

INTRODUCTION

The Tennessee Higher Education Commission (THEC) is charged with the responsibility of creating a master plan for public higher education in the state (TCA 49-7-202). This statewide master plan will serve as a guide for the future of higher education for the years 2000-2005.

The plan was developed by a taskforce led by the Tennessee Higher Education Commission and members were recruited from both two- and four-year institutions. As described in the Planning Assumptions section, THEC staff interviewed a wide variety of Tennessee citizens and other educational agencies about the future of higher education, and the task force considered current literature, reports, and other data available as they developed the goals and objectives. The Commission is very appreciative of the extensive time and work given to this effort during the year 1999 by the members of the Statewide Master Planning Task Force.

Dr. Linda Rudolph, Chair, Senior Officer for Planning and Policy, Tennessee Higher Education Commission
Dr. Sidney McPhee, Vice Chancellor for Academic Affairs, Tennessee Board of Regents
Dr. Robert Levy, Associate Senior Vice President, University of Tennessee
Dr. Ellen Weed, Vice President for Academic Affairs, Nashville State Technical Institute
Dr. Mary Tanner, Dean of Education, University of Tennessee, Chattanooga
Dr. K. Paul Jones, Interim Vice President for Academic Affairs, University of Tennessee, Martin
Dr. William Snyder, Chancellor, University of Tennessee, Knoxville
Dr. Sherry Hoppe, President, Roane State Community College
Dr. Paul Stanton, President, East Tennessee State University
Dr. Lane Rawlins, President, University of Memphis

THEC Staff participating:

Dr. Richard Rhoda, Executive Director
Dr. Linda Bradley, Associate Executive Director for Academic Affairs
Mr. Bob Adams, Chief Fiscal Officer
Mr. Will Burns, Associate Executive Director for Legal and Regulatory Affairs

Sincere appreciation is also expressed to Dr. Bert Bach, Vice President for Academic Affairs, East Tennessee State University, and Dr. John Folger, former Executive Director of the Tennessee Higher Education Commission, for their support and expert advice throughout the process.

Statewide Master Plan for Higher Education 2000-2005

Vision: Higher education will be seen as a valued opportunity to prepare students for professions, careers, and lifelong learning in order to meet the challenges of living in a rapidly changing world and to develop thinking, principled citizens.

Mission: Tennessee higher education will prepare its citizens for productive and responsible social and economic roles in the 21st century by providing appropriate educational opportunities. Institutions of higher education will demonstrate financial and qualitative accountability in fulfilling their distinctive missions and in meeting the needs of their constituents.

Values:

- Student learning and mastery
- Lifelong learning
- Quality teaching, research, and public service
- Accessible and affordable education
- Social and civic responsibility
- Accountability

Note: At the time this statewide master plan was developed, the future revenues for Tennessee and appropriations for higher education were uncertain. Discussions were underway in the executive and legislative branches concerning means for increasing state revenues. The plan is predicated on the assumption that higher education revenues will increase during the next five years; however, because of the uncertainty, only short-term benchmarks were written for many goals. The plan will be updated annually.

Goal 1: Elevate the educational attainment levels of Tennesseans.

One of the major challenges facing Tennessee is to raise the educational attainment levels of its citizenry. Tennessee is below the national average in students pursuing postsecondary education. Data indicate that 17% of Tennesseans have a baccalaureate degree or higher, compared to a national average of 24% (Southern Regional Education Board, 1998-1999). The number of adults receiving associate degrees is 4.2%, or two percentage points below the national average of 6.2% (1990 data from Chronicle of Higher Education, August 27, 1999, Vol. XLVI, No. 1). For undergraduate enrollments, the gap between Tennessee and similar states has grown from one to three points over the last 20 years.

The low educational attainment level of Tennesseans has the potential for negatively affecting the state's economic future. Because of the state's economic growth, employers are experiencing a shortage of educated and skilled

employees. Companies will be reluctant to locate in Tennessee if adequate numbers of professional and skilled employees to staff their businesses and industries are not available. The Governor's Council on Excellence in Higher Education writes that "For too long, Tennesseans have relied only on the state's natural resources, the richness of its soil, the state's strategic geographic location, the beauty of its land, the creativity of its leaders, and the predisposition of its people to work hard. Now, as a new era clearly emerges, these expectations must be elevated. Tennesseans need to sustain the best from the past, but must do more. Tennessee must begin to educate its people more fully. Human capital is the new resource, and Tennessee must begin to invest more heavily in it" (p. 15).

