

# STILL STRIVING

TRUSTEES AND PRESIDENTS OF  
HISTORICALLY BLACK COLLEGES AND UNIVERSITIES'  
UNPRECEDENTED DIALOGUE ABOUT  
**GOVERNANCE AND ACCREDITATION**

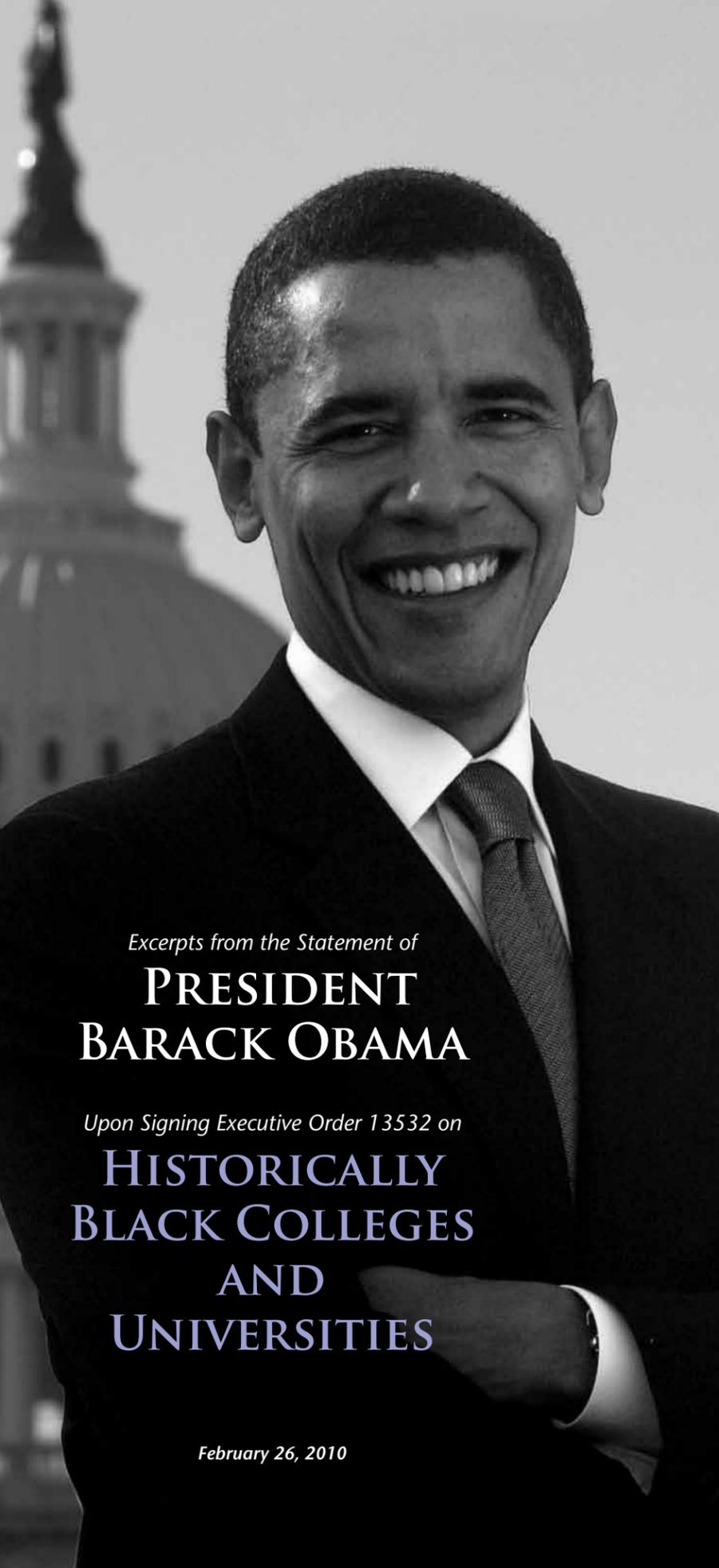




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THE SOUTHERN EDUCATION FOUNDATION  
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Excerpts from the Statement of  
**PRESIDENT  
 BARACK OBAMA**  
 Upon Signing Executive Order 13532 on  
**HISTORICALLY  
 BLACK COLLEGES  
 AND  
 UNIVERSITIES**

February 26, 2010

... **B**efore the Civil War and the creation of what we now call the Historically Black Colleges and Universities, an education—much less a higher education—just wasn't possible for most African Americans. Where it was happening, reading and writing were often taught in secret. But as the Civil War ended and the 13th and 14th and 15th amendments were signed, a freed people demanded a freed mind. And the war on illiteracy and ignorance began....

Today, at America's 105 Historically Black Colleges and Universities, our young men and women prepare to do both. They're the campuses where a people were educated, where a middle class was built, where a dream took hold. They're places where generations of African Americans have gained a sense of their heritage, their history, and their place in the American story....

... [I]t was because of these schools that America's middle class was filled with black doctors and educators and judges and lawyers and engineers and entrepreneurs. And today, it's because of these schools that one out of every two wide-eyed freshmen who arrives on their campuses with big backpacks and bigger dreams is the first in his or her family to go to college.

And that's why we are here today—to ensure that these schools remain the beacons that they've been for more than a century and a half; crucibles of learning where students discover their full potential and forge the character required to realize it; catalysts of change where young people put their hands on the arc of history and move this nation closer to the ideals of its founding; and the cradles of opportunity where each generation inherits the American Dream—and keeps it alive for the next.

That what HBCUs are about, and that's why I'm proud to now sign this executive order....

## FOREWORD

This report presents highlights of an unprecedented meeting of presidents and trustees of Historically Black Colleges and Universities (HBCUs) convened by the Southern Education Foundation (SEF) in June 2009 in Atlanta, Georgia. Focused on governance and accreditation, the meeting was part of an effort begun by SEF in 2003 and continuing to the present to help HBCUs meet or exceed accreditation requirements of the Southern Association of Colleges and Schools (SACS). SACS is the agency to which the South's HBCUs are accountable.

A peer- and membership-driven institution of colleges and universities in the South, SACS functions as the agent of the US Department of Education that assesses the suitability of such schools for federal student financial aid eligibility. The requirements developed and utilized by SACS are codified in SACS' Principles of Accreditation, as well as in applicable federal laws and regulations.

Federal financial aid is a key source of revenue for colleges and universities, and especially for HBCUs, which serve large numbers of needy and/or first generation students and tend, as a group, to have comparatively small endowments. Without accreditation, many institutions of higher education and most HBCUs would face serious financial problems and be forced to close.

With the support of the Andrew W. Mellon and Charles Stewart Mott foundations, since 2003, SEF has provided small grants to HBCUs totaling over \$1 million to assist in reaffirmation preparation. Reports from recipients of the small grants attest to their utility. SEF has also awarded travel study awards to foster HBCU participation in SACS' learning events and has held congregate meetings on issues such as fiscal stability, the role of accreditation liaisons, documentation of student learning outcomes, managing resources in a tough economy, accountability and transparency, the role of faculty and trustees in accreditation processes, and institutional effectiveness documentation strategies, among other topics. In addition, SEF has widely disseminated a monograph series called *Still Striving*, to fuel and sustain the learning community of HBCUs that SEF is nurturing.

