

**2013 State Higher Education Executive Officers (SHEEO) / Lumina Foundation  
Academy for State Policy Leadership in Higher Education**

Hotel Teatro  
1100 14th St Denver CO 80202  
(303) 228-1100

**AGENDA**

Restaurant Kevin Taylor, on the main level, is our meeting room.

THURSDAY, OCTOBER 24, 2013

- 7:30 a.m. Breakfast**—Restaurant Kevin Taylor
- 8:15 a.m. Participant and facilitator introductions**
- 9:00 a.m. Why the United States needs state policy leadership in higher education.....or does it?**  
Welcome and opening remarks  
Dewayne Matthews, Vice President, Lumina Foundation
- 9:45 a.m. The purpose and strategy of the Academy: Looking backward, looking forward**  
George Pernsteiner, President, State Higher Education Executive Officers
- 10:00 a.m. Break**
- 10:15 a.m. First year on the job: “We need a STRATEGIC PLAN!”**  
*Oh? Why? What purpose will it serve? What is the difference between a good plan and the other plans? How do you “do” a “good” plan?*
- Facilitators:** Dewayne Matthews, Vice President, Lumina Foundation  
George Pernsteiner, President, State Higher Education Executive Officers
- This session will address the fundamental issues underlying the above questions. It is intended to engage participants in a discussion that draws on their personal experiences in developing and using strategic plans in the context of a specific example.*
- Statewide “strategic planning” or “master planning” has been part of the culture of American higher education since the mid-20<sup>th</sup> century, as exemplified by the California Master Plan and other efforts in virtually every state. These initial planning efforts sought to expand higher education in an orderly and efficient way to accommodate the vastly greater numbers of young adults in the baby boom generation. Near the beginning of the 21<sup>st</sup> century, a new focus emerged in higher education planning: How can states educate a larger fraction (nearly all) of the population to the higher levels of knowledge and skill now required by the global economy? The Kentucky Postsecondary Education Improvement Act of 1997 launched such a strategic plan that has, with continuing evolution, been sustained for sixteen years. Similar plans have been developed in most states. A few examples are provided in the links below.*

*The advance questions for the participants to consider are: What are the evident goals of the plans? What can be inferred from the plans about the process of developing them and achieving buy-in? What features of the plans (their strengths) will promote and facilitate the achievement of their goals? What are their limits or weaknesses?*

Click these links to see planning documents for: [Indiana](#); [Kentucky](#); [Massachusetts](#); [Oregon](#); [Tennessee](#); and [Texas](#).

**OTHER PLANNING RESOURCES:**

[Strategic Planning Issues](#) (Brian Noland)

[How Should States Respond to a Test of Leadership?](#) (Paul Lingenfelter)

**11:45**            **Break and Lunch**—Prima Mezzanine

**1:00 p.m.**        **Building a working consensus around a public agenda**

*Working with the aspirations, needs, agendas, and personalities of presidents and boards – managing the process, building coalitions to help, breaking coalitions that hinder*

**Facilitators:**    Tad Perry, former State Representative, South Dakota  
Chancellor Emeritus, South Dakota Board of Regents

James McCormick, Senior Consultant, AGB Search

**READINGS AND RESOURCES:**

[Some First Principles](#) (Rick Legon)

[Excellence at Scale – What is required of public leadership and governance in higher education?](#) (Paul Lingenfelter, Richard Novak, Richard Legon)

[Making It Work](#) (Aims McGuinness, Richard Novak) This is not available online except to AGB members.

[The Leadership Dynamic in Public Colleges and University Systems](#) AGB, NASH, AASCU

**2:15 p.m.**        **Short break followed by Round 1 of small group conversations – Responding to events and circumstances**

**3:30 p.m.**        **Student learning: Objectives and standards, instructional innovations**

*The 21<sup>st</sup> century imperative for higher education in the United States is widespread postsecondary education attainment while improving the quality of student learning. The 20<sup>th</sup> century practice of widely varying instructional approaches and curricula combined with “sorting and selecting” students based on their performance may not be up to that task. Can current movements to define learning objectives more clearly, assess student learning, and improve instruction meet the need? What about granting credit for prior learning, demonstrated competency? What does more effective instruction look like? What might be the contributions and limitations of technology and*

*learning assessments? How can leaders promote desirable changes? How can we finance what we need to achieve?*

**Facilitators:** Houston Davis, Executive Vice Chancellor & Chief Academic Officer  
Board of Regents of the University System of Georgia

Mark Nook, Senior Vice President for Academic and Student Affairs  
University of Wisconsin System

