the Vice Chairperson shall preside over meetings of the Board. During any period of disability of the Chairperson, or at the request of the Chairperson, the Vice Chairperson shall perform such duties as would otherwise be performed by the Chairperson.

Section 3. Secretary. The Secretary shall supervise the taking of minutes of all closed meetings of the Board and minutes of Executive Committee. The Chairperson shall designate someone to take minutes in the absence of the Secretary. The Secretary shall ensure that all minutes, papers, and documents received from committee meetings are transmitted within ten (10) University business days to the Office of the Board of Regents for appropriate filing and safe-keeping. The Secretary shall perform such duties from time to time that may be assigned by the Chairperson.

ARTICLE V
BOARD MEETINGS

To the extent required by law, all meetings shall be conducted in accordance with Title 3, subtitle 3 of the General Provisions Article, Maryland Annotated Code, (Open Meetings Act).

Section 1. The Board shall hold at least four (4) regular meetings during each fiscal year. At regular meetings, the Board is authorized to act on all matters before it. At the last regular meeting of the fiscal year the Board shall establish a schedule for regular meetings for the next fiscal year.

Section 2. Upon request of the Chair of the Board, or a majority of Regents, a special meeting shall be held provided at least ten (10) calendar days advance notice can be
given to all Regents which shall specify its purpose, date, time, and place. Should an emergency meeting be required in the judgment of the Board Chair or a majority of Regents with less than ten (10) calendar days notice to all Regents, it may be conducted by telephone conference call. Notice of the date, time, and place of any special meeting shall be provided to each Regent by overnight special delivery service, facsimile transmission, electronic mail or other expedited means at least 24 hours prior to the meeting.

**Section 3.** The agenda for regular Board meetings shall be prepared by the Chairperson in consultation with the President and standing committee chairpersons.

**Section 4.** The agenda for regular Board meetings shall be sent to Board members at least seven (7) calendar days in advance of such meeting. The receipt of this agenda shall serve as notice of the regular meeting.

**Section 5.** The Chairperson shall determine the order of business of regular or special meetings of the Board.

**Section 6.** A quorum for the transaction of business at any regular or special meeting shall be constituted by a majority of the members of the Board.

**Section 7.** To the extent required by law, all Board meetings shall be conducted in accordance with the General Provisions Article, §§ 3-101 through 3-501, as such provisions may be amended from time to time. The Secretary of the Board, in consultation with the Chair, shall ensure that minutes are taken at all Board meetings. The Secretary shall ensure the timely approval of all Board and Committee minutes to ensure compliance with the Open Meetings Act. To comply with the Open Meetings Act, minutes may be approved by electronic mail or other means of written communication. The Chairperson shall have final responsibility for assuring that Board meetings comply with these provisions.

**Section 8.** If permitted by law, by vote of a majority of the Board members present at any meeting, the Board may enter into closed session, which shall not be open to the public. The purpose of the session and the reason(s) why it is to be confidential shall be announced in advance of the vote for closure. During any closed meeting in which the Board will discuss the President’s position, salary or evaluation, the Board may excuse the President from attendance of such discussions.

**Section 9.** Regents may participate in Board meetings by teleconference or other equivalent electronic means which shall constitute presence in person at the meetings provided that all participating Regents deliberate collectively, each in the hearing of every other Regent and others in attendance at the meeting. Individual Regents may participate in a Board meeting through such means, and such Regents shall be counted for quorum purposes and their votes shall be counted when determining the actions of the Board. Regents are discouraged from routinely relying on this means for their participation in Board Meetings.
ARTICLE VI
COMMITTEES

Section 1. The committees of the Board shall fit into one of the following categories: executive, standing or special.

Section 2. Executive Committee. The Executive Committee shall have regularly scheduled meetings at least four (4) times during each fiscal year. The Executive Committee shall be composed of the three (3) elected officers (the Chairperson, the Vice Chairperson and the Secretary) and the chairpersons of the standing Committees. The Chairperson of the Board is the Chair of this Committee. This Committee shall advise the President on urgent or pressing matters when the Board is not in session and shall advise the President and the Board on issues which do not fall within the purview of one of the standing committees. The Executive Committee shall meet upon the call of the Chairperson following personal, telephone, electronic mail or written notice to its members. The Executive Committee shall report back to the full Board on actions taken in Executive Committee meetings.

Section 3. Standing Committees. Unless and until otherwise decided by a vote of a majority of the members of the Board, the standing committees of the Board shall consist of the following:

- Academic and Student Affairs
- Finance and Facilities
- Audit and Institutional Assessment

The Chairperson of the Board shall appoint all members of standing committees, one of whom he or she shall designate as chairperson, and at least two (2) other members. The Chairperson shall make committee appointments within thirty (30) calendar days following his or her election or as soon as possible thereafter. The terms of the standing committee appointees shall run concurrently with that of the Chairperson.

The standing committees shall have regularly scheduled meetings as set forth below in Article VII.

Section 3.a. Academic and Student Affairs Committee. This committee shall have responsibility for policy matters concerning all undergraduate and graduate academic programs and departments of the University. This committee shall make appropriate recommendations with respect to the establishment of new academic programs, policies, and procedures and shall recommend to the Board persons to receive honorary degrees and the policies governing such awards. This committee shall also consider policy matters concerning all non-academic facets of student welfare. The Academic and Student Affairs Committee shall meet as set forth below in Article VII.

Section 3.b. Finance and Facilities Committee. This committee shall have responsibility for all matters related to the business and financial policies and practices of the University, including property management. This committee shall review the annual
reporting budget prepared by the President and shall make recommendations for its approval and adoption by the Board based on the soundness of the justifications the President provides. This committee shall monitor all budgetary requests and make recommendations regarding personnel or budgetary changes which are exceptions to an approved budget. This committee shall also review and present to the Board all reports regarding the annual fiscal and financial needs of the University. This committee also, based upon the recommendation of the President which shall include a justification, shall review the assigning of a name to a University facility, whether the facility is new or in use, and shall present such name to the Board of Regents for approval. The Finance and Facilities Committee shall meet as set forth below in Article VII.

Section 3.c. Audit and Institutional Assessment Committee. This committee shall have oversight responsibility for the financial reporting process, the system of internal control, the audit process, and the University’s process for monitoring compliance with laws, regulations, policies, and procedures. The responsibilities of the Audit and Institutional Assessment Committee (“Audit Committee”) include: appoint; compensate and oversee the work of any registered public accounting firm employed by the University as an external auditor; resolve any disagreements between management and the external auditor regarding financial reporting; pre-approve all auditing and non-audit services; oversee the development, implementation, and execution of policies and procedures that promote accountability, ethical values, and sound control practices; consult with the internal auditor, General Counsel and Assistant Attorney General (“Legal Counsel”) and/or others to advise or assist in the conduct of an investigation or other matters which are the subject of review or attention by the Audit Committee; request and review information from management, the Director of the Office of Internal Audit and Management Review (“Internal Audit”), Legal Counsel, external auditors and assurance providers, all of whom are directed to cooperate with the Audit Committee’s requests about significant risks or exposures within or to the University; seek any information it requires from employees, all of whom are required to cooperate with the Audit Committee’s requests; assess the adequacy of management’s actions to identify, assess, and mitigate identified risks with strong control activities, information, communication, and monitoring processes; seek any information from external parties it may require in order to fulfill its responsibilities as a committee and the fiduciary responsibilities as Board members; meet with University Officers, external auditors, Internal Auditors, Legal Counsel and the Board on issues within the Audit Committee’s areas of responsibility; ensure the Audit Plan encompasses significant and material aspects of the University’s operations and receive progress reports from Internal Audit on the execution thereof; have or develop procedures for the use of the Audit Committee; review compliance with University policies and procedures, including management’s expenses, its use of University assets, and consider the results of any review of these areas by Internal Audit; monitor the Board’s observance of the State Ethics law and any applicable ethics policies as it pertains to possible conflicts of interest with matters of the University; call special meetings of the Audit Committee, within the discretion of the Audit Committee chair; annually review and assess the adequacy of the Audit Committee’s activities and confirm that all responsibilities outlined in this charge have been carried out.

With regard to external auditors, the Audit Committee will approve the selection and fees
of external auditors for the University and pre-approve all audit services; review and approve the planned scope of the annual financial audit by the external auditors, including coordination of effort with internal auditors; oversee regular audits of financial activities and direct that the audit be conducted in accordance with generally applicable standards; review, along with the external auditors, Internal Audit and management, the results of the engagement, which may include audited financial statements and the Single Audit reflected in an opinion letter or other reports issued by the external auditors, significant accounting and reporting issues, including complex or unusual transactions; review the clarity and completeness of the financial statements and related disclosures such as material off-balance sheet transactions, arrangements, obligations, and other relationships of the University with unconsolidated entities or other persons that may have a material current or future effect on the financial condition, changes in financial condition, results of operations, liquidity, capital expenditures, capital resources, or significant components of revenues and expenditures; review, along with the external auditors, Internal Audit and management, management letters issued by the external auditors, together with responses for addressing any issues noted; meet with external auditors in executive session to ascertain whether Audit Committee members have any knowledge of fraud or risks for fraud; review and approve the results of the annual audit and any significant revisions to the Audit Plan as a result of changing risks or other circumstances with the external auditors, Internal Audit and management; ensure the Audit Plan encompasses significant and material aspects of the University’s operations; report annually to the Board a summary of the Audit Committee’s activities and significant audit findings; review legislative audits of the institution and institutional responses thereto, and provide the Board with appropriate reports.