SEF decided to focus on governance and accreditation because of the central role that trustees and top executives at HBCUs have in meeting and ensuring compliance with SACS' requirements. SEF's mission and the overarching aim of its governance and accreditation work are to ensure that students who attend HBCUs are able to receive a quality education. HBCUs are required to provide students with "their money's worth."

HBCUs are a vital part of the nation's diverse constellation of higher education institutions. HBCUs have demonstrated their worth time and again and made significant contributions to the creation of an African American middle class. They are incubators of African American leadership. They are exemplars of the intellectual gifts of African Americans and the African American community's self-help efforts. HBCUs are also repositories of African American culture and history. Through its efforts, SEF is helping HBCUs demonstrate their commitment to a culture of continuous self-assessment, improvement, service, and leadership.

At the June 2009 gathering of HBCU trustees, presidents, chancellors, and education executives, participants shared information and ideas and learned about accreditation requirements and governance issues and trends. An outstanding array of knowledgeable and experienced persons made presentations. The conversation was rich and intense.

No single volume can adequately capture the content of the exchange. In this report, however, SEF shares some of the key points made by presenters with the goal of ensuring that the intelligence and insights shared can be accessed widely. No one of us knows what we all know collectively.

SEF is committed to working on governance issues with HBCU leaders now and in the future. It is SEF's fondest hope that trustees at HBCUs will enhance their engagement in the area of accreditation.

More than that, it is time for HBCU trustees to play a greater role on the national policy stage and in the practice of higher education as leaders in their own right and guarantors of educational excellence at HBCUs. Trustees have independence, clout, wisdom, and values that contribute greatly to ongoing discussions about "the shape of the river" in all institutions of higher education.

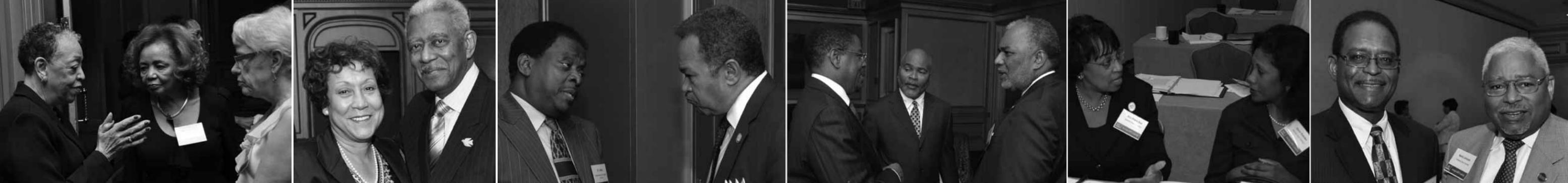
HBCU trustees are volunteers, offering their time, talent, and treasure. SEF thanks past and present trustees, HBCU presidents, staff, and faculty for all they do to help America live up to its lofty promise of excellence and equity in education.

**Lynn Huntley**  
*President*  
**Southern Education Foundation**  
*Spring 2010*



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# SOUTHERN EDUCATION FOUNDATION GOVERNANCE AND ACCREDITATION SEMINAR GOALS

June 2009

- 1: *Afford HBCU trustees and presidents an opportunity to reflect upon and learn about contemporary accreditation issues and requirements*
- 2: *Afford HBCU trustees and presidents an opportunity to consider and recalibrate their roles and responsibilities in order to fulfill institutional mission*
- 3: *Open up lines of communication among HBCU trustees across institutions so they can help each other problem-solve, enhance governance, and be more in sync with accreditation requirements*
- 4: *Provide an opportunity for trustees and presidents to talk together about accreditation preparedness at their individual institutions*
- 5: *Encourage trustees and presidents to focus on the "business of higher education" and the need to embrace evidence-based approaches to leadership and decision-making*

Excerpts from Presentations

## THE OCCASION

### Lynn Huntley, Esq.



President  
Southern Education  
Foundation

In 1867, the George Peabody Fund was established to advance education opportunity in the post-Civil War-torn South. That fund and three others merged in 1937 to create the institution known today as the Southern Education Foundation (SEF).

SEF is a historic institution whose mission largely parallels and supports that of Historically Black Colleges and Universities (HBCUs). That is, SEF's goal is to advance equity and excellence in education in the South for the students who need help the most. For 143 years, SEF has sought to create pathways out of Southern poverty and improve the quality of life in the region through education.

HBCUs now stand at an important crossroad in their history. Market forces and demographic trends are bearing down on these cherished institutions with force. HBCUs are competing with other, often far better financed, institutions of higher education for top quality faculty, administrators, resources, and students. Many HBCUs also have aging infrastructure in need of retrofitting to accommodate new technologies and enlarge capacity. Costs are escalating and budgets are stretched, some to the breaking point.

HBCUs are the destinations of disproportionately large numbers of low income and first generation students who

need extra help and resources to be successful. They are doing the "heavy lifting" for this segment of Black students. Each year, HBCUs graduate about 38 percent of those Blacks in the South who receive four-year degrees.

The policy debate in higher education is changing. The public is demanding increased evidence that HBCUs and other institutions of higher education are effectively fulfilling their obligations. The public is also holding such institutions accountable for student learning outcomes. As liberal arts institutions, HBCUs are at the center of a broader national public debate about the aims and outcomes of higher education. The US Department of Education and accrediting agencies such as the Southern Association of Colleges and Schools, Commission on Colleges (SACS, COC), require more and more student learning outcomes information and evidence of success. They require data, documents, and other forms of evidence to establish that trustees are active, engaged, knowledgeable, and working hand in glove with other institutional leaders to promote best practices in all areas of institutional operation.

These are the things we are going to talk about at this meeting. What does it mean to be a trustee of an HBCU? What are the most urgent tasks? What is the state of readiness at the institution where you serve for accreditation review? What needs to be done to help each HBCU better fulfill its mission? How can HBCUs work together better and more effectively? How can SEF help? Which trends and developments shaping national opportunity allocation dynamics must HBCU trustees heed and address?

This is no time for complacency. The very future of HBCUs is at stake and rests in our hands. Who are the people we've been waiting for? We are.



## THE CHALLENGE TO GOVERN

### Dr. Henry Tisdale



President  
Claflin University

As leaders of Historically Black Colleges and Universities, we must ensure excellence, and excellence begins at the top with governance. These challenging times require, I believe, a new level of partnership, trust, and respect between HBCU presidents and trustee boards. We share an awesome responsibility as leaders of these institutions. Our decisions affect the employment of dedicated faculty and staff, the lives of the students we serve, and the communities of which they and we are a part.

It is time for us to focus on how presidents and trustees govern in partnership. Shared governance is basic and essential. The autocratic leadership style that was perhaps even necessary in some previous years does not work today. What many of us saw on our campuses in terms of the model of governance when we were students is not the model that we can or should institute today.

Boards have key functions, primary among them hiring and evaluating the president. Boards must also help the institutions they govern to secure the monies needed to fulfill their missions. "Giving and getting" is critical. Boards must also be involved in planning and creating a vision of what they want their institutions to be.

What has made the greatest difference at Claflin University is involving the board in setting the direction of the institution and committing to help the university succeed in following that direction. In my first year as president, we instituted the first of many summer board meetings and retreats. We had planning sessions in which we discussed the overall

direction of the institution, our vision, values and mission, long range strategic goals, desired student outcomes, and other such matters. Board participation in planning is very, very important.

