Tennessee Higher Education Commission
Master Plan Taskforce Meeting
2005-10 Higher Education Master Plan
May 24, 2004

Minutes

I. Welcome and Introductions

Master Plan Taskforce Members
Debby Koch (THEC, Secretary), John Morgan (THEC, State Comptroller), Jim Powell (THEC, Chair), Rich Rhoda (THEC, Executive Director), Joe Johnson (UT, President), Linda Doran (TBR, Associate Vice Chancellor for Academic Affairs), Stanley Rogers (TBR, Vice Chair), Paula Short (TBR, Vice Chancellor for Academic Affairs), Claude Pressnell (TICUA, President), Drew Kim (Governor's Office/Cabinet, Policy Advisor), Lana Seivers (SDE, Commissioner of Education), George Yowell (Tennessee Tomorrow, President).

Commission Staff
William Arnold, Linda Bradley, Will Burns, Russ Deaton, Alex Gorbunov, Lilit Harapetyan, O.W. Higley, Betty Dandridge Johnson, Eric Ness, Brian Noland, Jeri Field Rampy, Richard Tucker, and Jim Vaden.

Other Participants
Mark Musick (Southern Regional Education Board; President); Myra Pitts Ogelsby (TSAC, Deputy Executive Director).

II. Introductions and Objectives for the Meeting

Dr. Rich Rhoda provided opening comments, asked all those present to introduce themselves, and highlighted the goals for the Taskforce and expectations of the 2005-2010 master plan for Tennessee higher education. In his view, the Taskforce must come up with a very clear idea of what a master plan can be and should be for the next five years. The statewide plan should be based on reports from both TBR and UT and needs to connect with governing boards' plans. The Commission staff need specific areas of focus from the Taskforce to be able to concentrate on the most important issues for Tennessee higher education.

III. Overview of the THEC Master Plan

Dr. Brian Noland provided an overview of the planning process. The master plan is to be adopted at the April 2005 meeting of THEC. It should provide an umbrella/direction for the state higher education including the independent sector. In Tennessee, the strategic process and performance funding have a common cycle and should go hand in hand. A new element for this period is the WICHE grant *Changing Direction: Integrating Higher Education Financial Aid and Financing Policy*, which represents the linkage of three broad policies: (1) fiscal policy setting, (2) tuition setting, and (3) financial aid appropriations. There is a strong need for the Public Agenda—vision for the direction of higher education, which will be synchronized with the *Changing Direction*. The new perspective for the master plan is to provide a vision for higher education

and let institutions come under it with their individual goals and objectives, which is, to some extent, in contrast to the planning process in the past.

III. Master Plan from University of Tennessee and Tennessee Board of Regents Perspectives

Dr. Joe Johnson talked about the challenges, aspirations, and plans of individual campuses of the University of Tennessee system. Dr. Paula Short described the *Defining Our Future* program of the TBR and the initiatives being undertaken under it. She referred to the current convergence of the statewide, system, and institutional planning efforts as the *perfect storm* and informed the participants that the staff would submit the final system planning document to TBR for approval in December 2004. Dr. Short called for *Memorandum of Understanding* that would set the goals between UT and TBR systems regarding general education.

Dr. Claude Pressnell described the independent sector of Tennessee higher education and offered affirmation of the independent sector to be a part of the planning process in the state.

IV. A Vision of Teaching and Learning

Dr. Linda Loran described the activities of two committees that work in the following areas: (1) Teaching and Learning and (2) Economic and Community Development.

The meeting participants discussed the following issues: virtual high school, dual enrollment, teacher preparation, leaks in the school-college pipeline and multiple causes for those, P-16 and the role of higher education in repairing the slippage between 9-12 grades, ensuring success for lottery students, and student retention through adequate support and involvement in activities.

V. The Condition of Higher Education

Dr. Brian Noland made a presentation on the master planning process in Tennessee higher education from both historical and future perspectives. The 2000-05 Master Plan had to be augmented by the Plan of Action because it had been based on unrealistic financial assumptions. Participation in the *Changing Directions* initiative allows coupling master planning and finance policy into a coherent framework, creating a public agenda for higher education, and thus providing a center of consensus for planning and policy efforts. He discussed the significance of *Measuring Up 2002* from a systems perspective, talked about the uncertainty associated with the new lottery program, and drew attention to Tennessee's biggest deficit in the country in state and local surplus as a percent of revenues. Other major problems for Tennessee include leaks in the pipeline, export of teachers and engineers, blurring institutional missions, increased student debts, and changing job market needs. The three current processes in Tennessee—master planning, funding formula renewal, and performance funding amelioration—have to be in sync and provide the basis for the public agenda creation.

VI. Master Plan from the SREB Perspective

Dr. Mark Musick underscored that principal decision makers are to be found in Tennessee and before the Taskforce had a public agenda it needed to answer the question of why the state did not have it already. He provided several examples of powerful visions that set the aims and inspired people to go after them. The experience of other states (Texas, Ohio, etc.) may be very helpful in developing the public agenda and launching a similar campaign in Tennessee.

Mr. Drew Kim suggested looking first at specific things that can be done in the short term. In his view, this may later help realistically consider a broader public agenda.

The participants agreed that Tennessee needs a visionary framework, a clearly outlined bigger picture in order to focus on smaller things. However, creation of public agenda cannot be tied to the current tax reform. Access should be valued at every level.

VII. Summary

Dr. Brian Noland summarized the high point of the discussion: the role of the WICHE grant; the policy goals of higher education—Access, Equity, and Quality; and the need for 4 or 5 directional areas to determine higher education policy and guide master planning in the state. He promised to send the participants the electronic version of the presentation.