TUSKEGEE
UNIVERSITY

# 2021-2026 **STRATEGIC PLAN**

*Embracing The Legacy | Transforming The Future*

# EMBRACING THE LEGACY
# TRANSFORMING THE FUTURE

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# LETTER FROM THE PRESIDENT

I am pleased to present Tuskegee's 2021-2026 strategic plan, ***Embracing the Legacy, Transforming the Future,*** which will serve as our guide as we advance our institution forward. The priorities identified and the goals, objectives, and initiatives outline a plan for Tuskegee's growth toward academic excellence. Our success depends on our collective commitment to implement this plan through strategic initiatives that honor our history and mission while striving to achieve our vision for the future.

The strategic plan was developed with input and ideas from various stakeholders, including current Tuskegee students, alumni, faculty, staff, members of our Board of Trustees, and members of the community. Their collective creativity and innovative, forward-thinking ideas were inspiring and give us hope for a brighter future. We extend our gratitude and sincere thanks to all of our stakeholders, work committees, faculty and staff who contributed to the development of this plan.

We will work together to complete the goals outlined in the plan (or amended in the future), to enable Tuskegee to move forward as we explore new opportunities, face challenges and enjoy successes. We will continue to embrace our proud legacy and present the **Tuskegee Heart** to all in our communities. There is no limit to what we can achieve when we all work passionately together to serve "Mother Tuskegee," our community, our state, the nation, and the world. We are **One Tuskegee**.

While the COVID-19 challenges are not behind us yet, we will work through these in a transformative way as we implement our new strategies for becoming a greater university.

I look forward to working with each of you throughout this journey.

Charlotte P. Morris, Ph.D.
President
Tuskegee University

*"The collaborative strategic planning process and implementation will assist the University in working toward our common goal of "One Tuskegee."*

# LETTER FROM THE BOARD OF TRUSTEES

The members of the Tuskegee University Board of Trustees are pleased to endorse the Tuskegee University 2021-2026 Strategic Plan. Tuskegee University has a proud history and legacy as a Historically Black College and University.

Today's rapidly changing world requires new innovative ideas, comprehensive research, technological advances, operational efficiencies, and academic excellence, in order to meet the global workforce needs. This plan provides the pathway toward these objectives. Throughout the development of this plan, we have emphasized transparency and accountability between the Board and the University's leadership. We have shared ideas and best practices and engaged in robust dialogue.

The University's plan includes output measures and designated roles and responsibilities to ensure accountability, oversight, governance and execution.

The Board of Trustees thanks the University for engaging us in the process, and we look forward to working toward Tuskegee's success.

*Norma Clayton, Chairwoman*
*Tuskegee University Board of Trustees*

*"Today's rapidly changing world requires new innovative ideas, comprehensive research, technological advances, operational efficiencies, and academic excellence, in order to meet the global workforce needs."*

# FOREWORD FROM THE TASK FORCE CO-CHAIRS



As Co-Chairs of the Tuskegee University Strategic Planning Process, we express our sincere appreciation for every person who contributed to this in-depth and reflective analysis of the university's opportunities for the next five years. Throughout the entire process, stakeholders – which included community members, alumni, faculty, staff and students – collectively developed a broad-based theme of ***Embracing the Legacy, Transforming the Future,*** that was subsequently approved by the Board of Trustees.

During this comprehensive effort and inclusive process, we witnessed firsthand how active engagement and dynamic interactions created a culture for open sharing of ideas and honest feedback throughout our campus community. We were truly honored and humbled to be asked to lead this vital effort by Tuskegee's Interim President, Charlotte P. Morris, Ph.D., who created the necessary framework and guiding principles for this important process and enabled the related work to occur in a supportive community and accepting environment.

On behalf of the Strategic Planning Committee, we thank you for serving as integral partners in the development of Tuskegee University's 2021-2026 strategic plan. We look forward to working with each of you over the five-year planning cycle to make this plan a reality.

Sincerely,

Kellei Bishop Samuels, Ph.D.
Associate Vice President and SACSCOC Liaison

Clayton Yates Ph.D.
Professor and Director of Biomedical Research

**Dr. Kellei Bishop Samuels and Dr. Clayton Yates**

Dr. Samuels, who has devoted her career and scholarly research to institutional effectiveness and higher education administration, joined Tuskegee University in 2017 and serves as the Associate VP for Institutional Effectiveness and SACSCOC Liaison.

Dr. Yates, who has devoted his career to mentor students in research careers that address cancer health disparities in the African-American community, joined the Tuskegee Faculty in 2007 and became the Director of Biomedical Research in 2015.

# Executive Summary



Tuskegee University was founded in 1881 by Booker T. Washington as the Tuskegee Normal School. The school's name transitioned to Tuskegee Institute, attaining University status and becoming Tuskegee University in 1985. Tuskegee University is an independent, state-related institution – one of two designated land-grant universities in Alabama – and a recognized Historically Black College and University (HBCU).

Tuskegee Normal, Institute, and now University has a proud legacy of innovation and accomplishments through its 140-year history. Tuskegee University is ranked number four in *U.S. News World Report's* 2021 annual rankings of the Best HBCUs in the country. The spirit, heritage, and connection to "Mother Tuskegee" is vividly and passionately communicated by alumni, faculty and staff, students, and the community, and the Board of Trustees, school administration, and faculty and staff are proud of the school's high academic standards, STEM programs, research programs, and Veterinary school.

A shift in higher education is anticipated to occur over the coming years, and the changes impacting all higher education institutions will also impact Tuskegee. HBCUs in general are facing growing competition in the recruitment of high-achieving students, and the daunting challenges associated with recruiting, retaining, and preparing students for leadership roles should be appropriately addressed. Furthermore, academic learning has increasingly shifted to online platforms, which has been particularly evident during the COVID-19 pandemic, expanding access for all students; therefore, offering enhanced, highly efficient technology will be critically important for all higher education institutions. Tuskegee has delayed upgrading its infrastructure technology to enable enriched classroom instruction and state-of-the-art research laboratories. Upgrading and enhancing infrastructure to increase student engagement and retain Tuskegee's world-class faculty and staff has been identified as a priority in this five-year strategic plan.

At the beginning of the strategic planning process, the Board of Trustees reviewed the current Tuskegee mission and vision statements. Tuskegee University's mission and vision are the foundation from which the institutional effectiveness framework is established. All planning units align their planning unit goals with those of the mission of the University. The mission and vision statements provide the foundation for the development of strategic priorities to move the organization forward, and the Board decided both the mission and vision needed to be revised. The revised statements are:

**Mission:** Tuskegee University advances knowledge, leadership and service through teaching, research, and outreach programs. Uniquely positioned as a historically black, private, state-related, land-grant University, Tuskegee faculty, staff and students transfer knowledge and transform our communities, state, nation, and world.

**Vision:** Tuskegee University is a pre-eminent educational and research institution that develops innovative and transformative leaders who solve the world's most complex problems.

# Executive Summary



From the revised vision and mission statements, Tuskegee leadership identified three overarching strategic themes (priorities) from which goals and objectives were developed. The strategic themes are student engagement, academic excellence, and operational excellence. Developing a university strategic plan from these three overarching themes provides a centralized and unifying source of direction for the University and serves as the ongoing basis for making decisions, allocating resources, and measuring the effectiveness of the strategic plan. The strategic plan serves as the common ground for all academic, student support, and administrative units within the University as they engage in their own planning and measurement of effectiveness.

The Tuskegee faculty and staff committees lead the development of strategic goals, objectives, initiatives, and performance measures to align with the Board of Trustees' transformative vision and mission for the University. The defined goals and objectives are inspirational and challenging; the initiatives are action-oriented and designed to move the University forward as a pre-eminent educational and research institution.

The goal areas established to achieve the University's vision and mission are:

1. Academic Excellence
2. Operational Efficiency
3. Student Engagement
4. Research, Innovation and Entrepreneurship
5. Advancements in Infrastructure and Resources
6. World-Class Faculty and Staff
7. Athletics
8. Community and Strategic Partnerships

Identifying these eight goal areas and receiving the buy-in and commitment of stakeholders not only ensures that everyone moves in the right direction, but also ensures that resources and energy are properly allocated throughout the strategic planning process.

TUSKEGEE UNIVERSITY
TUSKEGEE UNIVERSITY

# A Legacy of Transformation

## 1881

**Tuskegee Institute was established in 1881, with Booker T. Washington** serving as the school's first teacher and president.

Founded in a one-room shanty near Butler Chapel AME Zion Church, thirty adults represented the first class; Dr. Booker T. Washington was the first teacher.

Credit for establishing the school also goes to **George Campbell,** a former slave owner, and **Lewis Adams**, a former slave, tinsmith and community leader, for their roles in the founding of the University.

Today Tuskegee University enrolls more than 3,000 students and ranks among the nation's top 10 HBCUs

**The Institute was incorporated by the Alabama legislature** under the name "Tuskegee Normal and Industrial Institute."

**1881 – An Alabama Legislative Act establishes "a Normal School for Colored Teachers"** in Tuskegee (approved February 12). The school was founded on July 4, 1881, as the Tuskegee Normal School for Colored Teachers. This was a result of an agreement made during the 1880 elections in Macon County between former Confederate Colonel W.F. Foster, who was a candidate for re-election to the Alabama Senate, and a local Black leader, **Lewis Adams**. W.F. Foster propositioned that if Adams could successfully persuade the Black constituents to vote for Foster, if elected, Foster would push the state of Alabama to establish a school for Black people in the county.

Tuskegee University has a long legacy beginning with Booker Washington being selected first Principal (May); opening by Booker Washington of the Tuskegee Normal School (July 4); and a farm of 100 acres secured for $500.

## 1888

By 1888, the 540-acre Tuskegee Normal and Industrial Institute had an enrollment of more than 400 and offered training in skilled trades such as carpentry, printing, cabinetmaking, shoemaking and tinsmithing. Boys also studied farming and dairying, while girls learned such domestic skills as cooking and sewing.

## 1895

**The Chapel,** the gift of the Misses Phelps Stokes of New York City, was erected mainly by student labor on plans designed by Mr. R. R. Taylor; the Agricultural Experiment Station provided by the state legislature; Harvard University conferred degree of Master of Art on Mr. Washington.

**Booker T. Washington gave a speech** to the white audience at the Cotton States and International Exposition in Atlanta. The speech would be known as "The Atlanta Compromise." Washington's address became famous for his use of the "cast down your bucket" metaphor he applied to Blacks in the American South.

## 1896

**The North Louisiana Colored Agriculture Relief Association,** led by Lafayette Richmond, requested assistance from Booker T. Washington of Tuskegee Institute in Alabama. Charles P. Adams, sent to aid the group in organizing an industrial school, became its founder and first president.

# A Legacy of Transformation

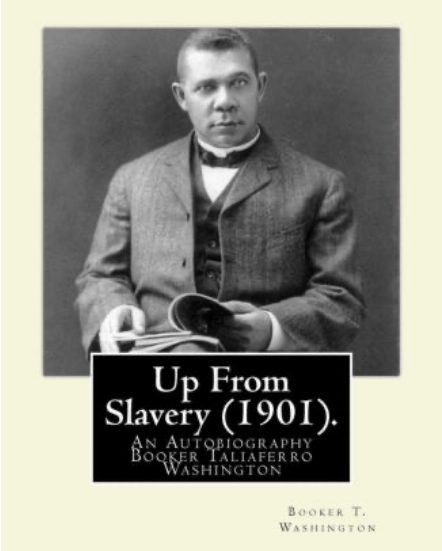


## 1897

Voorhees College was established in 1897 by a young Black woman, Elizabeth Evelyn Wright, a former student of Booker T. Washington

## 1901

**Publication of Booker Washington's "Up From Slavery."** Every year, new students at Tuskegee University are encouraged to study the history of the university, especially through the eyes of its founders. In addition to the 1901 publication of his book, Booker Washington was also awarded an honorary doctorate degree from Dartmouth.




## 1906

**The Jesup Agricultural Wagon was first used** by noted Tuskegee Institute scientist and teacher George Washington Carver. It was a mobile classroom that allowed Carver to teach farmers and sharecroppers how to grow crops, such as sweet potatoes, peanuts, soybeans and pecans.

## 1901 - 1920

With the 25th Anniversary of the Institute, significant funding and investment was made to the campus:

- **1901:** 225,55 acres and $1.2M granted by Act of Congress
- **1906:** Carnegie Library founded through Carnegie Fund
- **1909:** Dedication of Baldwin Memorial and Milbank Agricultural Building
- **1913:** John A. Andrew Memorial Hospital erected
- **1917:** First Founder's Day; Julius Rosenwald Fund established
- **1920:** New Trades Building and Girls Dormitory erected

## 1912

**Booker T. Washington partnered with Julius Rosenwald,** philanthropist and president of Sears Roebuck, to build state-of-the art schools for African-American children across the South. The effort has been called the most important initiative to advance Black education in the early 20th century.