Objectives:

- 1.1 Improve educational access for all students through assessment of regional needs and barriers to access, and through the development of institutional plans to address these issues.
Responsibility: UT and TBR Systems
 - 1.1.1. Complete assessment of needs and barriers by July 1, 2001.
 - 1.1.2. Complete development of plans by July 1, 2002
- 1.2 Increase early awareness initiatives to insure students and parents are knowledgeable about the value of higher education.
Responsibility: UT and TBR Systems
 - 1.2.1. Disseminate the recommendations of the THEC committee to raise educational attainment levels to the governing boards and all institutions by August 1, 2000.
 - 1.2.2. Begin implementation of selected suggestions by September 2000.
- 1.3 Increase the percentage of students going on to postsecondary education directly from high school.
Responsibility: UT and TBR Systems, THEC
 - 1.3.1. Institutions will submit through their governing boards by December each year annual projections for enrolling high school graduates during the following year, to be reviewed by THEC to determine progress toward this goal.
- 1.4 Increase the number of students 25 years and older enrolled in postsecondary courses.
Responsibility: UT and TBR Systems, THEC
 - 1.4.1. Institutions will submit through their governing boards by December each year annual projections for enrolling students 25 years and older during the following year, to be reviewed by THEC to determine progress toward this goal.
- 1.5 Increase the number of high school students enrolled in dual-enrollment and other college-level courses before they graduate from high school.
Responsibility: UT and TBR Systems, THEC
 - 1.5.1. Institutions will submit through their governing boards by December each year annual projections for enrolling high school students in dual-enrollment and other college-level courses

before they graduate, to be reviewed by THEC to determine progress toward this goal.

- 1.6 Increase the enrollment of students belonging to racial, ethnic, or other underrepresented groups entering postsecondary education.
Responsibility: UT and TBR Systems, THEC
 - 1.6.1 Institutions will submit through their governing boards by December each year annual projections for enrolling students belonging to racial, ethnic, and other underrepresented groups, to be reviewed by THEC to determine progress toward this goal.
 - 1.6.2 Increase efforts to meet the goals of Geier v Sundquist.
- 1.7 Increase the number of students transferring from 2-year to 4-year institutions.
Responsibility: UT and TBR Systems, THEC
 - 1.7.1 Four-year institutions will submit through their governing boards by December each year annual projections for enrolling transfer students from two-year institutions, to be reviewed by THEC to determine progress toward this goal.
- 1.8 Increase technology-based learning opportunities to allow students to complete selected courses and/or degrees through distance learning.
Responsibility: UT and TBR systems, THEC
 - 1.8.1 Develop a catalog of all courses offered through technology by December 2000.
 - 1.8.2 Conduct a needs assessment of underserved areas and populations to determine courses that should be developed and delivered by July 2001.
 - 1.8.3 Write a plan for the development and delivery of needed courses by December 2001.
- 1.9 Continue to improve the retention and persistence-to-graduation rates.
Responsibility: UT and TBR systems, THEC
 - 1.9.1. Institutions will assess factors contributing to low retention and graduation rates by February 2001.
 - 1.9.2. Using selected recommendations of the committee on raising educational attainment levels and other information, institutions will develop enrollment management plans with goals to address retention and graduation rates, to be reviewed by governing boards annually.
 - 1.9.3. Improvements in retention and persistence-to-graduation rates will be rewarded annually through THEC performance funding.
- 1.10 Increase state-funded student financial assistance for both need-based scholarships and merit-based scholarships.
Responsibility: UT, TBR, and THEC
 - 1.10.1. THEC will recommend annually to the executive and legislative branches funding for the student financial assistance program based on projected needs.
 - 1.10.2. Institutions will review their current award systems to determine their effectiveness and submit a report of their findings to their governing boards by July 2001.

- 1.10.3. Ideas for improvements in the process will be shared by governing boards among institutions by December 2001.
- 1.10.4. THEC annually will recommend increased funding for merit-based scholarship in order to increase the recruitment of the “best and brightest.”

Goal 2: Clarify all institutional missions for greater distinctiveness, with programs, services, and resources aligned to support the mission.