With regard to internal audits, the Audit Committee shall approve the planned scope of the annual financial audit by Internal Audit; review the University’s system of internal control and the adequacy of accounting, financial, and operational policies and practices and Board policies and procedures to determine if there are any high-risk areas or compliance risks; review and approve the results of the internal audit with Internal Audit and management, including any significant issues and management’s responses thereto; review the status of management’s action plans to address prior audit issues in a timely and effective fashion; review any difficulties encountered in the course of performing audits, including restrictions on the scope of work and access to required information; exercise its full authority and oversight of the internal audit function to include the review of Internal Audit’s organizational structure, qualifications, independence, scope of services inclusive of the Internal Audit Charter, and any impediments to the Internal Audit function (e.g., non-cooperation, resource limitations or any other factors impairing the work of Internal audit or adversely affecting audit work, interim changes to senior management affecting audit work, etc.); approve the recommendations of the President for appointment and/or termination of the Director of Internal Audit; assure direct access to the Audit Committee from Internal Audit, including at a minimum one private meeting between the Audit Committee and Internal Audit on an annual basis; meet with representative(s) of Internal Audit in executive session to ascertain whether Audit Committee members have any knowledge of fraud or risks for fraud, to receive information regarding risks of fraud or compliance risks and to review any significant results and resolutions from investigations of fraud, waste, abuse and significant
instances of noncompliance; report the results of independent internal audits to the full Board of Regents.

The Audit Committee shall meet as set forth below in Article VII. Depending on the nature of matters under review by the Audit Committee, the Chair of the Audit Committee may share information with the Finance and Facilities Committee to assist both committees in the performance of their duties.

**Section 4.a. Special Committees.** As the necessity therefore arises, the Chairperson may create one or more special committees to consider any matters not properly falling within the purview of the standing committees. Except as provided in Sections 4.b, 4.c and 4.d, at the time of creation of a special committee, the Chairperson shall specify the term of such committee, which shall not exceed that of the Chairperson who created the special committee. A successor chairperson, however, may re-establish any special committee. The Chairperson shall determine the number of members of any special committee and shall appoint and designate the chairperson of each special committee.

**Section 4.b. Special Committees-Nominating Committee.** At least sixty (60) calendar days prior to the Board’s last regular meeting of the fiscal year, the Chairperson shall appoint a Nominating Committee comprised of at least three members of the Board of Regents. The Nominating Committee shall be responsible for recommending persons to serve as elected officers of the Board for the next fiscal year. These recommendations will be made to the entire Board at the Board’s last regular meeting of the fiscal year. An officer of the Board shall not be a member of the Nominating Committee unless that officer has removed himself or herself from consideration for election to office.

**Section 4.c. Special Committees-Evaluation Committee.** At least sixty (60) calendar days prior to the Board's last regular meeting of the fiscal year, the Chairperson shall appoint an Evaluation Committee comprised of at least three (3) members of the Board of Regents. The Evaluation Committee shall be responsible for conducting an annual review and evaluation of the President in accordance with the criteria and process specified by the Board of Regents. The Evaluation Committee shall share information with the Finance and Facilities Committee to assist that committee concerning its recommendations for the President's compensation. The Evaluation Committee shall report its recommendation concerning the President's evaluation at the last regular meeting of the fiscal year for action by the entire Board.

**Section 4.d. Special Committees - Development Committee.** The Chairperson may appoint a Development Committee comprised of at least three (3) members of the Board of Regents. The Development Committee shall be responsible for facilitating the fundraising efforts of the Board of Regents. Such efforts include soliciting individual Board members to participate in the activities of the Board by identifying, cultivating, and securing gifts and donations from private individuals, corporations, foundations, and government agencies.

**Section 5. Committee Action.** Matters requiring Board action shall first be presented to the appropriate standing or special committee for review before going to the full Board for
action. Committee action is not required in the following situations: (a) in an emergency situation, (b) if the subject matter under consideration does not fall within the authority of an existing committee, (c) if the subject matter is being considered as a result of a written request for agenda action made by any Board member.

ARTICLE VII
COMMITTEE MEETINGS

To the extent required by law, all meetings shall be conducted in accordance with Title 3, subtitle 3 of the General Provisions Article, Maryland Annotated Code, (Open Meetings Act).

Section 1. Each standing committee shall have four (4) regularly scheduled meetings that shall occur during the regular meeting of the Board. Each standing committee shall schedule four (4) or more additional meetings within the fiscal year at the discretion of the committee chairperson.

Section 2. Each standing or special committee shall meet at a time and place designated by its chairperson. Committee meetings shall be scheduled at the call of the chairperson, or at the call of the chairperson pursuant to the oral or written request of a majority of committee members. The chairperson of each standing or special committee shall assure that the committee complies with the requirements of these By-Laws concerning a minimum number of annual meetings. The chairpersons of each committee shall provide written notification to all committee members of a scheduled committee meeting at least five (5) University business days prior to the meeting. This five (5) University business days notice requirement may be waived provided that each member who did not receive such notice consents to such waiver.

Section 3. In case of an emergency or unusual circumstances, the chairperson of each committee may call for a meeting of such committee without following the formal notice or agenda provisions of this Article VIII.

Section 4. At least three (3) University business days prior to a scheduled committee meeting, the committee chairperson shall prepare and distribute the agenda for a committee meeting to all members of the committee. This three (3) University business days notice requirement may be waived provided that each member who did not receive three (3) University business days notice consents to such waiver.

Section 5. The format of committee meetings shall be determined by the committee chairperson.

Section 6. The chairperson of each committee, or his or her designee, shall preside over each committee meeting. The chairperson or his or her designee shall prepare minutes of all committee meetings which include all matters discussed, whether or not action was taken on any matter, a record of any vote taken, and such other matters as may be required by law. The committee chairperson shall distribute committee minutes to the full Board. The committee chairperson shall be responsible for presenting reports to the full
Board of Regents, for reporting committee recommendations for Board action, and for preparation of any resolutions necessary for the Board to implement committee recommendations.

**Section 7.** To the extent required by law, all committee meetings shall be held in accordance with the General Provisions Article, §§ 3-101 through 3-501, as such statutory provisions may be amended from time to time. The chairperson of each committee shall have final responsibility for assuring that meetings of such committee comply with these provisions.

**Section 8.** If permitted by law, by vote of a majority of committee members present at any meeting, a committee may enter into closed session, which shall not be open to the public. The purpose of the closed session and the reasons why it is confidential shall be announced in advance of any vote or closure of the committee meeting. During any meeting of a committee to discuss the President's position, salary, or evaluation, the committee may excuse the President from attendance of such discussions.

**Section 9.** Regents may participate in committee meetings by teleconference or other equivalent electronic means which shall constitute presence in person at the meetings provided that all participating Regents deliberate collectively, each in the hearing of every other Regent and others in attendance at the meeting. Individual Regents may participate in a committee meeting through such means. Only committee members shall be counted for quorum purposes and their votes shall be counted when determining the actions of the committee.

**ARTICLE VIII**

**COMMUNICATIONS AND NOTICES TO THE BOARD**

**Section 1.** Except as provided below, any person, including a University student, faculty or staff member, who wishes to address the Board or its committees at a scheduled meeting shall submit his or her request in writing to the President and the Chairperson of the Board at least five (5) University business days before the scheduled meeting. Any person, including a University student, faculty, or staff member, who wishes to address the Board or one of its committees concerning any item on its agenda shall submit his or her request in writing to the President and the Chairperson of the Board at least two (2) University business days before the scheduled meeting. The President shall consult with the Chairperson of the Board or the chairperson of the appropriate committee. At the time of the scheduled Board or committee meeting, any person who has properly complied may be recognized by the Chairperson or chairperson, respectively. If so recognized, such person shall present his or her concerns as to the designated agenda item, subject to time limitations imposed by the Chairperson or committee chairperson. The Chairperson or committee chairperson also may choose to recognize persons who have not so complied, subject to time limitations imposed by the Chairperson or committee chairperson.

**Section 2.** The President shall present his concerns and recommendations for action by the Board to the appropriate committee, except that in urgent and unusual circumstances,
the President may send recommendations directly to the Board for action without first submitting them to the appropriate committee. In such circumstances, the President shall notify the Chairperson at least two (2) University business days before a scheduled Board meeting.