Boards and presidents must also focus on the growing demand for accountability and transparency. The Sarbanes Oxley Act of 2002 introduced major changes in the regulation of financial practice and corporate governance and has direct implications for our institutions. In 2006, Secretary of Education Margaret Spellings' Commission on the Future of Higher Education issued a report highly critical of the performance of America's colleges and universities. It focused on improving accessibility, affordability, and accountability. And in 2008, the US Congress completed reauthorization of the Higher Education Opportunity Act, which includes new reporting, disclosure, and other requirements.

Accrediting agencies such as the Southern Association of Colleges and Schools also focus on accountability and transparency. Boards and other HBCU leaders need to document their decision-making processes, maintain adequate data, promote critical review of student learning outcomes, and help all elements of the institution come together to pursue excellence.

Board members set the policies and monitor the well-being of the institution, and they should show enough confidence and respect to allow the president to lead and manage the day-to-day operations of the institution and yes, hold us accountable for getting it done. Don't try to micromanage or "meddle" in the basic work for which the president is responsible.

Presidents, please don't "surprise" the board with developments that you should have apprised them of at an earlier time. Stay in regular contact. Contact between the chair of the board and the president is especially critical. To nurture a healthy relationship between the board and president, both partners need to communicate, communicate, communicate!

## THE SACS ACCREDITATION PROCESS

### Dr. Leroy Davis



President Emeritus  
South Carolina State College  
SEF Consultant

Seventy-seven of the nation's 103 Historically Black Colleges and Universities (HBCUs) are subject to accreditation review by the Southern Association of Colleges and Schools (SACS). SACS is a membership organization of institutions of higher education. It sets the standards and monitors compliance as an agent of the US Department of Education.

In the past, HBCUs have been disproportionately subject to sanction by SACS through its Commission on Colleges for failure to fully comply with reaffirmation requirements, and some have lost accreditation. Without accreditation, most HBCUs would be forced to close. Even if an institution does not lose its accreditation, the imposition of sanctions may be viewed as evidence of deficiencies and hurt an institution's reputation, fundraising, standing, and student and faculty recruitment efforts.

Accreditation is a means to validate institutional quality and effectiveness, maintain institutional eligibility for federal student financial aid, and maintain eligibility for specialized or programmatic accreditation. The accreditation review process is spelled out in detail in SACS' publications. Every HBCU trustee should read and be fully familiar with the requirements set forth in The Principles of Accreditation.

Institutions subject to accreditation must be attentive to the Principles at all times. The SACS process is in effect a ten-year cycle. It requires the convening of a leadership team by the president; this team has responsibility for conducting and gathering the data required by SACS. The

institution is required to submit a compliance certification to the SACS Commission on Colleges to that effect. SACS reviews the certifications through off-site and on-site committees comprised of individuals from other colleges and universities. The institution under review is provided with opportunities to submit clarifications and supplementary reports before the Commission on Colleges of SACS reviews the committee recommendations and supporting documents and renders its decision as to whether to grant reaffirmation. There is an appeals process if institutions wish to challenge the determination.

SACS also requires institutions to develop quality enhancement plans for its review. The plans are democratically conceived and developed efforts to address an issue, need, or problem deemed by the school to warrant improvement. The institution is required to demonstrate both its efforts to implement the quality enhancement plan over time and outcomes.

### ADVICE TO BOARDS

Boards of HBCUs must be actively involved in meeting governance requirements set forth in the Principles of Accreditation, as well as in ensuring overall institutional readiness and compliance. The following are some of my recommendations to every board:

First, hold periodic board training sessions related to the accreditation process. Such sessions allow everyone to know what is required and provide appropriate oversight.

Second, at least four years prior to the reaffirmation visit by SACS, the administration should prepare a reaffirmation action plan for review and action by the board.

Third, board members should be provided with Commission on Colleges accreditation literature such as the Principles of Accreditation, the Handbook for Reaffirmation, and other written materials found in abundance on SACS' website.



Fourth, the board should use its committee structure to periodically review the institution's compliance with specific standards, especially those related to finances (resources), academics, planning, evaluation, and student affairs.

Fifth, boards and presidents should ensure that reaffirmation expenses are discussed during the budget planning process and are included in the budget.

SACS expects boards to demonstrate that they are active policy-making bodies, not just administrators of policy. Boards must have at least five members.

Remember, the board bears the ultimate responsibility for ensuring that the institution has adequate financial resources and operates independently of outside individuals and organizations. The board should have a conflict of interest policy, and the board chair should not serve concurrently as the institution's president or chief executive officer. In addition to selecting and evaluating the president, the board should approve and periodically review the institution's mission statement.

#### ADVICE TO PRESIDENTS

Presidents should obtain and thoroughly study the Principles of Accreditation in order to direct the process of reaffirmation knowledgeably and well. Before embarking on any reaffirmation preparation, the president should read carefully his/her institution's compliance certification (self-study) and any other materials submitted to SACS in recent years.

Be sure to designate as soon as possible the leadership team to guide the institution through the reaffirmation process, and remain involved with it from start to finish. Identify and appoint the most competent person on your campus to serve as the accreditation liaison and work with that accreditation liaison on an ongoing basis.

Also, please get to know and develop a relationship with your SACS representative. That person can be helpful to you and provide advice when you need it.

Presidents are busy people. I advise you to develop personal and institutional calendars of upcoming reaffirmation and accreditation visits and assign responsibility to key individuals for undertaking compliance activities. Review and refine their efforts periodically as needed, and set deadlines to ensure that you have adequate time to review all institutional reports and exhibits, including annual institutional profile reports, prior to submission to SACS. Make sure that all pertinent staff have copies of SACS materials and handbooks and use them.

It is very important for presidents to attend all SACS meetings. If possible, also send key staff to such gatherings. One or two years prior to reaffirmation, the entire leadership team should attend such meetings, if at all possible. This will provide staff with a first-hand sense of what SACS expects and how other institutions are responding to requirements.

A good way to learn about SACS' reaffirmation requirements is to volunteer to serve as SACS peer reviewers of other institutions. This will provide an in-depth, "insider"

vantage point on how requirements are viewed, the kinds of data required, and ways of documenting institutional compliance. This may be time-consuming, but it is well worth the effort. The president should encourage members of his/her staff to serve in this capacity, as well. Presidents should also consider seeking a seat on the SACS Commission on Colleges, an elected position.

It is a good idea to conduct mock certification audits every 2-3 years to identify compliance issues in need of attention. This is particularly important when it comes to financial issues, an area where a number of HBCUs are thinly resourced. The chief financial officer is a very important part of the leadership team. The president should work closely with him/her to ensure and monitor compliance on an ongoing basis.

Remember to review and revise your institutional mission statement and strategic plan periodically and to obtain board involvement and approval in this regard. SACS assesses compliance in the light of institutional mission.

Since the SACS process is research and documentation based, be sure to develop a strong institutional research capacity and plan. Make sure that the institution engages in systematic, integrated, institution-wide, research-based planning and evaluation processes and services. You would also do well to conduct an annual review of institutional files documenting faculty credentials. This is an area where some institutions have encountered problems in the past. By all means, do not wait until the last minute to develop your institution's Quality Enhancement Plan (QEP). Start

that work early in the reaffirmation cycle. Don't expect your staff to do the work without adequate resources. Be sure to include budget line items for accreditation planning.

