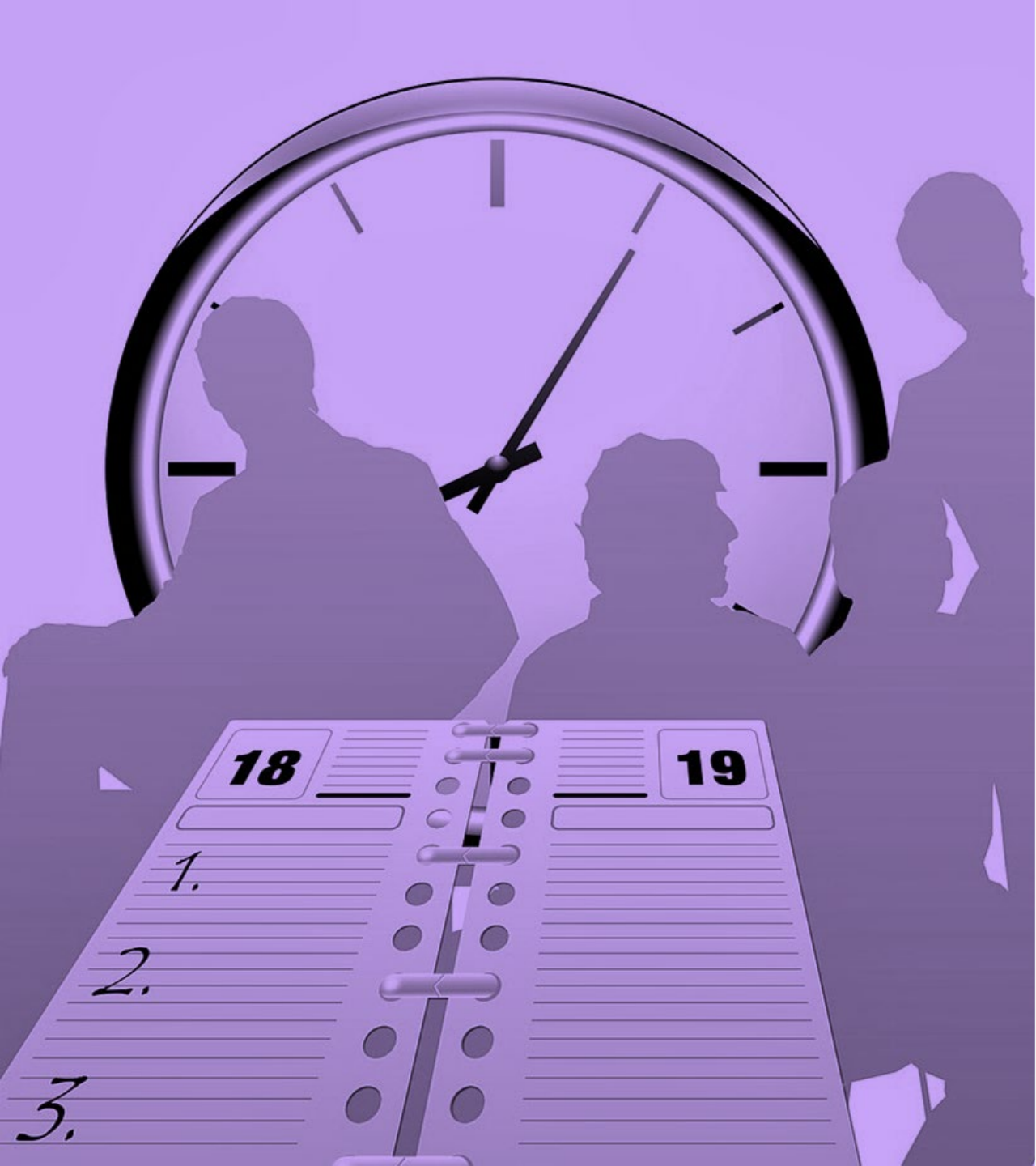


ALCORN STATE UNIVERSITY **STRATEGIC PLANNING** **ADVISORY COMMITTEE MEETING #2**

JANUARY 28, 2021



SMITHGROUP



AGENDA

- Welcome and Introductions
- E-Scan/Gap Analysis Overview
- Vision/Mission/Core Values
- SWOT-C Exercise
- Next Steps / Future Dates
- Questions

STRATEGIC PLANNING ADVISORY COMMITTEE

Chair: Dr. Ontario Wooden, Provost & Senior Vice President for Academic Affairs

Co-Chair: Ms. Roslyn White, Assistant Vice President for Enrollment Management

- Dr. Keith McGee, Associate Provost for Research, Innovation, and Graduate Education
- Dr. Shirley Evers-Manly – Interim Dean, School of Nursing
- Dr. Edmund Buckner – Dean, School of Agriculture and Applied Sciences
- Dr. Babu Patlolla – Dean, School of Arts & Sciences
- Dr. Dovi Alipoe – Professor of Agriculture and Director of Global Programs, School of Agriculture & Applied Sciences
- Dr. April Miley – Associate Professor, School of Education
- Dr. Byron Johnson – Faculty Senate Chair & Associate Professor Arts & Sciences
- Dr. Debarshi Roy – Assistant Professor, Biology
- Dr. Yulonda Sano – Assistant Professor, History
- Mr. Robert Watts – Associate Vice President for Facilities
- Ms. Mertha George – Director, Purchasing
- Mrs. Tasha Brown – Staff Senate Chair
- Mr. Casey Mock – Finance & Accounting Manager, Institutional Advancement
- Dr. Carolyn Davis – Director, Career Services
- Ms. Sherry Franklin– VP of Instruction/Career & Technical Education, Hinds Community College
- Mr. Desmond Stewart, Enterprise Architect, Center for Information Technology Services (CITS)
- Mr. Tommie Green, Office Manager/Photographer, Marketing and Communication
- Mrs. Coretta Jackson – Director, Office of Title III Programs
- Dr. Tim Martin – Superintendent, Clinton Public School District
- Dr. Adrian Hammitte – Superintendent, Jefferson County School District
- Mr. Pablo Diaz – President, Vicksburg Warren Economic Development Partnership
- Mr. Patrick Mason – President, Student Government Association
- Mr. Anthony Tuggle – President, Alcorn State University National Alumni Association
- Mr. Landon Bussie – Head Coach, Men’s Basketball
- Mrs. Lljuna Weir – Director, Educational Equity and Inclusion
- Ms. Angela Wynn – Administrative Secretary, School of Business
- Dr. LaDonna Eanochs – Director, Institutional Research
- Dr. LaToya Hart – Director, Institutional Effectiveness and SACSCOC Liaison
- Mr. Alfred Galtney – Director, University Compliance

STRATEGIC PLANNING STEERING COMMITTEE

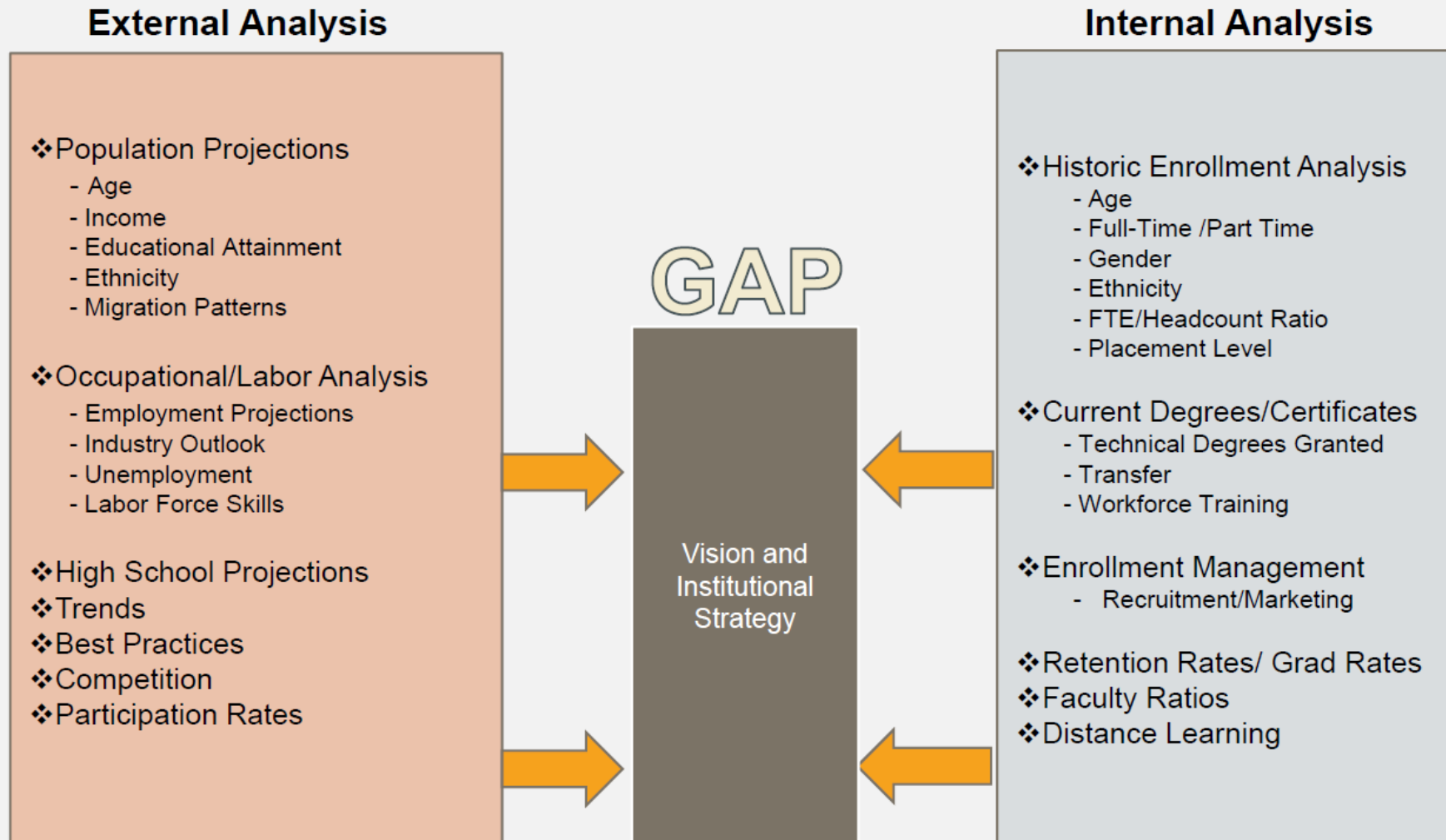
Chair: Dr. Ontario Wooden, Provost & Senior Vice President for Academic Affairs

Co-Chair: Ms. Roslyn White, Assistant Vice President for Enrollment Management

- **Dr. Cornelius Wooten, Senior Vice President for Finance, Administrative Services & Operations/CFO**
- **Dr. Tracy Cook, Vice President for Student Affairs and Enrollment Management**
- **Mr. Marcus Ward, Vice President for Institutional Advancement**
- **Mr. Larry Orman, Vice President for Marketing and Communication**
- **Mr. Derek Horne, Athletic Director**
- **Dr. Wanda Fleming, Director of Human Resources**
- **Mr. Rodney Moore, ENNCLOUD**

E-SCAN / GAP ANALYSIS OVERVIEW

GAP ANALYSIS



33 Dramatic Predictions

By Thomas Frey

By 2030 over 90% of all restaurants will use some form of a 3D food printer in their meal preparations.