Section 3. In any instance where these By-Laws require that the Chairperson or committee chairperson provide written notice to the Board or committee members, such notice may be sent by mail, hand delivery, electronic mail or facsimile transmission.

ARTICLE IX
THE PRESIDENT

Section 1. The President of the University shall be the chief executive officer of the University and chief of staff for the Board of Regents, shall be appointed by the Board of Regents, shall serve at the pleasure of the Board, and shall be responsible to the Board of Regents for the conduct of the University and all of its affairs. The President shall execute and enforce all of the decisions, orders, rules and regulations of the Board with respect to the University. The President shall be entitled to the compensation established by the Board of Regents.

Section 2. The President shall attend all regular meetings of the Board, unless his absence is excused by the Chairperson. The President shall have no right to vote at Board meetings.

ARTICLE X
BOARD PROTECTIONS AND LIABILITIES

The Board of Regents and its members shall have the protections available under Federal and Maryland law, including but not limited to the Eleventh Amendment and the Maryland Tort Claims Act, and subject to any modifications, restrictions, exclusions or limitations as may now exist or as may be modified by statute, regulation, judicial interpretation, or other legally binding means.

ARTICLE XI
AMENDMENT. REVISION. OR REPEAL OF BY-LAWS

Section 1. These By-laws may be amended, revised, suspended or repealed by vote of a majority of the entire Board of Regents at any meeting of the Board, provided, however, that the text of an amendment, revision, or repeal as originally proposed shall be sent to the Board members at least ten (10) calendar days before the meeting.

Section 2. The Board shall review the By-laws periodically and in conjunction with any proposed amendment, revision, suspension, or repeal as set forth in Article XI, Section 1.
STUDENT HOUSING (PHASE II) UPDATE
Current Facilities

- Leasing beds from Marble Hall Gardens since 2000.

- Last facility built in 2004.

- Current facilities are substandard and do not meet students’ needs and preferences.
## ON CAMPUS RESIDENTIAL FACILITIES

<table>
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<tr>
<th>Facility</th>
<th>Open</th>
<th>Renovated</th>
<th>Sq. Ft. (K)</th>
<th>Beds</th>
<th>Style</th>
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<td>Blount Towers</td>
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<td>58.0</td>
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### Total

1,733
First ever University Student Housing Plan developed in 2017.

- Lead Consultant – Brailsford & Dunlavey, Inc. (B&D)
- Demographic Analysis
- Off-Campus Market Analysis
- Student Survey → 821 responded
- Peer University – Benchmarking

The final plan presented to the Board in 2018 with three phases:

- Phase I – build 670 beds on campus.
- Phase II – add additional beds and renovate current inventory.
- Phase III – more new beds for graduate students and attractive university-sponsored family housing.
New Thurgood Marshall Student Housing and Dining to open in August 2022.

- 670 beds
- Owned and operated by MEDCO.
- Residential Life Program administered by Morgan.

The strategic student housing plans are being revised by B&D.

Key critical information for revised plan.

- BET Initiative created.

New and revised plan will be presented to the Board at November meeting.
Define maximum number of beds on campus for the next three to seven years

- Set a defined number of beds.
- Reduce dependency on off-campus housing inventory (most expensive per bed).
- Create attractive and diverse housing options on campus.

New differentiated pricing structure.

Efficiency financing model.

Phasing strategy for renovations.

Renovation plan.
Enrollment growth

How to finance renovations?
- State funding not available for student housing projects.
- Concerns for balance sheet pressure.

New housing capital structure:
- University-owned project
- Special Purpose Entity (SPE)
- P3 options (MEDCO or others)
- Financing options

Location (on campus preferred).

Phasing plan to accommodate renovations.

Pricing strategy for students:
- Tiered pricing
BET Initiative meets every Wednesday at 9:00 A.M.

- B&D
- Enrollment Management
- Finance and Administration
- Student Affairs / Residence Life

Finalize revised plan by late October.
Morgan State University, founded in 1867, is a Carnegie-classified, doctoral, high-research institution providing instruction to a multiethnic, multiracial, multinational student body and offering more than 125 academic programs leading to degrees from the baccalaureate to the doctorate. As Maryland’s Preeminent Public Urban Research University, Morgan fulfills its mission to address the needs and challenges of the modern urban environment. Morgan was officially designated as Maryland’s preeminent public urban research university through legislation that was signed into law on May 25, 2017.

Located in a charming residential area of northeast Baltimore, Morgan’s impressive, 152-acre campus features state-of-the-art facilities geared toward innovative teaching and learning in the 21st century. The campus, designated as a National Treasure by the National Trust for Historic Preservation, offers a safe and inviting learning environment with easy access to the best the city has to offer: culture, dining, shopping and sightseeing as well as employment and civic engagement opportunities.

Morgan has graduated more than 53,000 degree candidates since its establishment, producing a passionately developed corps of alumni who have found success in all areas of endeavor, in the U.S. and beyond. Among the nation’s most diverse Historically Black Colleges and Universities (HBCUs), and the largest in Maryland, Morgan seeks to ensure that the doors of higher education are opened as wide as possible to as many as possible.

Morgan is fully accredited by the Middle States Commission on Higher Education and by the Maryland State Department of Education. The Academic Affairs Division of the University is organized around the James H. Gilliam, Jr. College of Liberal Arts, the School of Architecture and Planning, the Earl Graves School of Business and Management, the School of Computer, Mathematical and Natural Sciences, the School of Community Health and Policy, the School of Education and Urban Studies, the School of Engineering, the School of Social Work, and the School of Graduate Studies.

THE STRATEGIC PLANNING IMPERATIVE

Recent events have forced institutions of higher education to rethink their strategic plans and business models. The pandemic has required universities world-wide to make dramatic changes overnight. Racial and social injustices, health disparities, and economic inequalities have been brought into sharper focus and demand innovative solutions and a higher calling. Indeed, this is an auspicious time for the institution to reexamine its direction and transform itself on every level. We are committed to reestablishing the University as a global enterprise, achieving the highest level of research activity, revitalizing the community, and revamping services to be comprehensive and student-centric. Join us as we ascend to new heights.

THE STRATEGIC PLANNING PROCESS

In order to ensure an open, inclusive, and transparent strategic planning process, the Strategic Plan Steering Committee is comprised of faculty, students, staff, alumni, administrators, deans, and representatives from the local community. In order to facilitate communication about the strategic plan and invite participation in the planning process, the Steering Committee developed a strategic plan website which includes information about “A Proposed Strategic Action Plan for the 2021 - 2030 Strategic Plan,” and
a tentative calendar of events of strategic planning activities, and also includes periodic updates on the institution’s planning process and outcomes.

Over the course of numerous meetings, and receiving input from the faculty and other University stakeholders, the Steering Committee agreed upon a ten (10) year strategic plan. The Strategic Plan Steering Committee’s primary objective was to develop a strategic plan that identifies goals and objectives consistent with the vision, mission, and core values for the University striving to become a doctoral university with “very” high research activity. Additionally, the Steering Committee sought to construct a strategic plan, both in the goals statements and in the assessment of those goals, as a “living document” whereby each year completed tasks are recorded, certain tasks are modified as needed, and new tasks may be added.

**Framing the Planning Process**

The President established the Strategic Planning Committee in January 2020 and nominated the Chief of Staff as the Chairman and stakeholders from across the University and local community as staff members. The committee’s charge is “to set the University on track toward continual momentum and innovations.” The committee adopted guiding principles that it strictly followed. Those principles are consistent with the University’s mission, vision, and core values. The committee had developed and executed a structured and methodical planning process. Project tasks, milestones, and deliverables were identified and approved by the Committee. This entailed conducting an internal environmental scan to determine the current state of affairs; soliciting and collecting data from various sources by administering surveys, focus groups, and town hall meetings, performing research, and receiving reports from consultants and senior management and staff; reviewing existing divisional goals and strategic business initiatives; determining ways to minimize risk and maximize success by conducting SWOT (strengths, weaknesses, opportunities, and threats) analyses; refining and focusing strategic goals and crafting a new strategic implementation plan; mapping resources to strategic initiatives to ensure those initiatives are properly funded and supported; proposing key performance metrics and monitoring procedures; communicating activities to constituents in a transparent and clear manner; and memorializing all work and recommendations put forth in a final report. The report was presented to the University’s leadership, including the Board of Regents, and approved. Subcommittees were formed and various tasks assigned to each. Subcommittees worked in a synergistic way to integrate strategies and optimize the results. The overall process is depicted in Figure 1 below.

