

TENNESSEE HISTORICALLY BLACK COLLEGES & UNIVERSITIES SUCCESS

**STRATEGIC PLAN
2022 - 2025**



Tennessee Higher Education Commission

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SECTION I: STATEWIDE HBCU SUCCESS STRATEGIC PLAN



Introduction

The Historically Black Colleges and Universities (HBCU) Success initiative at the Tennessee Higher Education Commission (THEC) is dedicated to strengthening the capacity of Tennessee's seven historically Black colleges and universities to provide the highest quality education; increasing opportunities for these institutions to participate in and benefit from State programs; and ensuring that Tennessee has the highest proportion of college graduates from HBCUs in the country.

The initiative was formally established by the General Assembly and signed into law by Governor Haslam in 2017; and is comprised of two parts – the Office of HBCU Success and the HBCU Success Advisory Board. The role and duties of both the HBCU Success office and Advisory Board are outlined in Tenn. Code Ann. §49-7-217 (see Appendix for full text).

Office of HBCU Success

Housed within the Bureau of College Access and Success of the Tennessee Higher Education Commission, the Office of HBCU Success fosters programming, policy, and partnerships that will allow the students, staff, and faculty at Tennessee's HBCUs to achieve their maximum potential. This is accomplished through three strategic priority areas:

- **Research and Analysis:** Engagement in policy and academic research to maintain a catalog of interventions, best practices, and leading strategies in the areas of academic excellence and student success for students of color broadly, and at HBCUs in particular. Analysis of data from a variety of sources to highlight enrollment trends, persistence and completion gaps, and other accountability and advocacy metrics as needed to advance policy.
- **Program Development:** Curation of a diverse portfolio of opportunities for Tennessee HBCU faculty, staff, and students to participate in and further strengthen institutional capacity to provide the highest quality education and to benefit from State programs.
- **Coordinating and Convening:** Bringing together various stakeholders and potential investors as well as cross-institutional teams and affinity groups that will collectively address the needs of students and create mutually beneficial partnerships around each institution's strategic planning goals.

HBCU Advisory Board

The HBCU Success Advisory Board is comprised of nine THEC-appointed members and the seven Tennessee HBCU presidents as ex-officio members. The Board serves as a connection to the community and other external stakeholders and makes recommendations to the Commission on policy matters regarding HBCUs. Board members are Tennesseans representing a variety of sectors who are dedicated HBCU supporters and committed to the strategic advancement of Tennessee's HBCUs.

The inaugural HBCU Success Advisory Board served from 2018 through 2021. The current Advisory Board was appointed by the Commission in July 2021 for the three-year term, 2021-2024.

The Tennessee HBCU Sector

In order to proceed strategically in addressing the objectives outlined in statute, it is important to identify the constituents and stakeholders that make up Tennessee’s HBCU Sector.

Institutions

The seven HBCUs across Tennessee are:

- American Baptist College**, Nashville, TN
- Fisk University**, Nashville, TN
- Knoxville College**, Knoxville, TN
- Lane College**, Jackson, TN
- LeMoyne-Owen College**, Memphis, TN
- Meharry Medical College**, Nashville, TN
- Tennessee State University**, Nashville, TN

Collectively they make up the **Tennessee HBCU Consortium**, a non-binding association of the institutions that recognizes their common missions and aims to capitalize on collective bargaining. These schools have the entire range of postsecondary institutional characteristics—rural and urban; public and private; regionally, nationally, and non-accredited; undergraduate only, graduate only, and both levels; liberal art focus, medical institution, and broad research institution, among other characteristics. This diversity of taxonomy is an asset to the sector, providing a wealth of options and experiences internally and externally.

	Fall 2019 Enrollment	Fall 2020 Enrollment	2019 First-Year Students	2020 First-Year Students	2018-19 Graduates	2019-20 Graduates
American Baptist College	99	55	23	4	20	17
Fisk University	874	911	327	251	98	82
Knoxville College	27	26	--	--	1	1
Lane College	1,267	1,095	405	245	176	158
LeMoyne-Owen College	835	654	150	58	141	117
Meharry Medical College	877	944	--	--	219	261
Tennessee State University	8,081	7,615	1,268	1,703	1,592	1,425

Students

In fall 2020, there were approximately 11,300 students enrolled in Tennessee HBCUs, among those 77 percent were undergraduates and 23 percent were pursuing graduate degrees. In total, just over 20 percent of Black undergraduate enrollment in Tennessee is at an HBCU—which is nearly double the national HBCU rate of 11 percent of Black undergraduate enrollment from across the country.

Tennessee HBCU students are largely from in-state, with \$12 million in state financial aid going to students at Tennessee HBCUs in the 2020-21 academic year. The top majors selected by undergraduates include business, education, biology, and psychology.

Community

Geographically, Tennessee's HBCUs are located in historically Black neighborhoods in Knoxville, Nashville, Jackson, and Memphis, and have long been seen as anchor institutions physically, socially, and culturally. Each of the institutions have active alumni associations, with chapters located throughout the country. Other perennial sources of support for Tennessee's HBCUs include Greek-letter organizations, faith-based organizations, professional organizations and associations, and other non-profit groups.

Policy environment

Tennessee was the first, and currently the only state to have a full-time position of this kind focused on the success of all seven of its HBCUs. On March 24, 2022, Governor Bill Lee signed into law that November 8th would henceforth be recognized as Historically Black Colleges and Universities Day in Tennessee.

Local and federal governments have taken up the cause of preserving and revitalizing these spaces through a variety of programs such as Opportunity Zones, Congressional Community Project grants, Broadband Accessibility grants, and others.

Additionally, the Tennessee General Assembly has recently made an historic investment in its historically Black Land Grant university TSU, by appropriating \$250 million for facilities upgrades and student scholarships.

The sector of higher education that represents Tennessee's HBCUs is far from one-size-fits all, and any plan for its coordinated, sustainable future success will require far from one-size-fits all goals and strategies.

The Pillars for Strategic HBCU Success

The 2022-25 three-year strategic plan for HBCU Success has been developed through a process of research, collaboration, and consensus gathering, with vital input from stakeholders across the Tennessee HBCU Sector. In developing this strategic plan, it was important to not only address each of the HBCU Success statutory directives, but to do so in a way that optimized and maximized the synergy between the Commission, the HBCU Success Advisory Board, THEC staff, and the broader higher education sector. Recognizing the diversity in institution types and their needs, the strategic plan seeks to chart a path forward that is both flexible and adaptive to the changing operating context of Tennessee's HBCUs.

The 2022-25 HBCU Success Strategic Plan is built on strategic pillars, based on responding to the most pertinent challenges of HBCUs as they face the uphill battle of returning to a brand new “normal,” in addition to the commitment to their historical, founding missions. The levers and policy tools outlined in this document are interconnected, and ultimately must be pursued in tandem to achieve lasting success.