By 2030 we will see a surge of Micro Colleges spring to life, each requiring less than 6 months of training and apprenticeship to switch professions.

By 2030 over 80% of all doctor visits will have been replaced by automated exams.

By 2030, the world's largest Internet company will be in the education business, and it will be a company we have not heard of yet.

By 2030 we will see wireless power used to light up invisible light bulbs in the middle of a room.

By 2030 scientists will have perfected an active cross-species communication system, enabling some species to talk to each other as well as humans.

By 2030 over 20% of all new construction will be "printed" buildings.

By 2030 we will see the first demonstration of a technology to control gravity, reducing the pull of gravity on an object by as much as 50%.

By 2030 over 50% of all traditional colleges will collapse, paving the way for an entire new education industry to emerge.

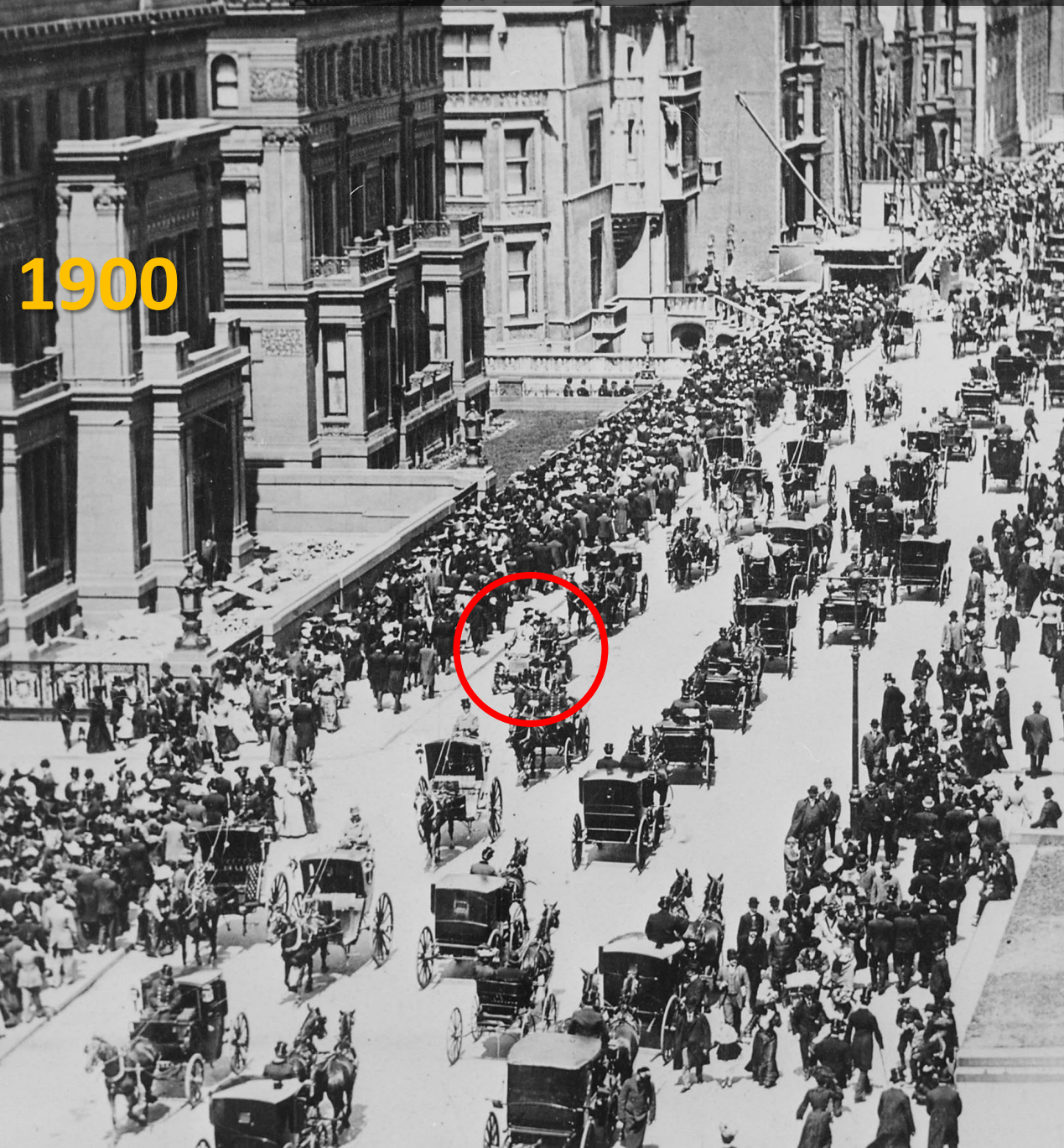
By 2030 over 2 billion jobs will have disappeared, freeing up talent for many new fledgling industries.

By 2030 we will see the first city to harvest 100% of its water supply from the atmosphere.

By 2030 basic computer programming will be considered a core skill required in over 20% of all jobs.

Both pictures were taken on Easter morning along 5th Avenue in New York City

1900



1913



ASU STUDENTS BY THE NUMBERS

ASU Students in Fall 2020

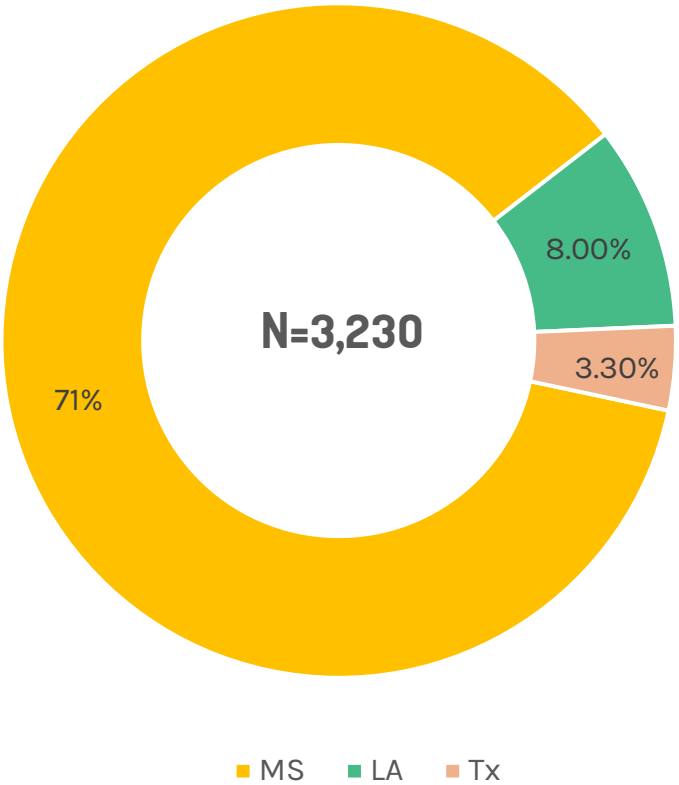
- 84% Undergraduate
- 78% Full-time
- 96% Black
- 67% Female
- 90% Receive financial aid
- 51% Live on campus
- 47% Age 20 or younger
- 12% First Time Freshman
- 62% Seeking Bachelor's of Science
- 70% Mississippi residents
- 9% in competitive athletics



Source: Institutional Research and Assessment

ASU ENROLLMENT BY GEOGRAPHY

Fall 2020 Enrollment
Top 3 States



Enrollment by MS Counties

	n	%
Adams	336	10.4%
Hinds	243	7.5%
Claiborne	222	6.9%
Warren	214	6.6%
Jefferson	209	6.5%
Madison	85	2.6%
Harrison	82	2.5%
Washington	58	1.8%
Pike	56	1.7%
Wilkinson	54	1.7%
	3,230	48.3%

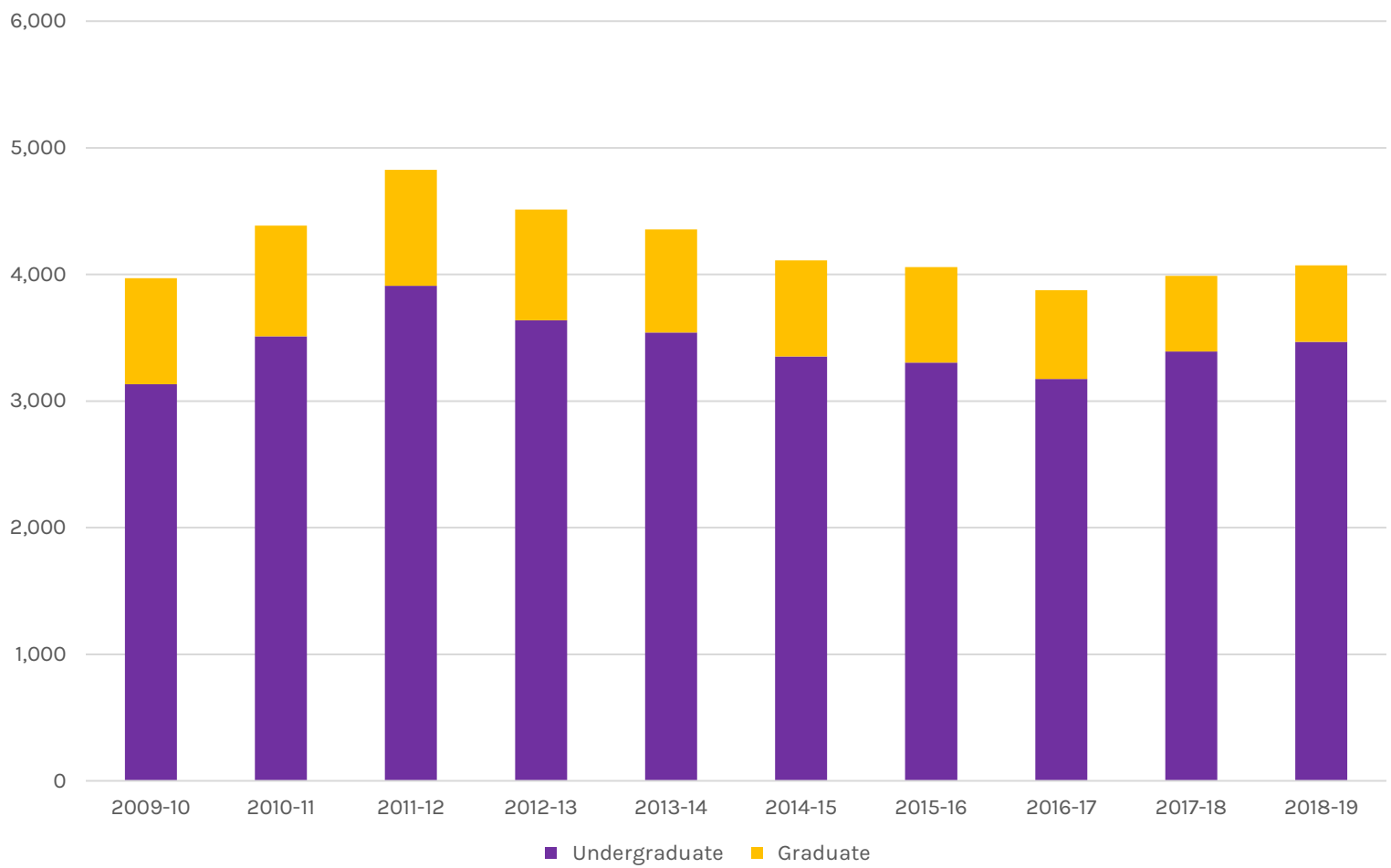
109 (3.3%) come from 25 different countries.