![Figure 1: Overview of Strategic Planning Process](image-url)
The Past as Prologue History, Mission, Vision, and Current Status

As mentioned above, a subcommittee was formed to perform an environmental scan to identify the current state of affairs and how successful the University was in meeting the strategic goals stated in the last strategic plan. This involved examining the University’s mission and vision statements, core values, and the existing strategic plan, particularly its goals, objectives, and measurable outcomes. More specifically, the subcommittee:

- Compiled and reviewed annual reports from all of Morgan’s Divisions (e.g. enrollment trends for undergraduate and graduate programs);
- Determined whether the measurable outcomes were achieved and to what extent;
- Conducted an analysis of gaps and opportunities for the next plan; and
- Shared its observations of lessons learned.

The structured process that was employed is depicted in Figure 2 below.

![Figure 2: Environmental Scanning Process]

The subcommittee compiled reports submitted by the various units (92 reports in total), including the Division of Research and Economic Development (DRED), Division of Institutional Advancement, Division of Enrollment Management and Student Success (EMASS), Division of Information Technology (DIT), Division of Finance and Management, Intercollegiate Athletics, and the Office of the President. In addition, the subcommittee reviewed the recent Middle States Self-Study, and various external consultant reports.

The subcommittee assessed the following elements in the current strategic plan and drew conclusions and advanced recommendations for the new plan:

- Goal (What?)
- Objectives (How?)
- Anticipated Outcome (What will we see?)
- Measure of Benchmarks (How will we know?)
- Assessment Method (How will we find out?)
- Specific Responsibility (Who?)
- Were these metrics reported?
- What document reported the metric?
- What year did the document report it?
- Extent met in 2015 and 2020?
- Were there other metrics reported in the various reports?

In addition, vice presidents and staff members from various divisions presented and provided vital information to the committee regarding the progress that those divisions have made in meeting the strategic goals and steps that were taken to gain a competitive edge in the future. Furthermore, a consultant was engaged to provide additional industry trends and information that assisted the committee to frame the planning process.
Questions to Frame the Planning Process

A consultant met with the committee to ensure that it considers (a) national as well as global issues and trends that are projected to impact the University; as well as (b) sufficient quantitative benchmarks to permit the measurement of the committees' proposed goals and objectives. Sample issues that were discussed may be seen in Figure 3 below.

Additional questions that were discussed by the committee with input from various constituents are now presented:

- What is the University today?
- Who are our peers?
- Who are our aspirational peers?
- What is sacred to University? (values, mission, and traditions, and what do we carry with us into the future?)
- Knowledge in the service of society
- Centrality of the professions (education, STEM, business)
- Internationalization
- Diversity
- Affordability, access, and student success
- How will the University strengthen bonds with the community and help address the myriad of issues that persist on a global, national, and communal level?

How will the University be known in 10 years? (What will be our brand?)

- Undergraduate disciplines (nursing, social work, etc.?)
- Graduate disciplines (engineering, nursing, law?)
- Institutes (psychometrics, urban research, other?)
- Online academic service provider
- Top-tier level of research
- Sports
- Arts
- Partnerships
  - Morgan and Baltimore: The Northeast Neighborhood Partnership and beyond
  - Increase University collaborations with regional universities and institutions
  - Build and enhance international partnerships and programs

What impact, if any, will the vision for Morgan have on:

- The Morgan mission
- Traditional institutional values
- Sacred institutional traditions
Building upon the phenomenal growth and success of the previous strategic plan (2011 – 2021), Dr. David K. Wilson, President established a Steering Committee in January 2020 to develop and present, through the shared governing process and broad input, a bold new plan that will guide the University over the next ten years. While fundamentally the University’s mission, vision, and core values remain unchanged, strategic goals, initiatives, and metrics have been refined to expand and enhance the institution’s service and global impact.

This strategic plan contains four overarching and interrelated strategic goals. As we embark on achieving those lofty and aspirational goals, and addressing unprecedented and foundational challenges, we do so with an invigorating commitment to: transform teaching and learning experiences so that faculty, staff, and students reach their full potential and advance most meaningful contributions to society at large; intensify and elevate research, discovery, and innovation to the highest level as classified by Carnegie; and help communities around the world solve intractable urban issues to improve the quality of life for all. We are uniquely Morgan, and will relentlessly pursue “Growing the Future, Leading the World.”
Vision Statement

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

Mission Statement

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

Leadership

Integrity

Innovation

Diversity

Excellence

Respect
CORE VALUES

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

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

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

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

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

Respect. Each person at Morgan is to be treated with respect and dignity and is to be treated equitably in all situations.
Growing the Future

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

1. **GOAL ONE**
   Enhance Student Success and Wellbeing

2. **GOAL TWO**
   Achieve the Designation as a Very High Research Activity Institution

3. **GOAL THREE**
   Serve as the Premier Anchor Institution for Baltimore City and Beyond

4. **GOAL FOUR**
   Expand and Accelerate Globalization Efforts and the University’s Footprint Using the Current Global Campus Success as a Model

**INFRASTRUCTURE AND SUPPORTING BUSINESS PROCESSES**

Adequacy of resource allocation and the effective application of institutional capacities are integral to the accomplishment of the University’s mission. This plan reflects the interdependent nature of the University’s resources, infrastructure, business operations, and support functions. The University will continue to revise and update the master building, physical maintenance, and deferred maintenance plans and focus on the environmental sustainability of its facilities to best support the strategic goals and initiatives. Morgan will continue to explore public-private partnerships and develop and deploy a comprehensive renewable and sustainable energy plan. In addition, each program will strive to be self-supporting by generating new sources of revenue and creating business process efficiencies.
Leading the World

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

Our Strengths

1. Strong brand and reputation (unique HBCU with numerous designations and awards – a National Treasure – and known for its long standing leadership in civil rights and community advocacy, as well as a leader in graduating African Americans, especially in STEM disciplines, and producing leaders);

2. Strong, visionary executive leadership;

3. Healthy shared governance process, constituent engagement, and widespread support;

4. Diverse, dedicated, and expert faculty, administrators, and staff;

5. Comprehensive educational system that continuously adds innovative and high-demand academic programs with specialized accreditation;

6. Focus on improving student success including retention and graduation;

7. Comprehensive and individualized support structure that transforms students of every background to excel and overcome difficult barriers;

8. Emphasis on student life and engagement;

9. Ever-expanding global footprint and strategic international and domestic academic program and student internship partnerships;

10. Growing diverse student body and inclusive environment;

11. Great financial value for the quality of education received;

12. Strong financial health;

13. Advanced research capabilities and strong business relationships;

14. Urban mission with a close connection to the community;

15. Leader in the performing arts (e.g. world-class choir);

16. Athletics program produced several Hall of Fame athletes and provides leadership to the NCAA governing board;

17. Building campaign that is constantly adding new state-of-the-art facilities; and

18. Geographic location (proximity to Washington D.C./tristate area).
1. Become a global campus/enterprise;
2. Enhance the educational experience so that students become global citizens and are best prepared for the future;
3. Expand and increase access to education and modes of delivery (robust online presence);
4. Further develop living and learning communities;
5. Devise and execute a plan to reach the Carnegie R1 classification (will incorporate the 10 criteria). For example:
   • Grow sponsored award revenue and expenditures to at least $50M, per year;
   • Strategically add doctoral programs in the humanities and social sciences;
   • Invest in strategic growth clusters and funding mechanisms;
   • Attract and retain additional quality ladder ranked faculty and staff dedicated to research (e.g. doctorate-holding non-faculty researchers or NFRs) and make more teaching assistantships available;
   • Build state-of-the-art laboratories;
   • Increase interdisciplinary projects through collaboration; and
   • Improve infrastructure and optimize key business processes and supporting technologies.
6. Strengthen the relationship with local and global communities and foster greater economic, civic, and cultural development in the region through:
   • Applied research to help solve the most critical urban issues;
   • Administering and marketing personal enrichment and professional development education and training programs, and facilitating internship and apprenticeship opportunities;
   • Making our state-of-the-art facilities available to the public through strategic programming; and
   • Expand programs to revitalize local neighborhoods and make a lasting impact on the quality of life of its residents.
7. Explore partnering with and bringing to campus an established and reputable school of osteopathic medicine;
8. Develop and institute a comprehensive renewable and sustainable energy plan; and

Our Opportunities
Provide students with a comprehensive education and transformative experience so that they actualize their full potential and make most meaningful contributions to society, become fully engaged global citizens, thrive in careers that align with their personal goals and talents, and pursue life-long learning opportunities and connections with their peers, community, and University.
Strategic Priorities

1.1 Advance innovative, inter-disciplinary, high-quality, rigorous, and competitive academic programs that serve student needs and continue to elevate the institution’s reputation. Prepare students to be experts in their disciplines and leaders in their fields, as well as global citizens and leaders.