Make sure that anything and everything you submit to SACS is accurate. When you sign submissions to SACS, your integrity and that of your institution are on the line. If the submissions contain misrepresentations that cast doubt on honesty and integrity, SACS can strip your institution of its accreditation on that basis alone. Make sure that your entire staff understands the integrity requirement.

#### CONCLUSION

Boards and presidents of HBCUs are tasked with many demanding responsibilities. Understanding and participating in the accreditation process must be a high priority. HBCUs that thrive in the twenty-first century will need the collective support of all of their stakeholders, including boards and presidents.



## STRATEGIES TO INVOLVE THE BOARD IN THE ACCREDITATION PROCESS

### Dr. Robert Franklin



President  
Morehouse College

I thought I would mention seven things I did to prepare for reaffirmation of accreditation at Morehouse College. We had a very good experience this past year and were very encouraged by the exit interviews with our on-site review committee. I will also highlight one challenge we all face, and then I will conclude with a reflection on what I would characterize as an opportunity for us at this time in our history.

This is the end of my second year as Morehouse president. I arrived in 2007, and Morehouse's reaffirmation visit by SACS was scheduled for a little more than a year later. The first thing I did upon arriving was to invite an external review committee to undertake a comprehensive institutional physical exam—a health exam. The outcome I hoped for was to have a baseline of knowledge about the state of our fiscal affairs, academic curriculum and credentials, student services, athletic programs, information technology, and other such programs.

I would recommend this strongly. Such an examination provides a baseline against which certain metrics can be constructed to measure progress, impact, successes, and shortcomings. The members of this group were able to advise me as the new president on what I was facing.

Second, by all means, recruit, if you can, at least some board members with expertise in accreditation. I had essentially one board slot to fill at the time I became president, and I

immediately knew whom I needed. As I looked at a board largely comprised of business people, attorneys, a few clergy, and a significant number of alumni, I needed greater diversity gender-wise, as well as in ethnicity and race. I also needed someone who knew this field. I asked the board to invite Dr. Dorothy Yancy to serve, and the board was thrilled to approve. She has made the difference in the quality of the conversations the board now has about reaffirmation, accreditation, and our Quality Enhancement Plan (QEP).

Third, I used the Quality Enhancement Plan to merge my vision with the vision that the institution had begun to identify as its QEP topic. That was a fun process for me. I did not expect it to be as exciting as it proved to be.

When I arrived at Morehouse, I talked about the vision of the college in 8 words as a place that produces "Renaissance men with social conscience and global perspective." It so happened that the institution's faculty, other committees, and administration had, when I came on board, already identified internationalization as a focus for the college going forward in its QEP. I had already identified developing and cultivating global competency and global perspective in all of our students. This sense of serendipity, more than any particular intentionality on our part, accelerated the bonding of a new leader and his faculty and staff, board, and other powers that be.

Fourth, I convened a board retreat for the purpose of focusing on the reaffirmation. The board needed some dedicated time. We added a day to the existing board meeting and invited a consultant to come in from the Association of Governing Boards, who helped us enormously. It also enabled us to move forward the revision of our strategic plan. We wanted to ensure that each of the 36 board members had his or her fingerprints on the reaffirmation compliance certification report, knew what was in it, and had a sense of where the college was trying to go.

Fifth, we held a special meeting of the board's executive committee to move to the granular level on the QEP. The meeting was designed to seek their input and help in thinking strategically. That was another energizing session.

Sixth, let me provide you with a particular tool. Look at page 24, specifically Comprehensive Standard 3.2.6 in the SACS Principles of Accreditation. At our board meeting, I read this provision and then it was discussed. According to the standard, "There is clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy." This was interesting for all of us to look at. I think people really got it. They recognized the need to watch our practice closely, but to refrain from micromanaging.

Seventh, please communicate, communicate, and communicate. You know this already from your leadership experiences. I discovered that some members of the Morehouse community didn't know much about the accreditation process. I found it valuable each month to provide a brief newsletter update about accreditation. When I arrived, I decided to keep a diary of my experiences at the college. Those notes evolved from a private diary into something I could use to reach out to alumni.

I was frankly embarrassed by the relatively low percentage of alumni giving to the college. Everybody loved to sing the college hymn, but a lot of brothers were not writing checks. This is the case at many of your campuses, as well.

During my first-year listening tours, I traveled about to meet with alumni associations. One of their concerns was the gap between the administration and alumni. They said, "Morehouse doesn't want to talk to 'us' until it needs money." I said, "I can fix that." So, each month I send out a 1- or 2-page update note to alumni about what is happening on campus. That e-mail note has come to mean a great deal. The alumni have begun to give, advise, and feel connected. We like that.

I also used that vehicle to update the status of reaffirmation. We receive messages from all over the country from alumni

who have read my monthly notes. Alumni who were completely disconnected are now invested.

Finally, we all face the big challenge of managing public perceptions and skepticism. A lot of people don't know our institutions, our impact, our value, or the assets we bring to the table. We need to manage those better. For the past year I have been keeping a file of people publishing op-ed pieces in the paper explaining, interpreting, defending, and advancing the cause of HBCUs.

I would say to you, if you have not in the course of your leadership as a chair, or as a board member, president, or provost—whatever your role might be—sought to shape public perceptions of your school, if you have not offered some public interpretation of who you are in the world, then you are missing an opportunity. At a time when people are looking for opportunities to cut the public dollar, cut private philanthropy, and adjust in the economic downturn, we really have to be more aggressive in making the public case for our value—the public case for HBCUs as national assets.

I recently read a wonderful report by Booz Allen called, "The World's Most Enduring Institutions." It listed ten institutions, including Sony, ITT, Olympic Games, Oxford University, the Rolling Stones, and the Salvation Army. HBCUs and Black churches were not mentioned.

HBCUs need to make a stronger public case for their worth. We need to make the case that HBCUs are an educational bargain when compared with many other private institutions. Make a case about the leadership legacy that HBCUs provided at the time of segregation and how HBCUs continue to produce leaders who transform American democracy and contribute to our economy. HBCUs contribute enormously to the diversity in the American educational marketplace. If there is a place for Notre Dame and Brandeis and Brigham Young, there ought to be a place for Jarvis Christian and Talladega and Huston-Tillotson and Fisk. We need to again define our niches, defend them, and state them boldly and with pride.



## ROLES AND RESPONSIBILITIES OF PRESIDENTS AND TRUSTEES

### Dr. June Gary Hopps

*Life Trustee  
Spelman College*

### Dr. James Honan

*Senior Lecturer on Education  
Co-Chair, Institute for Education Management  
Harvard Graduate School of Education*

### Mr. John Morning

*Trustee and Former Board Chair  
Pratt Institute*

### Dr. Susan Whealler Johnston

*Executive Vice President  
Association of Governing Boards  
of Universities and Colleges*

### Dr. Diane Boardley Suber

*President  
St. Augustine's College*

### Dr. June Gary Hopps



*Life Trustee  
Spelman College*

We are going to talk about the distinctive, but overlapping, roles of board members, especially chairs and vice chairs, and presidents and executive staff members at HBCUs. This discussion is important because over the course of the 20th century, some 100 Historically Black Colleges and Universities (HBCUs) closed.