THE IMPACT OF CHANGE

- The U.S. and the state of Mississippi have changed with respect to population and demography over the last ten years
- Cultural, economical, and political trends are also changing quickly
- These changes impact higher education institutions

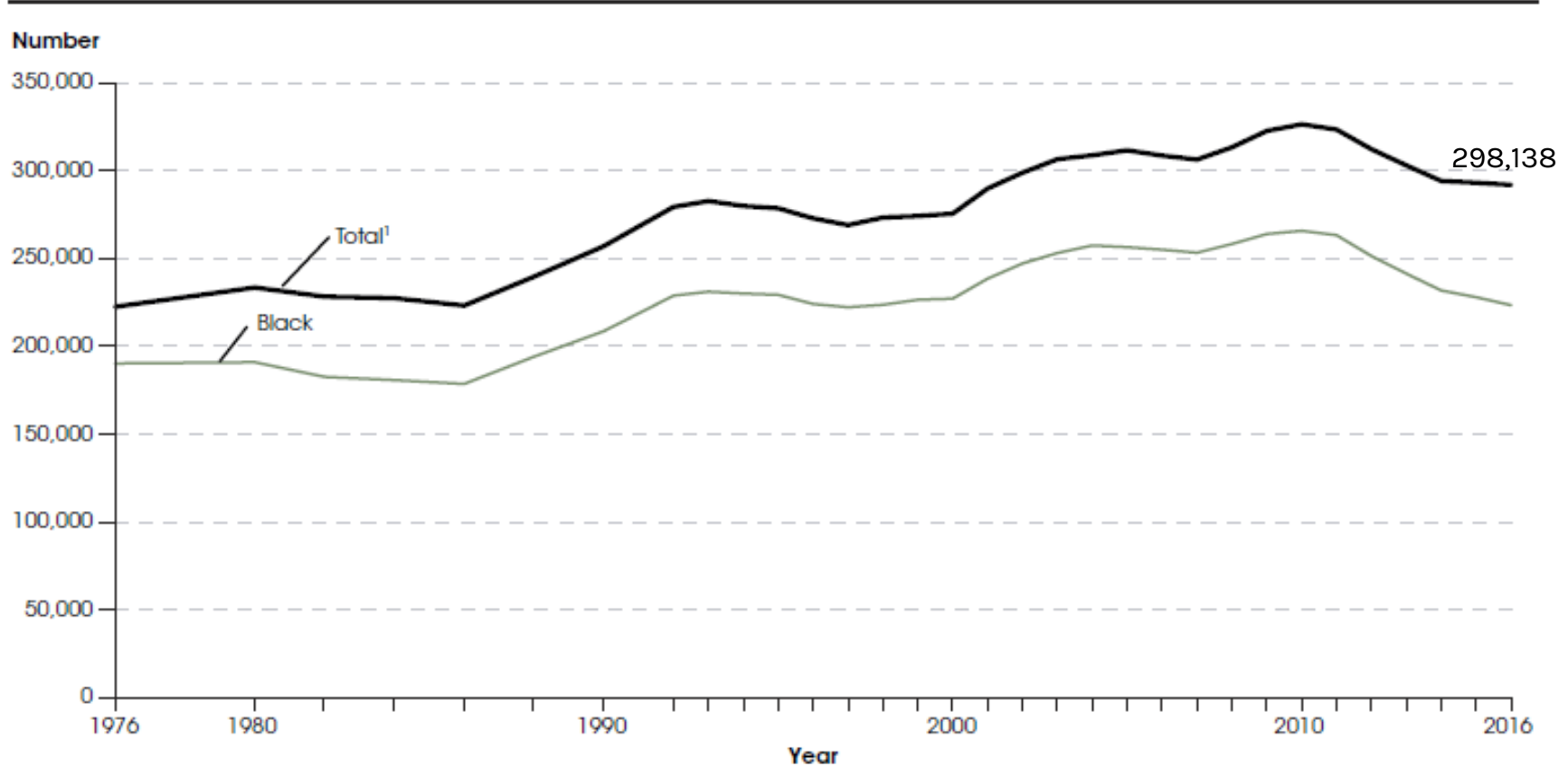
What will the next ten years look like?

ASU Annual Unduplicated Headcount Enrollment Summary



NATIONAL HBCU ENROLLMENT TRENDS

Figure B.1. Total enrollment and Black enrollment at historically Black colleges and universities: Selected years, fall 1976 through fall 2016



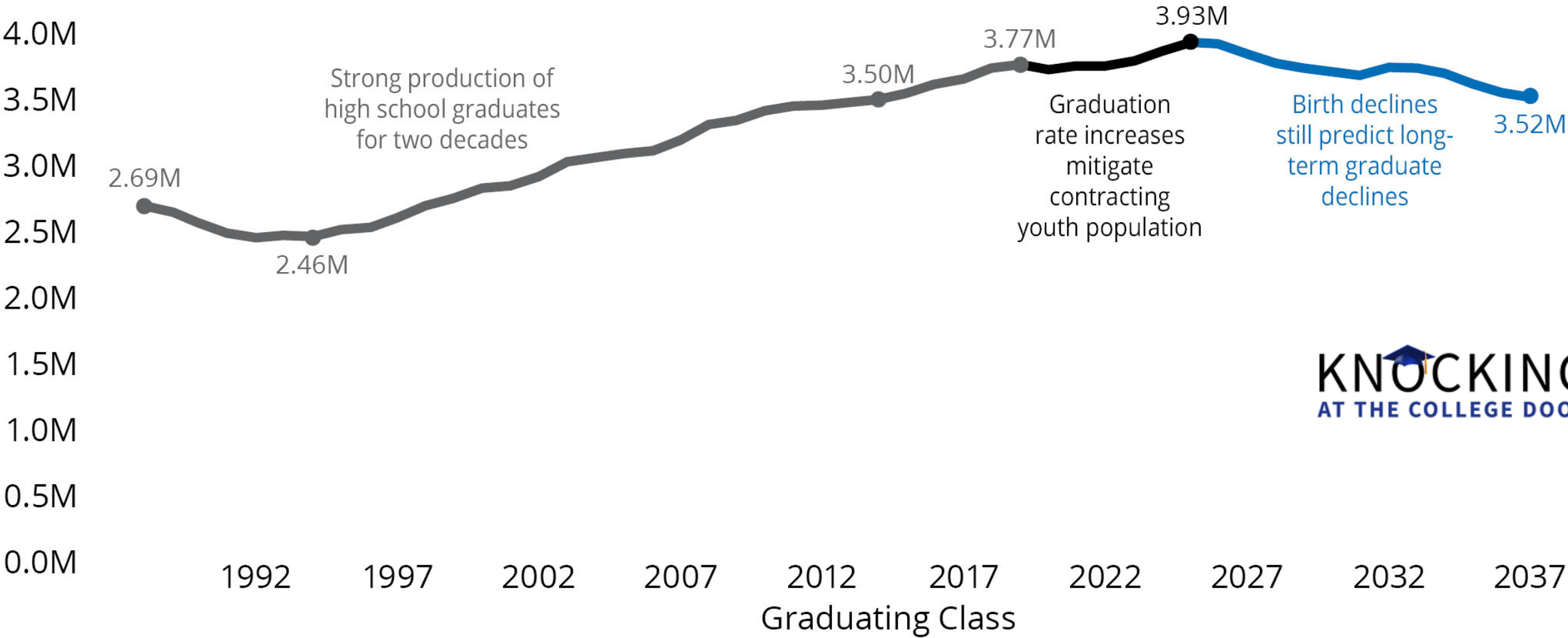
¹ Includes U.S. citizens, permanent residents, and nonresident alien students.

Fall 2018 Enrollment

Total students:
291,767
Black: 223,163

- The number of HBCU students increased 47% between 1976 and 2010.
- Student enrollment decreased 11% between 2010 and 2018.

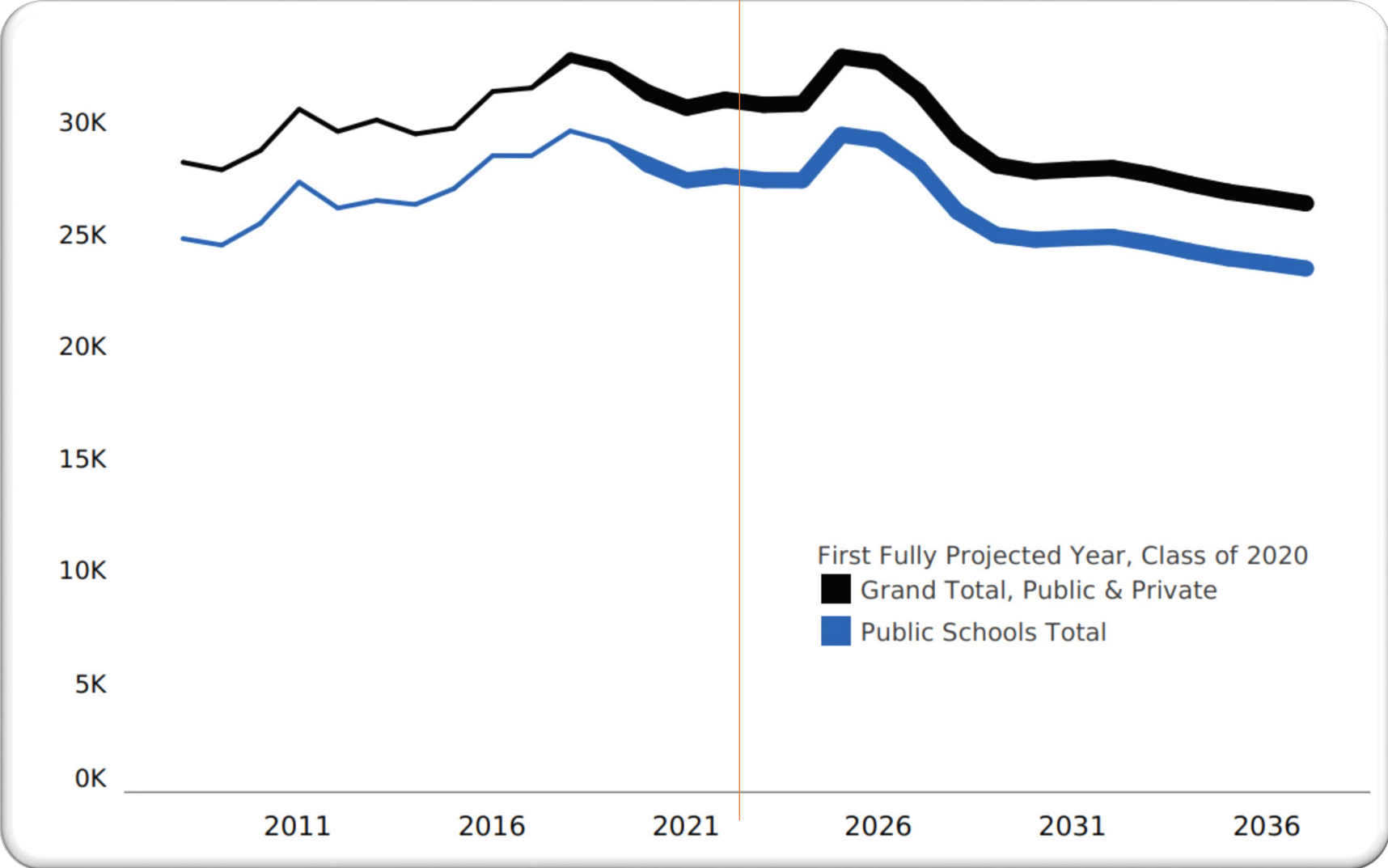
NATIONAL HIGH SCHOOL GRADUATION PROJECTIONS: 2020 – 2030