## 1915

**Booker T. Washington dies** after having grown the school to 1,500 students from the original 40. In 1922, a monument was erected to celebrate the life and legacy of Dr. Washington. The monument was a gift from the Negroes of the Unit Messenger, an Institute publication for the farmer.

## 1922

**Following the death of Dr. Washington, Dr. Robert Russa Moton was named president of Tuskegee Institute.** Born in 1867 in Virginia, Robert Moton enrolled at Hampton College at age 18, later becoming Commandant in charge of military discipline, a position he held for 25 years.

In the 20 years he served as Tuskegee Institute president, Dr. Moton oversaw the expansion of many physical structures and academic programs. Seven years into his tenure as president of Tuskegee, in May 1922, he was honored as one of the speakers in the Lincoln Memorial dedication ceremony in Washington, D.C. He was awarded the Harmon Award in Race Relations and the Spigarn Medal, in 1930 and 1932, respectively.

# A Legacy of Transformation



## 1923

**Dr. George W. Carver was awarded United States Veterans Spingarn Medal** for scientific achievement by Vice President Coolidge.

As a botany and agriculture teacher to the children of former slaves, Dr. George Washington Carver wanted to improve the lot of "the man farthest down," the poor, one-horse farmer at the mercy of the market and chained to land exhausted by cotton. Dr. Carver believed that his most significant contribution toward educating farmers was the introduction in 1906 of the Jesup Wagon, a demonstration laboratory on wheels.

Unlike other agricultural researchers of his time, Dr. Carver saw the need to devise practical farming methods for this kind of farmer. He wanted to coax them away from cotton to such soil-enhancing, protein-rich crops as soybeans and peanuts and to teach them self-sufficiency and conservation.

Dr. Carver achieved this through an innovative series of free, simply-written brochures that included information on crops, cultivation techniques, and recipes for nutritious meals. He also urged the farmers to submit samples of their soil and water for analysis and taught them livestock care and food- preservation techniques.

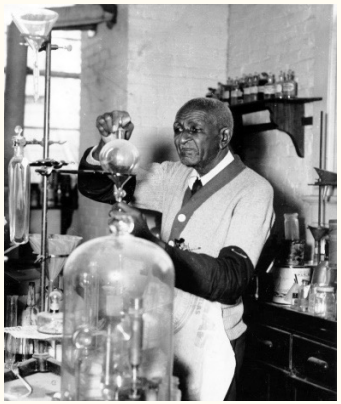
## 1932

**Cleveland Leigh Abbott Memorial Alumni Stadium –** named after former Tuskegee Tigers head football coach Cleveland L. Abbott – was erected. When it opened, it was the first stadium opened on a historically Black school's campus. As Tuskegee's first athletic director, Abbott had a 202-95-27 record, including six undefeated seasons. In 1937, Abbott also started the women's track and field program.

## 1940

**The Carver Research Foundation was established** with a gift from Dr. George Washington Carver of $33,000 from his life's savings.

## 1943



**Dr. Carver died at Tuskegee Institute on January 5, 1943,** after serving the school for 47 years.

# A Legacy of Transformation



## 1941 - 1946

**1941 –** Tuskegee University was awarded the U.S. Army Air Corps contract to help train America's first Black military aviators because it had already invested in the development of an airfield, had a proven civilian pilot training program and its graduates performed highest on flight aptitude exams.

The Tuskegee Airmen were dedicated, determined young men who volunteered to become America's first Black military airmen. Those who possessed the physical and mental qualifications and were accepted for aviation cadet training were trained initially to be pilots, and later to be either pilots, navigators, or bombardiers.

The Airmen were deployed during the presidential administration of Dr. Frederick Douglas Patterson; from 1941 to 1946, some 1,000 Black pilots were trained at Tuskegee. The Airmen's success in escorting bombers during World War II – having one of the lowest loss records of all the escort fighter groups and being in constant demand for their services by the allied bomber units. is a record unmatched by any other fighter group. The tenacious bomber escort cover provided by the 332nd "Red Tail" fighters often discouraged enemy fighter pilots from attacking bombers escorted by the 332nd Fighter Group.

**1944 – The United Negro College Fund** was founded on April 25, 1944 in Washington, D.C. by Frederick Patterson, president of the Tuskegee Institute, and Mary McLeod Bethune, an adviser to the Administration of President Franklin D. Roosevelt, to provide a steady, consistent stream of funding to 27 financially struggling small historically black colleges and universities (HBCUs) scattered across the south.

**1945 – Tuskegee University College of Veterinary Medicine (TUCVM)** was established; it was the only veterinary medical professional program located on the campus of a historically black college or university (HBCU) in the United States. The TUCVM has educated more than 70 percent of the nation's African-American veterinarians, and is recognized as the most diverse of all schools/colleges of veterinary medicine in the U.S.

The first graduating class of five students included one female, who completed the program with the DVM degree in 1949. Although the first veterinary class in 1945 contained students who were exclusively African-Americans, significant strides have been made over the years to become the most diverse and inclusive veterinary school in the U.S., which has served a singular role in expanding diversity in the veterinary profession.

**1946 – The New Nurses Home Building was completed,** honoring the legacy of Dr. Halle Tanner Dillon Johnson, MD, the Founder of the Nurses' School and Hospital, who in 1891 became the first woman to pass the Alabama State Medical Examination. Raised primarily in Philadelphia, Johnson was exposed to several prominent African-American social and political activists such as Frederick Douglass.

While Halle Tanner Dillon Johnson studied at the Woman's Medical College of Pennsylvania, the prominent African-American educator and sociopolitical leader Booker T. Washington asked college officials to nominate a student for a teaching position at Tuskegee Institute. She accepted the teaching position, which included $600 a month and room and board. However, before she could begin working, Johnson had to pass the rigorous ten-day Alabama State Medical Examination.

To prepare for the exam, Washington had Johnson study with Cornelius Nathaniel Dorsette, the first licensed African-American physician in Montgomery, Alabama. With the help of Dorsette, Halle Johnson became the first woman – black or white – to pass the exam, in 1891. While working at Tuskegee, Dr. Johnson was responsible for providing healthcare services to students, faculty and staff; she also taught two classes per day and founded the Nurses' School and Hospital for Tuskegee Institute.

# A Legacy of Transformation

## 1948

**President Harry Truman enacted Executive Order No. 9981,** directing equality of treatment and opportunity in all of the United States Armed Forces, which in time led to the end of racial segregation in the U.S. military forces.

## 1956

**Tuskegee Institute celebrated its 75th Anniversary (Diamond Jubilee).** The Robert Russa Moton Building "was dedicated to the legacy of that time," and the new Engineering Building, "The Dr. Robert Moton Building," honored Dr. Moton's accomplishments during his presidency (1915 to 1935), after the death of Dr. Booker T. Washington.

## 1966

**Tuskegee Institute was the first Black college to be designated as a Registered National Historic Landmark** and is the only black college to be designated as a National Historic Site.

## 1985

**Tuskegee attains University status** and has since begun offering its first doctoral programs in integrative biosciences and materials science and engineering.

## 1987

**Tuskegee Institute graduate General Daniel "Chappie" James (1920-1978)** became the first Black to reach the rank of four-star general in American military history. He was a Tuskegee Airman with the 477th Bombardment Group during World War II and later flew fighters in Korea and Vietnam. In his honor, in 1987 President Ronald Reagan dedicated the General Daniel "Chappie" James Center for Aerospace Science and Health Education.

## 1990s

The College of Business and Information Sciences was established and professionally accredited, and the College of Engineering, Architecture and Physical Sciences was expanded to include the only Aerospace Engineering department at an HBCU at the time.

Tuskegee enrolls more than 3,000 students and employs approximately 800 faculty and support personnel. Physical facilities include more than 5,000 acres of forestry and a campus on which sit more than 100 major buildings and structures. Total land, forestry and facilities are valued in excess of $500 million.

# Bridging Our Legacy and Our Future



Over the years, Historically Black Colleges and Universities (HBCUs) have played a pivotal role in transforming the landscape of higher education in the United States. HBCUs continue to serve as centers of diversity that provide access for all students and a symbol of the African-American quest for educational excellence and social equity.

African-American college-bound students are affected and influenced by the current social and political climate in the United States, and there is renewed interest and an increase in applications to HBCUs across the country. Campus climate and campus culture rank high on the scale of importance for students and families, and the safety and well-being of students are as important as academics and finances. Providing a safe haven and safe campus climate for students is linked to their success and overall development.

Many factors contribute to student success and institutional competitiveness, including an outstanding and dedicated faculty, high-quality staff, and solid academic offerings. Other critically important factors that contribute to student success and institutional competitiveness are strong infrastructure, reliable technology, up-to-date libraries, safe and comfortable residence halls, and student amenities. Stakeholders who participated in the strategic planning data collection efforts, members of the Board of Trustees, students, faculty, and staff all emphasized the importance of Tuskegee upgrading the school's infrastructure. Enhancements needed include renovated and enhanced dorms and upgrades in the library, labs, classrooms, and technology. The technology improvements requested will provide a more attractive environment for student living, enhanced student learning, and success through modernized labs for scientific research and technology-enriched classrooms.

*U.S. News and World Report's* 2021 Best Colleges ranks 77 Historically Black Colleges and Universities. To be included on the list, a school must currently be listed as part of the U.S. Department of Education's Historically Black Colleges and Universities registry and be an undergraduate, baccalaureate-granting institution that enrolls primarily first-year, first-time students. Tuskegee University is ranked fourth on *U.S. News & World Report's* 2021 list of Historically Black Colleges and Universities. A review of the top five HBCUs on this list reveals that are all private institutions, and Tuskegee is the only one located in a rural setting.

Tuskegee University has established a reputation as being among the nation's premier minority research institutions in addressing the global needs of citizens, industries, and governments. The University's strong STEM academic programs in engineering and chemistry and its School of Veterinary Medicine are nationally recognized and attractive to prospective students. The Strategic Planning Committee on Academic Excellence has identified opportunities for Tuskegee to grow and thrive through enhancing the school's academic programs, developing multidisciplinary courses, expanding graduate programs and online degree programs, developing programs for adult learners, and increasing the number of continuing education and certificate programs.

The Board of Trustees has established a vision for Tuskegee University to become a pre-eminent research institution by expanding current research initiatives and increasing the number of doctorate-level programs to achieve the Carnegie R2 rating for research-based higher education institutions. Striving for the Carnegie R2 ranking is a unifying vision that will focus and align the University's teaching, research, innovation, and spending.

## THE CONTEXT

A shift in higher education is expected to occur during the next several years, and trends impacting all institutions will also be impacting Tuskegee. Over the years, HBCUs and Tuskegee have played a pivotal role in transforming the landscape of higher education, and they continue to serve as centers of diversity that provide access for low-income, first-generation college students. The working committees considered several significant points in the context of higher education.

•Public confidence in higher education continues to fall, with less than half (48%) of U.S. adults expressing confidence in higher education.
•The number of college graduates keeps rising, but a growing number of employers have expressed reservations about graduates' job readiness and potential to add immediate value to the workplace in a rapidly changing society.
•Recent research reveals that African-American college-bound students are affected and influenced by the current social and political climate, and there is a renewed interest and an increase in applications to HBCUs across the country.
•HBCUs face growing competition from primarily white institutions (PWIs) in the recruitment of high-achieving African-American students, who now have more choices and are aggressively being recruited by all higher education institutions.
•HBCUs admit and serve students who may be under-prepared for college. Consequently, retention and graduation rates of many HBCUs fall below the national average of other colleges and universities.
•Online learning is expanding as more universities recognize the benefits it can bring to traditional students, as well as in light of the increasing population of adult learners. The demand for online increased during the COVID-19 pandemic and the desire for online and hybrid instruction will continue after the pandemic has diminished. Many current students are having problems engaging with online learning classes or may not have the technology to be successful.

Tuskegee and all HBCUs must be able to survive and adapt in today's rapidly changing environment through creativity and innovation, and they must be able to prepare students for the leadership positions necessary to address the world's problems.

## THE PROCESS

Tuskegee University Co-Chairs began the strategic planning process in 2020 by facilitating a University-wide S.W.O.T. analysis. The S.W.O.T. identified the strengths, weaknesses, opportunities, and threats impacting Tuskegee. From the S.W.O.T. analysis, seven priority areas were identified and formed the foundation for engagement of participants and the priority goal areas for the strategic plan.