Strategic Plan Pillars

I. Promote Tennessee HBCUs to students, families, the community, and policymakers

As a community of advocates, working to elevate the public awareness of HBCUs and to improve the availability, dissemination, and quality of information concerning HBCUs to inform public policy and practice

II. Support the strengthening of the administrative capacity at Tennessee HBCUs

Utilizing collective resources and convenings to share administrative and programmatic practices within the consortium for the benefit of all and to improve the ability of HBCUs to remain fiscally secure institutions that can assist the state in reaching its educational goals

III. Encourage partnerships with Tennessee HBCU programs and initiatives

Again benefiting from a “all hands on” approach, being a bridge and liaison in order to foster enduring private-sector initiatives and public-private partnerships while promoting specific areas and centers of academic research and programmatic excellence throughout all HBCUs, and to engage the philanthropic, business, government, military, homeland security, and education communities in a dialogue regarding new HBCU programs and initiatives

The fourth pillar of the strategic plan runs parallel and in tandem with the other three—to [explore new ways of improving the relationship between the state and HBCUs](#). Tennessee’s historically Black institutions have long contributed to the livelihood and prosperity of its citizens. As the higher education sector as a whole looks forward to the Drive to 55 policy initiative and

beyond, the building up of the relationship between institutions and state agencies is of utmost importance. This plan is designed to be carried out, not by a single office or entity, but rather by a collective of HBCU advocates working together for the common goal of HBCU Success.

Many HBCUs struggle with the negative perception of poor leadership, despite facing the same challenges as many other non-HBCU institutions, however with greater constraints and fewer resources. At the same time, there is certainly a need to strengthen the overall administrative capacity of HBCUs, due to a variety of factors including being disproportionately tuition-driven and understaffed.

With the rise of “Generation Xers” as HBCU presidents, a new model of successful leadership and best practices are available both for sharing across the sector, as well as further research. One of the critical components for repositioning HBCUs for the future will be leadership. Not only must the leadership of individual campuses be visionary and innovative, but the HBCU leadership community must come together to articulate collective goals for HBCUs (Lee and Keys, 2013).

Overall, HBCUs have repeatedly demonstrated successful proof-of-concept regarding partnerships that provide pipelines to continued education as well as diverse job placement for alumni across a variety of industries. Partnerships can benefit institutions by helping them garner financial support, increase educational opportunities, improve public opinion locally and nationally, improve operational infrastructure, and assist in the development of new knowledge or intellectual property (AASCU, 2018; Felix, 2020).

Replication of such collaborative programs requires ensuring not only institutional alignment and fit, but also scalability with fidelity. Additionally, potential partners have expressed logistical barriers to connecting, including identifying points of contact and a lack of general awareness of institutional opportunities. Research points to improvement of the overall context for collaboration and empowering a knowledgeable and vested third party “negotiator,” that can serve as a bridge between HBCUs and external entities.

American Association of State Colleges and Universities describes three categories of partnerships: 1) community, 2) cross-institutional, and 3) public and private sector (AASCU, 2018). Community partnerships are between universities and communities within their respective geographical regions, which in turn improve or raise the public opinion of the institution (AASCU, 2018). Cross-institutional partnerships occur between multiple universities and allow for opportunities such as collaborative academic programming (AASCU, 2018). Lastly, partnerships with the public and private sector occur when universities partner with specific businesses and create opportunities for joint profit ventures or leasing of university-owned land for a profit.



PROMOTE HBCUs TO STUDENTS, FAMILIES, THE COMMUNITY, AND POLICYMAKERS

Strategies to Promote the Tennessee HBCU Sector

Develop and enhance existing comprehensive pathway to college materials that promote Tennessee's HBCUs

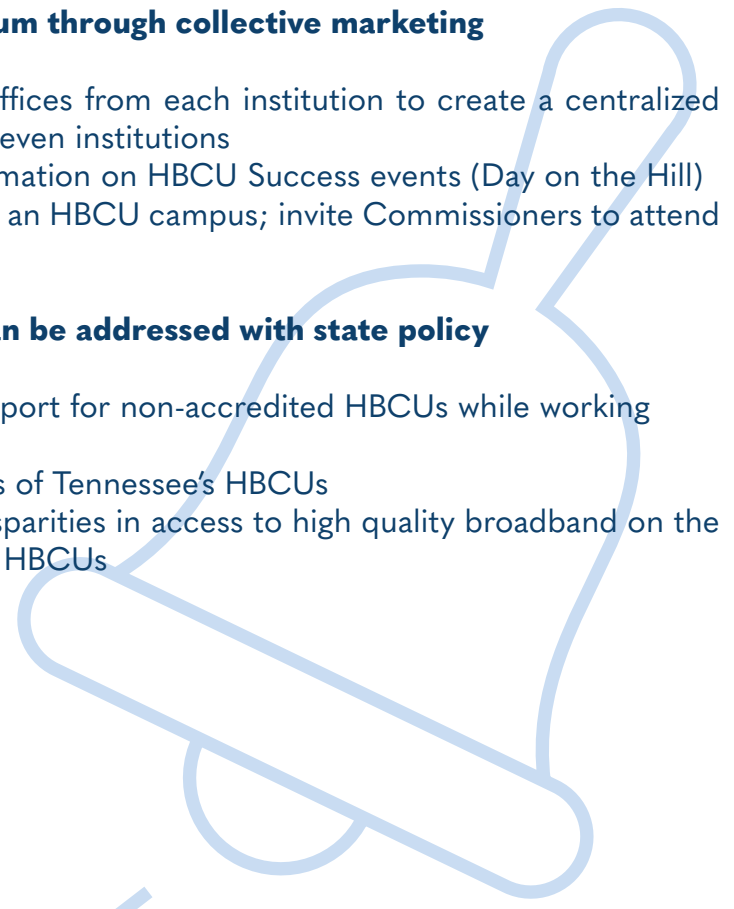
- For the target HBCU enrollment population: demystify the process of accessing college (including financial aid, application process, admissions, housing); provide an outline of the details on how to get into and be successful in college by addressing the basics
- Early education interventions beyond educational materials—liaisons and mentors on site in schools to help students walk through the process of filling out paperwork
- Leverage and effectively market opportunities to utilize TN Promise at HBCUs (Fisk, Lane, and LeMoyne-Owen) via the network of volunteers in communities to increase student awareness and utilization of these programs
- Develop an information hub/portal to make sure Tennessee HBCU information is easily accessible to students and families
- Leverage existing resources to reach out to adults to connect them with relevant certificate and degree programs on HBCU campuses

Further develop the Tennessee HBCU Consortium through collective marketing

- Bring together the marketing/communications offices from each institution to create a centralized source for press releases and news items from all seven institutions
- Coordinate with institutions to disseminate information on HBCU Success events (Day on the Hill)
- Host HBCU Success Advisory Board meetings on an HBCU campus; invite Commissioners to attend meetings

Create policy briefs on important issues that can be addressed with state policy

- National vs. regional accreditation, as well as support for non-accredited HBCUs while working towards re-accreditation.
- Financial aid and student debt levels of graduates of Tennessee's HBCUs
- Digital equity in broadband and the impact of disparities in access to high quality broadband on the success and legitimacy of education and service at HBCUs