Central to the process of planning is the need for a focused mission, clearly stating the uniqueness or strengths of the institutions. Good planning requires that strategic goals and resources support the strengths of an institution and suggests that programs or services not within the mission statement be carefully scrutinized to determine their necessity. In the current era of scarce resources, careful planning to reflect specific mission statements is even more important. The report of the Governor’s Council on Excellence in Higher Education (1999) cautions that Tennessee institutions of higher education have blurred visions and suggests that mission clarification is essential for an effective system.

Mission enhancement encourages specialization by minimizing duplication of programs and encourages programmatic excellence. In addition, it addresses specific demographic and economic needs of the regions and state, develops institutional academic focus, and encourages collaborations and partnerships.

Objectives:

- 2.1 Complete a review of all mission statements to determine their specificity and the degree to which programs, services, and resources are aligned to support the mission by December 2000.
Responsibility: UT and TBR Systems, THEC
- 2.2 Approve new professional and doctoral programming consistent with institutional mission and availability of resources.
Responsibility: UT, TBR, and THEC
 - 2.2.1. Use the existing collaborative review process for approvals, ongoing.
 - 2.2.2. Establish a process for reviewing mission statements and institutional offerings every five years to ensure institutions remain mission focused by December 2003.
 - 2.2.3. Determine the extent to which unique professional programs in veterinary medicine, pharmacy, and dentistry, and the two-location programs in medicine and law are meeting the needs of Tennessee in preparing an adequate number of well qualified professionals, and insure that the state avoids any future unnecessary duplication in these programs by December 2004.
- 2.3 Consider master’s programming primarily for regional universities which have accomplished bachelor’s programs in related areas and/or in which the programs are targeted to meet demonstrated service area needs.

Responsibility: UT, TBR, and THEC

2.3.1. Use the existing collaborative review process for approvals, ongoing.

2.3.2. Establish a process for reviewing mission statements and institutional offerings every five years to insure institutions remain mission focused by December 2003.

2.4 Encourage the appropriate weighting of teaching, research, and public service to reflect the mission focus of individual campuses, to be completed by 2005.

Responsibility: UT and TBR systems

2.4.1. Systems will submit an annual report to THEC by December of each year as an update to the master plan describing progress in this area.

2.5 Assign individual peer institutions for each university to reflect comparable missions and national leaders in related programs and services by July 1, 2001.

Responsibility: THEC

2.6 Review peer institutions for two-year schools to ensure they have comparable missions, programs and services by July 1, 2001.

Responsibility: THEC

2.7 Encourage undergraduate policies and procedures to prevent unnecessary duplication and to foster transfer and articulation.

Responsibility: UT, TBR, and THEC

2.7.1. Systems will submit an annual report to THEC by December of each year as an update to the master plan describing progress in this area.

2.8 Support asynchronous and synchronous courses and programs for access, convenience, and responsiveness to business/industry needs.

Responsibility: TBR and UT Systems, THEC

2.8.1. Systems will assess the degree to which they are meeting this objective and report their findings to THEC by July 2001.

2.8.2. A THEC committee will complete a set of recommendations for progress in this area by July 2002.

2.9 Limit the offering of remedial and developmental education courses to community colleges, with exceptions only for universities that need to offer developmental programming to meet specific access and mission needs.

2.9.1. Systems will submit an annual report to THEC by December of each year as an update to the master plan describing progress in this area.

Goal 3: Strive to be among the national leaders in the development and assessment of quality instructional programs based on student outcomes.

Tennessee has been recognized for many years as a leader for its initiatives to measure institutional quality and rewarding institutions for the attainment of goals through performance funding. As a result of this effort, the quality of higher education has been enhanced in numerous ways; for example, 98% of accreditable programs at public universities are accredited by a recognized body and all accreditable programs at two-year institutions have received this recognition; 85% or more test takers have passed licensure examinations in their majors; placement rates at two-year institutions are over 90%; and student and alumni satisfaction rates are high. However, Tennessee must continue its assessment efforts in order to ensure continuous quality education for its citizens. A new performance funding model has been approved for the years 2000-2005, but higher education must continue to study the factors contributing to student achievement, quality in teaching and learning, and the resources and rewards to ensure excellence.

Quality educational programs depend on the quality of the faculty in the institutions and the availability of appropriate resources to support the educational mission. In order to produce excellent outcomes in the area of student achievement, faculty members must be sustained by resources that attract and retain the best faculty and students and provide an appropriate supporting infrastructure.