<table>
<thead>
<tr>
<th>Major Initiatives</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 Invest in high-impact practices that promote critical thinking, problem</td>
<td>1.1.1 and 1.1.2) The Provost will establish an academic advisory council to identify and</td>
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<tr>
<td>solving, discipline-based knowledge, analysis, creativity, synthesis, and</td>
<td>recommend opportunities for curricular redevelopment/course redesign and the development</td>
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<tr>
<td>perspective taking.</td>
<td>of interdisciplinary programs and courses that address each of the aforementioned</td>
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<tr>
<td>1.1.2 Refine academic portfolios to include new programs that emphasize</td>
<td>initiatives.</td>
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<tr>
<td>professional competence and leadership skills in growth areas. Embed more</td>
<td>1.1.3 Target % of faculty receiving Quality Matters training. X sessions are delivered</td>
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<tr>
<td>career-readiness, alumni engagement and mentoring, and capstone courses within</td>
<td>each year.</td>
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<tr>
<td>majors.</td>
<td>1.1.4 Establish the Center for Urban Health Equity at Morgan.</td>
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<tr>
<td>1.1.3 Invest pedagogical development for instructors at all levels, and for both</td>
<td>1.1.5 Academic Advisory Council</td>
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<tr>
<td>in-classroom and online delivery modes.</td>
<td>1.1.6 Academic Advisory Council in partnership with Student Affairs’ Living Learning</td>
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<tr>
<td>1.1.4 Capitalize on the rich synergies of the various schools to provide an</td>
<td>Communities initiative. Expand cohort living options for living learning communities, i.e.,</td>
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<tr>
<td>extraordinary student experience. Explore partnering with and bringing to campus</td>
<td>honors, CASA, MILE, EVOLVE.</td>
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<tr>
<td>an established and reputable school of osteopathic medicine. Leverage medical</td>
<td>1.1.7 Academic Advisory Council</td>
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<td>staff to incorporate healthcare education programs, research, and internship</td>
<td>1.1.8 Implementation of student portfolios no later than fall 2024 entering class (EMASS</td>
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<td>opportunities.</td>
<td>in collaboration with Academic Affairs and Student Affairs).</td>
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<tr>
<td>1.1.5 Redesign the liberal arts core curriculum with renewed dedication to</td>
<td>1.1.9 The Office of the Provost in partnership with F&amp;M and DIT will expand virtual labs</td>
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<td>ensuring competencies in digital technologies; media literacy; analytical reading</td>
<td>on campus (annual updates) and reimagine the Library and study spaces. Student Affairs:</td>
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<tr>
<td>; skillful writing; oral communication; critical thinking; historical</td>
<td>Continue Academic Enrichment Program to augment tutoring services in Residence Halls.</td>
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<td>consciousness; and democratic, civic, and ethical awareness, anchoring these</td>
<td>Continue AEP Tutoring program and services at Marble Hall Gardens.</td>
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<td>competencies in best assessment practices.</td>
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<tr>
<td>1.1.6 Further develop living and learning communities to foster greater student</td>
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<td>success.</td>
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<td>1.1.7 Expand flexible models of sustained graduate and undergraduate student</td>
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<td>funding for research, teaching, and professional development.</td>
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<tr>
<td>1.1.8 Adopt the use of personal graduation portfolios that students will curate</td>
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<td>from their first day of classes, as a repository and record of all their academic</td>
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<td>and co-curricular activities over the course of their education.</td>
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<td>1.1.9 Create innovative, flexible and mediated teaching and study spaces that</td>
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<td>will enable teacher experimentation with and use of new technologies and</td>
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<tr>
<td>pedagogical techniques, fostering increased student engagement, collaboration</td>
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<tr>
<td>and active learning both during and outside of classroom hours. Ensure that</td>
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<td>critical academic spaces such as classrooms, libraries, and help centers are</td>
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<td>optimized for 21st century learning.</td>
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<tr>
<td>Enhance and make students better aware of degree completion programs, online</td>
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<td>programs, and alternative scheduling of programs and courses to support student</td>
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</tbody>
</table>
Strategic Priorities

<table>
<thead>
<tr>
<th>Major Initiatives</th>
<th>Key Performance Indicators</th>
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<tbody>
<tr>
<td>1.1.10 Increasing Morgan’s student enrollment through robust recruitment and marketing initiatives, by expanding the number of collaborative relationships with regional community colleges and higher education centers and with international partners, developing unique high demand online degree programs that are attractive to graduate and undergraduate students, enhancing programs and support for adult learners; and leading the State of Maryland in graduating graduate and undergraduate students in high demand areas especially areas where they are underrepresented.</td>
<td>1.1.10 Implementation of 8 undergraduate, 5 masters, and 5 doctoral interdisciplinary degree completion programs (responsible office: Morgan Completes You); develop capacity to offer % of undergraduate programs in ways that allow students to complete program in non-traditional ways (nights, weekends, online, remote, flex, etc.) (responsible office: Academic Affairs in collaboration with EMASS)</td>
</tr>
<tr>
<td>1.1.11 Fulfilling Morgan’s commitment to recruiting, retaining, and supporting excellent faculty who value diversity as set forth in the “Strategic Plan for Enhancing Cultural Diversity at Morgan State University,” who excel in scholarly activities, who are committed to the academic success of at-risk as well as high-achieving students admitted to undergraduate degree programs, and who are prepared to mentor students admitted to the University’s master’s, doctoral, and professional degree programs.</td>
<td>1.1.11 Headcount enrollment of at least 10,000 by fall 2030); Increase new undergraduate recruitment and marketing initiatives by at least 1 per year; implement recruitment incentive program for academic departments and Schools; expand collaborative relationships with community colleges, regional higher education centers, and international partners by at least 4 per year; Rank in top 3 degree producer statewide of underrepresented students in X number of degree programs at the undergraduate and X number at the graduate level (responsible office EMASS.</td>
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<tr>
<td>1.1.12 The Center for Career Development will employ innovative and strategic marketing initiatives, widely advertise its services, and expand its network globally so it can connect students to more alumni, the greater job market, and additional internship opportunities. The center will accomplish this, in-part, by strengthening its partnership with each division and school at the University, as well as with entrepreneurs and business establishments.</td>
<td>1.1.12 Provost’s Office to provide</td>
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<tr>
<td>1.1.13 Fulfilling Morgan’s continued commitment to improve retention and degree completion among students with particular emphasis on undergraduate retention and graduation rates by continuing to enhance programs and practices at Morgan that are successful retention strategies and by continuing to identify and implement statewide and national “best practices” shown to improve retention and graduation among graduate and undergraduate students.</td>
<td>1.1.13 Student Affairs: Strengthen partnerships to Institutionalize Career Counselors in designated Schools. Increase Corporate Sponsorships for career services programming. Increase Alumni engagement locally and abroad. Establish central repository for Internship. Utilize technology platforms to expand awareness of Career Services networks and services.</td>
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<td></td>
<td>1.1.14 Maintain 70% or higher first-to-second year retention rate. Reach 50% or higher six-year graduation rate by 2025. Reach 55% or higher six-year graduation rate by 2030.</td>
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</table>

access and success (improve retention and graduation rates to an all-time high).
Strategic Priorities

1.2
Foster a campus culture that is inclusive, diverse, and nurturing.

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<tr>
<th>Major Initiatives</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1 Recruit, retain, and develop a more diverse faculty, staff, and student body.</td>
<td>1.2.1 EMASS and Provost’s Office to provide (e.g. target annual percentage increase of tenure/tenure track new hires who are from underrepresented racial/ethnic groups). Annual increase of at least 5% in number of students from diverse racial/ethnic backgrounds (EMASS); annual increase in number of students from diverse geographic areas of at least 5% (EMASS).</td>
</tr>
<tr>
<td>1.2.2 Increase opportunities that advance student, faculty, and staff understanding of diversity.</td>
<td>1.2.2 The EEO Officer will provide.</td>
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<tr>
<td>1.2.3 Invest in centers and identity specific spaces to foster effective exposure to cultural learning, STEM, public health, and innovations while supporting several lenses of social welfare and religiosity.</td>
<td>1.2.3 Student Affairs: Establish a Commission on Diversity to assess Cultural Climate/Awareness on the campus. Provide additional space and staffing for Campus Religious groups and organizations. Increase the hours of operation for University Chapel.</td>
</tr>
<tr>
<td>1.2.4 Continue to provide greater support and programming for student organizations and communities (e.g., LGBTQA, religious, international, and honors student groups).</td>
<td>1.2.4 Student Affairs will establish various committees: Re-launch LGBTQA Advisory Council to develop robust programming and target metrics.</td>
</tr>
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<td>1.2.5 Strengthen campus security plan so the campus community feels safer.</td>
<td>1.2.5 Office of Police &amp; Public Safety to provide (Chief Hatcher/Sidney Evans).</td>
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<tr>
<td>1.2.6 Redevelop and revitalize the Northwood Shopping center and other areas on campus to enhance dining, recreational, and other student support services and spaces.</td>
<td>1.2.6 F&amp;M to provide.</td>
</tr>
<tr>
<td>1.2.7 Create an institute led by scholars and curators of religion, art, and material culture to display artifacts and engage critical questions of race, justice, and community today, which connect University course offerings with public-facing conversations that navigate Baltimore City’s urban context and beyond.</td>
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# Strategic Priorities