Tuskegee University created work committees of University faculty and staff in each of the identified priority areas. Each work committee had a defined charge of responsibilities, a defined membership, and guiding questions for their work.

The University decided to hire an external consultant in the fall of 2020 to guide and support the strategic plan development. Strategic Consulting Partners (SCP) thereafter provided monthly assignments for the committees to complete, to support the development of the strategic plan within their work areas. The committees started their work by providing feedback and insights to the Board of Trustees on the University's mission and vision statements. The committees' ongoing tasks included developing strategic goals, objectives, performance measurements, and high-level initiatives and tasks for their planning area. This information provided the details and substance of the University's strategic plan.

Tuskegee's leadership and Board of Trustees were actively engaged in the strategic planning process. The initial workplan was reviewed with the Board of Trustees in December 2020, and monthly updates were provided on the process and progress. The strategy map of goals and objectives wase shared with University leadership in April 2020 and approved. The final strategic plan was approved by the Board of Trustees in June 2021.

## TIMELINE

- **Fall 2020**
  Planning committees begin their work and complete a monthly written planning assignment.
- **Winter 2021**
  Data collection is completed through focus groups, surveys of Board of Trustees, alumni, and students. Board of Trustees actively engaged in the review of mission and vision of the University.
- **Spring 2021**
  Goals and objectives are developed, and a strategy map is developed for review by University leadership.
- **May 2021**
  The draft strategic plan is written and available for review by University leadership.
- **June 2021**
  Tuskegee University Board of Trustees review the five-year strategic plan for the University.

# STRATEGIC PLANNING COMMITTEES

The strategic planning committees were formed after identifying the Tuskegee University's S.W.O.T. The committees were comprised of cross-functional teams that had representation from Tuskegee faculty, staff, students, board, and community members. Each committee worked tirelessly to support the development of the strategic plan.



## Academic Excellence

The Academic Excellence Committee was charged with examining the future directions for Tuskegee's academic programs in light of the challenges facing higher education. In that context, the committee reviewed Tuskegee University's curricula and its academic and institutional distinctions. Sub-committees focused on the undergraduate programs, graduate programs, and online and distance education programs.

## World-Class Faculty and Staff

The World-Class Faculty and Staff Committee was charged with examining future directions for Tuskegee's faculty and staff. In that context, the committee considered the recruitment, retainment, and promotion of a vibrant faculty and staff that leverages our history, location, and emerging opportunities.

## Research, Innovation and Entrepreneur-ship

The Research, Innovation and Entrepreneurship Committee was charged with examining the future directions for Tuskegee's research opportunities. In that context, the committee considered the university-wide research activities to increase the number of scholarly activities and grant and contract submissions, with the overall goal to achieve Carnegie R2 Research Classification.

## Advancement in Infrastructure and Resources

The Advancement in Infrastructure and Resources Committee was charged with examining alumni, scholarships, annual giving, endowment growth, and capital campaigns. The committee also considered usability, utilization, functionality, and sustainability of university facilities and technology infrastructure to support Tuskegee in becoming a preeminent university.

## Athletics

The Athletics Committee was charged with examining the future direction of Tuskegee's athletics. In that context, the committee placed its focus on ways in which the athletics program can be strengthened and become more engaged with the University's community.

## Student Experience

The Student Experience Committee was charged with examining ways to improve the overall student experience. In that context, the committee focused on retention, progression, and graduation, and defined the attributes and characteristics expected of Tuskegee University graduates.

## Community Engagement and Strategic Partnerships

The Community and Strategic Partnerships Committee was charged with examining how to build and strengthen relationships and partnerships. To that end, the committee examined how best to engage and form strategic partnerships that will enhance the quality of life for the communities and residents of Alabama.

## PARTICIPANTS

Engaging all stakeholders who could provide input and ideas into the strategic planning process was critical for creating a comprehensive and transparent plan. Valuable information and data was collected to support the strategic planning process. Data was collected from the following sources and activities:

- Board of Trustees survey
- Board of Trustees board retreats
- Community Focus Group
- Alumni Focus Group
- Student Focus Group
- Faculty and Staff Focus Group
- Alumni survey
- Student survey
- Information and data provided by the University

## TRANSPARENCY AND ACCOUNTABILITY

The planning process has been transparent in order for all members of the University community and the general public to remain informed of the planning progress. A University-accessible website was created early in the process, providing general information about Committee membership, work to be performed, scheduled meetings, rosters and reports of each Committee, relevant planning resources, and contact information. Monthly meetings were held with the Committee Chairs to share and review the work completed by each Committee and also share the progress of the plan development.

An example of the transparency process is the refinement of the Tuskegee University mission and vision statements. The Board of Trustees met in January 2021 and reviewed the current mission and vision statements. The Board of Trustees developed ideas they felt were important to guide the revision of Tuskegee's mission and vision statements.

Because of the significant revision of these statements, the Board of Trustees appointed an ad hoc committee to take the ideas generated at the meeting and develop draft mission and vision statements. The ad hoc committee created draft mission and vision statements which were circulated back to the seven University work committees who were asked to share feedback on the draft statements. After receiving feedback from the committees, the ad hoc Committee reworked the statements incorporating the feedback. The reworked versions of the proposed mission and vision statements were then provided to the full Board for consideration and adoption

*"Participating in and contributing to the development of the Tuskegee University Strategic Plan was both an honor and a privilege. To engage the alumni, TU faculty, staff, students, and community through surveys and focus groups demonstrates the importance of inclusiveness in our Mission and Vision for Tuskegee University for the next five (5) years."*

***Lillie Lanier, Tuskegee University National Alumni President***

# CONNECTION TO THE COMMUNITY

Tuskegee University was founded by Booker T. Washington in 1881 and has become one of the nation's most outstanding institutions of higher learning. Tuskegee is an independent and state-related institution, a recognized Historically Black College and University (HBCU), and one of two designated land-grant universities in the state of Alabama.

Tuskegee University was the first HBCU to be designated as a Registered National Historic Landmark and the only Black college to be designated a National Historic Site. Special historical significance of Tuskegee University includes The General Daniel "Chappie" James Center for Aerospace Science and Health Education, honoring America's first Black four-star general who was a Tuskegee graduate and housing the nation's only Aerospace Science Engineering program at an HBCU, and the Tuskegee National Center for Bioethics in Research and Health Care.

Faculty, staff, students, and alumni emphasize the Tuskegee spirit, close-knit community, and the connections and relationships developed at Tuskegee as being distinctive. The Tuskegee history, legacy, traditions, and feeling of family make the school unique. The University's strong STEM academic programs in engineering, chemistry, and veterinary medicine are nationally recognized and attractive to prospective students.

A focus group was held with community leaders in December 2020 to explore how the University and the City of Tuskegee could enhance communications and collaboration. Community leaders expressed their strong affinity for and connection to Tuskegee University and their desire to have a closer working relationship with the University.

The relationship between the City and the University and the livability and attractiveness of the City are important factors affecting Tuskegee University's ability to attract and retain students and provide a safe haven for their education. Collaboration between Tuskegee University, Tuskegee City officials, community organizations and other external stakeholders will create oneness and provide a symbiotic benefit to all entities.

*"Lewis Adams, representing the community, and Booker T. Washington, representing education, demonstrated how this combination produces a student who is prepared to take on the many challenges faced by peoples of African descent worldwide. The fathers of what is now Tuskegee University set a precedent that by working together, students gain untold benefits in all aspects of their personal and professional lives. And the communities in which the graduates live and work become stronger and more resilient. The union between Tuskegee University and the City of Tuskegee in the strategic planning process fortifies the education of Tuskegee University students and continues the legacy that makes 'Mother Tuskegee' a unique educational experience."*

***Lucenia Williams Dunn, Ph.D., Founder and President/CEO, Tuskegee Macon County Community Foundation, Inc.***

## IDENTIFICATION OF GOALS, OBJECTIVES AND INITIATIVES

The initial priority areas for the strategic plan were identified through the University-wide S.W.O.T. analysis in early 2020. The Board of Trustees reviewed these priority areas in December 2020 and provided their vision for each of the priorities. The priority areas were refined into goal statements, as a result of the work performed by the planning committees and University leadership. The planning committees, through monthly work assignments, used the goal statements to develop objectives and identify initiatives to achieve the goals over the course of the five-year strategic plan. Key performance indicators (KPIs) were developed for all objectives by the work committees; these initial KPIs were then refined by University leadership so they could become KPIs used by all University departments, faculty, and staff.

# CHALLENGES AND OPPORTUNITIES

## INTRODUCTION

Strategic pillars are the primary areas of focus that define the organization's high-level strategy, break down the mission and vision into action, and focus energy on desired results. The following key strategic pillars have been identified through the planning and data collection activities as key organization-wide issues for the University to consider in developing the

## OVERARCHING PILLARS

### STUDENT EXPERIENCE

- Attracting, retaining, and successfully graduating students is Tuskegee University's mission. Student enrollment at Tuskegee has continued to decline over recent years and is at a seven-year low. The retention rate of freshman students returning for a second year to Tuskegee is 70%. The four-year graduation rate is 29%, and the six-year graduation rate is 54%. The graduation rates are significantly lower than the national average and provide a baseline benchmark against which to measure improvement.
- Tuskegee's master steering strategic planning committee has prioritized the establishment of a student-centered culture, encompassing student success, student engagement, and parent and student satisfaction.
- Student surveys indicate only 24% of students are extremely satisfied or very satisfied with their experience at Tuskegee. Nearly two-thirds (65%) are non-committal with their student experience, rating it as "slightly satisfied" or "somewhat dissatisfied." Enhancing the University's infrastructure, building economic development programs, and collaborating with Tuskegee City are key opportunities identified by students as important to improving the student experience on campus.
- Students participating in the focus group expressed health concerns related to the environmental conditions of residence halls and classrooms. An improved quality of life for students and a student-centric culture at Tuskegee are critical to increasing enrollment of new students, retaining students already enrolled, and improving the graduation rate.

### ACADEMIC EXCELLENCE

- The Board of Trustees' vision for Tuskegee is to be a pre-eminent research institution and achieve the Carnegie R2 rating as a research institution.
- Tuskegee University has established a reputation for being among the nation's premier minority research institutions in addressing the global needs of citizens, industries, and governments.
- Planning committees have identified opportunities for Tuskegee to grow and expand academic programs through increasing the number of graduate programs, expanding online degree programs, developing programs for adult learners, and developing continuing education programs and certificate programs.
- State-of-the-art technology, teaching resources, and laboratories are critical to academic success.
- Faculty and staff have identified high turnover of faculty and staff, low salaries and benefits, and high faculty workloads as obstacles to recruiting and retaining the world-class faculty needed for academic excellence.

# CHALLENGES AND OPPORTUNITIES

## OVERARCHING PILLARS

## OPERATIONAL AND ORGANIZATIONAL EFFECTIVENESS

Pursuing and achieving operational excellence is the foundation for completing the goals, objectives and initiatives identified in the strategic plan. Operational excellence for Tuskegee is achieved by improving internal processes and operations and upgrading campus facilities and infrastructure.



### Improving Internal Processes and Operations

- Alumni and community members describe the historic spirit of Tuskegee as "Mother Tuskegee." This affection for the University attracts generations of family members as students to Tuskegee. This spirit was created through a culture of civility and respect and an intent to educate the whole person: the hand, the heart, and the mind.
- Planning partners emphasized that operational excellence is achieved through a culture of communication, transparency, trust, civility, and diversity. It is achieved through the engagement of people – students, faculty, and administrative staff.
- The strategic planning process has emphasized transparency and accountability in collecting and sharing data and information. A consistent effort has been made to engage stakeholders at all levels to gain input, ideas, and feedback.
- Tuskegee's master steering strategic planning committee has established the development and administration of efficient resource management processes as an institutional priority. Efficient resource management includes data-informed decision making and effective human resource management.
- Internal processes must be modernized to reduce paper use and convey data and information quickly and safely.
- Communication within the University faculty and staff must be timely and responsive.

### Upgrading Campus Facilities and Infrastructure

- All stakeholders involved in the planning process – alumni, students, faculty, and staff – detail the improvements that must be made to student housing to attract and retain students.
- Students' number one dislike with Tuskegee is the living conditions in the dorms, and they provided details on improvements that need to be made to create dorms that are environmentally safe and attractive.
- Trustees advocate for the University to build a "living and learning" residential center that provides attractive and pleasant living accommodations for students.
- Classrooms are antiquated and need to be upgraded to allow for technology-driven hybrid learning instruction. Faculty would like to have computers, white boards, and cameras in all classrooms and an expanded online curriculum.
- Digital technology upgrades are needed to keep broadband reliable, to keep information and data safe and secure, and to enable different software systems to communicate and share information.
- Shared state-of-the-art laboratories are needed for instruction in the requested new Science Building and to enhance the recognized STEM programs.
- Athletic facilities need a master plan for facility upgrades and improvements in the ticketing process.