Objectives:

- 3.1 Enhance the program to assess student achievement at the postsecondary level.
Responsibility: THEC committee
 - 3.1.1. Complete a thorough review of all literature in the area and solicit ideas from appropriate experts by July 1, 2001.
 - 3.1.2. Finalize plans for new assessment program by July 1, 2003.
- 3.2 Use the annual results of performance funding assessments to improve the quality of teaching and learning
Responsibility: THEC, TBR and UT institutions
 - 3.2.1. Systems will submit an annual report to THEC by December of each year describing progress in this area.
- 3.3 Establish awards to recognize teaching excellence and innovation by December 2000.
Responsibility: THEC
- 3.4 Provide funding for the recruitment and retention of highly qualified faculty members through annual appropriation requests.
Responsibility: THEC, Executive and Legislative Branches
 - 3.4.1. Institutions will submit as a part of their annual appropriation requests a detailed plan for the improvement of recruitment and retention of highly qualified faculty.
- 3.5 Provide equipment, information resources, and other support for quality teaching and research to enhance student learning.
Responsibility: UT, TBR, and THEC
 - 3.5.1. Annually assess the need on each campus and incorporate

requests into their annual appropriations request.

- 3.6 Provide faculty development opportunities in the areas of assessment of student learning.

Responsibility: UT and TBR systems, THEC

- 3.6.1. Systems will submit an annual report to THEC as a part of the follow-up of master planning describing progress in this area.

Goal 4: Strive to be recognized as a national leader for quality research and public service.

The report of the Governor's Council on Excellence in Higher Education (1999) criticized public higher education in Tennessee for not being listed in the rankings of the nation's best research institutions in numerous publications. The report commended the state's initiatives related to the Chairs of Excellence program and recommended additional support. It also encouraged additional financial support for recruiting and retaining qualified faculty members and for providing adequate resources for their research.

The number of research universities that can be supported in any state is limited. Other institutions, usually non-doctoral granting, prefer to focus on a public service commitment that is an integral part of their mission and is based on the needs of the region and the state. Most public service commitments include partnerships with schools, other higher education institutions, public agencies, businesses and industries, and seek to improve the community, address economic development issues, or contribute to the arts and culture of the region. Both research and public service contribute significantly to the state's well being and are equally important.

As pointed out under Goal 3, excellence in teaching, research, or public service depends on the recruitment and retention of a high quality faculty and the availability of resources to support their efforts. In order to produce excellent outcomes in these areas, financial support and rewards must be available to sustain the efforts in these areas.

Objectives:

- 4.1. Increase the number and size of research grants and contracts.

Responsibility: UT and TBR Systems

- 4.1.1. Institutions will set goals annually for the number of grant proposals to be submitted, number of expected awards, and total dollars anticipated in contracts and grants, to be submitted to THEC for review to determine the progress toward this goal by December 31 of each year.

- 4.2 Increase the level of support for the scholarly and creative activities of the faculty.

Responsibility: UT and TBR Systems, THEC

- 4.2.1. Institutions will include in their annual budget requests for inclusion in the annual appropriation request total dollars

- needed to support scholarly and creative activities with a description of anticipated distribution.
- 4.2.2. Institutions will submit to THEC through their governing boards a summary of the activities funded and an end of the year accounting of expenditures by March of the following year.
- 4.3 Increase the level of support for the Chairs of Excellence program consistent with institutional missions.
Responsibility: UT and TBR Systems, THEC
- 4.3.1. THEC will evaluate the present Chairs of Excellence program and make recommendations for improving the process and maximizing resources by August 2000.
- 4.4 Increase funding for community service programs, consistent with institutional missions.
Responsibility: UT and TBR Systems, THEC
- 4.4.1. Institutions will include in their annual budget requests for inclusion in the appropriation requests total dollars needed to support community service programs consistent with institutional mission and a description of how these dollars will be used.
- 4.5 Review the Centers of Excellence and make recommendations about their effectiveness and financial support by December 2001.
Responsibility: THEC

Goal 5: Strive for a sustained level of funding that will allow Tennessee citizens to reach their educational objectives, attain cultural and social goals, and compete economically with the most progressive states in the region.