## 1.3
Optimize campus environments and programs to support holistic student success.

<table>
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<tr>
<th>Major Initiatives</th>
<th>Key Performance Indicators</th>
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<tbody>
<tr>
<td>1.3.1  Continue to effectively utilize innovative tools and cohesive messaging to empower students for success from matriculation to graduation.</td>
<td>1.3.1 Provide at least two trainings per year for faculty and staff on student success technology tools; use social media and other communication tools to communicate student success messages to students at least 2 times annually; provide trainings each semester to students through freshman and transfer orientation on use of student success technology tools; and encourage faculty and staff exploration of innovative student success tools (EMASS).</td>
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<tr>
<td>1.3.2  Increase course-linked academic support and encourage course redesign for high failure rate and gateway courses.</td>
<td>1.3.2 Academic advisory council in consultation with the Provost’s Office and EMASS.</td>
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<tr>
<td>1.3.3  Maximize efforts to reduce non-tuition financial burdens through affordable and accessible on-campus student housing, meal plans, and course materials.</td>
<td>1.3.3 Partnership between F&amp;M, EMASS, Student Affairs, and Provost’s Office.</td>
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<tr>
<td>1.3.4  Expand the campus-wide mental health support network and raise healthcare access and quality for students (extended hours or operation and third-party partnerships). This includes testing and updating the University’s robust pandemic response plan.</td>
<td>1.3.4 Student Affairs and F&amp;M. The Health Center and Counseling Center will increase wellness outreach presentations to various student cohorts Increase outreach to Graduate, transfers, athletes, and international students.</td>
</tr>
<tr>
<td>1.3.5  Continue to advance the athletics program which has received national recognition for student-athlete academic support and accomplishments, in spite of being a limited resource institution. Strengthen the infrastructure by expanding entrepreneurial partnerships to earn more revenue and reinvest those funds strategically to boost competition and level of performance.</td>
<td>BEAR Team – Expand outreach and awareness activities to support students in crisis. Develop and distribute quick reference guide to faculty and staff to support students with wellness support.</td>
</tr>
<tr>
<td>1.3.6  Collaborate with Athletics to develop a comprehensive intramural, recreation, club sports, and E-sports programs for students.</td>
<td>Counseling Center and Health Services: Track tele-health services to support outreach efforts. Increase the number of counseling staff. Counseling Center continue to conduct outreach efforts to academic Schools/departments.</td>
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<td></td>
<td>Student Health Services: Develop a plan to expand after hour services.</td>
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<td></td>
<td>1.3.5 and 1.3.6) Establish a new Vice President position to advance the athletics program and develop intramural programming.</td>
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<td></td>
<td>Athletics: Establish a full time office to support Intramural and club sports. Develop a robust program to increase student and employee engagement in intramural activities.</td>
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<td></td>
<td>Secure adequate programming facilities to support intramural programs on weekdays and weekends.</td>
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<td>Student Affairs: Establish E-sports Program in alignment with MEAC/University goals.</td>
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<td></td>
<td>Develop a plan to establish an E-sports lab. Secure sponsorships to support E-sports program. Identify academic opportunities to support career opportunities in STEM related fields and gaming.</td>
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### Strategic Priorities

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<th>Major Initiatives</th>
<th>Key Performance Indicators</th>
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<tbody>
<tr>
<td>1.3.7  Expand early intervention initiatives to assist students who are struggling</td>
<td>1.3.7  EMASS in collaboration with Academic Affairs will increase the percentage of</td>
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<tr>
<td>academically (e.g. increase the number of faculty and staff working with at-risk</td>
<td>completed Starfish Progress Surveys (early alerts) each semester, increase the</td>
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<tr>
<td>students and harness existing technology to identify early on students in need of</td>
<td>percentage of faculty who use Starfish to track advising appointments; and increase usage</td>
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<tr>
<td>academic support).</td>
<td>of predictive analytics tools to identify and support at-risk students.</td>
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<tr>
<td>1.3.8  Amplify resource programs to provide greater support to students beyond</td>
<td>1.3.8  EMASS and Student Affairs: Develop a strategic plan for the Food Resource Center</td>
</tr>
<tr>
<td>financial aid (e.g. greater investment in the food resource center, interview</td>
<td>(FRC). Secure a permanent location for the FRC. Continue to secure grant funding to</td>
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<tr>
<td>attire and preparation, career development as mentioned above, and student</td>
<td>support facilities enhancements for FRC. Expand volunteer and internship opportunities</td>
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<td>disability support services).</td>
<td>to support the operations of the FRC.</td>
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<td>1.3.9  Expand student parent and family outreach programming so they can spend</td>
<td>1.3.9  Student Affairs: Utilize Parent Portal to increase formal communication strategies to</td>
</tr>
<tr>
<td>more time together at campus functions and events.</td>
<td>keep parents/families informed of campus activities to support student success. Re-establish</td>
</tr>
<tr>
<td></td>
<td>fall and spring parent/family weekend events.</td>
</tr>
</tbody>
</table>
### Strategic Priorities

**1.4**
Invest in graduate and professional student support.

<table>
<thead>
<tr>
<th>Major Initiatives</th>
<th>Key Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4.1 Ensure that graduate and professional students interested in academic careers have sufficient competence in grant writing, teaching, and publishing or artistic production to be competitive.</td>
<td>1.4.1 Partnership between DRED, Provost’s Office, and School of Graduate Studies (SGS).</td>
</tr>
<tr>
<td>1.4.2 Minimize barriers to enrollment in interdisciplinary, cross-listed courses.</td>
<td>1.4.2 Provost and SGS.</td>
</tr>
<tr>
<td>1.4.3 Create more assistantship opportunities for graduate-level students.</td>
<td>1.4.3 Provost and SGS. Example targets may be a certain dollar amount of distributed internship funds and/or meeting the national mean of Teaching Assistant (TA) stipends for each discipline, per year. Increase Graduate Assistantships opportunities with various administrative units that support student learning, i.e., Student Affairs, Athletics, EMASS, etc. Provide externship opportunities in Counseling Center.</td>
</tr>
</tbody>
</table>

**1.5**
Become a Research I institution of choice for undergraduate students aspiring to pursue graduate or professional education.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.5.1 Expand undergraduate research programs and faculty-student mentoring in health science and professional colleges.</td>
<td>1.5.1 Office of the Provost and DRED (e.g. meet target level for Research Assistant (RA) stipends and/or target % of contracts and grants with student research support).</td>
</tr>
<tr>
<td>1.5.2 Promote undergraduate-to-graduate/professional programs.</td>
<td>1.5.2 Office of the Provost and SGS</td>
</tr>
<tr>
<td></td>
<td>Student Affairs: Office of Student Life and Development (OSLD) to develop a co-curricular transcript to document service learning and volunteerism. Track the number of hours student organizations complete through volunteerism and community service. Expand goals of Voter Friendly Campus initiatives.</td>
</tr>
<tr>
<td></td>
<td>Student Affairs: OSLD to continue to host SOS Summits and identify alternative spring break or service abroad initiatives. Office of Student Rights and Responsibilities (OSRR): Continue to incorporate Conflict Management Programming.</td>
</tr>
<tr>
<td></td>
<td>OSRR to track Student Conduct.</td>
</tr>
</tbody>
</table>
Achieve recognition as a leader in research, consistently ranked among institutions with the highest level of research activity. More specifically, secure the Carnegie Classification for Institutions of Higher Education (CCIHE) designation of R1 “very high research activity institution”. Morgan’s commitment to achieving Carnegie R-1 classification is consistent with its mission as Maryland’s preeminent public urban research university and expands its stature as the premier anchor institution to the City of Baltimore and beyond. The commitment to stay true to Morgan’s historic mission will be reflected in the totality of decisions that will be undertaken to achieve R-1 classification.
## Strategic Priorities

### 2.1 Increase Total Annual Research Expenditures

<table>
<thead>
<tr>
<th>Major Initiatives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Increase the amount of research expenditures in S&amp;E and Non-S&amp;E</td>
<td>2.1.1 Achieve $40 million in total R&amp;D expenditures</td>
</tr>
<tr>
<td>2.1.2 Invest, and hire, in strategic growth clusters</td>
<td>2.1.2 New research growth clusters in S&amp;E and non-S&amp;E sectors (four total)</td>
</tr>
<tr>
<td>2.1.3 Establish at least two new research institutes</td>
<td>2.1.3 Generate at least $2 million per year in new R&amp;D per sector</td>
</tr>
<tr>
<td>2.1.4 Establish a University Research Foundation</td>
<td>2.1.4 Generate an additional $5 million in University R&amp;D expenditures</td>
</tr>
<tr>
<td>2.1.5 Secure endowments for key faculty researchers</td>
<td>2.1.5 Secure endowments to support 10 new faculty chairs</td>
</tr>
</tbody>
</table>