David Paris, Vice President, AAC&U

**POTENTIAL READINGS AND RESOURCES—QUALITY ASSURANCE**

The Degree Qualifications Profile (Cliff Adelman, Peter Ewell, Paul Gaston, Carol Geary Schneider)

Peter Ewell on assessing the DQP  
(<http://www.learningoutcomesassessment.org/occasionalpapersixteen.htm>)

Improving Preparation –  
Common Core State Standards Initiative

Improving instructional delivery –  
Game Changers: Education and Information Technologies (EDUCAUSE)

Within Game Changers, Chapter 7:  
Early Days of a Growing Trend: Nonprofit/For-Profit Academic Partnerships in Higher Education (Daniel Pianko and Josh Jarrett)

Within Game Changers, Chapter 15:  
The Open Learning Initiative: Enacting Instruction Online (Ross Strader and Candace Thille)

Course Redesign Planning Resources (The National Center for Academic Transformation)

Open Learning Initiative (Carnegie Mellon University)

High-Impact Educational Practices: A Brief Overview (Association of American Colleges and Universities)

Khan Academy

Committing to Quality: Guidelines for Assessment and Accountability in Higher Education (New Leadership Alliance for Student Learning and Accountability)

University of Southern New Hampshire credit for prior learning  
<http://www.insidehighered.com/news/2013/08/16/new-form-competency-based-learnings-first-batch-graduates>

**5:00 p.m. Break before dinner**

- 6:00 p.m.**      **Reception**—Prima Mezzanine
- 6:30 p.m.**      **Dinner, presentation, and discussion**—Upstage Room on the 8<sup>th</sup> floor  
Stan Jones, President, Complete College America  
Introduced by  
Tad Perry, former State Representative, South Dakota  
Chancellor Emeritus, South Dakota Board of Regents
- 8:30 p.m.**      **Adjourn for the day**
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FRIDAY, OCTOBER 25, 2013

- 7:15 a.m.**      **Breakfast**—Restaurant Kevin Taylor
- 8:00 a.m.**      **Follow the money? Lead with the money? Redistribute the money?  
What if there is little or no money?  
The Nevada case study of formula change**
- a. Cracking the iron law of incrementalism*
  - b. Incentives, disincentives, grease, and investments*
  - c. Fairness and priorities*
  - d. Resources for analysis and argument*
  - e. Tradition and technique – formulas, performance funding, base plus/minus, other approaches*
  - f. Policies in sync – appropriations, tuition, student aid*
  - g. Playing the role of rainmaker, achieving acceptance of the possible*

**Facilitators:** Dennis Jones, President, National Center for Higher Education Management Systems  
Dan Klaich, Chancellor, Nevada System of Higher Education  
Crystal Abba, Vice Chancellor for Academic and Student Affairs  
Nevada System of Higher Education  
Vic Redding, Vice Chancellor Finance and Administration  
Nevada System of Higher Education

Potential Readings and Resources

Performance Funding in Pennsylvania (John Cavanaugh and Peter Garland)

The Ohio Experience with Outcomes-Based Funding (Richard Petrick)

Performance Funding: From Idea to Action (Dennis Jones)

Breaking Bad Habits: Navigating the Financial Crisis (Dennis Jones and Jane Wellman)

Metrics for Efficiency and Effectiveness in Higher Education: Completing the Completion Agenda (William Massy)

- 9:45 a.m. Break**
- 10:00 a.m. Round 2 of small group conversations**
- 12:00 noon Lunch**
- 1:00 p.m. Relations with governors and legislators: how to support, serve, and influence**

*State policy leaders for higher education are not in charge of public policy, but they are frequently the only actors in the political system whose “job description” is wholly focused on the public agenda for higher education. They cannot advance that agenda without at least the acquiescence of governors and legislators, and they can achieve much more with the active support of elected political leaders. So what drives political leaders? How can higher education policy leaders serve them and the public most effectively? How can they shape the agenda?*

**Facilitators:** Stan Jones, President, Complete College America  
Tad Perry, former State Representative, South Dakota  
Chancellor Emeritus, South Dakota Board of Regents  
Tim Nesbitt, Chair, Oregon Higher Education Coordinating Commission

**POTENTIAL READINGS AND RESOURCES:**

The Need for State Policy Leadership (The National Center for Public Policy and Higher Education)

Excellence at Scale – What is required of public leadership and governance in higher education? (Paul Lingenfelter, Richard Novak, Richard Legon) (also cited above)

The State and Higher Education: An Essential Partnership (Paul Lingenfelter)

**3:00 Academy Adjourns**