Class of 1988 to 2019 (reported)
 Class of 2020 to 2025 (projected: increase)
 Class of 2026 to 2037 (projected: decrease)

Source: Western Interstate Commission for Higher Education, "Knocking at the College Door: Projections of High School Graduates", 2020, www.knocking.wiche.edu.

MISSISSIPPI HIGH SCHOOL GRADUATION TRENDS



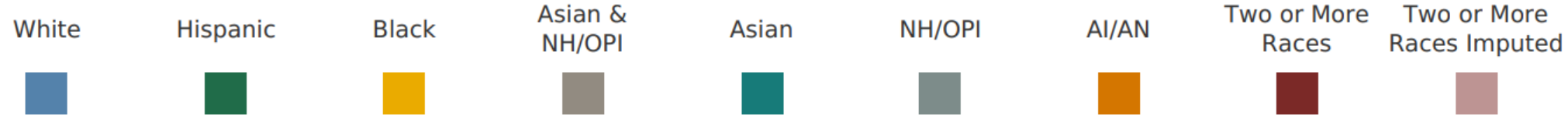
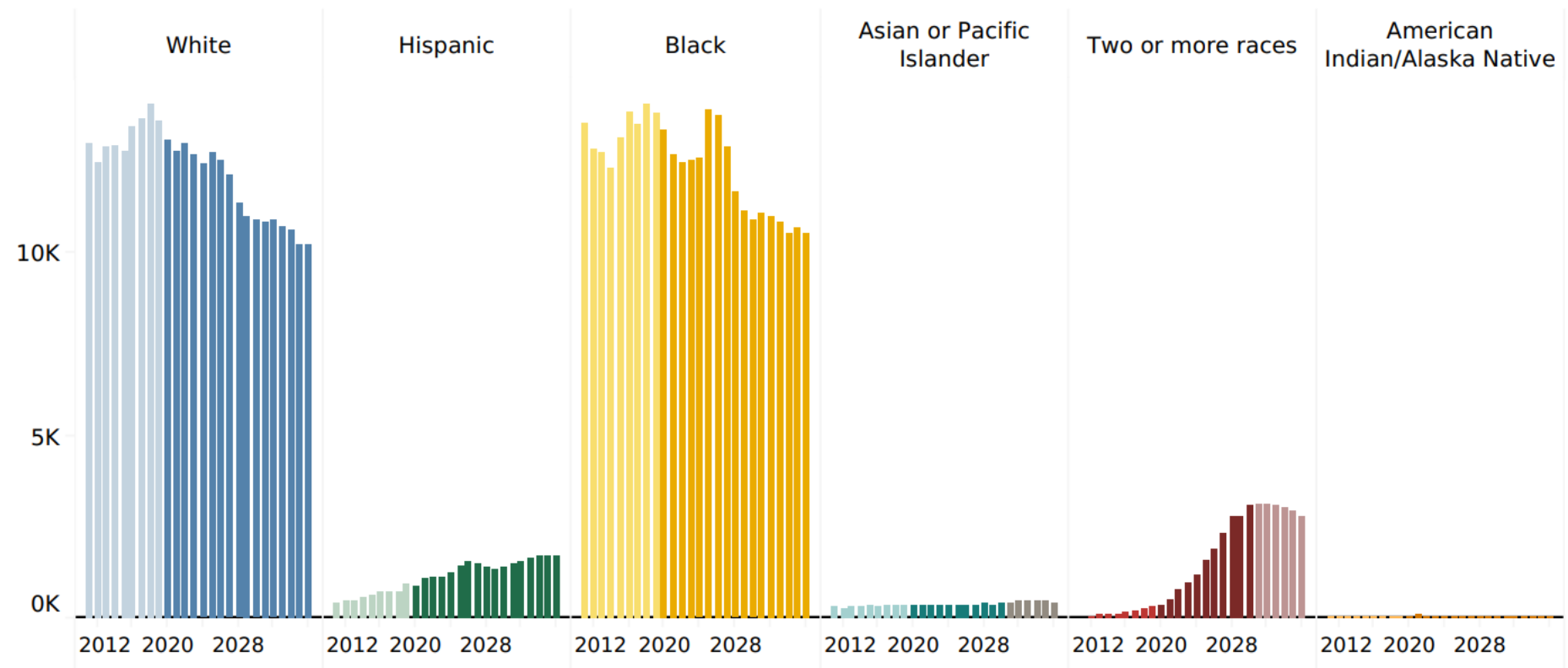
- ✓ Mississippi total high school graduates are projected to peak in 2025 at 32,910 graduates.
- ✓ Between the Class of 2018 and the Class of 2037, high school graduates are projected to average 29,630 per year.
- ✓ By 2037, total high school graduates will have decreased by 4,940 students per year from the 2020 level.

Source: Western Interstate Commission for Higher Education, "Knocking at the College Door: Projections of High School Graduates", 2020, www.knocking.wiche.edu.

MISSISSIPPI PUBLIC HIGH SCHOOL GRADUATE TRENDS

CLASS OF 2011 TO 2036

Public High School Graduates by Race/Ethnicity



Source: Western Interstate Commission for Higher Education, "Knocking at the College Door: Projections of High School Graduates", 2020, www.knocking.wiche.edu.

NATIONAL TRENDS IN HBCU'S

The number of Black students attending HBCU's has declined since the 1980's while the number of non-Black students has increased.

Female enrollment at HBCUs has been higher than male enrollment in every year since 1976. The (53 percent in fall 1976 to 62 percent in fall 2018)

Black enrollment at HBCUs increased by 17 percent between 1976 and 2018, but total number of Black students enrolled in all degree-granting postsecondary institutions more than doubled during this period.

As a result of racial tensions, social injustices, and political climate, Black student enrollment into HBCU's started to shift in 2019. Many HBCU's experienced an uptick in number of applicants and enrollment.

The percentages of bachelor's and master's degrees conferred to Black students by HBCUs have decreased. (35 percent of the bachelor's degrees and 21 percent of the master's degrees in 1976-77, compared with 13 and 6 percent respectively in 2017-18).



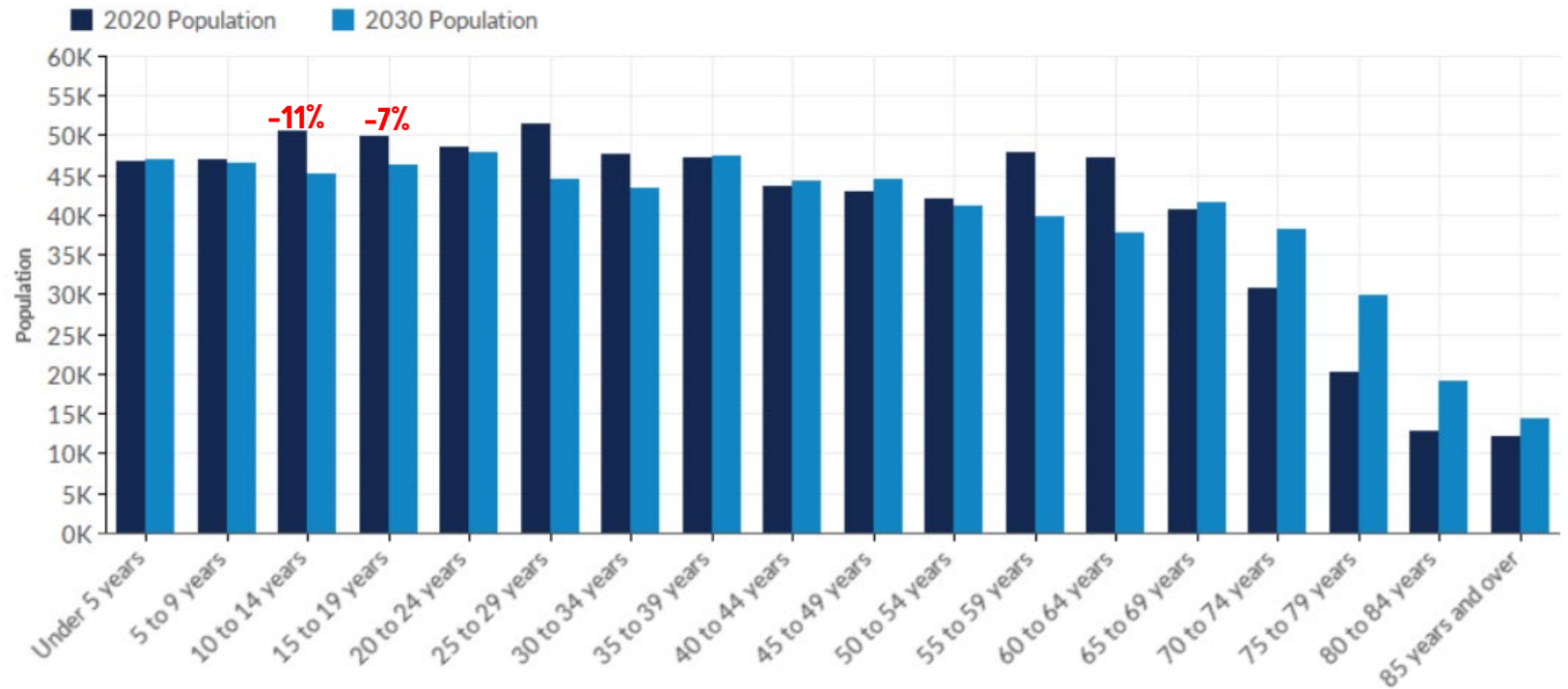
COUNTY AND STATE POPULATION PROJECTIONS: 2020 – 2030