SUPPORT THE STRENGTHENING OF THE ADMINISTRATIVE CAPACITY OF HBCUs

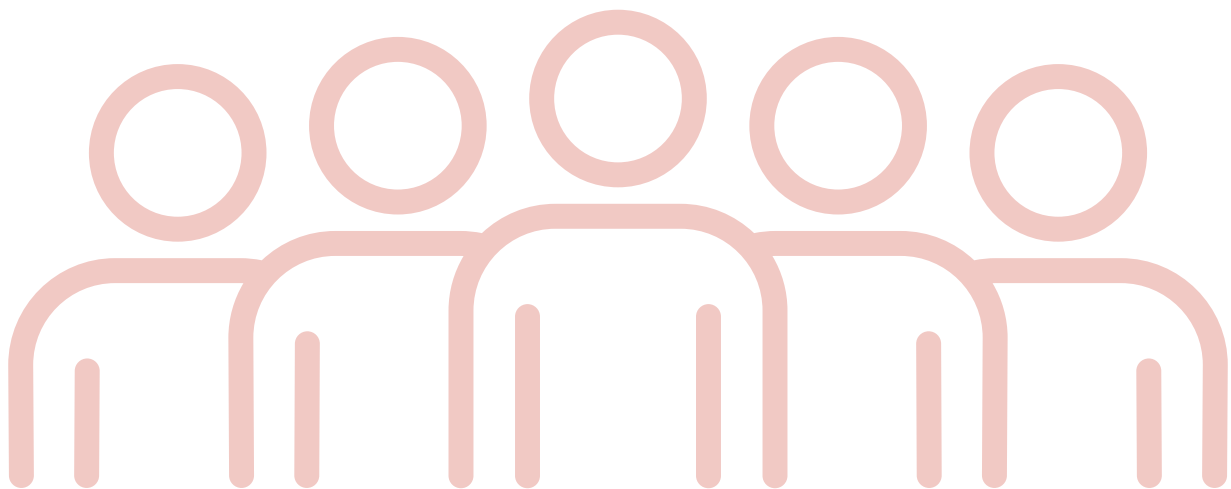
Strategies to Strengthen the Tennessee HBCU Sector

Provide targeted capacity building focused on high priority and common issues across institutions that can be address or assisted through external intervention

- Develop a list of needed training programs to support development and business acumen (e.g., finances, strategic planning, future casting, etc.) and identify training providers or develop in-house trainings based on identified needs
- Implement capacity building programming through workshops, institutional coaching, information dissemination, and other platforms as deemed necessary

Further develop the Tennessee HBCU Consortium

- Identify affinity groups (e.g., academic affairs, student affairs, etc.) and facilitate a convening to discuss common issues and best practices
- Develop a medium to regularly share best practices and institutional data to reinforce data-informed decision making





ENCOURAGE PARTNERSHIPS WITH HBCU PROGRAMS AND INITIATIVES

Strategies to Encourage Partnerships with the Tennessee HBCU Sector

Catalog the existing robust network between HBCUs and external partners

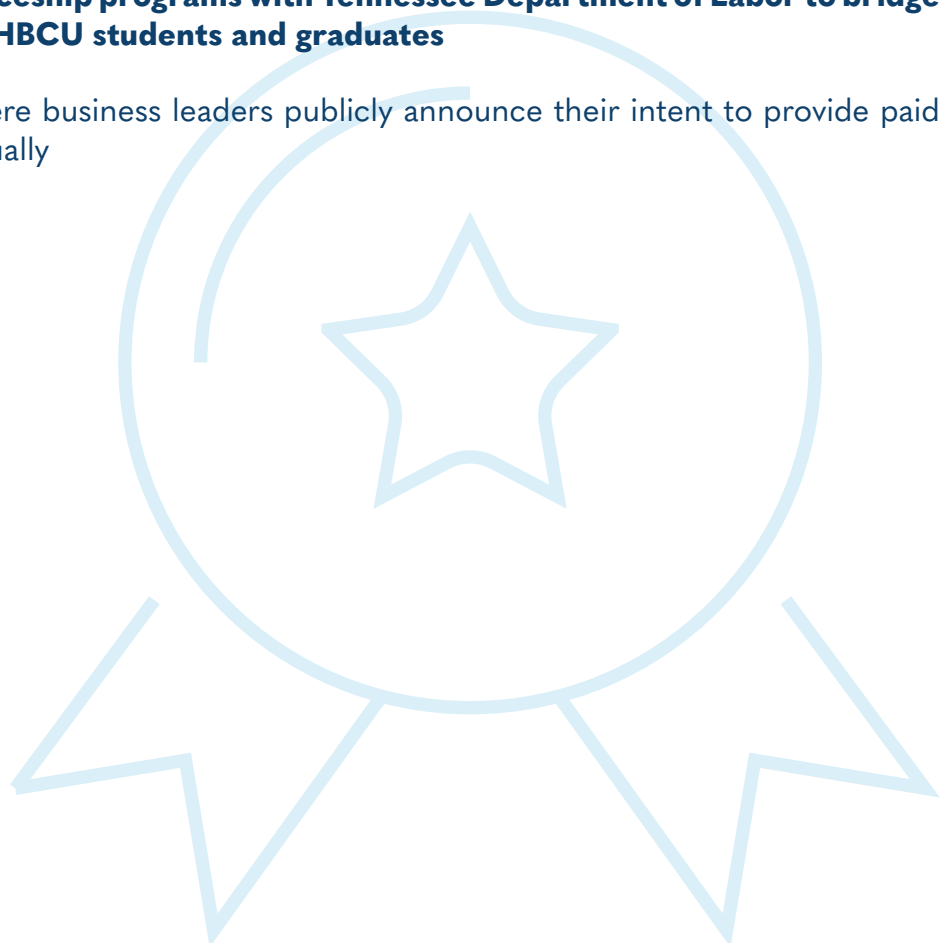
- Inventory successful partnerships between Tennessee HBCUs and public and private partners and meet with Tennessee business leaders to understand new and emerging workforce needs in Tennessee
- Share information about partnership successes and lessons learned to HBCUs, business leaders and on the information hub
- Share business needs with HBCUs to facilitate the creation of new programming or partnership building with existing programs

Continue to support the establishment of key partnerships with longstanding business groups in Tennessee

- Work with the Chamber Statewide Tennessee leadership program to become a standing agenda item on yearly training
- Collaborate on the Tennessee Business Roundtables' current education targets and initiatives

Leverage internship and apprenticeship programs with Tennessee Department of Labor to bridge the gap between employers and HBCU students and graduates

- Create a pledge opportunity where business leaders publicly announce their intent to provide paid internships to HBCU students annually



SECTION II: INSTITUTIONAL HBCU STRATEGIC PLANS



Tennessee HBCU Strategic Plans

Of central importance to the statewide 2022-2025 HBCU Success Strategic Plan is ensuring alignment and compatibility with the vision and strategic planning taking place on each of the individual HBCU campuses across the state. The following section gives an overview of the most recently published strategic plan from each HBCU in Tennessee. These publications, updated regularly by a consortium of campus constituents, outline each institution's vision, long term goals, and actionable steps to achieve them.