Funding of higher education is an investment in the future and provides different benefits for individuals, businesses, and the state as a whole. The University of Memphis Bureau of Business and Economic Research report, commissioned by the Tennessee Higher Education Commission (2000), quotes the Institute for Higher Education Policy, pointing out that individuals benefit economically through higher salaries and benefits, better employment rates, higher savings levels, improved working conditions, and personal and professional mobility. Better educated individuals also have improved health and life expectancy, better consumer decision making, increased personal status, more hobbies and leisure activities, and their children have improved quality of life. Higher education also benefits the state economically through increased tax revenues from higher salaries and spending, greater worker economic productivity, increased consumption, increased workforce flexibility, and decreased reliance on government financial support. The social benefits that accrue to the state from increasing levels of education include reduced crime rates, increased charitable giving and community service, increased quality of civic life, appreciation of diversity, and improved ability to adapt to and use technology.

“Tennessee is not keeping pace with its competitors,” according to the Governor’s Council on Excellence in Higher Education report (1999). The writers point out that in the last three years Tennessee has not kept up with comparison states such as Georgia, North Carolina, Virginia, and Wisconsin in state financial support. They state that “with inflation stripped away, Tennessee’s appropriations per student were less in 1997-1998 than they were in 1990-1991” (p. 17).

Objectives:

- 5.1 Approve a funding formula by type and mission of institution that will generate a competitive funding level for salaries and operations by July 2000.
Responsibility: THEC
 - 5.1.1. Appoint a Formula Study Committee by March 2000.
 - 5.1.2. Complete revision of formula by October 2000.
- 5.2 Develop a formula for capital funding based on size and age of existing physical plant, mission, enrollment, and special requirements for public service that will allow campuses to make long term plans and have bonds issued against a flow of funds by July 2002.
Responsibility: THEC
 - 5.2.1 Integrate the planning for a capital funding formula with the formula planning described in objective 5.2.
- 5.3 Communicate to the public that higher education is a public good by setting limits on tuition fees that do not exceed forty percent of the cost of instruction, ongoing.
Responsibility: TBR, UT, and THEC
 - 5.3.1. Policy to address this objective will be in place by July 2001.
 - 5.3.2. Fees will be reviewed in the light of this policy annually.
- 5.4 Develop performance incentives and accountability measures that relate funding to outcomes and demonstrate economic returns.
Responsibility: THEC
 - 5.4.1. Integrate incentives and accountability measures into the revisions of performance funding for the next cycle.
 - 5.4.2. THEC will incorporate accountability measures into the cost study model to be developed in 2000-2001.
- 5.5 Provide incentives for private fundraising determined to promote public interest, including matching funds for approved chairs of excellence and other professorships, capital projects, and programs.
Responsibility: Performance Funding Committee
 - 5.5.1. Integrate incentives for private fundraising into the revisions of performance funding for the next cycle.

Goal 6: Public higher education will play a major role in the economic development of Tennessee.

As was described under Goal 5, the relationship between educational attainment and economic growth is strong. Effective competition in an increasingly global market requires a highly skilled and productive workforce, both in the professional arena and for highly trained technical personnel. Meeting the needs of business and industry through flexible education and training, and developing an increasing number of partnerships with business is essential to a productive relationship between higher education and economic development.

Objectives:

- 6.1 Create and offer flexible and convenient training that increases the number and percentage of skilled workers in Tennessee's workforce.
Responsibility: TBR
 - 6.1.1. Institutions will assess the needs of their service areas or regions and develop objectives in their master plans to address the training needs of the area by December 2001.
- 6.2 Increase employer awareness of training available, especially through two-year colleges and technology centers.
Responsibility: TBR
 - 6.2.1. Institutions will develop a marketing plan to support educational attainment and the state's workforce development initiative and will report to TBR annually the procedures in place to address increasing employer awareness.
- 6.3 Integrate more effectively partnerships between Tennessee Career Centers and public postsecondary institutions across the state.
Responsibility: TBR
 - 6.3.1. Institutions will develop objectives with measurements as a part of strategic plans to integrate more effectively partnerships between Career Centers and their own institutions.
- 6.4 Develop procedures and credentials that effectively communicate individual skills and competencies to employers.
Responsibility: TBR
 - 6.4.1. Pilot a revised credential by July 2001.
 - 6.4.2. Implement new credentialing program in all interested institutions by 2002.
- 6.5 Enhance and reward applied research related to Tennessee's economic development.
Responsibility: TBR
 - 6.5.1. Institutions will recommend methods for rewarding applied research, possibly within the personnel process, to the TBR staff by December 2000.
 - 6.5.2. TBR will initiate action on these recommendations by December 2001.
- 6.6 Publicize more widely the applied and theoretical research activities of universities relative to the important role they play contributing to the long-term and near-term economic development of the state, while

recognizing the continuing outreach initiatives of Agricultural Extension and public service agencies, ongoing.