# MISSION, VISION, AND CORE VALUES

The Tuskegee University Board of Trustees met on January 23, 2021, and reviewed Tuskegee University's current mission and vision statements. The Board discussed the importance of these statements to the strategic planning process, as they guide the University's future strategic direction. Additionally, guiding mission and vision statements are also a critical component of the University's accreditation process. For annual reaccreditation, the Board of Trustees must demonstrate they have reviewed the statements and discussed their relevance to the current environment.

Also in January, the Board of Trustees reviewed the feedback on the vision and mission statements generated from the Strategic Planning Committees and from the Board of Trustees strategic planning survey. During the meeting, the Board of Trustees reviewed this feedback and developed ideas they felt were important to guide Tuskegee's mission and vision statements. Due to the significant revision of these statements, the Board of Trustees appointed an ad hoc committee to take the ideas generated at the meeting and develop draft mission, vision and core values to be reviewed by the Board of Trustees.

The Mission and Vision Ad Hoc Board of Trustees Subcommittee met on January 26, 2021, to discuss the full Board's ideas from January 23. The committee enthusiastically discussed the key elements they believe should be included in both the mission and vision statements, the message that each statement should deliver, and the differences between the two statements.

The SCP team facilitated the Ad Hoc Committee meeting and provided context and direction on the two statements' differences. The mission statement defines the organization's purpose; it defines why we are here, who we are, what we do, and how we do it. The vision statement is an emotionally inspiring, visual picture of the future to which the organization aspires.

During the Ad Hoc Committee meeting on January 26, 2021, the committee created draft mission and vision statements. These statements were then circulated back to the seven established Strategic Planning Committees that were asked to share input and feedback on the draft statements. The Strategic Planning committees were formally given the draft statements on February 3, 2021, and asked to provide input by February 25, 2021.
.

After receiving feedback from the committees on the mission and vision draft statements, the Mission and Vision Ad Hoc Committee met again, on March 3, 2021, and reviewed the Strategic Planning Committees' feedback. The Mission and Vision Ad Hoc Committee members reworked the statements incorporating the feedback while simultaneously revisiting each statement's intent and meaning, as well as the context of all words and phrases in each statement. The finalized versions of the proposed mission and vision statements were approved for full Board's approval at the March 20, 2021 meeting.

In addition to updating the vision and mission statements, the Ad Hoc Board of Trustees Subcommittee reviewed and proposed revisions to Tuskegee University's core values. The recommended updates to Tuskegee's values were also circulated among the planning committees for input. Shortly thereafter, the committee presented the core values to the full Board for its approval, which was also granted at the March 20, 2021 board meeting.

# VISION

Tuskegee University is a pre-eminent educational and research institution that develops innovative and transformative leaders who solve the world's most complex problems.

# MISSION

Tuskegee University advances knowledge, leadership and service through teaching, research, and outreach programs. Uniquely positioned as a historically Black, private, state-related, land-grant University, Tuskegee faculty, staff and students transfer knowledge and transform our communities, state, nation, and world.

# CORE VALUES

Civility, Respect, Trust, and Transparency

Accountability and Integrity

Innovation and Resourcefulness

Academic Rigor and Life-long Learning

Diversity and Inclusion

Equity and Social Justice

Honoring Our History

# PRIMARY STRATEGIC AREAS

## ACADEMIC EXCELLENCE

Tuskegee's mission is to advance knowledge, leadership and service through teaching, research, and outreach programs. Continuously evaluating and enhancing the academic programs that are offered will prepare students to compete and be leaders in the global community. This goal will be achieved through the delivery of highly marketable programs, more online and distance education programs, multi-disciplinary teaching, and an expansion of graduate-level programs.

**Goal 1: Academic Excellence**
Enhance academic profile, enterprise, and reputation through continuous assessment and strengthening of academic programs.

## OPERATIONAL EFFICIENCY

To be a leader in academic excellence, Tuskegee must ensure that all internal processes and practices are properly aligned so that operational efficiencies and effectiveness can be achieved. Establishing a culture that *expects* operational excellence – from all faculty, staff, and students – builds transparency, trust, and accountability throughout the University.

**Goal 2: Operational Excellence**
Develop and implement transparent, efficient, and effective operational practices, policies, and procedures to ensure operational sustainability, while promoting and encouraging excellence in all areas and strategic use of resources.

# PRIMARY STRATEGIC AREAS

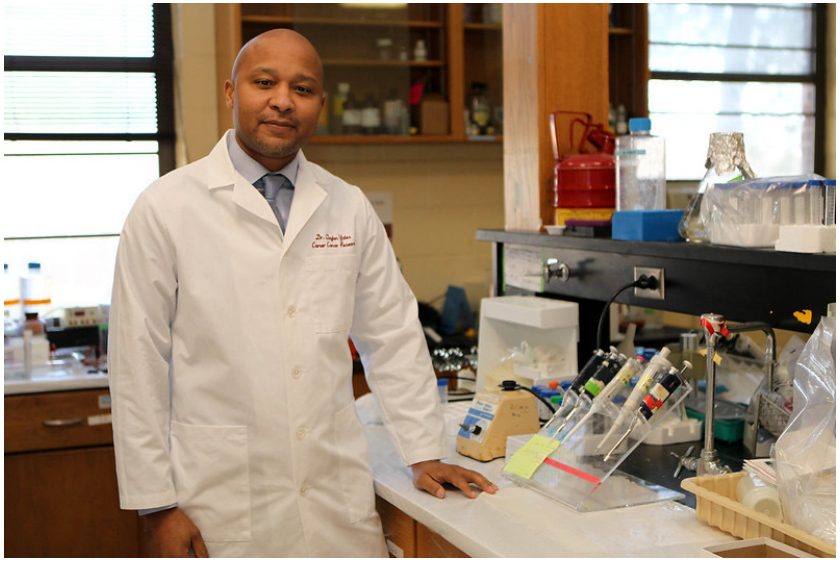
## STUDENT EXPERIENCE

Tuskegee has identified key performance metrics for increasing student enrollment, student retention, and graduation rates. Improving student engagement is developed through an emphasis on student "customer service" – ensuring that students have attractive and environmentally safe living accommodations and classrooms for learning – and delivering diversified learning opportunities.

**Goal 3: Student Experience**
Elevate the Student Experience through ongoing engagement that begins before arrival and continues after graduation.

## RESEARCH, INNOVATION, ENTREPRENEURSHIP

The Board of Trustees have established that Tuskegee will be a pre-eminent educational and research institution and the University's vision is to become a Carnegie R2 research institution. R2 designation will be achieved through an increase in external grants and contracts for research, an expansion of graduate programs and degrees conferred, and an internal drive for creativity and innovation.



**Goal 4: Research, Innovation, and Entrepreneurship**
Establish innovative solutions for real-world challenges through research, entrepreneurship, and scholarly activities.

# PRIMARY STRATEGIC AREAS

## WORLD-CLASS FACULTY AND STAFF

Tuskegee recognizes that academic excellence, operational excellence, and student engagement is achieved through a world-class faculty and staff. The University *must* be able to attract and retain world-class faculty, by providing competitive compensation and benefits to attract and retain faculty, and by supporting faculty with creative professional development programs and technologically innovative teaching resources.

**Goal 5: World-Class Faculty and Staff**
Promote an educational environment that attracts, recruits, retains, and supports a world-class and diverse faculty and staff.

## ADVANCES IN INFRASTRUCTURE AND RESOURCES

Infrastructure is the foundation for achieving academic excellence, operational excellence, and student engagement. Technology and infrastructure upgrades are necessary to facilitate online and in-person instruction and bolster distance-learning programs. Operational efficiency and process improvement will also occur through infrastructure upgrades. Facility improvements to dorms, living accommodations, classrooms, and laboratories are needed to create the high-quality "student experience" expected by students and families. Enhancement of infrastructure cannot occur without additional financial resources; developing a philanthropic culture to support fundraising, grants and gifts will raise the financial resources needed.

**Goal 6: Advances in Infrastructure and Resources**
Position the University for long-term financial sustainability through improved infrastructure and technology (processes and systems) and through philanthropic, corporate, and alumni support to achieve operational excellence.

# PRIMARY STRATEGIC AREAS

## ATHLETICS

Tuskegee has a long history and tradition of fielding successful athletic teams. Athletics is a vital support activity for creating student and alumni engagement. Modernizing the athletic facilities and processes and recruiting and retaining top-notch coaches and support personnel will provide additional revenue for the programs and increase national recognition and recruitment of athletes.

### Goal 7: Athletics

Establish a culture that supports the ability for our student athletes to be competitive across our entire sports portfolio.

## COMMUNITY AND STRATEGIC PARTNERSHIPS

Tuskegee University historically has been intricately connected to the community. Re-envisioning innovative partnerships with the community will strengthen the communities around Tuskegee and provide valuable practical learning experiences for students and faculty.

### Goal 8: Community and Strategic Partnerships

Improve the quality of life for all Alabamians through programs and services committed to the economic development and the promotion of healthy people, environment, and communities.

# GOALS, OBJECTIVES, INITIATIVES, AND KEY PERFORMANCE INDICATORS

*"Tuskegee has always and continues to strive for excellence in order to remain a leader in discovery and innovation since George Washington Carver. Tuskegee recruits, develops, and retains qualified and diversified faculty to foster the development of the enormous talent pool represented by Tuskegee students. Partnerships with external institutions in industry, government, and foundations provide a focus that strengthens faculty and student development. Then, as now, this effort enables Tuskegee and its graduates to compete in both the academic and professional realms, both locally and internationally."*

*Heshmat Aglan, Interim Provost*

Tuskegee's mission is to advance knowledge, leadership and service through teaching, research, and outreach programs. Continuously evaluating and enhancing the academic programs that are offered will prepare students to compete and be leaders in the global community. This goal will be achieved through the delivery of highly marketable programs, more online and distance education programs, multi-disciplinary teaching, and an expansion of graduate level programs.

## Goal 1

**Enhance academic profile, enterprise, and reputation through continuous assessment and strengthening of academic programs.**

*"Education is not a thing apart from life – not a 'system,' nor a philosophy; it is direct teaching how to live and how to work."*

***Booker T. Washington***

## Objective 1.1

**Expand undergraduate educational programs by focusing on those that are highly marketable.**

### Initiatives

1. Evaluate, consolidate, and align existing programs.
2. Expand on the existing university-wide pre-college bridge and other pipeline programs to increase rates of retention and graduation.
3. Increase recruitment and fundraising to provide more scholarships for pipeline and bridge programs.
4. Develop articulation agreements with community colleges and other universities.
5. Develop inquisitive, team-collaboration projects for student engagement.
6. Improve the transition from student to employee or entrepreneurship.
7. Partner with stakeholders to identify and develop curriculum to solve business and world problems.
8. Define for students the alignment between program offerings, academic quality, and student learning outcomes.

## Objective 1.1

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **1.1**<br>Expand undergraduate educational programs by focusing on those that are highly marketable. | • Provost and Vice President for Academic Affairs (College Deans, Institutional Effectiveness, Career and External Affairs, Department Heads and Faculty, Student Affairs) | • Evaluate, consolidate, and align existing programs.<br>• Expand on the existing university-wide pre-college bridge and other pipeline programs to increase rates of retention and graduation.<br>• Increase recruitment and fundraising to provide more scholarships for pipeline and bridge programs.<br>• Develop enrollment agreements with community colleges and other Universities.<br>• Develop inquisitive team collaboration projects for student engagement.<br>• Improve the transition from student to employee or entrepreneur.<br>• Partner with businesses to identify and develop curriculum to solve business and world problems.<br>• Define for students the alignment between program offerings, academic quality, and student learning outcomes. | • Increase number of academic programs reviews to three annually. | Years 1-5<br>(Annually at the beginning of each academic year) |

## Objective 1.2

**Expand and enhance distance education and online course offerings for current students and non-traditional students, to increase the number of graduate degrees and certificate and micro-credentials programs.**

### Initiatives

1.Invest in state-of-the-art technology for online course offerings.
2.Increase the number of online courses offered to students.
3.Increase the number of online degree programs available to adult and non-traditional students.
4.Establish tuition rates for online and distance learning that are affordable for online learners.
5.Create certificate and specialized training programs and continuing professional education courses within existing academic programs to support learners' success in their workplace.