For example, when considering **strategic goal III: Encouraging Partnerships with HBCU Programs and Initiatives**, each of the individual institutional strategic plans contain a specific statement that aligns with this goal as outlined below:

American Baptist College

Excellence in Community Partnerships Pursue alignments with business, industry, government, religious, and civic organizations to create experiential education to facilitate a pathway to economic, social, and educational success for our students and the advancement of our college.

Fisk University

Create and enhance partnerships that are mutually beneficial to the campus and surrounding community by:

- Increasing coordination of our University services with community needs and community services with our University needs
- Developing additional experiential learning opportunities with external partners, including internships and service-learning projects

Knoxville College

Design and Implement a Collective Impact Model

- Foster and establish strategic public and private partnerships

Lane College

Strategic Theme 5: Enhance mutually beneficial partnerships that support college initiatives and enrich the community

LeMoyne-Owen College

...engaging a wider audience in our mission by communicating our value to the Greater Memphis region

Meharry Medical College

Goal #4: Strategically Expand Reach

- Expand and diversify community engagement programs in the areas of research, education, and clinical care.
- Strategically engage and collaborate with external partners in ways that will benefit the college.

Tennessee State University

Create a Transformative Educational Environment that Impacts Middle Tennessee and Beyond

- Align academic programs to build and expand partnerships with the fast-growing technology, healthcare, and music-related and other businesses in the Nashville Metro region.
- Increase partnerships with the business community to enhance overall operations of the University and placement of graduates.

The future envisioned by Tennessee's HBCUs is as diverse as their varied missions and student bodies, and yet unified and united by the common threads of providing access and ensuring success to those who have been historically denied. The inclusion of the strategic plans in this document serves to further illustrate the strength in cohesion between Tennessee's HBCUs and the State.

American Baptist College

Source: American Baptist College – 2020 President’s Report – “On the Road to 100”

The mission of American Baptist College, a historically Black college with a liberal arts emphasis, is to educate, graduate, and prepare diverse students for Christian leadership, service, and social justice in the world. American Baptist College’s vision is to provide educational opportunities for gifted students who have limited academic experiences and resources, but unlimited potential for leadership in society. The College was established in 1924 and will celebrate their centennial anniversary in 2024 – “On the Road to 100”.

FOUR STRATEGIC PRIORITIES

Excellence in Education

Maintain a high quality collegial, supportive, and educational environment to motivate and engage faculty, administrators, staff, and students to achieve their personal and professional goals and the expected institutional outcomes.

Excellence in Christian and Ethical Leadership

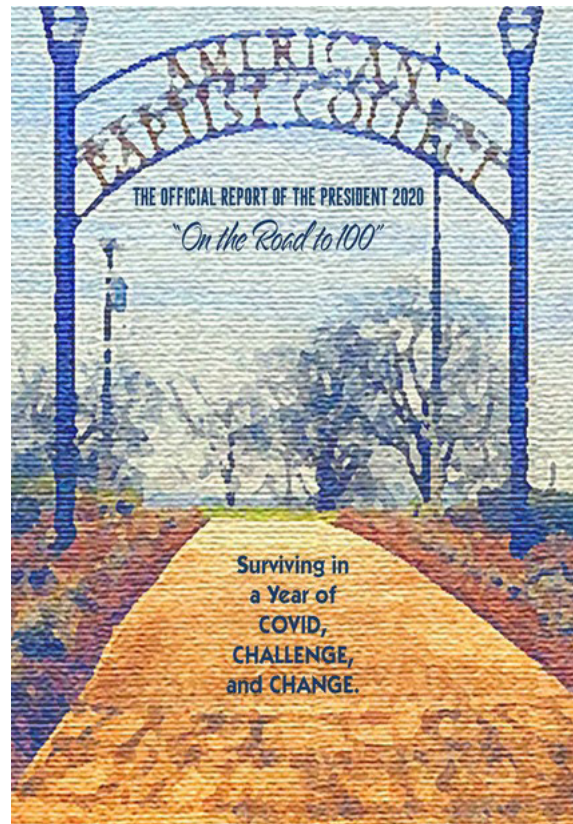
Develop a student-centered and justice-oriented institutional culture of Christian vocation rooted in leadership, service, and ethical living.

Excellence in Resource Management

Utilize best practices in resource management and allocation to support American Baptist College’s commitment to sound stewardship.
Strategic Partnerships and Alliances

Excellence in Community Partnerships

Pursue alignments with business, industry, government, religious, and civic organizations to create experiential education to facilitate a pathway to economic, social, and educational success for our students and the advancement of our college.



Fisk University

Source: Fisk University – 2018-22 Strategic Plan: Transformations

Fisk University embraces a bright future by creating a new four-year Strategic Plan (2018- 2022). The plan consists of seven guiding principles: Transformational Student Experience, Academic Excellence with a Focus on Liberal Arts and Science, Thrive, Diversity and Social Justice, Community Partnerships, Continuous Improvement, and Globalization.

Provide an environment which will develop students intellectually, personally, and professionally to the greatest extent of their abilities by:

- Providing professional development opportunities for students to enhance their readiness for jobs;
- Developing co-curricular opportunities that enhance students' career competitiveness;
- Developing and enhancing advising and mentoring programs;
- Increasing participation of students in University, civic, service, leadership, and stewardship activities;
- Inspiring students to assume the 'Fisk Identity' (represent themselves with honor, integrity, and dignity).

Promote a learning-centered environment through immersive educational experiences which facilitate excellence in teaching, research, and creative activity by:

- Increasing institutional research expenditures by strengthening connections between teaching, research, and across disciplines;
- Enriching programmatic offerings, which may include, but are not limited to, Criminal Justice, School of Continuing Education, Queer Studies, Religious and Philosophical Studies, Healthcare Business, and Hospitality;
- Increasing the number of faculty members;
- Expanding professional development opportunities for faculty;
- Expanding applied learning opportunities such as service learning, faculty-sponsored student research, and international study;
- Recasting the Honors Program to attract and retain academically talented students;
- Broadening the use of technology within the classroom to provide cutting-edge learning experiences for students

Promote individual and collective responsibility for the continued financial well-being of the University by:

- Increasing enrollment from between 1,600 to 1,800 students;
- Increasing philanthropic giving from Alumni giving, and solicitations from private foundations;
- Growing the University's endowment;
- Steering campus planning and resource management to promote the effective use of the University's resources;
- Redesigning business processes at the University for maximum student responsiveness and fiscal effectiveness;



- Becoming a leader among HBCUs in the aid packages awarded to students;
- Establishing a new branding/marketing strategy for the institution;
- Maintaining and enhancing the University's infrastructure, including its facilities, grounds, instructional services, and information technology resources.