Responsibility: TBR, UT, THEC

- 6.7 Participate constructively in the implementation of public economic policy, ongoing as needed.

Responsibility: UT, TBR, THEC

Goal 7: Implement an efficient, high quality information system that provides access and opportunity for educational services as well as the ability to collaborate and partner with business and other agencies.

In order to prepare students for life in the 21st century, Tennessee must identify and implement the most promising applications of technology to support teaching, learning, and research. Technology provides improved communication between faculty member and student, ready access to global resources of information, and assists in the development of students for using technology in their everyday world. Additionally, because of the rural nature of some areas of Tennessee and because so many students need classes at non-traditional times, technology promises to be a valuable vehicle for increasing access to education for a variety of age groups who are time-bound or place-bound. Short-time, on-line learning will become more in demand for both skilled workers and professionals desiring to continue their education.

Efficient and user-friendly administrative services are in increasing demand to meet workload requirements, serve customers more effectively, and provide resources not readily accessible. On-line registration, e-mail contact with potential students or alumni, e-mail communication between faculty and students, electronic libraries—all are examples of high demand administrative technology needs.

In addition, technology is essential for the research agenda suggested by the Council on Excellence in Higher Education report (1999). Data bases, statistical programs, and scientific equipment need to be supported by state-of-the-art technology in order to place Tennessee's research institutions in a leadership role.

Objectives:

- 7.1 Provide for every campus customer-driven support services and the infrastructure to empower students, faculty, and staff to fulfill the mission of the campus through the enhancement of voice, video, and data access.
- 7.2 Provide for every campus a computing infrastructure that supports instruction, research, and administration.
- 7.3 Promote the creative and effective utilization of the information infrastructure by students, faculty, and staff by providing educational and training opportunities, timely information access, and technology-driven instruction.

- 7.4 Provide technical leadership for the development of the information infrastructure and supporting policies.
- 7.5 Enhance the information infrastructure to support students, faculty, and staff, by promoting partnerships among all institutions of higher education as well as business and other agencies.

Responsibility for objectives 7.1 through 7.5: THEC, UT, TBR

7.5.1. – 7.5.5. A technology plan with objectives addressing the above will be completed by March 2001.

Goal 8: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, and P-12 and other educational institutions.

Higher education can contribute significantly to the private sector and government because of its expertise in teaching, research, public service, and workforce development. Global competition demands the retraining of the workforce and professionals who are continually prepared with the latest information and technology. Changing state and federal government agendas require leadership and shifting resources. Tennessee can meet these needs only by creating an environment that encourages institutions to work with business, industry, P-12, and other educational agencies to assess needs and find ways of providing high quality services to meet these needs.

The previous planning subcommittee on Enhancing Partnerships with K-12 wrote that “To produce an educated citizenry and meet current and future workforce needs, education at all levels (pre-kindergarten, K-12, adult education, and postsecondary education) must achieve an integrated system that promotes the highest standards for all students and prepares them to participate in education opportunities from pre-kindergarten through adult life. The future success of both K-12 and higher education depends upon the quality of partnership efforts to educate all Tennesseans.”

- 8.1 Continue partnerships between higher education and business, government, and P-12 communities, ongoing.
Responsibility: UT, TBR and THEC
 - 8.1.1. Continue to develop initiatives that encourage partnerships between higher education and business, industry, and government.
 - 8.1.2. Seek out and support partnerships to enhance global education opportunities.
 - 8.1.3. Establish better communication between the Department of Economic and Community Development, the Department of Labor and Workforce Development, and other agencies promoting business and industry.
- 8.2 Review and revise funding to colleges and universities for partnership and service to business, government, and P-12 communities by July 2001.