## Objective 1.2

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **1.2**<br>Expand and enhance distance education and online course offerings for current students and non-traditional students, to increase the number of graduate degrees and certificate and microcredential programs. | • Provost and Vice President for Academic Affairs (College Deans, Institutional Effectiveness, Department Heads and Faculty)<br>• Distance and Online Learning<br>• Information Technology<br>• Enrollment Management | • Invest in state-of-the-art technology for online course offerings.<br>• Increase the number of online courses offered to students.<br>• Increase the number of online degree programs available to adult and non-traditional students.<br>• Establish tuition rates for online and distance learning that are affordable for online learners.<br>• Create certificate, specialized training programs, and continuing professional education courses within existing academic programs to support learners' success in their workplace. | • Convert existing curriculum to online learning to ensure that at least 20% of all courses can be offered online.<br>• 10% increase in certificate and CEU programs.<br>• 10% of degree programs are offered online. | Year 2<br>Year 3<br>Year 4 |

## Objective 1.3

**Increase the number of master's and doctoral degree programs.**

### Initiatives

1.Conduct a needs assessment of strengths and concentrate on where new master's and doctoral programs can be implemented.
2.Develop a plan for recruitment of students to current and new graduate programs.
3.Invest in the development of graduate faculty.

## Objective 1.3

### KEY PERFORMANCE INDICATORS



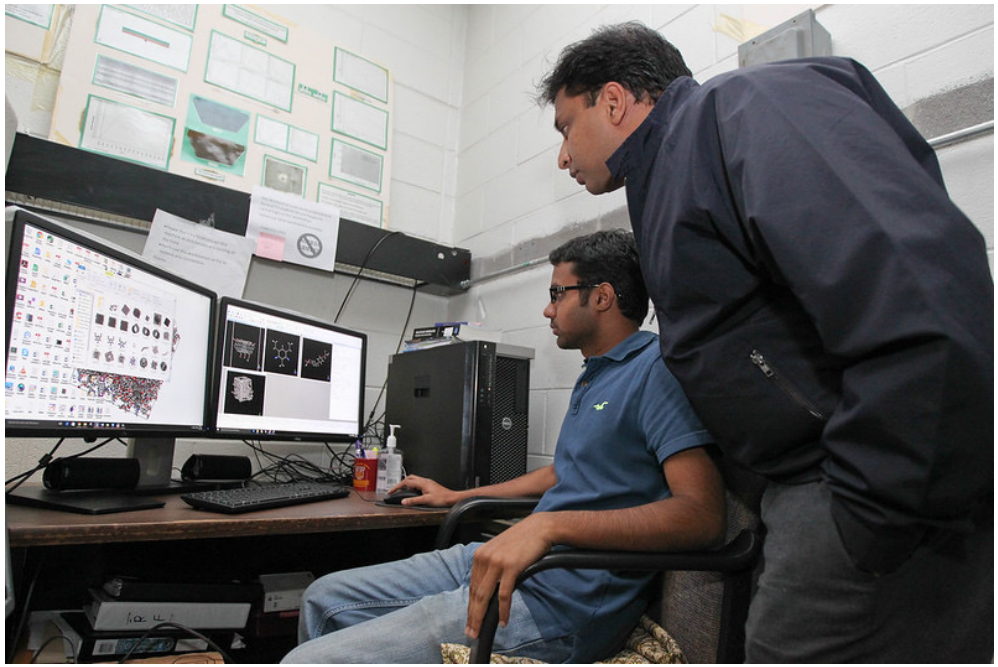
| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **1.3**<br>Increase the number of master's and doctoral degree programs. | • Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Institutional Effectiveness, Department Heads and Faculty)<br>• Enrollment Management | • Conduct a needs assessment of strengths and concentrate on where new master's and doctoral programs can be implemented.<br>• Develop a plan for recruitment of students to current and new graduate programs.<br>• Invest in the development of graduate faculty.<br>• Develop enrollment management plans for both graduate and undergraduate programs to achieve Carnegie status by Year 4. | • Needs assessment completed of masters and doctoral programs.<br>• Develop an Enrollment Management Plan.<br>• Increase master's and doctoral degrees awarded annually by 25% percent.<br>• Coordinate with Faculty teaching load plan.<br>• Carnegie Status achieved. | Year 1 (Immediate Priority)<br>Year 1 (Immediate Priority)<br>Years 3 and 4<br>Year 4 |

## Objective 1.4

**Develop strategic multi-disciplinary degree education and research programs.**

### Initiatives

1.Identify academic programs from the physical and social sciences that could be integrated into an interdisciplinary course that focuses on real-world issues.
2.Identify academic professors interested in developing interdisciplinary courses.
3.Research external corporations who support and could possibly fund an interdisciplinary curriculum.
4.Develop interdisciplinary learning curriculum for students.



## Objective 1.4

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **1.4**<br>Develop strategic multi-disciplinary degree education and research programs | • Provost and Vice Provost and Vice President for Academic Affairs (College Deans, Institutional Effectiveness, Department Heads and Faculty) | • Conduct a needs assessment of multidisciplinary education and research programs.<br>• Develop interdisciplinary learning curriculum for students. | • Needs assessment, multidisciplinary education and research programs. | Year 2 |

## Objective 1.5

**Expand our global research activities, locations, and partners.**

### Initiatives

1. Increase international student enrollment.
2. Enhance study-abroad programs and opportunities for students.

## Objective 1.5

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **1.5**<br>Expand our global research activities, locations, and partners | • Provost and Vice Provost and Vice President for Academic Affairs (College Deans, Institutional Effectiveness, Department Heads and Faculty)<br>• Global Office | • Increase international student enrollment.<br>• Enhance study-abroad programs and opportunities for students. | • Expand global education and research activities with an emphasis on building global hubs in the Middle East, Africa, Caribbean Islands, and Asia Pacific.<br>• Number of international students enroll at Tuskegee University and Tuskegee students who participate in study and experiential learning abroad. | Years 1-5<br>Years 1-5 |

To be a leader in academic excellence, Tuskegee must ensure all internal processes and practices are aligned for operational efficiencies and effectiveness. Establishing a culture that expects operational excellence from all faculty, staff, and students builds transparency, trust, and accountability throughout the University.

## Goal 2

**Develop and implement transparent, efficient, and effective operational practices, policies, and procedures to ensure operational viability and sustainability.**

## Objective 2.1

**Optimize the use of University resources to fund and support strategic initiatives.**

### Initiatives

1. Evaluate optimum enrollment size to ensure sustainability.
2. Implement a budgeting planning process that guarantees that the allocation of financial resources aligns with strategic initiatives.

*"Tuskegee University is committed to promoting honest and ethical conduct of all employees having responsibility over and/or access to financial assets, and to foster a culture of honesty, integrity, stewardship, and financial accountability across the entire campus community."*

***Dr. Charlotte P. Morris, University President***

# OPERATIONAL EFFICIENCY

## Objective 2.1

### KEY PERFORMANCE INDICATORS

| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **2.1**<br>Optimize the use of University resources to fund and support strategic initiatives while maintaining fiscal viability and sustainability. | • Chief Financial Officer<br>• Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Institutional Effectiveness, Department Heads and Faculty) | • Evaluate optimum enrollment size to ensure sustainability.<br>• Implement a budgeting process that ensures that the allocation of financial resources aligns with strategic initiatives. | • Enrollment feasibility study "Right Fit."<br>• Budget Planning process aligned with Annual Strategic Planning Process. | Year 1<br>Years 1-5 |

## Objective 2.2

**Create a culture that embraces operational efficiency, best practices, and continuous quality and service improvement.**

*"As a graduate and employee of this prestigious HBCU, I am excited that this strategic plan will serve as our framework to ensure operational efficiency while nurturing the next generation of students."*

***Chiquita Lee, Program Manager for The Center for Biomedical Research***

### Initiatives

1. Enhance and expand Business Process Improvement(s) to lead the University efforts in promotion of sound business practices.
2. Build customer/stakeholder satisfaction by exercising best practices in customer service delivery.
3. Operate the University in a manner that maintains public trust.

# OPERATIONAL EFFICIENCY

## Objective 2.2

### KEY PERFORMANCE INDICATORS

| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **2.2**<br>Create a culture that embraces operational efficiency, best practices, and continuous quality and service improvements. | • Chief Financial Officer<br>• Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Institutional Effectiveness, Department Heads and Faculty) | • Enhance and expand Business Process Improvement(s) to lead the University efforts in promotion of sound business practices.<br>• Build customer/stakeholder satisfaction by exercising best practices in customer service delivery.<br>• Operate the University in a manner that maintains public trust. | • Immerse all faculty and staff in the understanding of University core values and how the values are lived in daily activities. | Years 1-5 |
| | | | • Engage all faculty and staff in creating transparency and accountability in decision making. | Years 1-5 |
| | | | • Revolutionize and streamline operations to create less paper, less duplication of work. | Year 1 (Immediate Priority) |
| | | | • Explore the rationale for decreasing faculty loads (indirect costs; curriculum sheets). | |
| | | | • Customer Satisfaction Surveys 95% (internal and external stakeholders). | Years 1-5 |

## Objective 2.3

**Operate the University in a manner that maintains public trust.**

### Initiative

Design and implement an executive management succession plan.

## Objective 2.3

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **2.3**<br>Operate the University in a manner that maintains public trust. | • Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Institutional Effectiveness, Department Heads and Faculty)<br>• Human Resources | • Design and implement an executive management succession plan. | • High-level review of the talent pipeline<br>• Review of each function and strategic area focusing on educationally critical roles that are essential to the university operation and strategic plan implementation. | Years 1-2 |

## Objective 2.4

**Increase operational excellence and efficiencies.**

### Initiatives

1. Immerse all faculty and staff in the understanding of University core values and how the values are lived in daily activities.
2. Engage all faculty and staff in creating transparency and accountability in decision making.
3. Revolutionize and streamline operations to create less paper, less duplication of work.
4. Promote strategic and responsible stewardship of resources.
5. Explore the rationale for decreased faculty loads (indirect cost; curriculum sheets).



***Tribute to Danette Hall:***

*Mrs. Hall was the cornerstone to the Office of Sponsored Programs (OSCP). Her dedication to Tuskegee University for more than 30 years exemplifies the values we uphold. Her work on this strategic plan will live on for years to come.*

## Objective 2.4

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **2.4**<br>Increase operational excellence and efficiencies. | • Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Institutional Effectiveness, Department Heads and Faculty)<br>• Human Resources | • Immerse all faculty and staff in the understanding of University core values and how the values are lived in daily activities.<br>• Engage all faculty and staff in creating transparency and accountability in decision making.<br>• Revolutionize and streamline operations to create less paper, less duplication of work.<br>• Promote strategic and responsible stewardship of resources.<br>• Explore the rationale for decrease faculty loads (indirect cost; curriculum sheets). | • Implementation of electronic performance evaluation and review processes.<br>• Faculty and staff satisfaction surveys; 75% satisfaction rate.<br>• Explore the rationale for decreasing faculty loads (indirect cost; curriculum sheets).<br>• Develop and implement plan for faculty workload in Year 2. | Year 1<br>Years 1-5<br>Ongoing (Annually)<br>Year 1<br>Year 2 |

## STUDENT EXPERIENCE



Tuskegee has identified key performance metrics for increasing student enrollment, student retention, and graduation rates. Improving student engagement is developed through an emphasis on student customer service, ensuring students have attractive and environmentally safe living accommodations and classrooms for learning, and delivering diversified learning opportunities.

Goal

3

**Elevate the student experience through ongoing engagement that begins before arrival and continues after graduation.**

## Objective 3.1

**Build a customer service engagement culture for students that is modeled on the University's core values.**

### Initiatives

1. Revise and refine satisfaction surveys to align with the strategic plan.
2. Enhance University culture to be more student-centric.
3. Enhance the quality-of-life amenities needed to create a positive and engaging student experience.

## Objective 3.1

### KEY PERFORMANCE INDICATORS

| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **3.1**<br>Build a customer service engagement culture for students that is modeled on the University's core values. | • Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Department Heads and Faculty)<br>• Institutional Effectiveness<br>• Enrollment Management<br>• Student Affairs<br>• Capital Projects and Facilities Services<br>• Budgeting and Planning | • Revise and refine satisfaction surveys to align with the strategic plan.<br>• Enhance University culture to be more student-centric.<br>• Enhance the quality-of-life amenities needed to create a positive and engaging student experience. | • Student customer service satisfaction surveys; 75% satisfaction.<br>• Increase retention rates and reduce withdrawal, and drop out rates. | Years 1-5; annually<br>Years 1-5; annually |

*"You may fill your heads with knowledge or skillfully train your hands, but unless it is based upon high, upright character, upon a true heart, it will amount to nothing."*

***Booker T. Washington***

## Objective 3.2

**Increase recruitment and enrollment of undergraduate students both domestically and internationally.**

### Initiatives

1. Re-envision the value proposition offered to potential students, historic mission of Tuskegee, what is unique about Tuskegee mission and program offerings, Tuskegee brand for the 21st century, how Tuskegee contributes to the regional and state workforce needs.
2. Improve admission processes from recruitment to registration, and aligned with best practices.
3. Improve the advising process for enrollment with a focus on who should be accepted, and develop a path to remediation, academic success, and retention.
4. Increase recruitment and enrollment of more students from California, Florida, Illinois, and Texas.
5. Develop matriculation agreements with two-year and community colleges to provide remediation for students who need preparatory work.
6. Increase in support of student extracurricular activities, such as choir, band, and intra-mural sports.