### 2.2 Increase University Research Staff

<table>
<thead>
<tr>
<th>Major Initiatives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.2.1 Increase the number of tenure track faculty</td>
<td>2.2.1 Incrementally and strategically add 60 new tenure track faculty</td>
</tr>
<tr>
<td>2.2.2 Increase grant proposal submissions</td>
<td>2.2.2 Double the number of proposals and triple requested funding</td>
</tr>
<tr>
<td>2.2.3 Increase post doctorate non-faculty research staff</td>
<td>2.2.3 Double number of post doc non-faculty researchers to 110</td>
</tr>
<tr>
<td>2.2.4 Increase graduate student and post doc funding in grant submissions</td>
<td>2.2.4 Supports a doubling of post doc &amp; graduate student researchers</td>
</tr>
<tr>
<td>2.2.5 Establish Researcher Incentive Program &amp; Funding Pool</td>
<td>2.2.5 Funding incentive will support a doubling of grant applications</td>
</tr>
</tbody>
</table>
## Strategic Priorities

### 2.3
Improve Contracts and Grants Infrastructure

<table>
<thead>
<tr>
<th>Major Initiatives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.3.1 Establish the position of Resource Planning Officer</td>
<td>2.3.1 Improved coordination of existing resources (physical, financial, human, and technological) and needs by hiring RPO and initiate resource planning committee RPC</td>
</tr>
<tr>
<td>2.3.2 Secure new infrastructure, and increase the efficiency &amp; quality of existing R&amp;D space &amp; equipment</td>
<td>2.3.2 Completion of H&amp;HS in 2024 and Science Complex in 2027</td>
</tr>
<tr>
<td>2.3.3 Establish incentive package funding pool for key new faculty hires</td>
<td>2.3.3 Incentives will positively impact new faculty hires and supports efforts to add 60 new ladder ranked faculty</td>
</tr>
<tr>
<td>2.3.4 Provide grant writing support to faculty with additional grant writers</td>
<td>2.3.4 Increased number of grant applications and improved quality (higher percentage of awards per applications)</td>
</tr>
<tr>
<td>2.3.5 Improve efficiency of grant accounting &amp; invoicing with additional staff</td>
<td>2.3.5 Improved operational effectiveness and faculty support (receipt of accounts past due and expedite budget expenditures)</td>
</tr>
</tbody>
</table>

### 2.4
Increase doctoral student recruitment, retention, and graduation.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>2.4.1 Assess program areas of strength and opportunities</td>
<td>2.4.1 Degree goals for each area will be established</td>
</tr>
<tr>
<td>2.4.2 Develop new doctoral programs in areas of need and opportunity</td>
<td>2.4.2 Attract more doctoral candidates and increase student success</td>
</tr>
<tr>
<td>2.4.3 Align current faculty and recruit new faculty to support these programs and related research</td>
<td>2.4.3 Improved alignment with goals</td>
</tr>
<tr>
<td>2.4.4 Strengthen graduate student funding</td>
<td>2.4.4 Measurable improvements in recruitment, retention and graduation (addition of 140 additional doctorates, per year)</td>
</tr>
<tr>
<td>2.4.5 Annually monitor and report upon program rankings and other quality metrics</td>
<td>2.4.5 Long term improvement in program rankings (measurable increases doctorate program rankings)</td>
</tr>
</tbody>
</table>
Strategic Priorities

2.5
Develop areas of research excellence and productivity, congruent with the areas of need and opportunity.

<table>
<thead>
<tr>
<th>Major Initiatives</th>
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</thead>
<tbody>
<tr>
<td>2.5.1 Develop areas of research excellence and productivity</td>
<td>2.5.1 Generate new doctorates in all four (4) CCIHE categories</td>
</tr>
<tr>
<td>2.5.2 Encourage, through incentive and recognition, the</td>
<td>2.5.2 Increased publications, highly competitive grant awards,</td>
</tr>
<tr>
<td>publication of scholarship and research</td>
<td>department and faculty reputations</td>
</tr>
<tr>
<td>2.5.3 Reinvigorate instructional modalities to increase</td>
<td>2.5.3 Addition of 140 additional doctorates per year</td>
</tr>
<tr>
<td>research participation in all academic areas</td>
<td></td>
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<tr>
<td>2.5.4 Focus on Mission driven research efforts</td>
<td>2.5.4 Alignment of R&amp;D activity with strategic goals in support of</td>
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<td></td>
<td>obtaining CCIHE Metrics</td>
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<tr>
<td>2.5.5 Support faculty and staff recognition in regional,</td>
<td>2.5.5 Improved measures of quality including increased Morgan</td>
</tr>
<tr>
<td>national, and international venues</td>
<td>visibility publications, highly competitive grants; department, and</td>
</tr>
<tr>
<td></td>
<td>faculty reputation</td>
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</table>
Serve as the Premier Anchor Institution for Baltimore City and Beyond

Improve a comprehensive model of community engagement that reinforces the University’s urban mission to address and resolve problems experienced by urban residents. Maximize the University’s capacities to enhance the social, economic, environment, and cultural well-being of communities both locally and globally, where mutually beneficial.
Promote community-based learning and community-engaged scholarship by:

3.1.1 Cultivating partnerships with businesses, government, media, and community groups to provide service learning and workforce training opportunities for students, alumni, and community members. Avail innovative academic and personal and professional development programs and learning opportunities to help meet the lifelong learning needs of students, alumni, and the community.

3.1.2 Facilitating discussions that address key public issues and bring together governments and citizens to work collaboratively and mobilize critical thought, theory, and knowledge into public discourse, policy, and community practice.

3.1.3 Increasing creative activity and output of publications, presentations, and innovations in artistic disciplines, graduate exhibitions, performances, and public readings.

3.1.4 Increasing University outreach to encourage community participation in University-life.

3.1.5 Communicating widely information about the University’s public service, volunteer, and community relations activities and results. Provide clear and transparent communication about the purpose, implementation strategies, progress, and benefits of community partnerships. Establish more relationships with media outlets to showcase and market the initiatives and accomplishments of faculty, staff, students, alumni, and community partners.

3.1.2 and 3.1.5) Establish a Life-long Learning Institute where a wide spectrum of programming is made available to alumni. In addition, establish a community enrichment program where various courses are offered to community members based on their interests and the University’s resources and expertise. Each will develop five programs in the first year.

The School of Global Journalism in partnership with the Schools of Architecture and Planning, Liberal Arts, and Social Work will facilitate and host at least five discourses per year on public policy and matters of interest to the community to advance progress on urban issues.

3.1.3) Assist local organizations develop and distribute educational publications that are of interest to the community.
## Strategic Priorities

3.2  
Enhance funded, implemented, and applied research opportunities that is anchored in addressing urban community problems, strengths, and needs.

<table>
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<tr>
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<tbody>
<tr>
<td><strong>3.2.1</strong> Conduct community needs assessments to identify community challenges and strengths and to determine community constituents’ top research priorities that can be used to plan and execute specific research projects. Utilize knowledge of the community’s history and current needs, as well as seek and consider the community’s input, when planning and implementing community-based projects and following through to ensure needs are met.</td>
<td>3.2.1) The School of Social Work in conjunction with the Morgan Community Mile will develop a needs assessment by the year 2022. Increase student hours involved in community engagement activities.</td>
</tr>
<tr>
<td><strong>3.2.2</strong> Develop, support funding, and implement a comprehensive model of community engagement that reinforces the University’s urban mission to address and resolve problems experienced by urban residents.</td>
<td>3.2.3) Establish a new transdisciplinary institute on health equity (Center for Urban Health Equity at Morgan) to advance a host of policies that promote the community members’ well-being and interests. Invest a minimum of $2M to initiate the project.</td>
</tr>
<tr>
<td><strong>3.2.3</strong> Support the strategic research plan of growing capacity for equitable, community-engaged research that results in significant positive impact and change, and provide solutions to critical societal issues. Enhance the collaboration of community stakeholders and university representatives to write and submit grant proposals that are funded and implemented, and to develop closer relationships with stakeholders to enhance funded community-based research.</td>
<td>3.2.4 and 3.2.5) Launch a neighborhood revitalization project by constructing new facilities and community programming in the northern part of campus.</td>
</tr>
<tr>
<td><strong>3.2.4</strong> Strengthen community-university partnerships and coordination to enrich teaching, learning, research and creative activities, address critical societal issues, and contribute to the public good.</td>
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<tr>
<td><strong>3.2.5</strong> Support measures to increase investment in strengthening Baltimore City and other communities to solve inner city/urban issues.</td>
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Strategic Priorities