- Responsibility: THEC
- 8.2.1. Explore methods for rewarding colleges and universities for partnership and service to business, industry, and government, perhaps through performance funding or the revised formula.
- 8.3 Develop initiatives that demonstrate and enhance a university-wide commitment to teacher education.
- Responsibility: UT, TBR, THEC
- 8.3.1. Reward teacher education initiatives through performance funding in the 2000-2005 cycle.
- 8.3.2. Develop policies or procedures that encourage collaborative planning partnerships for instruction and faculty development between higher education and K-12 faculty and administration by March 2001.
- 8.4 Develop strategies to enhance the importance of action research in the higher education reward system.
- Responsibility: UT and TBR Systems
- 8.4.1. UT and TBR systems will study methods for rewarding action research, possibly within the personnel processes, by July 2002.
- 8.4.2. UT and TRB systems will initiate action on these recommendations by July 2003.
- 8.5 Collaborate with a statewide P-16 collaborative to provide alignment of educational opportunities and requirements throughout the system, ongoing.
- Responsibility: THEC, UT, TBR
- 8.5.1. Increase collaboration between P-16 teachers and college faculty that is designed to improve educational practice.
- 8.6 Create through a strong P-16 collaborative a comprehensive series of university/school partnerships to support teacher education and public school improvement.
- Responsibility: THEC, UT, TBR
- 8.6.1. Participate with P-16 collaborative in developing action plans to accomplish goals of the collaborative, ongoing.
- 8.7 Create P-16 partnerships that increase the number of African-American P-16 teachers.
- Responsibility: UT and TBR
- 8.7.1. Develop recruitment procedures to focus on African-American students with the interest and potential for teaching by December 2001.
- 8.7.2 Develop and implement mentoring programs for first-year teachers by December 2001.

Goal 9: Communicate effectively the value, strengths, and needs of higher education to the general public and to the legislative/executive branches of state government.

- 9.1 Document and promote the relationship between higher education and economic development—both present and future, through studies and presentations, ongoing.
Responsibility: THEC, UT, and TBR
 - 9.1.1. Institutions and systems will include at least one objective in their annual plans to address 9.1.
 - 9.1.2. UT and TBR will summarize annual activities and submit a report to THEC by January of each year for review in order to determine progress toward this goal.
- 9.2 Disseminate the impact of accountability measures on academic programs, research, public service, administrative functions, and other areas of higher education, ongoing.
Responsibility: THEC, UT, and TBR
 - 9.2.1. A copy of all reports disseminated will be sent to THEC in order to determine progress made toward the accomplishment of this objective.
- 9.3 Demonstrate the funding needs of higher education, with special emphasis on faculty/staff salaries, technology, and maintenance.
Responsibility: THEC, UT, and TBR
 - 9.3.1. Requests for all funding needs will be justified in the annual appropriations requests.
 - 9.3.2. Special studies of funding requirements will be completed by THEC, UT, or TBR as needed.
 - 9.3.3. Review institutional plans for the construction, maintenance, operation, and utilization of facilities in a timely manner.
 - 9.3.4. Increase efficiency through allocating, reallocating and utilizing resources to the state's best advantage, ongoing.
 - 9.3.5. Develop annual recommendations for funding the maintenance and timely replacement of all equipment, especially technology-based equipment.
 - 9.3.6. THEC will continue to inform the executive and legislative branches of the needs of higher education, ongoing.
- 9.4 Increase public recognition of the opportunities and benefits of higher education.
Responsibility: THEC, UT, and TBR
 - 9.4.1. Systems and institutions will include at least one objective in their annual plan to address increasing public recognition of the opportunities and benefits of higher education.
 - 9.4.2. A summary of all activities will be submitted to THEC in January of each year in order to determine progress toward this objective.

PLANNING ASSUMPTIONS

For 2000-2005

The strategic long-range plan for Tennessee was developed with numerous educational, social, political and economic assumptions about conditions that are expected to continue throughout the planning period of 2000 through 2005. These statements were developed from a review of literature, reports such as the National Center for Higher Education Management Systems (NCHEMS) presentation of Tennessee data to the Governor's Council on Excellence in Higher Education and the 1999 published report from this Council, and "An Economic Report to the Governor of the State of Tennessee," (1999) prepared by the Center for Business and Economic Research, University of Tennessee, Knoxville, interviews with legislators, government officials, business and industry representatives, and analysis of THEC data.