Promote diversity and social justice initiatives by:

- Establishing or reestablishing centers within the institution focused on developing and implementing University-wide diversity and social justice initiatives, which may include, but not be limited to, the Race Relations Institute, International Center, and LGBTQ Center;
- Offering civic engagement and research projects that are diversity/social justice-related;
- Developing a diversity/social justice course requirement within the CORE curriculum.

Create and enhance partnerships that are mutually beneficial to the campus and surrounding community by:

- Enhancing and/or creating partnerships with local secondary schools, including charter and other independent schools;
- Increasing coordination of our University services with community needs and community services with our University needs;
- Developing additional experiential learning opportunities with external partners, including internships and service-learning projects;
- Enhancing the engagement of alumni and friends of our University in mutually beneficial endeavors;
- Establishing a student/alumni mentorship program.

Design and employ a mechanism that improves the overall customer service experience for students by:

- Reviewing processes and practices to ensure efficiency and effectiveness in the University's operations;
- Building a modern IT infrastructure that supports the achievement of the University's mission and goals;
- Building a culture of philanthropy through the University community and stakeholders;
- Recruiting and retaining talented faculty and staff for a competitive University enterprise;
- Promoting sustainability initiatives that place Fisk as a sustainability leader among universities;
- Designing and implementing a One Fisk Guarantee initiative.

Further greater cultural understanding, immersion, and inclusion by enhancing opportunities for greater interaction within the global arena by:

- Enhancing and/or creating partnerships with local secondary schools, including charter and other independent schools;
- Increasing coordination of our University services with community needs and community services with our University needs;
- Developing additional experiential learning opportunities with external partners, including internships and service-learning projects;
- Enhancing the engagement of alumni and friends of our University in mutually beneficial endeavors;
- Establishing a student/alumni mentorship program.

Knoxville College

Source: Knoxville College: *From Surviving to Thriving: A Quest for Sustainability*

Knoxville College is a private, church-related, four-year, coeducational, liberal arts institution. The College is open to students of diverse backgrounds and cultures who seek a quality liberal arts education. The College provides a challenging and stimulating educational experience for students of demonstrated academic ability and for students of potential who have been afforded little advantage within society.

Maintain THEC Licensure and Gain TRACS Accreditation

- Meet all requirements and threshold to maintain authorization with Tennessee Higher Education Commission (THEC)
- Apply for Transnational Association of Christian Colleges and Schools (TRACS) accreditation
- Continue to expand and specify offered catalog and specialty programs

Improve Knoxville College's Financial Position

- Create a strong, more viable institution
- Increase net assets by \$1.5 million
- Develop and increase fund development and fundraising capacity

Design and Implement a Collective Impact Model

- Foster and establish strategic public and private partnerships
- Conduct and expand community engagement activities
- Use Knoxville College family of business units to perfect the Collective Impact Model

Master Planning and Development of Building and Grounds

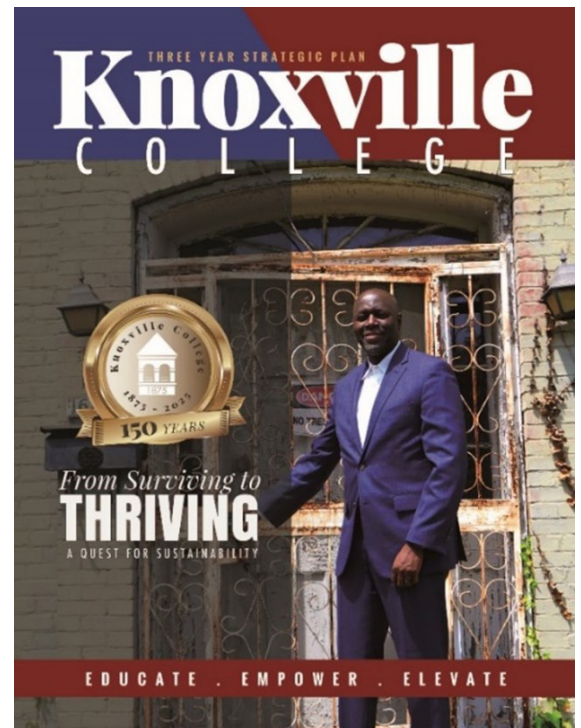
- Identify short-term development initiatives
- Establish a master planning team to include sector professionals, community representative, higher education experts, representatives (board, local alumni chapter) and students to create the Knoxville College Master Planning and Development Plan.

Rebuild the Knoxville College Brand

- Increase brand awareness for Knoxville College
- Promote Knoxville College
- Re-establish our position as a leader of institutions of higher learning
- Invest in new and/or innovative technology

Build Knoxville College's Board and Administration Capacity

- Attract, recruit, and retain credentialed staff
- Acquire and maintain a strong board with extensive experience
- Evaluate and enhance the institution's post-Covid remote/in-person work model and distance learning model



Lane College

Source: Lane College - Future Focused: A Strategic Journey Toward University Status and Community Transformation

Vision:

"Now, imagine the year 2032, the year that our fair Lane celebrates its sesquicentennial, meaning its 150 years in operation from its humble beginnings as CME High School to Lane Institute to Lane College and by 2032, Lane University."

2022-27 Strategic Plan:

The future focused vision of Lane College is to achieve university status, community transformation, and endowment increase. This vision is wed to Lane's mission to develop the whole student. It is a vision defined by our core values of transformation, liberation, and celebration...a vision actualized through a data-driven strategic plan.

Strategic Theme 1: Stimulate intellectual and creative discovery through scholarship, teaching, and research.

- Create and sustain a culture of academic success
- Create applied knowledge through research and scholarship
- Increase faculty engagement in undergraduate research
- Increase Lane Institute to enhance student achievement and development

Strategic Theme 2: Promote student success through meaningful interactions to prepare students for life in a global society.

- Develop and promote effective student leaders to address international and national issues across cultures
- Strengthen our academic programs
- Establish the 10,000 miles global initiative to internationalize the campus

Strategic Theme 3: Develop persons of integrity grounded in Christ-centered values.

- Develop diversity, equity, and inclusion plan to address each strategic theme and area of operation at the College
- Create campus culture that fosters and supports character development and faith formation throughout the campus
- Provide well rounded student athletes with Christ centered values and education

Strategic Theme 4: Strengthen financial resources that enhance facilities and operations.

- Improve the financial aid awarding process
- Improve the effectiveness of the Annual Giving Campaign
- Develop a housing reserve fund

Strategic Theme 5: Enhance mutually beneficial partnerships that support college initiatives and enrich the community

- Maximize the Lane College brand
- Create collaborative partnerships with local higher educational institutions
- Increase educational partnerships in the community through the 10-block initiative



LeMoyne-Owen College

Source: LeMoyne-Owen College: Destination 2023 Strategic Plan

Mission:

The mission of LeMoyne-Owen College, a private urban HBCU serving a diverse population of students, is to deliver transformative and inspiring educational experiences to prepare students for a lifetime of leadership, scholarship, service, and success through liberal arts, career, and professional studies using various modalities of teaching and learning at the associates and baccalaureate levels

LeMoyne-Owen College is pursuing excellence across seven areas:

- 1) Recruiting and retaining faculty to develop and grow strong academic programs;
- 2) Maximizing enrollment while balancing career preparation with maintaining the benefits of a small liberal arts college;
- 3) Retaining first-year, first-time students from the fall of their first year to the fall of their second year;
- 4) Maximizing graduation rates;
- 5) Ensuring the best post-graduation placements for our students in graduate school or careers;
- 6) Growing our endowment by building a vibrant culture of gratitude and giving among our students and alumni and by engaging a wider audience in our mission by communicating our value to the Greater Memphis region; and
- 7) Ensuring policies align with institutional outcomes to increase the effectiveness of systems, structures, and processes to facilitate team communication and execution.