3.3
Facilitate greater economic, civic, and cultural development in the region.

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<tr>
<th>Major Initiatives</th>
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<tbody>
<tr>
<td>3.3.1 Expand programs to revitalize local neighborhoods and make a lasting impact</td>
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<td>on the quality of life of its residents (e.g. eliminate social injustice and</td>
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<td>economic inequality, help reduce drug abuse, and spur greater economic</td>
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<td>prosperity to all).</td>
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<tr>
<td>3.3.2 Develop a mechanism to encourage students, faculty, and staff to</td>
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<tr>
<td>participate in civic and community engagement efforts. Create distinct</td>
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<tr>
<td>opportunities for various student cohorts and majors (e.g. honors students,</td>
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<tr>
<td>student-athletes, and city planning, social work, and public health majors).</td>
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<tr>
<td>3.3.3 Increase strategic engagement of faculty, staff, and students with</td>
<td></td>
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<tr>
<td>business, government, non-profit, and other organizations directly involved in</td>
<td></td>
</tr>
<tr>
<td>regional economic, civic, and cultural development.</td>
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<tr>
<td>3.3.4 Engage the community through cultural events like theater and musical</td>
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<tr>
<td>productions, athletics, the art gallery, lectures, and symposia.</td>
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<tr>
<td>3.3.5 Advance university-community connections, nurturing entrepreneurship and</td>
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<tr>
<td>identifying pathways to engage citizens in the economic development of Morgan</td>
<td></td>
</tr>
<tr>
<td>and the region.</td>
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<tr>
<td>3.3.6 Help K-12 schools improve their students’ academic performance and</td>
<td></td>
</tr>
<tr>
<td>strengthen student feeder programs.</td>
<td></td>
</tr>
<tr>
<td>3.3.7 Develop and institute a comprehensive renewable and sustainable energy</td>
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<tr>
<td>plan</td>
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</table>
Using the current global campus and partnerships established with higher education institutions in West Africa and elsewhere as a model, continue to expand the Morgan network around the world; apply global programming to all curricular and co-curricular learning activities; grow international student diversity and quality; and keep international alumni engaged and connected to the University. Serve as a model within higher education for excellence in international program support, development, implementation, and delivery.
## Strategic Priorities

### 4.1
Prepare students, faculty, and staff to be interculturally competent and globally engaged citizens and leaders.

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<tbody>
<tr>
<td>Cultivate a campus culture that celebrates, supports, and promotes internationalization, global learning, and intercultural competencies among students, faculty, and staff.</td>
<td>4.1.1 Institute a requirement where all students enrolled at Morgan take at least two courses that include a global learning component before graduation.</td>
</tr>
<tr>
<td><strong>4.1.1</strong> Foster global awareness and competency by infusing global programming to all curricular and co-curricular learning activities and emphasizing global learning outcomes. Promote the integration of diverse perspectives and strategies towards addressing global challenges.</td>
<td>4.1.2 Create and develop an International Faculty Development Seminar (IFDS) tailored to the development and implementation of faculty-led programming for both in-person (F2F) and virtual exchange/ Collaborative Online International learning (COIL). Increase and sustain the number of students who engage in F2F study abroad from 200 per year to 500 per year in 10 years.</td>
</tr>
<tr>
<td><strong>4.1.2</strong> Formulate student success pathways encouraging international student experiences that maintain progress toward graduation and increase retention. For example, incentivize student participation in high-impact education abroad.</td>
<td>4.1.3 &amp; 4.1.4 Increase the number of students who engage Virtual Exchange (VE) COIL to 500 per year in 5 years, and 1,000 per year in 10 years. Increase scholarship budget: Applying for grant opportunities to increase study abroad capacity and funding for students (e.g. 100,000 Strong Grant, IDEAS Grant, etc.) Goal is to increase study abroad from 220/year to 500 per year.</td>
</tr>
<tr>
<td><strong>4.1.3</strong> Develop and implement a promotional strategy for global learning, teaching, research, and engagement opportunities for students, faculty, and staff. For example, incentivize faculty to add more globally themed content to new and existing courses. Encourage recognition of international engagement in faculty tenure considerations.</td>
<td>4.1.6 Revitalize the Bears Abroad Ambassador Program. Launch at least 3 international MSU alumni chapters 5 years.</td>
</tr>
<tr>
<td><strong>4.1.4</strong> Develop, implement, document, and evolve work practices, procedures, and processes that promote internationalization of our campus. Provide operational support for teaching, research, and engagement abroad and facilitate and support cross-campus connections around global issues and agendas.</td>
<td>4.1.7 Increase the current student scholarship funding for study abroad by 50% in 5 years and 100% in 10 years.</td>
</tr>
<tr>
<td><strong>4.1.5</strong> Work with the “Internationalization of Education Task Force” (IETF) representing faculty administration, staff, and students to implement the “Bears Beyond Borders-Campus Internationalization” proposal to improve the cross-cultural experiences for domestic and international students.</td>
<td></td>
</tr>
<tr>
<td><strong>4.1.6</strong> Implement the Bears Abroad Ambassadors (#BearsBeyondBorders) program for study abroad alumni to continue their global engagement and share their experiences with other students after they complete their virtual and/or face to face global education experiences.</td>
<td></td>
</tr>
<tr>
<td><strong>4.1.7</strong> Use the “Office of Strategic Partnership and Resource Development” in the Division of International Affairs to identify and attract funding opportunities to support global education opportunities for students and faculty members.</td>
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</table>
## Strategic Priorities

### 4.2
Expand Morgan’s global reach by establishing new and strengthening existing strategic international collaborations. Employ most effective global networks.

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<thead>
<tr>
<th>Major Initiatives</th>
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</thead>
<tbody>
<tr>
<td>4.2.1 Create criteria for identifying and evaluating potential new strategic partnerships. Evaluate recent and ongoing international collaborations which have the potential to be transformed into strategic partnerships.</td>
<td>4.2.1 Develop a Program Effectiveness Survey to evaluate all Morgan administered programs and third-party programs annually. Office of Study Abroad &amp; Office of Assessment &amp; Evaluation to develop draft by FA21 and implement in SP22. Create an evaluation tool that can be updated annually (draft ready by December 2021) implement starting 2022.</td>
</tr>
<tr>
<td>4.2.2 Establish and grow bilateral partnerships into a global network through a thematic approach that focuses on major global challenges.</td>
<td>4.2.2 – 4.2.4 Implement 5 strategic partnerships that will lead to 2+2, 2+3, Master’s degree or Ph.D. degree offerings with international partner institutions within the 5 years. Implement 3 strategic partnerships that will lead to a joint research center with international partner institutions within the 5 years.</td>
</tr>
<tr>
<td>4.2.3 Establish joint centers for collaborative engagement with select partners in various targeted regions around the world. The centers will provide an ongoing and long-term university presence at partner institutions, and a source of support and enrichment programs for our faculty and students.</td>
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</tr>
<tr>
<td>4.2.4 Advance international research collaborations.</td>
<td></td>
</tr>
<tr>
<td>4.2.5 Strengthen recruitment of international students.</td>
<td>4.2.5 Double the number of international students enrolled at Morgan from 400 to 800 in 10 years. Increase the collaboration between DIA (Division of International Affairs) recruitment and the Offices of Undergraduate and Graduate Admissions to expedite the admission process for international students.</td>
</tr>
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</table>

### 4.3
Raise Morgan’s global profile and visibility.

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<tr>
<th>Major Initiatives</th>
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</thead>
<tbody>
<tr>
<td>4.3.1 Create a unique global brand and increase its visibility through strategic marketing activities.</td>
<td>4.3.1 Implement 5 strategic partnerships that will lead to 2+2, 2+3, Master’s degree or Ph.D. degree offerings with international partner institutions within the 5 years.</td>
</tr>
<tr>
<td>4.3.2 Identify impactful criteria to focus efforts in order to improve international rankings. Seek national and international recognition for the university’s leadership role in global education and advance the national and international dialogue around global engagement.</td>
<td>4.3.2 Improve Morgan’s international ranking by participating and submitting annual reports in the “Times Higher Education” (THE) and the “World’s Universities with Real Impacts” (WURI) rankings. Faculty, staff, and students will increase production of papers that include global experiential learning, or research work at national and international conferences.</td>
</tr>
<tr>
<td>4.3.3 Represent the University to constituencies abroad, including alumni, scholarly leaders, and international institutions.</td>
<td>4.3.3 Work with the IETF to host both F2F and virtual international conferences, symposiums, and workshops at least once per year. Collaborate with the MSU international alumni association chapters around the world to host events that promote Morgan’s brand. Launch Morgan’s “Global Campus” website within one year and use it to promote our international initiatives. Revamp the DIA website, and promote Morgan’s Global initiatives using social networking sites.</td>
</tr>
</tbody>
</table>
Transformation Morgan 2030

MORGAN STATE UNIVERSITY
A Strategic Action Plan | 2021

DRAFT