10 Counties in MS Comprise 50% of the ASU Enrollment

Cohort Totals

Area	2020 Population	2030 Population	Change	% Change
10 Counties	729,349	719,122	-10,227	-1%
State	2,975,966	2,967,658	-8,308	0%
Nation	330,354,682	340,786,107	10,431,425	3%

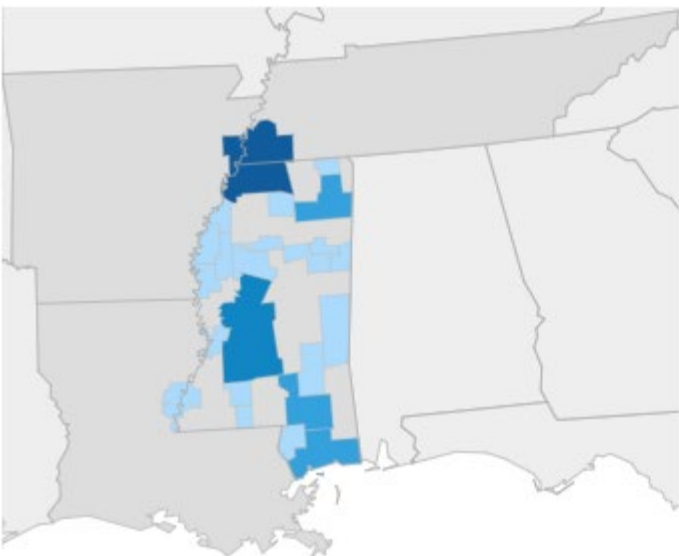
Population Cohort



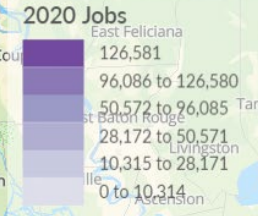
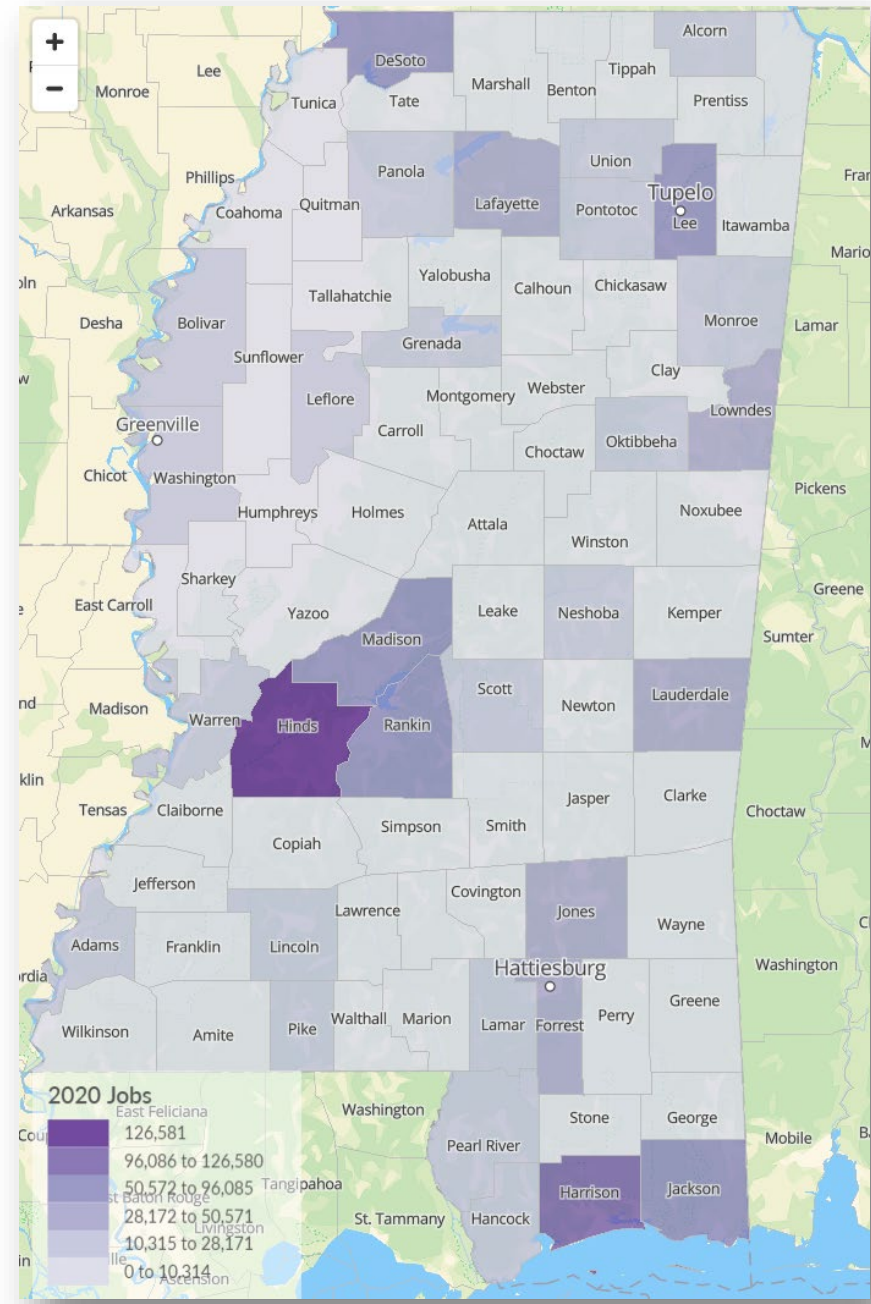
- In 2020, 50% of ASU enrollments were from 10 counties in Mississippi
- There are declines in population projected for these 10 counties
- The 15-19 age group is projected to decline by 7%

OCCUPATIONAL INFORMATION

- 2020 Jobs in MS by County & MSA:

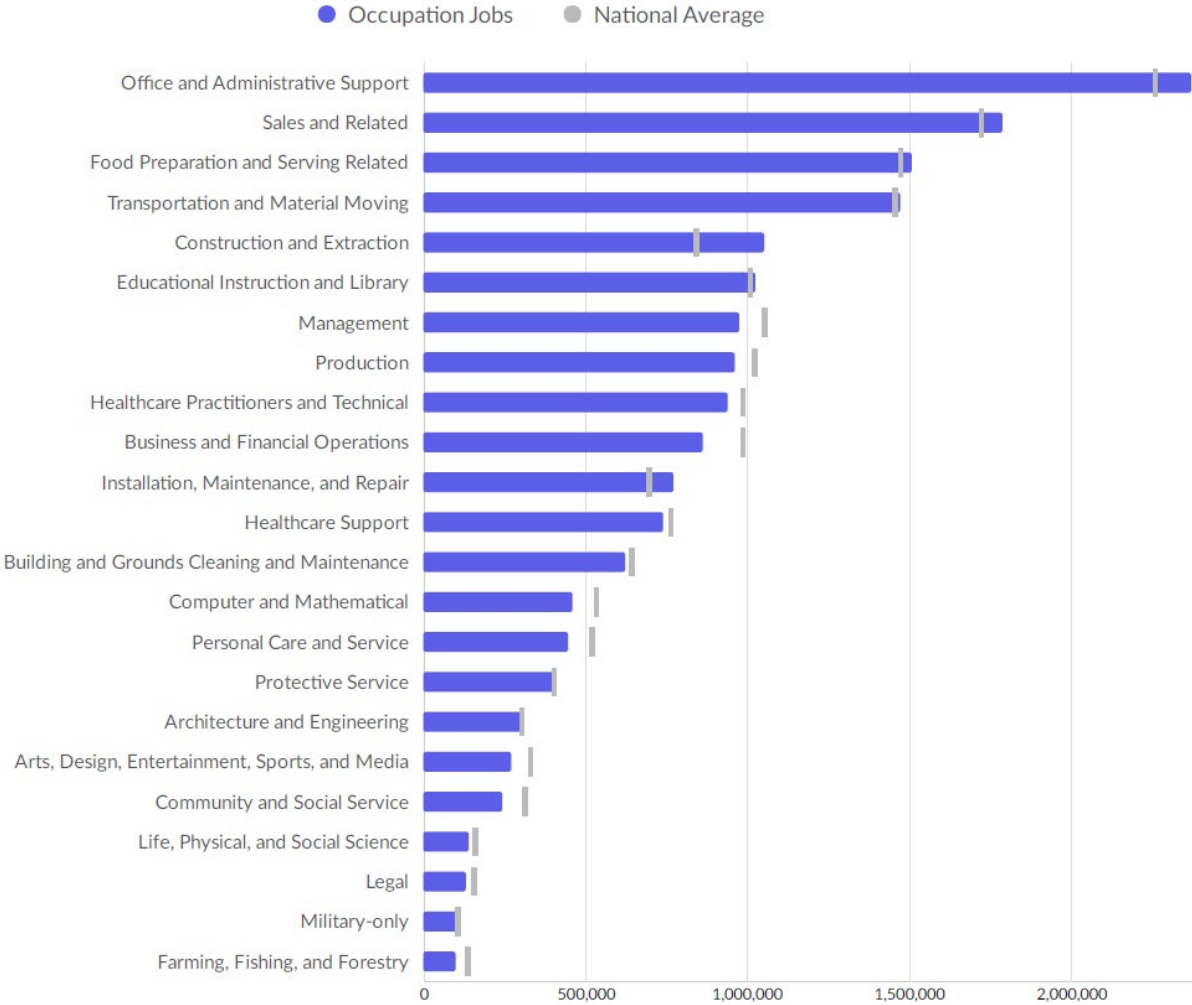


MSA	2020 Jobs
Memphis, TN-MS-AR	650,910
Jackson, MS	276,288
Gulfport-Biloxi, MS	166,456
Tupelo, MS	83,885
Hattiesburg, MS	71,804