Meharry Medical College

Source: Meharry Medical College: Sesquicentennial Strategic Plan – Evolution & Transformation Meharry 2026

Mission:

Meharry Medical College is a global academic health science center advancing health equity through innovative research, transformative education, exceptional and compassionate health services, and policy-influencing thought leadership. True to its legacy, Meharry empowers diverse populations to improve the well-being of mankind.

Core Values

Meharry Medical College is a community of scholars and learners committed to excellence. These are our core values:

- Accountability with transparency
- Equity with inclusion
- Respect with collegiality
- Service with compassion
- Integrity without exception

Goals

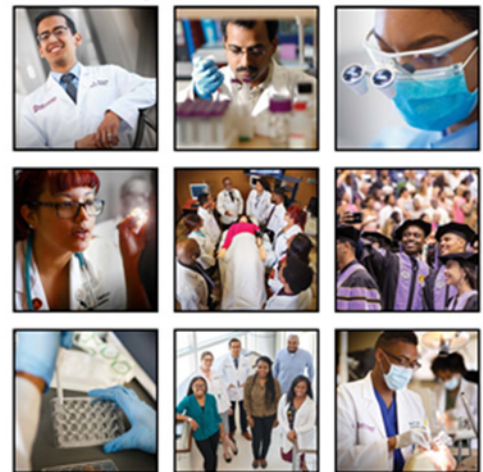
- Establish a performance culture based on excellence and accountability
- Increase the production of diverse health care professionals and researchers
- Develop distinctive and pioneering approaches to teaching, health care, research, public health and health policy to achieve health equity
- Strategically expand reach
- Build a transformed, sustainable institutional economy

Descriptive Vision

In 2026, Meharry Medical College will:

- Have an enrollment of more than 1,700 students, including 900 medical students, 500 dental students, and 300 graduate students
- Enroll students in medicine, dentistry, biomedical science, public health, health policy, health economics, medical sociology, data science, physician assistant studies, biomedical engineering, and bioinformatics
- Enroll students from across the U.S. and around the world who aspire to improve the lives of disadvantaged populations
- Have a residential population of at least 1,200 on the “village campus”
- Be the national model for the delivery of inter-professional training for aspiring students and working professionals
- Be a leader in data-driven, health equity-focused research in the following areas: cancer, educational effectiveness and performance, infectious disease, mental and behavioral health/substance abuse, obesity/cardiovascular disease, oral health, precision medicine/health
- Be the trailblazer in defining and implementing a new model for delivering value-based, patient-centered health care: in Nashville, in rural Tennessee and the Mississippi Delta, and in urban communities across the U.S.
- Be a national leader in clinical medicine in cancer, infectious disease, mental and behavioral health/substance abuse, obesity/cardiovascular disease, and oral health
- Have a network of regional, national, and international partners to expand clinical reach and provide additional educational opportunities for students and residents
- Have a comprehensive multi-specialty group practice composed of technologically adept primary care and specialist physicians, dentists and oral surgeons, advance practice nurses, physician assistants, pharmacists, optometrists, nutritionists, behaviorists, and community health workers who provide value-based, patient centered health care
- Collaborate in the design and implementation of focused synergistic community networks that complement MMC’s education, research, and clinical missions and provide leverage for service engagement opportunities.

Sesquicentennial Strategic Plan Evolution & Transformation: Meharry 2026



Tennessee State University

Source: Tennessee State University: Strategic Plan – The Pathway to Excellence 2025

Vision Statement:

Tennessee State University aspires to be the premier public urban, comprehensive institution achieving prominence through innovation and instruction, research, creativity, and service with the dissemination of knowledge and information.

Attract, Prepare, and Graduate Scholars to Change the World

- Grow undergraduate and graduate enrollment.
- Develop innovative approaches to retain a diverse student body.
- Improve graduation attainment performance.
- Expand online academic programs that address the diverse needs of students and constituents.
- Establish a comprehensive onboarding process inclusive of orientation, tutorial support, advisement, registration, and other academic and student support services.
- Provide students access to experiential learning, research, and engagement opportunities.

Cultivate an Organizational Climate that Promotes Collaboration, Continuous Improvement, and High Performance

- Build and enhance a culture that utilizes and supports assessment, accreditation, compliance, and strategic planning.
- Improve customer service and enhanced quality and responsiveness to internal and external demands.
- Enhance technology infrastructure to provide the various communities technological resources needed today.
- Improve institutional-wide operational and organizational effectiveness improvement and efficiency initiatives.

Create a Transformative Educational Environment that Impacts Middle Tennessee and Beyond

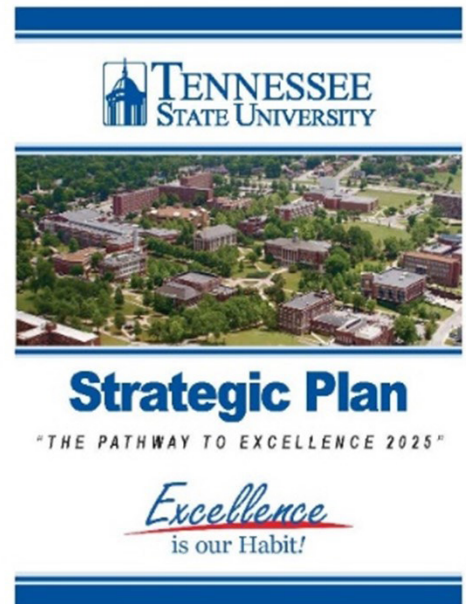
- Align academic programs to build and expand partnerships with the fast-growing technology, healthcare, and music-related and other businesses in the Nashville Metro region.
- Enhance coordinated efforts internally and externally to improve engagement with all stakeholders.
- Increase partnerships with the business community to enhance overall operations of the University and placement of graduates.
- Cultivate a climate of interdisciplinary research and for all stakeholders.

Generate Revenue and Capacity to Reinvest in Strategic Priorities

- Strengthen the University's fiscal position to enhance current and diversify current and new revenue streams
- Increase and offer competitive scholarships by 10% per academic year.
- Enhance the research output of personnel (faculty and graduate students), Ph.D. programs, and facilities to sustain R2 research status and pursue R1 classification.

Promote, Strengthen and Sustain Academic Excellence in Teaching And Learning

- Attract and retain talented and highly qualified faculty and staff.
- Create and enhance the professional development of faculty and staff through a coordinated approach.