## Objective 3.2

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **3.2**<br>Increase recruitment and enrollment of undergraduate students*<br><br>**University-Wide Initiative* | • Enrollment Management<br><br>• Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Department Heads and Faculty)<br><br>• Institutional Effectiveness | • Re-envision the value proposition offered to potential students, historic mission of Tuskegee, what is unique about Tuskegee mission and program offerings, Tuskegee brand for the 21st century, how Tuskegee contributes to the regional and state workforce needs.<br><br>• Improve admission processes from recruitment to registration, and ensure they are aligned with best practices.<br><br>• Improve the advising process for enrollment with a focus on who should be accepted, and develop a path to remediation, academic success, and retention.<br><br>• Increase recruitment and enrollment of more students from California, Florida, Illinois, and Texas.<br><br>• Develop matriculation agreements with two-year and community colleges to provide remediation for students who need preparatory work.<br><br>• Increase in support of student extracurricular activities, such as choir, band, and intra-mural sports. | • Develop Enrollment Management Plan.<br><br>• Implement Enrollment Management plan.<br><br>• 5% annual increase in undergraduate enrollment.<br><br>• 5% annual increase in funding for extracurricular activities. | Year 1 (Immediate Priority)<br><br>Years 2<br><br>Years 1-5<br><br>Years 1-5 |

*"Tuskegee is a state of mind as it is a place, a place of possibility, hope, promise, self-empowerment, and where dreams come true."*

***Lionel Richie***

## Objective 3.3

**Annually increase retention and graduation rates of undergraduate students domestically and internationally.**

### Initiatives

1.Enhance Academic Advising and REACH Advising support services.
2.Increase the four-year graduation rate.
3.Increase the six-year graduation rate.
4.Increase medical services on campus to provide 24-hour care.
5.Support commercial development in the City of Tuskegee to create a true college community.
6.Partner with business and industry in Alabama to create internships, career placement, and exposure to work settings.
7.Streamline online registration and financial aid applications.

## Objective 3.3

### KEY PERFORMANCE INDICATORS

| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **3.3**<br>Increase retention and graduation rates of undergraduate students. | • Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Institutional Effectiveness, Department Heads and Faculty)<br>• Enrollment Management<br>• Student Affairs<br>• Institutional Advancement<br>• Tuskegee University National Alumni Association | • Enhance Academic Advising and REACH Advising support services<br>• Increase the four-year graduation rate.<br>• Increase the six-year graduation rate.<br>• Increase medical services on campus to provide 24-hour care.<br>• Support commercial development in the city of Tuskegee to create a true college community.<br>• Partner with business and industry in Alabama to create internships, career placement, and exposure to work settings.<br>• Streamline online registration and financial aid applications. | • Annually increase undergraduate students' retention rate by 3%.<br>• Annually increase 4- and 6-year graduation rates by 2%.<br>• 100% of undergraduate students actively engaged with academic advisor. | Years 1-5; annually<br>Years 1-5; annually<br>Years 1-5; annually |

## Retention and Graduation Rates

| Year | Retention Rate | Graduation Rate |
|---|---|---|
| 2019-2020 * | 74% | 52% |
| 2020-2021 * | 76% | 52% |
| 2021-2022 | 80% | 57% |
| 2022-2023 | 84% | 62% |
| 2023-2024 | 88% | 67% |
| 2024-2025 | 92% | 72% |
| 2025-2026 | 96% | 75% |

** Data reflect actuals*

## Objective 3.4

**Annually increase recruitment and enrollment of graduate students domestically and internationally.**



### Initiative

Create seamless transition points from recruitment to application to acceptance within the graduation school.

*"Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome."*

***Booker T. Washington***

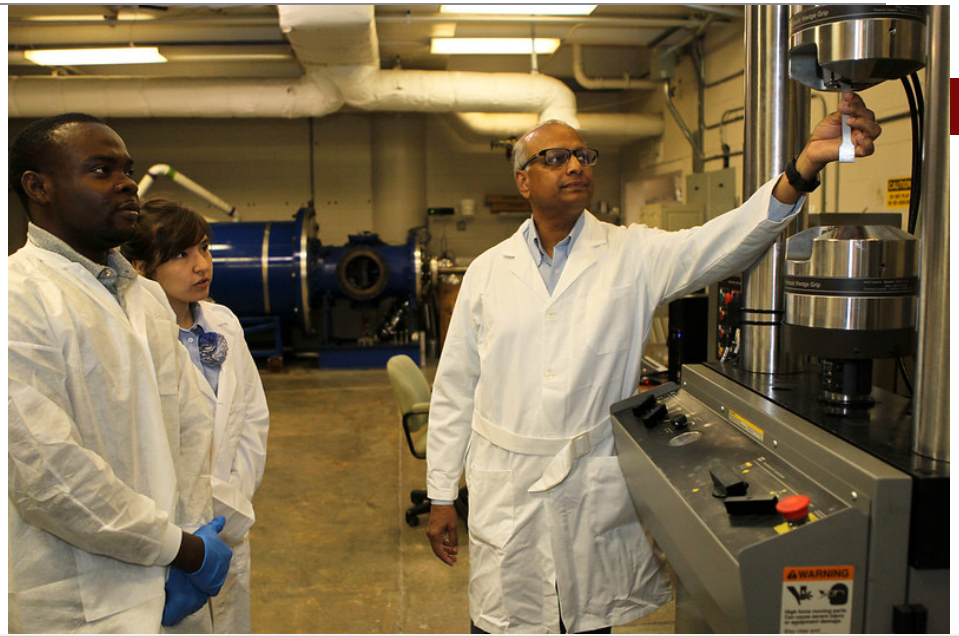
## Objective 3.4

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **3.4**<br>Increase recruitment and graduation rates and enrollment of graduate students. | • Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Institutional Effectiveness, Department Heads and Faculty)<br>• Enrollment Management | • Create seamless transition points from recruitment to application to acceptance within the graduate school. | • Percentage increase in graduate school enrollment.<br>• Increase in retention rate of graduate students. | Years 1-5<br>Years 1-5 |

The Board of Trustees have established that Tuskegee will be a pre-eminent educational and research institution and the University vision is to become a Carnegie R2 research institution. R2 designation will be achieved through an increase in external grants and contracts for research, and expansion of graduate programs and degrees conferred, and an internal drive for creativity and innovation.



## Goal 4

**Establish innovative solutions for real-world challenges through research, entrepreneurship, and scholarly activities.**

## Objective 4.1

**Achieve Carnegie R2 designation as a research institution.**

*"As an IBS Ph.D. graduate student at Tuskegee University, with a full fellowship that supports my stipend and tuition, I have gained academic and research training, participated in community services, and embraced and valued Tuskegee's history, mission and legacy. I have had the opportunity to engage in prostate cancer health disparities, achieved expertise in Big Data Analysis, Bioinformatics, and lead genomic data analysis besides building a network of peers. In addition, our work significantly contributes to the science field by peer-review publications and presentations at numerous scientific regional and national symposia and conferences."*

***Isra Elhussin, IBS Pre-doctoral Student***

### Initiatives

1. Complete a needs assessment of current Tuskegee research activities aligned to R2 designation standards.
2. Develop an action plan for enhancing or adding research activities to achieve the R2 designation.
3. Increase the number to 20 Ph.D.s conferred each year.
4. Increase the number of patents and publications each year.
5. Align workload and research expectations of faculty and staff to support R2 designation.
6. Increase research spending annually according to the National Science Foundation Higher Education Research and Development survey (HERD).
7. Develop promotion and reward system for faculty and staff related to research.

## Objective 4.1

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **4.1**<br>Achieve Carnegie R2 designation as a research institution. | • Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Institutional Effectiveness, Department Heads and Faculty) | • Complete a needs assessment of current Tuskegee research activities aligned to R2 designation standards.<br>• Develop an action plan for enhancing or adding research activities to achieve the R2 designation.<br>• Increase the number to 20 Ph.D.s conferred each year.<br>• Increase the number of patents and publications each year.<br>• Align workload and research expectations of faculty and staff to support R2 designation.<br>• Increase research spending annually according to the National Science Foundation Higher Education Research and Development survey (HERD).<br>• Develop promotion and reward system for faculty and staff related to research. | • Designate 20 doctoral students/increase in doctoral degrees.<br>• Develop master's-level programs (MBA; Education; Architecture).<br>• Increase in funding.<br>• Increase in expenditures related to research. | Years 2-5<br><br>Year 3 |

## Objective 4.2

**Strengthen the grants and contracts accounting in both the pre- and post-award processes to ensure accurate and timely documentation and financial oversight.**



### Initiatives

1. Overhaul the pre- and post-award grants managements system through the establishment of best practices.
2. Purchase grants management software to track grants management.

## Objective 4.2

### KEY PERFORMANCE INDICATORS



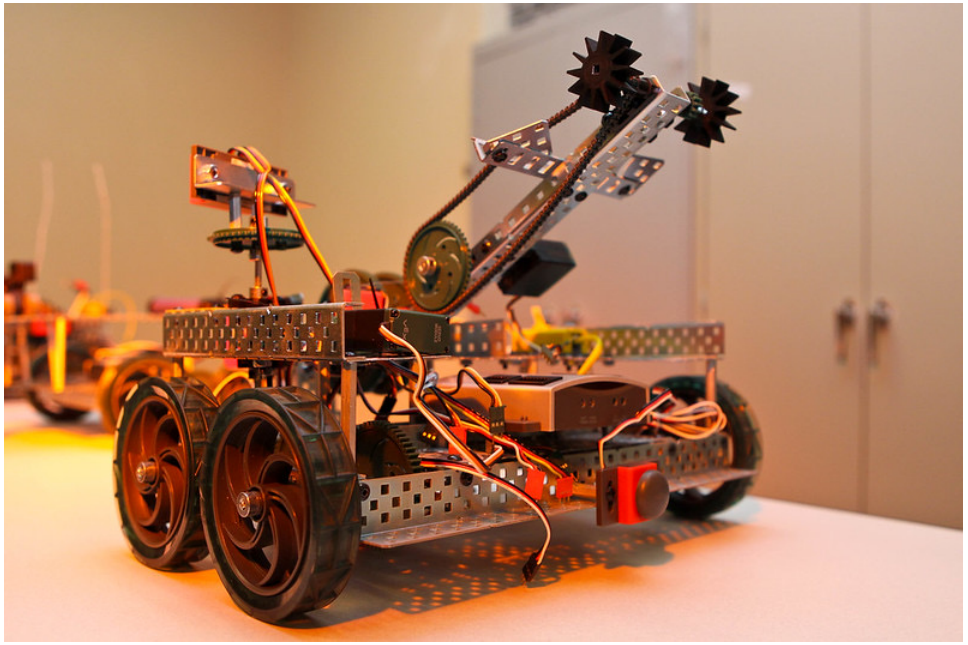
| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **4.2**<br>Strengthen the grants and contracts accounting in both the pre- and post-award processes to ensure accurate and timely documentation and financial oversight. | • Office of Sponsored Programs (Pre-Award)<br>• Grants, Contracts, and Accounting (Post-Award)<br>• Budgeting and Planning | • Overhaul the pre- and post-award grants managements system through the establishment of best practices.<br>• Purchase grants management software to track grants management. | • Develop Standard Grants Administrative Policies and Procedures that clarify, specify and formalize expectations criteria in full compliance with grant award.<br>• Grants management software in place and operational by Year 2. | Year 1<br><br>Align with Digital Technology plan (Year 2) |

## Objective 4.2

**Increase external funding to support research, innovation, and entrepreneurship.**

### Initiatives

1. Develop an innovation hub to promote research and entrepreneurship.
2. Provide financial incentives for faculty who secure external grants and contracts.
3. Build collaborative research partnerships with corporations and government agencies for research opportunities and funding.
4. Increase enrollment of graduate students to support research, innovation, and entrepreneurship.
5. Establish a foundation for research.
6. Collaborate with industry partners.