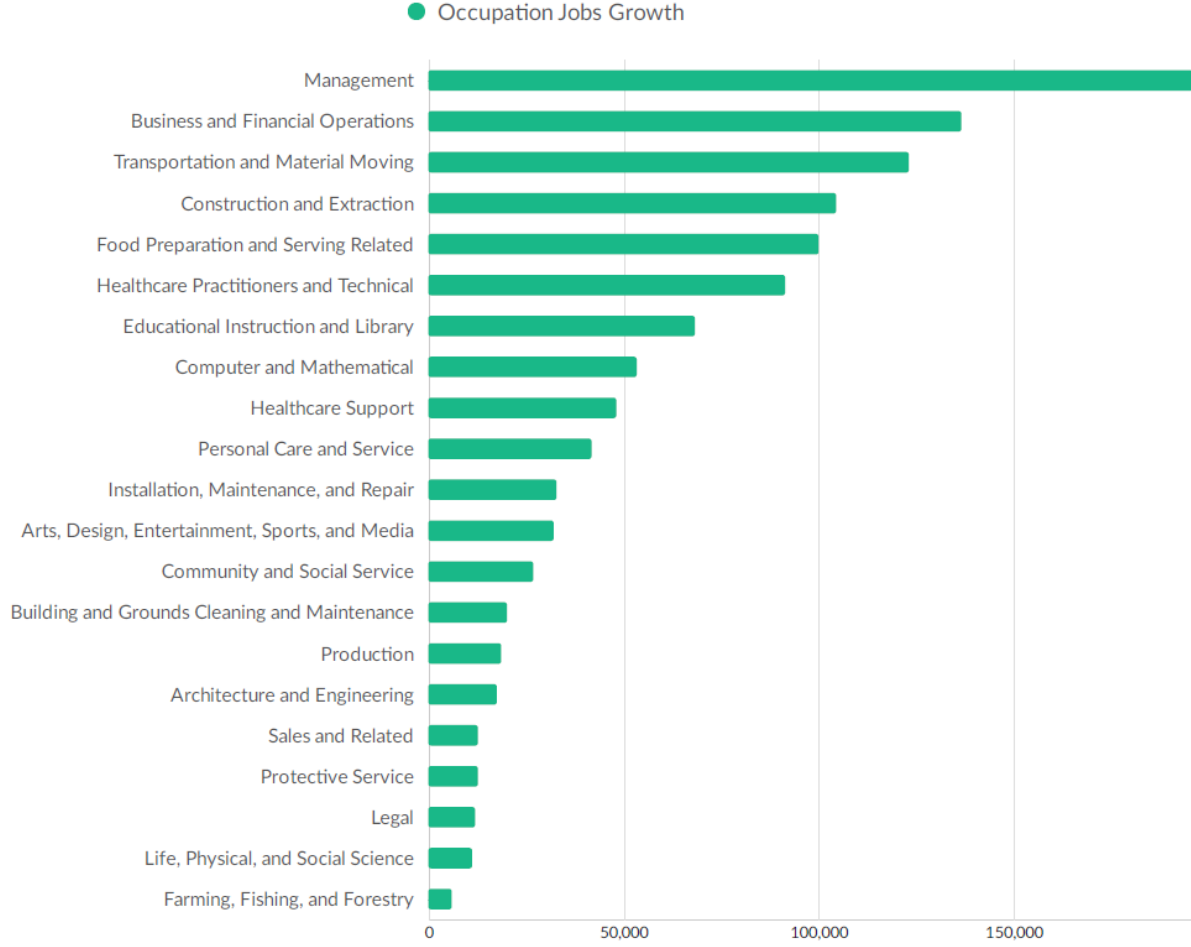


JOBS BY OCCUPATION: LARGEST VS. FASTEST GROWING

Largest Occupations



Growing Occupations



Source: Emsi Q4 2020 Data Set

PEER COMPARISON UNIVERSITIES WITH ASU

PEER GROUP LIST

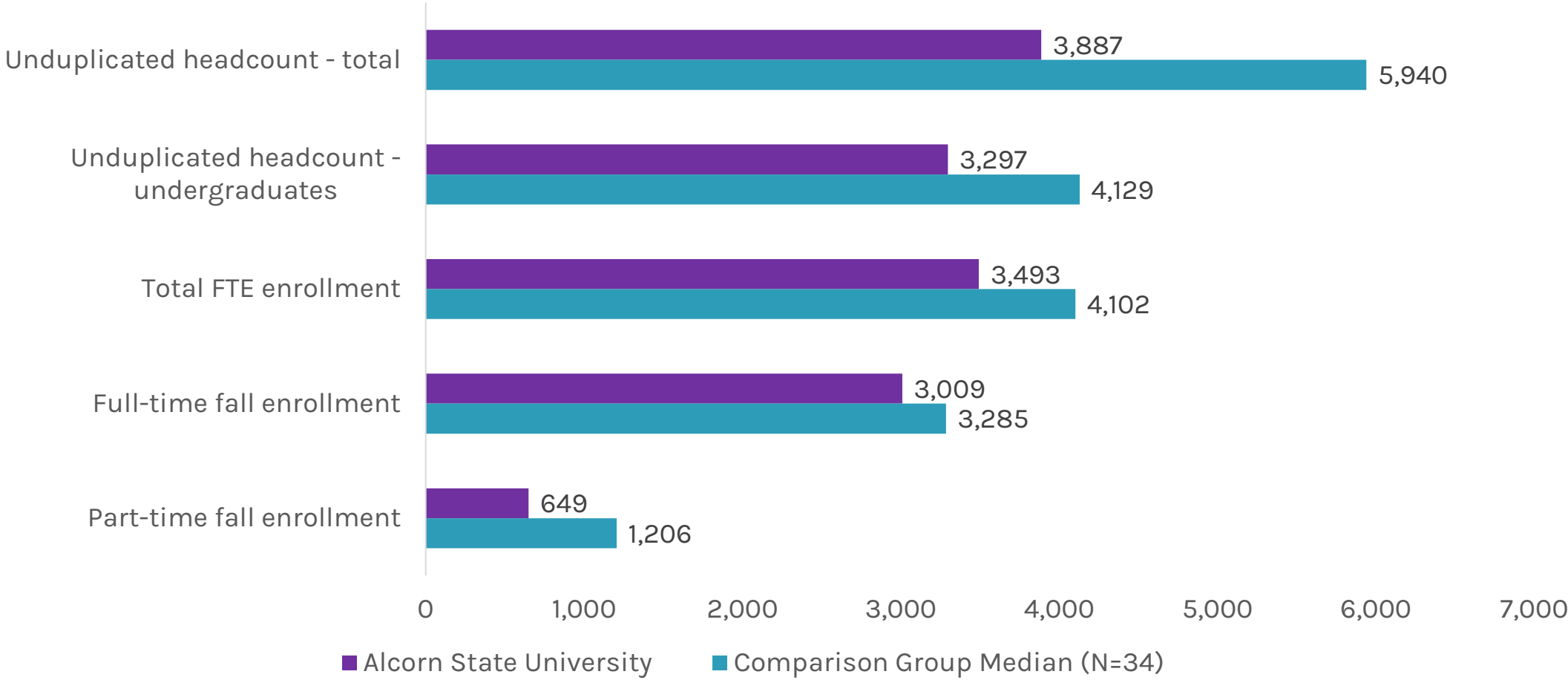
Comparisons to peers can identify both strengths and areas for improvement

- Adams State University
- Anderson University (South Carolina)
- Auburn University at Montgomery
- Bemidji State University
- Black Hills State University
- Christopher Newport University
- Citadel Military College of South Carolina
- Coppin State University
- Delta State University
- Emporia State University
- Fairmont State University
- Florida Agricultural and Mechanical University
- Florida Southern College
- Henderson State University
- Kentucky State University
- Lincoln University (Pennsylvania)
- Methodist University
- Minnesota State University Moorhead
- Mississippi College
- Mississippi University for Women
- Morehead State University
- Murray State University
- Northeastern State University
- Northwest Missouri State University
- Prairie View A & M University
- Southwest Minnesota State University
- Southwestern Oklahoma State University
- Stetson University
- The University of Tennessee-Martin
- University of Maryland Eastern Shore
- University of North Alabama
- University of North Carolina at Pembroke
- Wayne State College
- Western Colorado University

SOURCE: ASU HIGHER EDUCATION COMPENSATION COMPARISON MARKET LIST 10-05-20.PDF

ASU AND PEER UNIVERSITY ENROLLMENTS

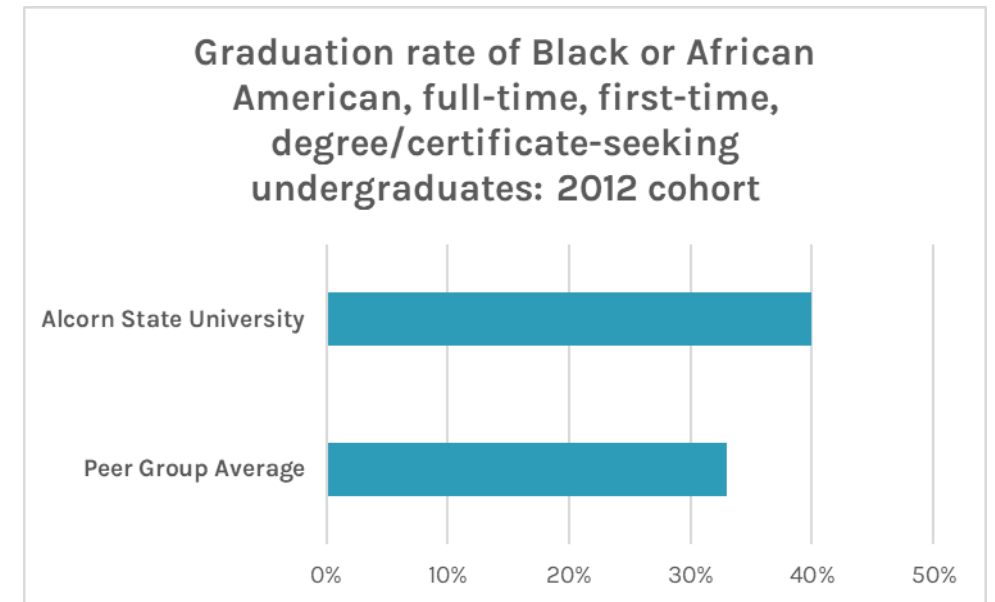
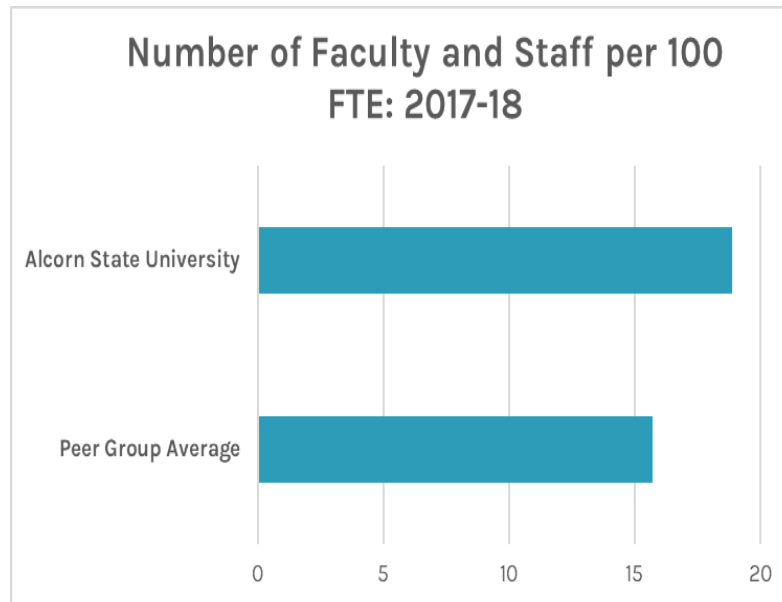
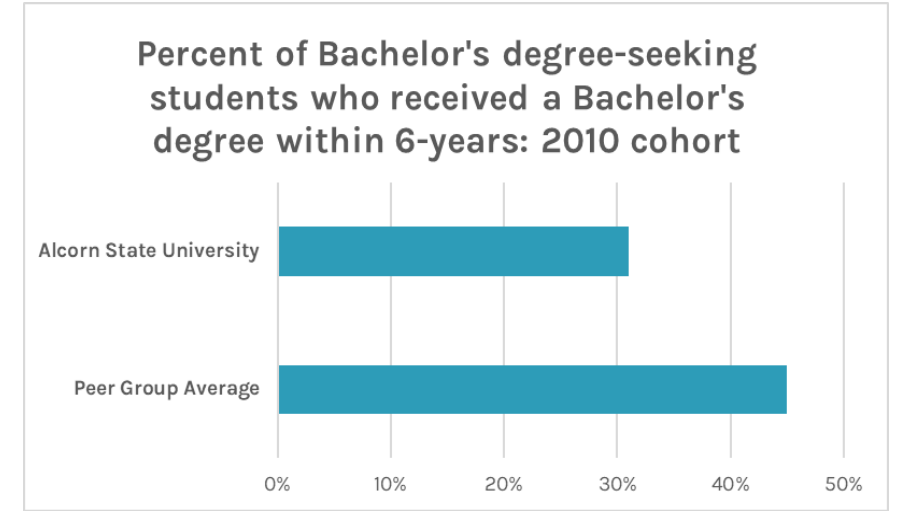
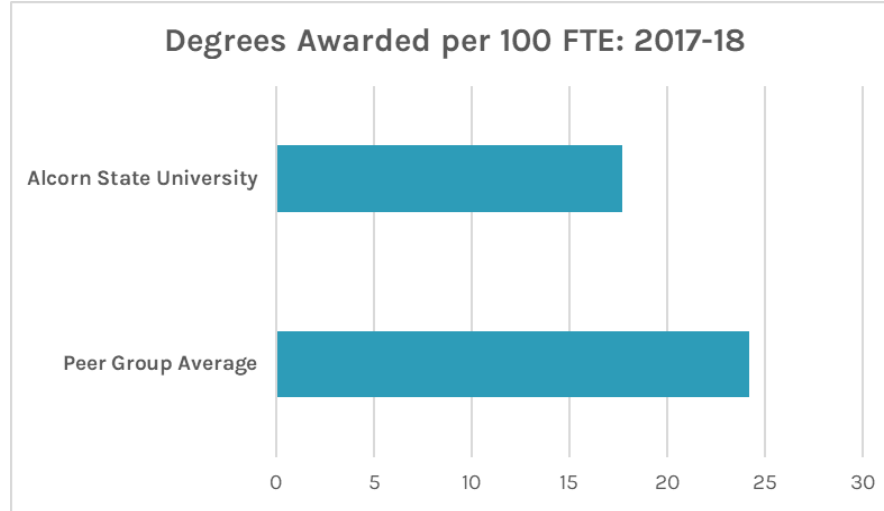
UNDUPLICATED 12-MONTH HEADCOUNT AND TOTAL FTE ENROLLMENT (2017-18), AND FULL- AND PART-TIME FALL ENROLLMENT (FALL 2018)