SECTION III: CONCLUSION & REFERENCES



Conclusion

Tennessee's seven historically Black colleges and universities are a unique and vital part of the postsecondary landscape of the state. From small liberal arts institutions to large, research focused universities to world-renowned, community-based medical schools, Tennessee's HBCUs are not only monuments of an enduring legacy, but they also represent the cutting-edge innovation that will usher in the next generation of civic engagement, family wellness and prosperity, and community growth for the state.

Strategic Plan Pillars

I. Promote Tennessee HBCUs to students, families, the community, and policymakers

As a community of advocates, working to elevate the public awareness of HBCUs and to improve the availability, dissemination, and quality of information concerning HBCUs to inform public policy and practice

II. Support the strengthening of the administrative capacity at Tennessee HBCUs

Utilizing collective resources and convenings to share administrative and programmatic practices within the consortium for the benefit of all and to improve the ability of HBCUs to remain fiscally secure institutions that can assist the state in reaching its educational goals

III. Encourage partnerships with Tennessee HBCU programs and initiatives

Again benefiting from a "all hands on" approach, being a bridge and liaison in order to foster enduring private-sector initiatives and public-private partnerships while promoting specific areas and centers of academic research and programmatic excellence throughout all HBCUs, and to engage the philanthropic, business, government, military, homeland security, and education communities in a dialogue regarding new HBCU programs and initiatives

The policy tools and strategies outlined in this document are interconnected, and ultimately must be pursued in tandem to achieve any lasting success. This plan is designed to be carried out, not by a single office or entity, but rather by a collective of HBCU advocates working together.

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Appendix A: 2021 Tennessee HBCU Senior Executive Staff

American Baptist College

Forrest E. Harris Sr., D.D.	President
Febbie Dickerson, Ph.D.	Vice President for Academic Affairs
Richard Jackson, J.D.	Executive Vice President
Phyllis D. K. Hildreth, J.D.	Vice President for Institutional Strategy, Chief of Staff
Phyllis Qualls, Ed.D.	Vice President of Institutional Advancement, Marketing, and Communications

Fisk University

Vann Newkirk, Sr., Ph.D.	President
Brandon A. Owens Sr., Ph.D.	University Provost
Jens Frederiksen, Ph.D.	Executive Vice President
Norman E. Jones, MBA	Interim Vice President of Finance and Chief Financial Officer

Knoxville College

Leonard Adams, MBA	Interim President
Dasha Lundy, Ph.D.	Executive Vice President/Chief Operating Officer
Ebony Bowers, Ph.D.	Vice President of Academic Affairs

Lane College

Logan Hampton, Ed.D.	President
Daryll Coleman, Ph.D.	Acting Vice President for Academic Affairs
Darryl McGee	Vice President for Student Affairs, Chief Budget Officer
Darlette Samuels	Chief of Staff/Vice President of Institutional Advancement
Tangela Poole	Chief Financial Officer

LeMoyne-Owen College

Vernell Bennett-Fairs, Ed.D.	President
Lisa J. Lang, Ph.D.	Provost and Vice President, Academic Affairs
Tara Dunn-Ross, Ph.D.	Vice President, Student Affairs
Curtis Creagh	Vice President Finance/Chief Financial Officer
Charles G. Elliott	Vice President, Information Technology & Facilities
Cynthia L. Shelton, Ph.D.	Chief Administrative Officer

Meharry Medical College

James E.K. Hildreth, Ph.D., M.D.	President and Chief Executive Officer
Peter Millet, Ph.D.	Executive Vice President
Jeannette E. South-Paul, M.D.	Senior Vice President and Chief Academic Officer
LaMel Bandy-Neal, MBA	Senior Vice President for Finance and Chief Financial Officer
Walter D. Woods	Senior Vice President for Institutional Advancement
Anil Shanker, Ph.D.	Senior Vice President for Research and Innovation
Sandra A. Williams, MPS	Chief of Staff/Director, Title III Administration

Tennessee State University

Glenda Glover, Ph.D.	President
Michael Harris, Ph.D.	Interim Provost and Vice President of Academic Affairs
Douglas Allen, MBA	Vice President of Business and Finance
Curtis Johnson, Ph.D.	Chief of Staff
Frank Stevenson, Ed.D.	Associate Vice President of Student Affairs
Terrance Izzard	Associate Vice President of Recruitment, Admissions & Student Services
Quincy Quick, Ph.D.	Chief Research Officer and Interim Assistant Vice President of Research & Sponsored Programs

Appendix B: Recent Tennessee HBCU Legislation

I. Public Chapter No. 464, 2017 – Establishing HBCU Success at the Tennessee Higher Education Commission



State of Tennessee

PUBLIC CHAPTER NO. 464

HOUSE BILL NO. 553

By Representatives Love, Gilmore, Miller, Akbari, Hardaway, Shaw, Clemmons, Camper, Staples, Powell, Thompson, Parkinson

Substituted for: Senate Bill No. 562

By Senators Tate, Harris

AN ACT to amend Tennessee Code Annotated, Section 4-3-733 and Title 49, Chapter 7, relative to the Tennessee HBCU consortium.

WHEREAS, historically black colleges and universities (HBCUs) have made historic and ongoing contributions to the general welfare and prosperity of our country; and

WHEREAS, America's HBCUs, for over one hundred fifty years, have produced leaders in business, government, academia, and the military and have provided generations of men and women with hope and educational opportunity; and

WHEREAS, 105 HBCUs are located in twenty states, the District of Columbia, and the U.S. Virgin Islands and serve more than 300,000 undergraduate and graduate students; and

WHEREAS, these institutions continue to be important engines of economic growth and community service, and they are proven ladders of intergenerational advancement for men and women of all ethnic, racial, and economic backgrounds, especially African Americans; and

WHEREAS, these institutions also produce a high number of baccalaureate recipients who go on to assume leadership and service roles in their communities and who successfully complete graduate and professional degree programs; and

WHEREAS, in February 2010, President Obama signed Executive Order 13532 to highlight excellence, innovation, and sustainability of HBCUs, using partnerships with federal agencies and departments and the private sector to sustain the important work of HBCUs; now, therefore,

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Title 49, Chapter 7, Part 2, is amended by adding the following language as a new section:

(a) The "Initiative on Historically Black Colleges and Universities (HBCUs)" or "initiative", as used in this section, is an organizational unit of the commission, established and administered by the executive director for the purpose of providing oversight to focus on ways to strengthen the capacity of historically black colleges and universities to provide the highest quality education, increase opportunities for these institutions to participate in and benefit from state programs, and ensure that Tennessee has the highest proportion of college graduates from HBCUs in the country. The initiative shall operate in consultation with the consortium of historically black colleges and universities, pursuant to Part 29 of this chapter.