We can't afford to lose any more. Their closure should cause us to ask some probing questions: Should we assume that the mission of HBCUs to provide higher education to African Americans is still relevant? If it is, what are the critical tasks to which we must attend to ensure survivability, sustainability, and success? What responsibilities do trustees and presidents share? How do they come together to create evidence-based, effective partnerships? How do we provide clear vision and clarity of purpose for the institutions we serve? These are but a few of the vital questions on which the distinguished panelists will comment.

I will offer two observations before turning the floor over to the panelists. The first is that I believe HBCUs remain vitally important, because by most quality of life indicators, Black people still rank low. And while HBCUs in the 19th and 20th centuries helped educate the sons and daughters of slaves, in the 21st century many African Americans are still enslaved by lack of education.

The other thing I must say is that a key responsibility of trustees is to ensure that the institutions they serve have adequate financial resources and advancement capacities. All ideas, no matter how good, won't be mean much without resources for implementation.

### Dr. James Honan



*Senior Lecturer  
Harvard Graduate School  
of Education*

This is an important meeting because we are here to consider what 21st century HBCUs should look like. Many of the people in this room will shape that future.

We are not the only ones having this conversation about the future. This is a hard puzzle for lots of non-profit organizations to piece together, as well as for-profit institutions.

I have three points to make.

First, in the Association of Governing Boards survey in your briefing materials, it says that only about 15 percent of college and university boards have requisite financial plans in place. Development of such plans and financial scenarios based on the best data available is vitally important. In the current economic environment, leaders in higher education have got to think through and dialogue about fiscal sustainability. HBCU presidents and trustees should focus very seriously on development of short- and long-term fiscal planning.

Second, some of my work is with foundations and individual donors. In this time of strained resources, they are looking intensely for evidence of the impact of the work they support. How will HBCUs tell their outcome and impact stories to encourage others to support them? Accreditation by SACS is but one measure. Boards and executives of HBCUs need to make explicit the link between dollars invested and outcomes achieved. They need data and dialogue about how to improve their institutions over time. That is fundamental.

My third idea has to do with the need for HBCUs to consider what makes for enduring institutions and what does not. We should mine our rich body of experience with various non-profit institutions that have thrived or failed. This experience may help HBCUs consider and define their futures and options for sustainability. We can learn from both failure and success.

## Mr. John Morning



While there is much in the future that is daunting, I remain optimistic about HBCUs. I think a great need exists for these institutions, perhaps now more than ever, and I am encouraged to hear so many here assembled voice that view, as well.

I have served on the boards of six institutions involved in higher education. I am simply a layperson involved in higher education out of a sense of commitment. I believe we have a moral obligation to help our institutions. It is no mistake that so many HBCUs have their origins in the church and have a strong moral premise. One of the privileges of being a trustee is the opportunity to work for something meaningful that is larger than one's self or one's business.

The most important thing trustees do is to select, support, and assess the president. When you have that right, your institution can do a great deal.

In selecting the president, you first have to understand what the institution needs and engage in some institutional soul searching. Accreditation can help trustees determine institutional needs and the most skillful leaders.

I've come to believe that there are cycles in the lives of institutions, and different leadership styles are more or less useful at different points in time. There are at least three types of leaders that can fit into your college and its stage of life: The visionary can lead transformation. The great administrator can put all of the pieces together. The fundraiser, a gifted person, can secure the resources needed to run an institution. There are times in the life of a college where you need one type of leader more than another.

Putting together the right talent at the right time is very important. When you're searching for a CEO, it is smart, if you can, to use a professional search firm. Such firms bring expertise, objectivity, and contacts that are often beyond the scope of a group of trustees. This is a case where you don't want to have "loving hands at home" doing the job.

Once you've found the right president or CEO, it is the board's responsibility to see to it that he or she develops a strategic plan, a vision, which includes the board. We look to the president to provide a vision, but an institutional

vision is not just something dropped on an institution. In my experience, every successful leader I've seen isn't "at war" with his or her board. Rather, the president has a board that has "got his back," one that can help him move his ideas along to fruition. And supportive boards help to move ideas, not just because they're the president's ideas, but because these ideas come from the board, as well.

It pays to know your president as a person. You're familiar with the "Take Our Daughters and Sons to Work" program? Well, it's not a bad idea to take your president to lunch. You get to know something about him as a person, and he gets to know you, too. In that way you can come to appreciate what each of you can offer the institution. It can be difficult in a board meeting to be candid about sensitive issues, but you can raise them in a one-on-one session.

Successful relations depend upon assessment of what the president wants to do for the institution, and where he wants to take it. The board, in turn, tells him what it expects, and what it would like the president to achieve. This avoids ugly surprises along the way.

If the assessment isn't done annually, it can be done biannually. But it should be done regularly, by the executive committee or the board chair. In my opinion, it is best done by the entire board. It provides an opportunity to defuse potentially problematic issues. In today's environment, questions about presidential compensation and perks need to be aired by the entire board.

The evaluation of how your president relates to key groups will give you a sense of how he's performing and how you can help. These key groups consist of faculty, alums, students, and donors. Presidents are sometimes more successful in some areas than in others. The optimum is to have effective dealings with all of these groups.

Another key component of board service is to help maintain financial integrity of the college. If there is any sure indicator of when an institution is headed for the rocks, it's when its trustees don't understand its finances. I heard a horror story not too long ago about trustees who didn't know about their institution's financial problems for months. Such lack of knowledge doesn't always occur by accident.

It is imperative for trustees to know what is happening financially. Usually trustees get too much information or too little. If you get a sheaf of Excel spreadsheets, it's difficult to know what's going on. But if all you get is as brief as a press release, that's not adequate either.

Whatever it costs, you've got to have the right chief financial officer, one who will provide realistic budgets,

and who is not subject to the president's whims or those of wealthy donors. All institutions need strong, sound financial budgets. It is in this area that many boards fall down on the job. "Hope and wishing" are not line items. You can't build a budget on those. While I know presidents may want to be optimistic, we trustees have a responsibility to face the facts and prevent the institution from getting into financial trouble down the road.

Finally, I have to mention trustee fundraising. With time and practice, any trustee can help to raise funds for his/her institution. You have to start at home with the people you know, at your job or in your profession. Trustees have to be proponents of their institutions. If you don't feel that way, you ought to question what you're doing and your involvement on the board and how the institution can improve.

We need trustees to reach out to prospective trustees, as well, as another way of seeking additional resources. If trustees believe in an institution, we can convince other people to become part of it.

Often, trustees are alumni. In today's environment it is critical to reach out to alumni. In leading private institutions, from 50 to 60 percent of alumni donate. HBCUs talk about 5, 10, or 15 percent giving rates. Think about what your institution could achieve if alumni giving could be doubled!

Richard Chait of the Harvard School of Education has been saying for a long time that fundraising is more than just writing a check. The donor has to be intellectually, emotionally, and spiritually involved with the institution. Donors are "knowers." They give to you because they are convinced of the importance of an institution's mission.

Fundraising is friend-raising. If we view our role in trustee fundraising in this way, we can raise significant funds for our institutions.

## Dr. Susan Whealler Johnston



I work with the Association of Governing Boards, and trusteeship is our focus. Board service is time-consuming, important work. It is also voluntary. It's hard to say that

board service is a job when you're a volunteer, but when you serve on a board, you know that's what you are doing. You are volunteering to work really hard for an institution you care about. While many in the past may have looked on board service as honorary, I think that today more than ever board service is a job. I heard one AGB board member say, "This is a labor of love, and sometimes it's more labor than love. But the love is always there at the heart of it." I look at those in this room not just as trustees of particular institutions, but also as trustees for all of American higher education. We need as much guidance as we can get to ensure that we are serving the nation as well as we can.