PEER COMPARISON UNIVERSITIES WITH ASU



SOURCE: IPEDS





- A growing number of the nation's historically Black colleges and universities are making a push to attract non-African American students, in hopes of boosting enrollment and ensuring sustainability.
- Non-African American students in 2018 made up some 24 percent of HBCUs' student populations, compared with 15 percent in 1976.



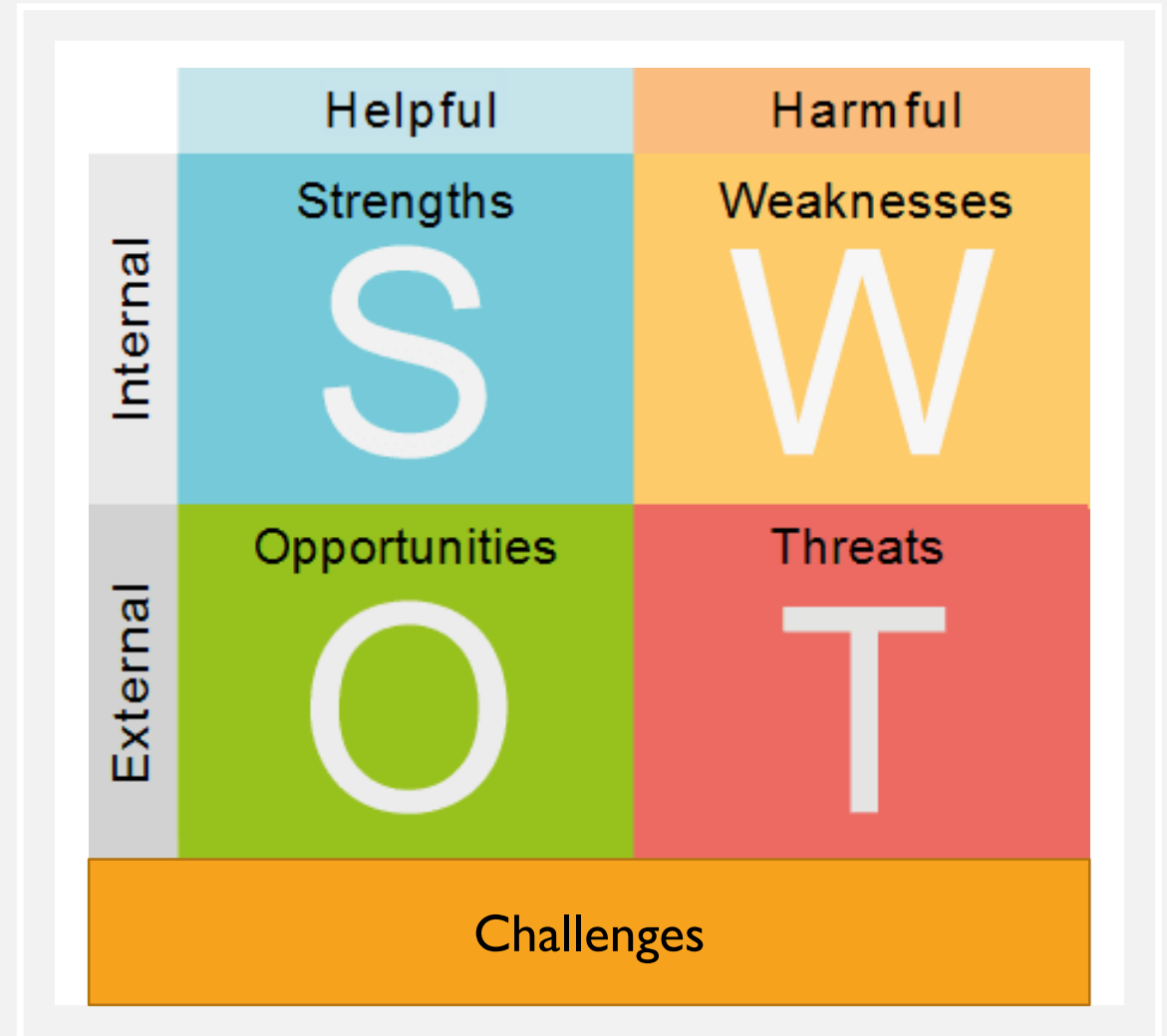
HBCU's have voiced concerns about the shifting demographics and their impact on HBCUs' long and collective history:

- How will demographic shifts impact the campus culture?
- Will it change some traditions?
- What are the benefits of having a wide array of backgrounds and perspectives on campus?
- Are HBCUs changing with the times, or are they relinquishing an important black presence?

SWOT-C EXERCISE

SWOT-C ANALYSIS

- **S**trengths are defined as skills, competencies, capabilities, competitive advantages, or resources for which the college can draw in selecting its future direction of action.
- **W**eaknesses are defined as the lack of skills, competencies, capabilities, or resources needed by the college to function effectively.
- **O**pportunities are situations in the environment (local, state and national) from which the college can benefit if certain actions are taken
- **T**hreats are situations in the environment which give rise to potentially harmful events and outcomes if action is not taken in the immediate future.
- **C**hallenges refers to those pressures that exert a decisive influence on an institution's likelihood of future success



TURNING OPPORTUNITIES AND WEAKNESSES INTO STRENGTHS (TOWS)



Source: Adapted from Hunger and Wheelen 2007.

SWOT-C EXERCISE

Ground Rules

- Be realistic and honest about your assessment of the institution
- SWOT-C is focused on the present state of the university and what can be done in the future
- Be as specific as possible about your statements
- It is acceptable to develop SWOT-C statements in relationship to the competition and external information
- Try to keep statements concise
- Do not try to over analyze or overthink the issues



SWOT-C EXERCISE

Designate a facilitator or note taker and collectively document concise responses on the handout provided. After **20 minutes**, pass your response sheets to another table.

Review and discuss the other groups SWOTC components **(10 Minutes)**

- Facilitators will read or share statements/responses to the group.
- Build upon the other table's responses. Add in writing any new thoughts or statements to their SWOTC list.

Exchange/return SWOTC responses to their original table.

VISION/MISSION/CORE VALUES

THE IMPORTANCE OF VISION AND MISSION

Declining enrollments and smaller endowments are rendering many black colleges vulnerable:

- The effects of the pandemic on higher education finances and business models have been challenging. It will take years for state finances and higher education funding ratios to recover.
- HBCU retention rates—keeping students in school year after year—are lower than majority institutions.
- The explosive appeal of online colleges like DeVry and the University of Phoenix has hit HBCUs hard as most HBCUs as many not implemented online classes or degree programs.
- Predominantly white institutions are offering minorities more scholarships. Many HBCUs say they cannot compete.
- Since 1986, five private HBCUs have lost accreditation by the Southern Association of Colleges and Schools Commission on Colleges. Within the last five years, SACS has put eight HBCUs on warning or probation.

Source: Enrollment declines threaten future of HBCUs, Disheartening Alumni. March 2020



“Now is the time for candor and self-assessment. Many people, even ardent HBCU supporters, including the author, find it difficult to face the hard truth: some HBCUs need to seriously explore options that include pruning or culling. And for others, it may be time for an exit strategy that could include merging or closing.”

Alvin Schexnider, Consultant and former Chancellor and College President

A SOLID VISION LEADS TO POSITIVE OUTCOMES

Multiple Research Reports Note the Benefits of Attending an HBCU

- HBCUs enroll far more low-income students than majority institutions (MI's).
- More students experience upward mobility at HBCUs than at PWIs.
- Nearly 70% of students at HBCUs attain at least middle-class incomes.
- There is less downward mobility at HBCUs than at MI's

Source: *Moving Upward and Onward: Income Mobility at Historically Black Colleges and Universities, 2019*

Black HBCU Graduates:

- Are stronger in purpose and financial well-being
- Obtained support and more experiential learning opportunities
- Believe that their colleges prepared them for life after graduation

Source: *Gallup Research Study, October 2015*

Moving Upward and Onward: Income Mobility at Historically Black Colleges and Universities



“Their overall success is providing black graduates with a better college experience than they would receive at non-HBCUs”

GALLUP

SOLID REASONS FOR PLANNING

“Sustainability must be the ultimate goal for each institution.” HBCU’s should carefully assess their overall condition to determine what, if anything can or should be done to achieve such sustainability. In that evaluation, here are several options it might consider:

Adopting New Business Models

HBCU’s desperately need a new business model that is intentional, innovative and committed to change. It fundamentally means exploring options to increase revenue, contain or reduce costs, and restructuring to achieve strategic goals

Creating a new vision.