(b) The initiative shall work with state departments, agencies, offices, the private sector, educational associations, philanthropic organizations, and other partners to increase the capacity of HBCUs to provide the highest quality education to a greater number of students, and to take advantage of these institutions' capabilities in serving the state's needs through five (5) core tasks:

(1) Strengthening the capacity of HBCUs to participate in state programs;

HB 553

(2) Fostering enduring private-sector initiatives and public-private partnerships while promoting specific areas and centers of academic research and programmatic excellence throughout all HBCUs;

(3) Improving the availability, dissemination, and quality of information concerning HBCUs to inform public policy and practice;

(4) Sharing administrative and programmatic practices within the consortium for the benefit of all; and

(5) Exploring new ways of improving the relationship between the state and HBCUs.

(c)

(1) The commission is authorized and directed to provide all necessary and appropriate guidance, assistance, and support to facilitate strategy development and coordinated implementation by the initiative and the partnership to accomplish the respective and mutual key tasks of the initiative as outlined in subsection (b).

(2) In furtherance of subdivision (c)(1), the commission may enter into one (1) or more memoranda of cooperation with the initiative and the partnership on terms deemed by the commission to be appropriate, mutually beneficial, and in the best interest of the consortium and the partnership.

(d) All state departments and agencies are encouraged to create an annual plan of its efforts to strengthen the capacity of HBCUs through increased participation in appropriate federal programs and initiatives. Where appropriate, each agency plan shall address, among other things, the agency's proposed efforts to:

(1) Establish how the department or agency intends to increase the capacity of HBCUs to compete effectively for grants, contracts, or cooperative agreements and to encourage HBCUs to participate in state programs;

(2) Identify state programs and initiatives in which HBCUs may be either underserved or underused as national resources, and improve HBCUs' participation therein; and

(3) Encourage public-sector, private-sector, and community involvement in improving the overall capacity of HBCUs.

(e) If a department or agency creates an annual plan pursuant to subsection (d), then the department or agency shall:

(1) Provide appropriate measurable objectives and, after the first year, shall annually assess that department's or agency's performance on the goals set in the previous year's agency plan; and

(2) Provide a written summary of the objectives and goals to the education committee of the senate and the education administration and planning committee of the house of representatives within thirty (30) days of the annual assessment required in subdivision (e)(1).

(f) The initiative may establish a board of advisors to consist of no more than twenty-five (25) members appointed by the commission. The board shall include representatives of a variety of sectors, including philanthropy, education, business, finance, entrepreneurship, innovation, and private foundations, as well as sitting HBCU presidents. The board may advise the commission and the initiative in the following areas:

(1) Improving the identity, visibility, and distinctive capabilities and overall competitiveness of HBCUs;

HB 553

(2) Engaging the philanthropic, business, government, military, homeland security, and education communities in a dialogue regarding new HBCU programs and initiatives;

(3) Improving the ability of HBCUs to remain fiscally secure institutions that can assist the state in reaching its educational goals;

(4) Elevating the public awareness of HBCUs; and

(5) Encouraging public-private investments in HBCUs.

SECTION 2. This act shall take effect upon becoming a law, the public welfare requiring it.

HOUSE BILL NO. 553

PASSED: May 9, 2017



BETH HARWELL, SPEAKER
HOUSE OF REPRESENTATIVES



RANDY MCNALLY
SPEAKER OF THE SENATE

APPROVED this 25th day of May 2017



BILL HASLAM, GOVERNOR

II. Public Chapter No. 750, 2022 – Designating that November 8th of each year be observed as “Historically Black Colleges and Universities Day”



State of Tennessee

PUBLIC CHAPTER NO. 750

SENATE BILL NO. 2749

By Gilmore, Akbari, Yarbrow, Crowe, Yager

Substituted for: House Bill No. 2720

By Love, Stewart, Shaw, Beck, McKenzie, Parkinson, Chism, Miller, Dixie, Clemmons, Thompson, Jernigan, Harris

AN ACT to amend Tennessee Code Annotated, Title 15, Chapter 2, relative to Historically Black Colleges and Universities.

WHEREAS, Historically Black Colleges and Universities (HBCUs) have played and continue to play a pivotal role in enhancing the overall socioeconomic status of African-American communities, as well as the fabric of our nation; and

WHEREAS, Historically Black Colleges and Universities are institutions of higher learning established prior to 1964, with the primary mission of educating African Americans. Although these institutions were created primarily to educate African-American students, these institutions offer all students, regardless of race, an inclusive and welcoming environment to pursue their scholastic endeavors; and

WHEREAS, HBCUs have been essential to the African-American and American community since their inception; and

WHEREAS, the Institute for Colored Youth, now Cheyney University, the oldest HBCU, was established in 1837 in Pennsylvania, and all others that have followed have made significant contributions to American society; and

WHEREAS, Tennessee is home to seven HBCU institutions: American Baptist College, Fisk University, Knoxville College, Lane College, LeMoyne-Owen College, Meharry Medical College, and Tennessee State University, with at least one HBCU in each of the state's Grand Divisions; and

WHEREAS, the four HBCUs in Nashville have produced notable graduates that played a major role in the Civil Rights Movement in Nashville such as: Ida B. Wells, John Lewis, John Hope Franklin, and W.E.B. DuBois at Fisk University; Arikana Quao and Grace Marilynn James at Meharry Medical College; Oprah Winfrey and James Clayborne, Jr., at Tennessee State University; and C. T. Vivian, Bernard Lafayette, and James Bevel at American Baptist College; and

WHEREAS, the three Historically Black Colleges and Universities outside of Middle Tennessee have produced exceptional graduates as well, including former Speaker Pro Tempore of the Tennessee House of Representatives Lois Marie DeBerry from LeMoyne-Owen College; civil rights attorney Donald Lee Hollowell from Lane College; and journalist Vernon Daurice Jarrett from Knoxville College; and

WHEREAS, Nashville has always led the way in the fight for equality and civil rights in government and many other aspects of life. The city's HBCU students were able to evoke change through their participation in sit-ins and marches, and were able to impact better race relations for years to come; and

WHEREAS, HBCUs are representative of only three percent of the country's higher learning institutions, yet they produce almost twenty percent of all African-American graduates; and

WHEREAS, HBCUs also address the disparity of African-American graduates in the Science, Technology, Engineering, and Mathematics (STEM) field. HBCUs produce twenty-five percent of African-American graduates with degrees in STEM; and

SB 2749

WHEREAS, HBCUs impact communities throughout the nation, by generating \$14.8 billion in economic impact in addition to 134,090 jobs for their communities; and

WHEREAS, Historically Black Colleges and Universities provide students with intimate learning settings, a challenging academic environment, memorable social experiences, as well as the opportunity to create a legacy; now, therefore,

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Title 15, Chapter 2, is amended by adding the following as a new section:


November 8 of each year is to be observed as "Historically Black Colleges and Universities Day." This day is not a legal holiday as defined in § 15-1-101.

SECTION 2. This act takes effect upon becoming a law, the public welfare requiring it.

SENATE BILL NO. 2749

PASSED: March 14, 2022


RANDY McNALLY
SPEAKER OF THE SENATE


CAMERON SEXTON, SPEAKER
HOUSE OF REPRESENTATIVES

APPROVED this 24th day of March 2022


BILL LEE, GOVERNOR