## Objective 4.2

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **4.2**<br>Increase external funding to support research, innovation, and entrepreneurship. | • Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Department Heads and Faculty)<br>• Institutional Advancement | • Develop an innovation hub to promote research and entrepreneurship.<br>• Provide financial incentives for faculty who secure external grants and contracts.<br>• Build collaborative research partnerships with corporations and government agencies for research opportunities and funding.<br>• Increase enrollment of graduate students to support research, innovation, and entrepreneurship.<br>• Establish a foundation for research.<br>• Collaborate with industry partners. | • Increase in external funding to support research, innovation, and entrepreneurship 5% annually.<br>• Innovation hub opens. | Annually<br>Year 2 |

## Objective 4.3

**Expand and enhance Tuskegee University research facilities.**

*"Education is the key to unlock the golden door of freedom."*

***Dr. George Washington Carver***

### Initiatives

1. Conduct a comprehensive needs assessment of current research and laboratory resources and develop a plan to maintain and upgrade research facilities.
2. Develop state-of-the-art research laboratories for faculty to conduct research.
3. Establish centralized and shared research labs and facilities.

## Objective 4.3

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **4.3**<br>Expand and enhance Tuskegee University research facilities. | • Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Department Heads and Faculty)<br>• Institutional Advancement<br>• Research and Sponsored Programs | • Conduct a comprehensive needs assessment of current research and laboratory resources and develop a plan to maintain and upgrade research facilities.<br>• Develop state-of-the-art research laboratories for faculty to conduct research.<br>• Establish centralized and shared research labs and facilities.<br>• Perform an assessment of current indirect cost rate. | • Complete a research facilities needs assessment.<br>• Develop and implement comprehensive plan for research infrastructure, building and support staff.<br>• Increase annual research funding from $45M to $60M by year 5. | Year 1<br>Years 2-5<br>Years 2-5 |

## WORLD-CLASS FACULTY AND STAFF

Tuskegee recognizes that academic excellence, operational excellence, and student engagement are achieved through a world-class faculty and staff. The University must be able to attract and retain world-class faculty. Tuskegee must provide competitive compensation and benefits to attract and retain faculty and must also support faculty with creative professional development and technologically innovative teaching resources.

Goal

5

**Promote a culture that attracts, recruits, retains, and supports a world-class and diverse faculty and staff.**

## Objective 5.1

**Develop a competitive compensation program to attract and retain world-class faculty and staff.**

*"Create a work environment that attracts world-class faculty and staff that will support a culture of continuous improvement throughout the entire university."*

***Cassandra Tarver-Ross, Chief Human Resources Officer***

### Initiatives

1. Conduct a compensation survey of similar-size universities.
2. Establish a competitive compensation program that is aligned with national and regional institutions and based on discipline, rank, experience, and accomplishments.
3. Develop an incentive compensation program for faculty who advance Tuskegee's research, innovation, and entrepreneurship.
4. Establish seed funds and reduce teaching loads for new faculty.
5. Develop effective evaluation processes that result in accountable faculty and staff who have a clear understanding of job expectations and how they contribute to the University's mission.

## Objective 5.1

### KEY PERFORMANCE INDICATORS

| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **5.1**<br>Develop a competitive compensation program to attract and retain world-class faculty and staff. | • Provost and Vice President for Academic Affairs<br>• Human Resources and Chief Financial Officer<br>• Institutional Effectiveness | • Conduct a compensation survey of similar-size universities.<br>• Establish a competitive compensation program that is aligned with national and regional institutions, and based on discipline, rank, experience, and accomplishments.<br>• Develop an incentive compensation program for faculty who advance Tuskegee's research, innovation, and entrepreneurship.<br>• Establish seed funds and reduce teaching loads for new faculty.<br>• Develop effective evaluation processes that result in accountable faculty and staff with a clear understanding of job expectations and how they contribute to the University mission. | • Complete a compensation analysis.<br>• Revise compensation plan/structure aligned to analysis.<br>• Increase retention rate of faculty and staff. | Year 1 (immediate priority)<br>Years 1-2<br>Years 2-5<br>Ongoing (Annually) |

## Objective 5.2

**Develop a center for continuing education to enhance the professional development and learning of faculty and staff.**

### Initiatives

1. Establish a Center for Teaching and Innovation.
2. Identify best practices for teaching/learning and provide professional development for faculty and staff.
3. Develop a series of "Lunch and Learn" workshops to support faculty and staff development.
4. Review/revise Customer Satisfaction surveys to align with strategic plan initiatives.

*"Excellence is to do a common thing in an uncommon way."*

***Booker T. Washington***

## Objective 5.2

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **5.2**<br>Develop a center for continuing education to enhance the professional development and learning of faculty and staff. | • Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Institutional Effectiveness, Department Heads and Faculty)<br>• Human Resources<br>• Distance and Online Learning | • Establish a Center for Teaching and Innovation.<br>• Identify best practices for teaching/learning and provide professional development for faculty and staff.<br>• Develop a series of "Lunch and Learn" workshops to support faculty and staff development.<br>• Review/revise Customer Satisfaction surveys to align with strategic plan initiatives. | • Student satisfaction with faculty teaching and professionalism; 95%.<br>• University stakeholders' satisfaction with the Tuskegee University "customer service experience." 95% (baseline 75%; annual satisfaction increase by 5%).<br>• Provide teaching and learning professional development modules for faculty.<br>• Provide professional development modules for staff. | Years 1-5<br>Ongoing (Annually)<br>Years 1-5<br>Ongoing (Annually)<br>Years 1-5<br>Ongoing (Annually)<br>Years 1-5<br>Ongoing (Annually) |

## Objective 5.3

**Increase the number of endowed professorships and chairs through enhanced fundraising initiatives.**

### Initiatives

1. Identify academic programs and positions that would benefit from an endowed professorship or chair.
2. Establish responsibilities and expectations of the endowed professorship or chair.
3. Identify potential corporations or alumni who may have an interest in endowing a professorship or chair within a program.
4. Increase fundraising efforts to fund endowed professorships and chairs.

## Objective 5.3

### KEY PERFORMANCE INDICATORS

| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **5.3**<br>Increase the number of endowed professorships and chairs through enhanced fundraising initiatives. | • Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Department Heads and Faculty)<br>• Institutional Advancement | • Identify academic programs and positions that would benefit from an endowed professorship or chair.<br>• Establish responsibilities and expectations of the endowed professorship or chair.<br>• Identify potential corporations or alumni who may have an interest in endowing a professorship or chair within a program.<br>• Increase fundraising efforts to fund endowed professorships and chairs. | • One endowed professorship and chair per College/School within 5 years. | Years 1-5 (Endowments to support scholarly activities) |

## ADVANCES IN INFRASTRUCTURE AND RESOURCES

Infrastructure is the foundation for achieving academic excellence, operational excellence, and student engagement. An upgrading of technology infrastructure is needed to facilitate online and in-person instruction and distance education programs. Operational efficiency and process improvement will also occur through infrastructure upgrades. Facility improvements to dorms, living accommodations, classrooms, and laboratories are needed to create the student experience expected by students and families. Enhancement of infrastructure cannot occur without additional financial resources. Developing a philanthropic culture to support fundraising, grants and gifts will raise the financial resources needed.

Goal

6

**Position the University for sustainable practices and long-term financial stability through improved institutional infrastructure (physical, digital, and fiscal resources).**

## Objective 6.1

**Physical Infrastructure: Maintain the physical campus to provide a clean, safe, serviceable and welcoming living and learning environment.**

### Initiatives

1. Complete an assessment of the current condition of facilities.
2. Update the campus master plan improving campus infrastructure.
3. Complete remediation of health and safety issues within residence halls and classroom buildings.
4. Build state-of-the-art classrooms, labs, and resources critical for academic success in the STEM and veterinary medicine programs.
5. Create accessible walking and biking routes throughout campus in compliance with the Americans with Disabilities Act.

## Objective 6.1

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **5.1**<br>Update the campus master plan improving the campus infrastructure. | • Capital Projects and Facilities Services<br>• Budgeting and Planning<br>• Institutional Advancement | • Complete an assessment of the current condition of facilities.<br>• Complete remediation of health and safety issues within residence halls and classroom buildings.<br>• Build state-of-the-art classrooms, labs, and resources critical for academic success in the STEM and veterinary medicine programs.<br>• Create accessible walking and biking routes throughout campus in compliance with the Americans with Disabilities Act. | • Update campus master plan.<br>• Create plan for facilities renovations and development.<br>• Remediate health and safety issues within residence halls and classroom buildings. | Year 1 (Immediate Priority)<br>Year 1 (Immediate priority)<br>Year 1 (Immediate priority) |

## Objective 6.2

**Physical Infrastructure: Renovate, modernize, and/or construct new residence halls, classrooms, and support facilities to enhance the student learning experience.**

### Initiatives

1. Create a public-private partnership to build a new residential housing with 250 suite-style apartments.
2. Create living-and-learning centers where students study, work on service projects and socialize together.
3. Build a student health and wellness center that incorporates student health, counseling, the Thermo Fisher lab, Innovation Maker spaces, and a fitness center.

## Objective 6.2

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **6.2**<br>Renovate, modernize, and/or construct new residence halls, classrooms, and support facilities to enhance the student learning experience. | • Capital Project and Facilities Services<br>• Budgeting and Planning<br>• Institutional Advancement<br>• Provost and Vice President for Academic Affairs<br>• Student Affairs | • Create a public-private partnership to build a new residential housing with 250 suite-style apartments.<br>• Create living-and-learning centers where students study, work on service projects and socialize together.<br>• Build a student health and wellness center that incorporates student health, counseling, the Thermo Fisher lab, and a fitness center. | • Annually, identify resources and location for new facilities in alignment with the campus master plan. | Years 1-4 |

## Objective 6.3

**Digital Infrastructure: Enhance technology throughout the University campus to support digital security and academic excellence.**

### Initiatives

1. Create a campus digital-readiness technology plan.
2. Establish a reliable, scalable, and secure network that is reachable campus-wide and meets industry standard of being accessible 99.5% of the time.
3. Update the campus firewall and stabilize computer infrastructure
4. Increase user knowledge and awareness of cyber security threats through annual training programs for faculty, staff, and students each academic year.
5. Advance digital transformation to expand library and digital resource capabilities throughout the university.

## Objective 6.3

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **6.3**<br>Enhance technology throughout the University campus to support digital security and academic excellence. | • Human Resources<br>• Information Technology<br>• Budgeting and Planning<br>• Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Department Heads and Faculty) | • Create a campus digital-readiness technology plan.<br>• Establish a reliable, scalable, and secure network that is reachable campus-wide and meets industry standard of being accessible 99.5% of the time.<br>• Update the campus firewall and stabilize computer infrastructure<br>• Increase user knowledge and awareness of cyber security threats through annual training programs for faculty, staff, and students each academic year.<br>• Advance digital transformation to expand library and digital resource capabilities throughout the university. | • Develop digital-readiness technology plan<br>• Implement the campus-wide digital technology plan Year 2 | Year 1<br>Year 2 |

*"It is our vision and responsibility as a University to contribute new knowledge to the world. Therefore, we must have the resources and facilities to support that mission. We rely on the generous donations of foundations, alumni, corporations, and individual contributors to fulfill Tuskegee's mission and vision.*

*The Board of Trustees are committed to providing oversight and accountability for the effective use of charitable resources and gifts from donors, beneficiaries and the general public."*

***Tuskegee University, Board of Trustees***

## Objective 6.4

**Fiscal Infrastructure: Institutionalize a fundraising plan that provides a continual stream of revenue for Tuskegee University that increases at least 10% annually.**



### Initiatives

1. Develop an alumni-engagement program.
2. Build a culture of courtesy, respect, responsiveness, and customer service focus within the alumni and development offices.
3. Re-imagine the Tuskegee University brand proposition.
4. Complete a capital campaign feasibility study.
5. Prepare and initiate a capital campaign to support University infrastructure, scholarships, and growth.
6. Create an engaging philanthropic culture to support fundraising and gifts from alumni, foundations, corporations, and individuals.