All higher education institutions aggressively compete with HBCUs for students and faculty members. A new vision might lead to eliminating programs. It could include establishing mutually beneficial strategic partnerships and alliances with four-year and two-year institutions and corporations.

Fostering meaningful engagement among key stakeholders

Shared governance is essential to fulfilling the mission and potential of colleges and universities and should be encouraged within the context of institutional culture. Faculty, staff, students and alumni must feel that they have a voice.

Source: Struggling HBCUs must consider new options for survival, Inside Higher Education, Alvin J. Schexnider, December 2017

Vision Vs. Mission

- A vision statement outlines WHERE you want to be.
- Answers the question: “Where do we see our institution going in the future?”
- A vision statement is usually 5 to 7 years in the future.
- Used to build consensus among college employees and shapes understanding of why they are working at the College.

- A mission statement states HOW you will get where you want to be. It defines PURPOSE of existence.
- Answers the question: “What do we do well and what makes us different?”
- A mission communicates about the present leading to the future.
- The prime function of the mission statement is internal and defines key components of the institution’s success.

SACSCOC ACCREDITATION STANDARDS FOR MISSION

SECTION 2: Mission

2.1 The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (*Institutional mission*) [CR]



- 1) What constitutes the published “mission” of the institution? Is it a single statement or a broader collection of statements?
- 2) Where is the statement published? Is the language of the mission consistent across publications?
- 3) How is the mission statement appropriate to an institution of higher education?
- 4) How does the mission address teaching and learning and, if appropriate, research and/or public service?
- 5) How does the mission statement describe the distinctiveness of the institution and its values?
- 6) How does the mission statement reflect the educational programs and levels of degrees offered by the institution?



MISSION STATEMENT ESSENTIALS

Four essential questions a mission statement must answer:

- What do we do?
- How do we do it?
- Whom do we do it for?
- What value are we bringing?

The best mission statements are plain speech with no technical jargon or adornments.

GASTON COLLEGE MISSION STATEMENT ANALYSIS

Whom do we do it for? (Markets)

What we do? (Purpose)

Gaston College is an open-door public community college, located in Gaston and Lincoln counties, that promotes student success and access to lifelong learning through high-quality, flexible, affordable, and comprehensive educational programs and services responding to economic and workforce development needs.

How do we do it? (Actions)

What value are we bringing? (Impact)

ASU'S CURRENT VISION STATEMENT

Alcorn State University will become a premier comprehensive land-grant university that develops diverse students into globally-competitive leaders and applies scientific research, through collaborative partnerships, which benefit the surrounding communities, states, nation and world.

Three Critical Questions:

- Above all else, does the statement offer a **vision** of what the institution aspires to be in the future?
- Does it help people understand where the university is heading and how they can contribute to achieving the future?
- It is a concise statement (a few sentences) that focuses on the most important components of ASU's significance or meaning?

ASU | MISSION STATEMENT

Alcorn State University a Historically Black College and University, is a comprehensive land-grant institution that celebrates a rich heritage with a diverse student and faculty population. The University emphasizes intellectual development and lifelong learning through the integration of diverse pedagogies, applied and basic research, cultural and professional programs, public service and outreach, while providing access to globally competitive academic and research programs. Alcorn strives to prepare graduates to be well-rounded future leaders of high character who will be competitive in the global marketplace of the 21st century.

Four essential questions a mission statement must answer:

What do we do?

How do we do it?

Whom do we do it for?

What value are we bringing?

ASU | CORE VALUES

Student-Centered

Our students are our greatest assets. We value every student. We encourage leadership development by mentoring our students and enabling them to participate in our decision-making processes.

Academic Excellence

We uphold the highest, rigorous academic standards. We expect excellent scholarship, preparation, and performance from every student, faculty and staff member.

Shared Governance

The University provides an open and honest environment. Communications are thorough, truthful, and present all of the facts. We value transparency in decision-making and communications. We encourage every stakeholder to be aware of our opportunities, challenges, and resources. Policies are merit-based, fair, and broadly communicated.

Professionalism

Everyone accepts full responsibility for personal performance and actions, maintains high moral standards, and complies with effective performance appraisal processes. We expect honesty, objectivity, and fairness in all transactions among our stakeholders. We pride ourselves on our strong commitment to a rigorous work ethic.

Diversity

We value the global nature of our society. Everyone is respected. We promote diversity of thought and encourage the acceptance of cultural diversity. We believe that diversity stimulates a dynamic intellectual environment, creativity, and innovation. We believe that everyone has something to offer.

Outreach, Engagement, & Community Service

We are committed to improving communities, locally and globally. We encourage students, faculty, and staff to apply their knowledge to build stronger, healthier, economically viable communities.

Institutional Pride

We treasure our legacy, our commitment to excellence, our development of leaders, and our service to others. These attributes imbue us with great pride in Alcorn State University. We respect the assets and resources of our University and use them prudently. We provide our students, faculty, and staff with the necessary infrastructure and technology to succeed while maintaining a safe, secure, and nurturing environment.

VISION & MISSION STATEMENT EXAMPLES

VISION

Virginia State University will foster **sustained excellence** as a Preeminent Public Land-Grant university providing access to higher education and a holistic transformative learning experience to produce **world-class leaders** and **scholars** for a diverse state, national and the global workforce.



Mission

Virginia State University, a public, comprehensive 1890 Land Grant institution and historically black college/university, is committed to the preparation of a diverse population of men and women through the advancement of academic programs and services that integrate instruction, research, extension, and outreach. The University endeavors to meet the educational needs of students, graduating lifelong learners who are well equipped to serve their communities as informed citizens, globally competitive leaders, and highly effective, ethical professionals.

VISION & MISSION STATEMENT EXAMPLES

VISION

Lincoln University will be a national model for both 21st century liberal arts undergraduate education and innovative graduate and professional programs.



Lincoln University
LEARN. LIBERATE. LEAD.

MISSION

Lincoln University, the nation's first degree-granting Historically Black College and University (HBCU), educates and empowers students to lead their communities and change the world.

It does so by:

- Providing a rigorous liberal arts education featuring active and collaborative learning;
- Integrating academic and co-curricular programs with the University's distinctive legacy of global engagement, social responsibility and leadership development; and
- Cultivating the character, values and standards of excellence needed to enable students to become responsible citizens of a global community.

CORE VALUE EXAMPLES



Our Values

- Student-Centered** – Promoting the intellectual, physical, social, and emotional development of students in all facets of University life.
- Integrity** – Displaying the highest degree of ethical commitment in the pursuit of knowledge.
- Engagement** – Developing civically engaged citizens who value all persons and demonstrate the desire to positively impact their immediate surroundings, nation, and world.
- Customer Service** – Creating an atmosphere of respect, collegiality, and responsiveness to provide excellent service to our internal and external constituents.
- Excellence** – Utilizing a balanced approach to create a high expectation of achievement, awareness, and intellectual development among our students, faculty, and staff.
- Scholarly Research** – Conducting scholarly activity is at the forefront of our disciplines and applying translational discoveries and intellectual pursuits to benefit the community.
- Global** – Preparing globally aware citizens that respect and appreciate cultural differences of all people through service and the dissemination of knowledge to the world.
- Teaching** – Providing learning environments and activities consistent with best educational practices to create a framework where scholarship is intentional, transformational, and deepens understanding in the preparation of future leaders.
- Diversity** – Fostering a community that identifies, values, and respects differences of all people by creating a positive experience for students, faculty, staff, and the community.



GUIDING PRINCIPLES

At the center of everything we do is a system of values informing and guiding all policies and programs. These values, expressed through our decisions and actions, are defined by five over-arching guiding principles:

Commitment to Excellence: We will strive for excellence through creativity, innovation and efficiency that allow for optimization of resources.

Commitment to Valuing People: We will value people by providing a safe, wholesome and healthy environment that fosters mutual respect, diversity, and inclusion.

Commitment to Being Student Centered: We will focus on all aspects of student life including student-centered education by embedding skills and praxis that foster life-long learning and independent problem solving and also translate their needs and expectations into actions that embody exceptional service.

Commitment to Exemplary Educational Programs: We will provide exemplary educational programs and an effective learning community by ensuring that they represent the highest standards of academic excellence and by continuous quality improvement.

Commitment to Fiscal Accountability: We will commit to financial accountability by promoting and fostering a culture of compliance, integrity, and fiscal responsibility throughout the University.

VISION & MISSION STATEMENT EXAMPLES

VISION

Dillard University attracts the leaders, thinkers, and artists of tomorrow, and equips them with the tools they need to imagine and build a better world for everyone.

Our students do not acquire knowledge alone; they develop compassion and high ethical standards alongside it. They think critically, but they do not stop at thinking; they act to turn their dreams into reality. In doing the work they are called to do, they do not choose the easy path over the right path. Instead, their commitment to excellence and integrity makes their work resilient by inspiring others to join their cause.

Our motto, “Ex Fide, Fortis,” means "From Faith, Strength." It is this faith that keeps our vision clear, our hearts full, and our actions confident and deliberate, as together we transform the world into the world that it should be.



Mission Statement

Dillard University is a historically Black institution that cultivates leaders who live ethically, think and communicate precisely, and act courageously to make the world a better place.

HOMework FOR NEXT VIRTUAL ADVISORY COMMITTEE MEETING

Critique Other University Vision and Mission Statements:

- What is the purpose or philosophy of the college?
- Do the statements describe who they are and what makes them distinctive or unique?
- Who are the organization's primary stakeholders and what do they do to fill needs or solve problems?
- Where is the college heading in terms of vision or what is the ideal future state?
- What do you like and dislike about these statements?

NEXT STEPS

MULTIPLE WAYS TO PARTICIPATE

- 1) Attend one of several open forums
- 2) Know your SPAC representatives and talk to them as well as your colleagues
- 3) Review the consultant's presentation for each open forum on the College's website
- 4) Complete open forum activities online at www.alcorn.edu/academics/strategic-plan
- 5) Check for progress updates and review the outcomes from the previous open forums online



www.alcorn.edu/academics/strategic-plan

TIMELINE



Next Open Forums:
February 15-16, 2021

December 2020

- Project Initiation Meetings
- Internal Assessment
- External Assessment

January 2021

- Internal/External Assessment
- Gap Analysis
- Campus Site Visit: SWOT-C

February 2021

- Visioning: Trends and Best Practices
- Vision & Mission Statements & Core Values
- Campus Site Visit: Crafting Strategic Issues

March 2021

- Putting it all together
- Campus Site Visit: Review draft Strategic Goals, vision & mission statements & core values
- Key Performance Indicators

April 2021

- Review & Comment Period
- Completed Strategic Plan

ALCORN STATE UNIVERSITY

**ADVISORY COMMITTEE
MEETING #2**

Questions and Comments

January 28, 2020



Campus Site Visit #1: January 28-29, 2021



Campus Site Visit #2: February 16-17, 2021



Campus Site Visit #3: March 16-17, 2021