Boards are institutional assets. They bring wealth, not just in terms of money or fundraising capacity. I am talking about your worldviews, capacity for strategic thinking, your experience and connections. The board itself needs to be a strategic resource for the institution. If that is not what is going on at your institution, some pathologies are at work.

I want to discuss several of these pathologies. AGB has been working with boards for 90 years, so what I am going to describe is not specific to any institution in this room. I will end this presentation with activities that boards and presidents can do together so they won't become negatively affected by the pathologies.

The first pathology is "dysfunctional politeness." It occurs in meetings where everybody is getting along, but afterwards everyone talks about what went wrong and who's responsible. Dysfunctional politeness is keeping your mouth shut when you should say something. It is asking the polite rather than the hard questions. Dysfunctional politeness will not get an institution where it needs to go. It is, in effect, the inability of the group to have a real conversation.

A second pathology is lack of engagement. This is a challenge for those of us who serve on private college boards that meet three times a year. Engagement is a difficult thing when you come in and out of an organization. Over time, you do develop a body of knowledge about your institution, so even if you visit only three times a year, there is enough to build on there.

Related to dysfunctional politeness is micro-management. Dr. Yancy called it "meddling." Board members need to understand the difference between policymaking and day-to-day administration. Areas such as athletics—where everyone knows the coach and wants to exert an opinion—or buildings and grounds are areas where board members are prone to engage in micro-management. But board members should stop and think about whether what they are concerned with is management or policymaking.

A fourth area of dysfunction revolves around ethical problems. A recent, egregious example is the Bernie Madoff Ponzi scheme, which cost Yeshiva University, on whose board Madoff sat, \$14 million. Madoff was the board treasurer, and the chair of the investment committee was his buddy. The crisis cost Yeshiva some of its reputation, and now the New York State attorney general is looking into why Yeshiva's board violated its own conflict of interest and investment policies. By the way, 94 percent of boards have conflict of interest policies, but this is tricky water to navigate.

Another area of dysfunction is allowing individual trustees to have more power than the board itself. Legally, the power of the board rests with the group, but we all know situations in which an individual exerts more influence than the rest of the collective. Often what I see is that the individual who gives the most money or has the highest standing in the community is the one who most often exercises undue influence. This may not serve the institution well. I actually don't think it serves the board well either. It is bad for a board if one individual has too much power.

Another problem is the failure to understand that the board needs to look at two bottom lines. We have heard about financial issues, audits, monthly budget reports, and the like. Even when facing pressing financial matters, boards have to remember that they're in the business of educating students and need to take time to focus on academic quality issues.

If a board doesn't understand the nature of the academy, it can create trouble. If the board presses too hard on things that are an integral part of the academy, it can put a president who understands the academy in a difficult spot managing the balance between the faculty and the board, which may have different agendas.

For those who serve on their alma maters' boards, one problem often encountered is that of board members who do not understand that time has passed. Students today are not what we were. They have very different needs and appetites and want more information technology than we can imagine or pay for. Many other differences also prevail. So when policies come before the board, it has to understand the new environment for students and their learning and other needs.

The final pathology I will mention is a board that fails to support the president. I think John Morning said it well: The board needs to "have the president's back." I don't mean mindless support, but rather support at critical points in a president's tenure. When presidents are brand new, for example, it may be tempting to say, "Well, that's over with, now let's let the president get to work." But new presidents need support. Board members should ask: "How's it going?"

What do you need? Have you met the person who's really influential in our community?" Also, presidents who are trying to implement significant changes or who face challenges—there are so many—need more support than ever. No, the board chair should not move into the office next door. But the board can't just step aside and leave the president to sink or swim. It must help the president when he or she is running capital campaigns and other such undertakings.

Board chairs and presidents need to be good information officers. The administration should organize orientation programs for new trustees related to institutional practices and expectations. And please make sure that at board meetings time is set aside to discuss higher education, the institution, and the performance of the board itself.

Devote time to "board building," i.e., to finding the next great member of the board. Many presidents spend their time on this, but boards should, as well. Figure out what talents the board needs. Don't just think about money, but also the demographic the person represents and the kind of thinking the person brings to the table. Spend time cultivating new board members. Pay attention to board culture. Studies tell us that the way a board works is in fact far more important than all of the policies it can put in place.

The board has to make decisions. It can do that well only if members know how to talk to each other, disagree agreeably, trust each other, and make good decisions in the best interest of the institution.

### Dr. Diane Boardley Suber



In past workshops many of us have attended, we have talked about the theory underlying governance and presidential leadership roles. Although we talk about the theory of shared leadership, one of our most persistent problem areas is the division that often exists between presidents and boards.

As we look at why we have these divisions, we need to separate out and acknowledge that some cultural differences in our community defy the theory. This is not unique to HBCUs. All institutions with defined groups—such as tribal

colleges, women's schools, or Jewish colleges— have distinctive cultures.

All too often we are reticent to acknowledge the existence of an HBCU culture. We have allowed society to make us feel that this culture is somehow substandard and atypical, but in fact, it governs not only our successes, but in many ways, it impacts our ability to develop effective models of presidential and trustee leadership. Much of that occurs because we do not have total control over board appointments, regardless of whether our institution is public or private.

Public HBCUs often don't enjoy the same kind of trustee appointments made by legislatures and governors' offices that majority institutions enjoy. HBCUs end up with boards that are very different from those at majority institutions. The same is true at private institutions, especially HBCUs that are founded by or continue to be affiliated with churches or other specific identity groups.

We run our boards very much as we do other institutions in our culture—our churches, our Greek organizations, our women's and men's organizations. All tend to function in similar ways. So it is not unusual that specific cultural influences continue to be felt at HBCUs.

Because of that, we don't always follow the theory—we don't have the opportunity to develop a matrix of need and appoint the types of people best suited to meet that need. For example, if you have a board of 40 members, and 23 of those are life members, you don't have a lot of influence over how the board is constructed to meet institutional needs. So the question is how do you work around that? How do you develop the kind of relationships where you can strategically begin to identify those persons who have the best interest of the institution at heart?

The other point that I would make is that our boards are often tied to particular presidents, not institutions, and that colors activities and board perceptions. For example, generally speaking, the successor to a long-sitting president finds, even though the board says that it is ready for change, that this is probably not the case and that the board may, indeed, still be tied to the former president's way of doing things.

The same is true with the presence of alums on our boards. Often we don't have control over how many sit on our boards. Alums are often tied to the institution as they remember it when they were there.

My point is that change does not come easily to us as a people. That is not necessarily a bad thing. Ours is a culture that has evolved over the years. We have had to fight for and protect what we have gotten. So we hold onto it no matter what. Someone once said that "we will row even if

there's a hole in the boat. Someone comes along with a motor boat, but we'll continue to row because we always have." That is the reality of our culture. You have to take this culture and integrate it with leadership theory.

One of the most critical issues we face is that our boards generally lack the level of resources, access, and networking that boards at majority institutions enjoy. Often it is the president or chancellor who has the biggest network by virtue of the job, because she or he interfaces with business, foundation, and other leaders across the country. For a member of the board to feel important and validated, if he or she can't write the big check or have the big network, they have to do something. So they insert themselves into the day-to-day activities of the president and the institution. This is understandable. The insertion is not necessarily malicious or deliberate. It is a way of validating a member's presence on the board.