## Objective 6.4

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **6.4**<br>Create an engaging philanthropic culture to support fundraising and gifts from alumni, corporations, and individuals *<br><br>**University-wide Initiative Lead by Institutional Advancement* | • Provost and Vice President for Academic Affairs (College Deans, Institutional Effectiveness, Graduate Dean, Department Heads and Faculty)<br>• Institutional Advancement<br>• Human Resources<br>• Information Technology<br>• Budgeting and Planning<br>• Tuskegee University National Alumni Association | • Develop an alumni-engagement program.<br>• Build a culture of courtesy, respect, responsiveness, and customer service focus within the alumni and development offices.<br>• Re-imagine the Tuskegee University brand proposition.<br>• Complete a capital campaign feasibility study.<br>• Prepare and initiate a capital campaign to support University infrastructure, scholarships, and growth.<br>• Create an engaging philanthropic culture to support fundraising and gifts from alumni, foundations, corporations, and individuals. | • Capital campaign feasibility study completed.<br>• Initiate capital campaign.<br>• 5% annual increase in alumni giving.<br>• 10% increase in fundraising annually.<br>• Develop an alumni engagement program. | Year 1 (Feasibility Study, immediate priority)<br><br>Year 2 (Initiate capital campaign)<br><br>Years 1-5; ongoing (Annually)<br><br>Years 1-5; ongoing (Annually)<br><br>Year 2 |

## ATHLETICS

Tuskegee has a long history and tradition of fielding successful athletic teams. Athletics is a vital support activity for creating student and alumni engagement. Modernizing the athletic facilities and processes and recruiting and retaining top notch coaches and support personnel will provide additional revenue for the programs and increase national recognition and recruitment of athletes.

Goal

7

**Establish a culture that supports the ability for our student athletes to be competitive across our entire sports portfolio.**

## Objective 7.1

**Develop a masterplan to upgrade athletic facilities and grow athletic programs.**

*"Tuskegee is a great place for young men and especially women of color at this time and in the world. Our student athletes graduate with majors in engineering, occupational therapy, architecture and aerospace engineering."*

***Willie Slater, Tuskegee Head Football Coach, Interim Athletic Director***

### Initiatives

1. Create a needs assessment and economic feasibility study of the athletic program facilities, staffing, and recruitment/marketing efforts.
2. Research other University athletic programs for models of operations.
3. Develop a robust ticket-management system.
4. Develop a separate organization to support the athletic programs, athletic scholarships, and upgrading of athletic facilities, annual giving, and corporate donations.
5. Increase scholarships and budgets for programs that are not funded at all.

# ATHLETICS

## Objective 7.1

### KEY PERFORMANCE INDICATORS

| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **7.1**<br>Develop a masterplan to upgrade the athletic facilities and grow athletic programs. | • Athletics<br>• Capital Projects and Facilities Services<br>• Provost and Vice President for Academic Affairs<br>• Information Technology | • Create a needs assessment and economic feasibility study of the athletic program facilities, staffing, and recruitment and marketing efforts.<br>• Research other University athletic programs for models of operations.<br>• Develop a robust ticket-management system.<br>• Develop a separate organization to support the athletic programs, athletic scholarships, and upgrading of athletic facilities, annual giving, and corporate donations.<br>• Increase scholarships and budgets for programs that are not funded at all. | • Implement athletic electronic ticket management system.<br>• Complete Athletics Facilities Plan (AFP) aligned with University Master Plan.<br>• Create a marketing plan to increase Athletic Department revenue.<br>• Increase retention of student athletes by 3%.<br>• Increase the competitiveness of athletic teams in SIAC Championships.<br>• Annually increase revenue from athletic operations by 10% . | Digital Ticketing Year 1 (Immediate Priority), Fall 2021<br>Year 1<br>Year 1<br>Years 1-5; annually<br>Years 1-5; annually<br>Years 1-5 |

*"Our athletic strategic planning aim is to guarantee that our athletics programs match the overall distinction of the university, and that our student-athletes have the resources they need to succeed, both on the field and in the classroom. We are excited that athletics is a part of the strategic plan, and enthusiastic for the path forward."*

***Trelanne Powell – Head Women's Basketball Coach***

## Objective 7.2

**Expand the number of staff to support athletic teams.**

### Initiatives

1. Fill all current open positions with quality employees.
2. Build a competitive compensation structure for athletic staff.
3. Offer graduate assistant athletic positions.

## Objective 7.2

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **7.2**<br>Expand the number of staff to support athletic teams. | • Athletics<br>• Human Resources<br>• Budgeting and Planning | • Fill all current open positions with quality employees.<br>• Build a competitive compensation structure for athletic staff.<br>• Offer graduate assistant athletic positions. | • Complete Athletic Compensation Analysis.<br>• Implement Athletic Compensation Plan/Structure. | Year 1 (Immediate Priority)<br>Year 1 |

Tuskegee University historically has been intricately connected to the community. Re-envisioning innovative partnerships with the community will strengthen the communities around Tuskegee and provide valuable practical learning experiences for students and faculty.

## Goal 8

**Improve the quality of life for all Alabamians through programs and services committed to economic growth and the promotion of healthy people, environments, and the world.**

## Objective 8.1

**Establish the Tuskegee University Community Engagement and Economic Development Center to build strategic partnerships and community engagement.**

### Initiatives

1. Establish Tuskegee University Community Engagement and Economic Development Center with an organization structure, budget, funding, and staffing.
2. Partner with the City of Tuskegee in research and exploration of grant opportunities to improve the City.
3. Strengthen Pre-K through 12th grade education in Macon and Black Belt Counties through partnerships with local school districts.
4. Increase economic development in Macon County, including Black ownership.
5. Strengthen food and agriculture development and marketing in Tuskegee community and Macon County.
6. Strengthen healthcare, behavioral health, and social services within the community and provide leadership in public and rural health initiatives.
7. Reduce the technology disparities in rural communities.
8. Partner with other minority-serving institutions in research activities in equity, diversity, and inclusion.
9. Evaluate the effectiveness of the center and its impact on community engagement.

*"I remember my father telling me about this great man George Washington Carver and taking me to the Institute to his laboratory...[he had] a model, miniature house that children could play in...I have some sense of 'there are such people in this world'...Tuskegee was a very important kind of anchor for me."*

***MIT political science professor, Willard R. Johnson in Technology and the Dream, Tuskegee Alumni 1996***

# COMMUNITY AND STRATEGIC PARTNERSHIPS

## Objective 8.1

### KEY PERFORMANCE INDICATORS

| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **8.1**<br>Establish the Tuskegee University Community Engagement and Innovation Center to build strategic partnerships and community engagement. | • Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Department Heads and Faculty)<br>• Student Affairs<br>• Office of External Affairs<br>• Macon County Community Organizations | • Tuskegee University Community Engagement and Innovation Center with an organization structure, budget, funding, and staffing.<br>• Partner with the City of Tuskegee in research and exploration of grant opportunities to improve the city.<br>• Strengthen Pre-K through 12th grade education in Macon and Black Belt Counties through partnerships with local school districts.<br>• Increase economic development in Macon County, including Black ownership.<br>• Strengthen food and agriculture development and marketing in Tuskegee community and Macon County.<br>• Strengthen healthcare, behavioral health, and social services within the community and provide leadership in public and rural health initiatives.<br>• Reduce the technology disparities in rural communities.<br>• Partner with other minority-serving institutions in research activities in inequity, diversity, and inclusion.<br>• Evaluate the effectiveness of the center and its impact on community engagement. | • Develop a plan for the Community Engagement and Innovation Center to include a fundraising plan.<br>• Implement the fundraising plan.<br>• Increase funding through strategic partnerships and philanthropic efforts.<br>• Establish a self-supported Community Engagement and Innovation Center to improve the health, vitality and economic sustainability of surrounding communities, while connecting Tuskegee University with these communities.<br>• Evaluate the effectiveness of the Tuskegee University Community Engagement and Innovation Center. | Years 1-2 (Planning phase, organizing current activities under one umbrella); ongoing<br>Year-3 (Seek funding through partnerships); ongoing<br>Year 4<br>Year 5 (Evaluate effectiveness of the center) |

## Objective 8.2

**Conduct multidisciplinary community-based research by Tuskegee University faculty, staff, and students.**

*"I want to let everybody know that I'm from there, and country is Tuskegee. Or should I say rather, my country is Tuskegee. I was born and raised there, it's not just someplace I passed through one day."*

***Lionel Richie***

### Initiatives

1. Provide community partnerships, internships, and collaborations with private, public, and nonprofit sectors
2. Provide students with real-life, hands-on learning experiences in the Tuskegee community, local businesses, and national businesses, to build a professional portfolio.
3. Develop teams of students from interdisciplinary majors to address community issues and problems.

## Objective 8.2

### KEY PERFORMANCE INDICATORS



| Objective | Responsible Parties | Initiatives | Key Performance Indicators | Timeline |
|---|---|---|---|---|
| **8.2**<br>Conduct multidisciplinary community-based research by Tuskegee University faculty, staff, and students. | • Provost and Vice President for Academic Affairs (College Deans, Graduate Dean, Department Heads and Faculty)<br>• Enrollment Management<br>• University-Wide External Affairs | • Provide community partnerships, internships, and collaborations with private, public, and nonprofit sectors.<br>• Provide students with real-life, hands-on learning experiences in the Tuskegee community, local businesses, and national businesses, to build a professional portfolio.<br>• Develop teams of students from interdisciplinary majors to address community issues and problems. | • Increase annually 3% the number of Tuskegee community, local businesses, and national businesses opportunities for Tuskegee students. | Years 1-5 |

# IMPLEMENTATION

*Embracing the Legacy, Transforming the Future* basis is a living strategic plan, that will lead and establish a foundation for Tuskegee University to build upon today and into the future. The plan provides a captivating vision and mission and ascertains bold yet realizable goals for the University. *Embracing the Legacy, Transforming the Future* reflects clear assessment of our strengths and capabilities as well as opportunities for progression.

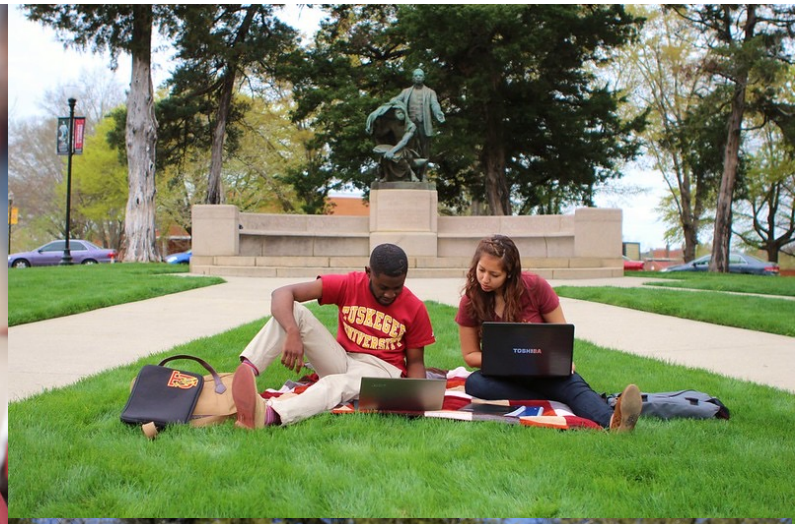
Implementation of this plan will require allocation of responsibilities, intentional categorization of strategies, and synchronization throughout functional areas. Tuskegee University is committed to annual strategic planning assessment and reporting of our progress. Ongoing evaluation will allow us to learn from our endeavors, showcase successes, and share new opportunities.

*Embracing the Legacy, Transforming the Future* launches a foundation from which Tuskegee University will continue to discover new ideas that improve our capacity for stewardship and leadership in a global world.

Tuskegee University's Mission Statement serves as the foundation and guiding principle; the budget steering committee then sets budgetary priorities. The annual budgetary process aligns strategic planning goals with resources. The budgetary process is data-driven and serves as the catalyst for linking strategic planning, assessment, and budgeting.

To guarantee the effective use of University resources, budget allocation is an integrated component in the strategic planning and evaluation process. The Office of Budget and Planning is responsible for conducting strategic financial planning and analysis, developing and implementing the University's annual operating budget, and implementing the University budget-control policies and procedures.

The strategic plan gives the budget process not only a framework from which to operate, but it also plays the critically important role of linking together assessment, strategic planning, and budget planning in such a way that these three processes will ultimately enhance institutional effectiveness.



# TUSKEGEE UNIVERSITY

CARNEGIE HALL

# ACKNOWLEDGMENTS

Tuskegee University expresses its deep appreciation and sincere gratitude to the many individuals who were actively engaged during the strategic planning process. Through their participation in focus groups and surveys, numerous individuals provided feedback about the future of Tuskegee University. Through the various Committees, the individuals listed here participated in countless meetings and thought-provoking discussions that actively shaped Tuskegee University's strategic plan.

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Tuskegee University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to offer baccalaureate, masters, doctoral and professional degrees.

# ACKNOWLEDGMENTS

Additionally, we would like to acknowledge the support and guidance provided by the Tuskegee University Board of Trustees throughout the planning process. Their dedication to Tuskegee is unparalleled.

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