Demographic/Enrollment Assumptions

The total population for Tennessee is expected to grow over the next decade, with the counties of Davidson, Montgomery, Rutherford, Shelby, Sumner and Williamson accounting for a large part of this growth. The population growth will be almost exclusively among individuals 45 years of age or older—those least likely to pursue higher education. (Source: NCHEMS data presented to the Governor's Council on Excellence in Higher Education)

While the number of Tennessee high school graduates is projected to grow in the next decade, the increase will be mainly in the few counties projected to have a large population growth. (Source: NCHEMS data presented to the Governor's Council on Excellence in Higher Education)

Enrollment rates after the year 2001 will be slightly lower than for the years 1995-2001. The 18-24 year age group will increase slightly, while the number of persons 25 years and older will decrease slightly. (Source: U. S. Office of Education data)

The enrollment of women students will continue to outnumber that of men. (Source: THEC trend data)

The number of disabled students enrolled in Tennessee institutions will continue to grow. (Source: ACT)

Part-time enrollments will increase, but the increases in full-time enrollment will outnumber part time. (Source: THEC trend data)

Because of workforce development initiatives, there will be increasing pressures to increase the number of adults 25 years and older enrolling for additional education and training. (Source: Tennessee Department of Labor and Workforce Development)

Since Tennessee has a low educational attainment level, there will be continuing pressure to enroll an increasing number of both high school

graduates and adults in postsecondary education. (Source: Governor's Council on Excellence in Higher Education)

The student population will become even more diverse in terms of race and ethnic group, with Latino and Asian enrollment increasing at a faster rate than that of African Americans (source: ACT); however, the desegregation goals established under Geier v. Sundquist will continue to be in effect.

Economic Assumptions

Per capital income in Tennessee will remain below the national average. (Source: An Economic Report to the Governor)

There will be increasing appropriations for higher education. (Governor's Council on Excellence in Higher Education recommendation)

The State will resolve whether public policy will continue to shift an increasing proportion of the costs of education to the student.

Construction and services areas (especially those related to health care and tourism) are expected to be strong in job opportunities, while employment growth in mining and manufacturing will be weak. Good employment opportunities in manufacturing and other industries will require college work. (Source: An Economic Report to the Governor)

Inflation is expected to remain low, with some slight increase. Personal income is expected to grow in a healthy manner; however, when wages are adjusted for inflation per worker, wage and salary gains will be modest. (Source: An Economic Report to the Governor)

The jobs in most demand will be: chief information officer, wireless engineer, software-development manager, computer systems architect, database manager, director of e-commerce, webmaster, tool-and-die worker, teacher, and telemarketer/customer representative. The fastest-growing jobs from 1996-2006 will be database manager, computer engineer, systems analyst, personal/home aide, physical therapy assistant, home health aide, medical assistant, desktop publisher, physical therapist, and occupational therapist. (Newsweek survey, Feb. 1, 1999)

Students will continue to rely heavily on loans, scholarships, grants, and other forms of financial assistance to pay for their educational needs. (Source: TSAC trend data)

Political Assumptions

Public officials will continue to have a strong interest in higher education, demanding increasing accountability for funding provided and services provided to students.

Public confidence will depend on higher education's responsiveness to its primarily customers—students, parents, business, and industry.

Public officials will expect clearer lines of distinctiveness in institutional missions, easier student access to educational services through low cost and flexible forms of delivery, and greater accountability for the state's investment.

Educational Assumptions

Higher education will increasingly become a “buyer’s market.”

Increased cooperation and collaboration among institutions will be necessary to conserve resources and avoid duplication of programs.

Through institutional mission clarification and goal setting, there will be a stronger emphasis on enhancing the research, teaching and service reputation of public higher education.

A part of the funding for higher education will be tied to performance goals related to an institution’s mission.

Specially developed courses offered in non-traditional modes and at non-traditional times will be in more demand in order to meet the needs and requirements of a more diversified student body.

There will be an increasing need for administrators and managers with bachelors degrees (and 2 years experience) as well as for teachers, especially in the middle and high school grades and in subjects such as math and science. (Source: Tennessee Department of Labor and Workforce Development statistics)

With improved requirements for high school graduation, the need for remedial courses will decline. Developmental courses will continue to be necessary for the improvement of skills among the adult population returning to higher education.

Higher education will develop stronger partnerships with business and industry in order to meet their needs.

Collaboration with the State Department of Education and the State Board of Education will be strengthened in order to develop a more “seamless system” of education.

Efforts to find more accurate methods of assessing student learning will continue.

Information technology will contribute significantly to higher education by providing broader access, lifelong learning, and enhanced productivity.

Organizational Assumptions

There will be no radical changes in the governance structure of higher education; however, as a result of the Council on Excellence in Higher Education study, THEC will be asked to take a stronger role in coordination and leadership. (Source: Governor’s Council on Excellence in Higher Education)