To reverse this, board members need to understand the difference between governance and day-to-day leadership. We don't often define what we mean in a way that is clear, non-threatening, or free of the appearance of disrespect.

Fundraising is a science, and we challenge our board members to be fundraisers. I am not sure that we teach our trustees how to do it. What does fundraising mean? Are our expectations of fundraising realistic based upon the persons sitting on our boards?

I looked up one day and realized that my institution's board had no educators on it, or anyone who worked in higher education. Sometimes presidents "battle" with boards because the president is the only person in the room who understands the intricacies of higher education. Female presidents also have particular problems with boards due to expectations related to gender roles.

I am convinced that as societal expectations change, HBCUs will have to take a good, hard look at institutional culture. We will have to make changes that make us more like the majority institutions than institutions shaped primarily by our culture.

Finally, let us stop talking about HBCUs in monolithic terms. They are very different in personality, history, and strengths.

We need to stop apologizing for educating first generation students. We should affirm that mission with pride. Many HBCU issues are related to our own perceptions of self.



## STRATEGIC PLANNING AND QUALITY ENHANCEMENT PLAN DEVELOPMENT

### Dr. Joseph Silver



Vice President  
SACS Commission  
on Colleges

This afternoon I have the very distinct honor of talking about the Quality Enhancement Plan (QEP) requirements of the Southern Association of Colleges and Schools (SACS) Principles of Accreditation. These Principles are the standards by which SACS, which is a membership organization, makes accreditation decisions. SACS members, who hold ultimate control over the accreditation process, vote on the Principles of Accreditation. Nothing goes on until the members have voted on it. College and university leaders are the drivers of the accreditation process.

The cornerstone of the Principles of Accreditation is the QEP. The QEP is a vehicle by which institutions can increase their overall quality and effectiveness by focusing on one issue that can improve student learning. The QEP

is a transformative campus process anchored in student learning and enhancing the climate for student learning. The QEP should be derived from ongoing and integrated institution-wide strategic planning processes and embody the institution's commitment to increasing educational quality and promoting student learning. The issue addressed by the QEP should not be dealt with in isolation.

There is a tendency for institutions to make their QEPs too broad or all encompassing. Of course, there are many issues on your campus that you want to address. There are many constituent groups that have a voice. When you're talking about and developing the QEP, many will put their issues on the table. The challenge to institutional leaders is to use research to inform the QEP development process and focus on concerns that are of prioritized importance to the achievement of institutional mission.

Please note that SACS requires an institution to have one QEP, but that does not necessarily mean that you cannot have several strategic initiatives. QEP discussions and development can motivate and stimulate a great deal of discussion on campus in a positive way. You must make sure that the many constituents on your campus know

that the QEP is what the institution will be evaluated on by SACS and should not be diffuse in focus. Having a QEP does not preclude work on other problems in other areas. What you really want is to adopt the "rifle approach." Get a good bead and focus on what you're going to do, and make sure that that one thing is what you do well. Look at the QEP as a pair of bookends marked "improvement" and "student learning." If you look in the middle of the bookends, the focus is on mission.

Everything in the Principles of Accreditation eventually comes back to mission. Always be true to your mission and then couch everything you do within the context of that mission.

These are the parts of the Principles of Accreditation related to integrating the QEP into strategic planning. Section 2.4 is mission, and it simply says that an institution should have a comprehensive mission that distinguishes it within the higher education arena and that it addresses teaching, learning, and research if appropriate. Your QEP must be related to the mission.

Section 2.5 addresses institutional effectiveness. It seeks to ensure that institutional planning and implementation are part of an ongoing, systematic, integrated, research-based planning process that helps to actualize institutional mission.

Section 2.11, financial resources, reflects a board perspective. We don't expect board members to micro-manage finances. That's what you hire your presidents for. The president should periodically report to the board on the budget and actual operational costs. The board needs to be involved in the process, but at the appropriate level and in the appropriate way.

Please follow SACS' instructions in developing your QEP. The QEP submission to SACS should be a 100-page document consisting of:

- Your institution's five-year plan, linking focus and outcomes of the QEP to resources
- Brief title
- Topic linked to improvement of student learning
- Clear definition of student learning related to the focus of the QEP
- Documentation of broad based involvement
- Well-crafted goals that can be measured
- Documentation of research on best practices and the literature related to the topic
- Implementation plan inclusive of timelines, budgets, assessment schedule, and personnel
- Evaluation plan
- Appendices not to exceed 25 pages (optional)

Use the prescribed column space very strategically. If you want to talk about your institution with the SACS reviewers, give them a link. Instead of having 25 pages, you might just provide a list of links that don't count toward page limits, but which can describe in detail matters that you wish to bring to the fore.

What do peer reviewers look for in relation to the QEP? First, peer reviewers look for broad-based involvement in the topic selection: All constituents of the university should be involved in topic selection. Note, I didn't say everybody at your institution makes the decision about topic selection, because at the end of the day there's only one person in charge of an institution, and that's the president or the chancellor. But on the front end, you should have an inclusive process by which to select a topic.

Typically, when we say all constituent groups of an institution should be involved in the process, we are talking about faculty, students, staff, alumni, board, and community. Some people ask: "Why should the community be involved in our internal efforts?" The answer is "because you send your graduates to them." You're not asking the community to pick the topic. You're asking for verification that the topic is relevant. You might ask employers, for example, "What needs do our graduates present when they come to work for you? Are they deficient in critical thinking?" If they say, "Well, no, that's not a problem", then your institution may not want a QEP in that area.

How do you document broad-based involvement? Well, if you have a focus group of different constituent groups, normally you send an email or agenda saying you are going to meet on this day and here is the agenda. That's documentation. Then you're going to have someone in the meeting take minutes and those minutes are going to become a part of the record—that's documentation. So if you are trying to demonstrate involvement of the board, for example, send the minutes to SACS. You don't have to send all the minutes. Take the section that deals with the QEP and put that in as part of your documentation.

What are the benefits of having broad-based involvement? I see several: You get buy-in on the front end of the process. You build consensus. You also excite people about the possibilities of improving student learning.

Second, the focus of the QEP should make the link to student learning and provide clear goals and expected learning outcomes based on best practices. The QEP should demonstrate how the learning environment will be improved. The QEP submission should clearly show the benefits to the institution and the availability of sufficient institutional capacity and resources to implement, sustain, and complete the QEP over a five-year period.

Third, the QEP submission should show that the institution has the expertise in personnel and the infrastructure to carry out the plan and maintain progress and full implementation. This includes adequate academic resources to complete the QEP, as well as support from institutional leadership.

Fourth, the institution should demonstrate that it can assess the success of the QEP using direct measures or measurable indicators. It should identify the measures to be used for evaluative purposes of both the process and the product and show how the results will be used to improve student learning. Please do not rely on indirect measures such as student satisfaction surveys, as they do not measure student learning.

I'm going to talk about focus and I'm going to talk about assessment. If I ask the question, "What are the most important parts of the body?" you would probably answer your brain and your heart. Focus and assessment are to the QEP as heart and brain are to body.

Focus tells you what you're going to do. So your QEP should have clear student learning outcomes—not goals, not objectives, but outcomes.

There is a difference between learning outcomes and goals or objectives. Too many institutions focus on goals: We're going to increase student learning or we're going to increase graduation rates. But SACS asks, "What is the learning outcome and can you observe it, quantify it, and measure it?" Then at the end, after we observe all of that, peer reviewers will want to know how the institution will be improved.

The Principles say that the QEP should impact all students. But it is permissible to segment the effort. In other words, many institutions say, "What we're going to do is to start with this section of students and then eventually include another group, then eventually the entire institution." In many cases, when they segment it like that, they have a greater propensity to be successful. In other words, don't bite off more than you can chew.

Demonstrating institutional capacity is showing that your institution can do what it says it intends to do. It is one thing to have a plan or an idea, but the next question is, "Do you have the capacity to carry it out?" Basically, you're talking about fiscal, human, and physical resources. I add a fourth consideration: Does your institution have the will to get the job done? In this section of your submission, you usually want to show budget, resources, actual dollars, and a timeline.

Some people say, "Well, if this is a 5-year process, do we have to have the money in place for all 5 years?" The answer is "no," but you have to have a plan that makes sense regarding how you're going to get there. Don't make

the mistake of saying that your institution is going to apply for a grant in order to do the QEP, because no one knows whether grants will be awarded until after the fact. What SACS peer reviewers are looking for is hard or redirected money to implement the QEP. You can use some in-kind, but if you bring a QEP to the table with all in-kind, it is very problematic. Your institutions need to be creative in terms of leveraging resources such as Title III and other funding streams. And remember, once your QEP is out of the developmental stage, it should be integrated into your institution's base budget.

I gave you the "brain" a while ago, which is "focus." Now for the heart: "assessment." You need micro-assessment at the level of student learning outcomes and macro-assessment of the plan itself. You need both. Are you assessing the learning outcomes that you said you were going to develop, and are you then assessing the plan? You can't wait until your fifth year to figure out that the plan didn't work. You should know well before then if you're going down the wrong road.

Here's a secret that a lot of you might not know: You can have a QEP and at the end of your fifth year report to SACS that you didn't do everything in the five-year period, provided that you had your macro- and micro-analysis. That's not a failed QEP, if you can document what you learned from what went wrong in the process. It's almost like a theorem or a postulate. You can work very hard on an equation, but if you have the wrong theorem or the wrong postulate, you're not going to get the right answer. It's the same thing with the QEP.

For example, on the front-end your research told you A, B, C & D, which caused you to develop a corresponding plan. But when you got into it, you saw that wasn't right. So at the end of the day, you were unable to accomplish all those things you said you would. That is okay. What is not okay is having a failed QEP without your knowing why it failed.

One of the assessment pitfalls I often see is too great a reliance on indirect measures. "We'll tell you what NSSE said." You can survey students, and they're going to give you a perception of their reality, but you need to have something else to verify or back that up—direct measures. This is not to say you can't use indirect measures, but don't overly rely on them, because they do not measure student learning. They measure the student perception of learning.

Finally, the QEP submitted to SACS should show that all constituents in the university will be involved in implementation and the benefits that flow from such involvement in relation to implementation.

You're going to get a new handbook probably sometime in late summer or early fall 2009. This handbook is going to list 13 things that make a good QEP. Please look for it



and review it carefully. It will contain information about a number of the things I have touched on in this presentation.

Finally, I want to describe some recent changes SACS has made. In the past, SACS might have given an institution 2 or 3 recommendations on its QEP and still have found it acceptable. That has changed. If your institution is in the class of 2010 or beyond and has one recommendation related to the QEP, it is going to be found to be noncompliant with a core requirement and be sanctioned.

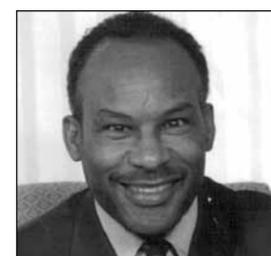
Until recently, SACS had a phase-in process for QEPs, since they were new requirements pursuant to the Principles of Accreditation. Enough time has elapsed, and this phase-in phase or grace period has ended. SACS is considering reclassifying the QEP provisions from a core requirement to a comprehensive standard in order to avoid having to sanction institutions for suggestions. The acceptability of the QEP will still be a core requirement. This will come up for consideration by the membership at the December 2009 meeting of the Commission on Colleges.





## FINANCIAL AND PHYSICAL RESOURCE MANAGEMENT: WHAT EVERY TRUSTEE AND PRESIDENT SHOULD KNOW

### Mr. E. Dean Montgomery



*Executive Vice President  
for Administration and  
Management*

**Bethune-Cookman  
University**

board members need to receive accurate information from the fiscal officer in order to run the institution properly.

Third, in order to regularize your processes, every institution should have a fiscal policies and procedures manual and an ongoing commitment to development of policies to strengthen internal controls. You don't need a manual that sits on the shelf collecting dust. You need to use it on a daily basis. SACS reviewers look to see if manuals are used.

Fourth, bear in mind that most HBCUs are tuition-driven. That means you must ensure that enrollment trends are stable in order to have fiscal stability. An institution's budget must be based upon realistic figures related to full-time equivalent student enrollment. You don't want to increase tuition discounts in order to increase enrollments. That is very important to bear in mind, because if you "buy" students, it will show up on your institution's financial reports as expenditures and offsets to the bottom line.

Fifth, make sure that your institution's ability to raise funds corresponds with institutional needs. Once you have determined that, you should seek external funds. There are funds out there. What I have learned is that most HBCUs don't have a person whose sole job is to seek funds through writing proposals. This is how lots of majority group institutions raise lots of money. So don't overlook this set of possibilities.

Sixth, always pay attention to how much money each student will generate for the institution. In my opinion, student tuition discounts should not exceed 15 to 20 percent. There is no set rate for the discounting of tuition for scholarship for academic or financial need, choir, board, or athletic purposes. But be very careful in this area. At half-time during a football game, if I were a trustee and saw a band marching across the field, I would want to know how much it cost. You'd be surprised by how much bands cost.

I have served as a SACS peer reviewer on finance issues for over 15 years, in addition to my work as a chief financial officer. Much of what I am going to say here comes from that experience.

At the outset, I want to say for that, in my opinion, being the president of a small institution is the toughest job in the world. The president must have mastery not only of academic and administrative matters, but of fiscal matters, as well.

Let me begin by sharing the basic building blocks of institutional fiscal stability.

First, always ensure that your budget process reflects sound planning. One of the things that a SACS reviewer such as myself looks for is if the institution has had broad-based involvement and participation by all of the constituent groups in the university. That is very important and must be adhered to.

Second, once you have approved a budget, stick to it. That is the only way to balance a budget. You can't wait until almost the end of the fiscal year and then expect to balance the budget. You have to start monitoring expenditures on day one, especially when you work at a small institution with limited resources. That means you have to produce and use interim budget statements to make sure the institution is operating within the approved budget. Presidents and



Finally, please make sure that your institution has an up-to-date investment policy governing the placement of endowment funds and provides a basis for assessing how much money the endowment is likely to earn in a given year. You should review the investment policy periodically to update it. Make sure that the policy has a spending rate in it, and then adhere to that as closely as possible.

Every institution can do things to safeguard against finance-related crises. Presidents and board members should ensure that the institution's budget is balanced with revenues that meet or exceed operational expenses. If the projected operating expenses are out of line with anticipated income, you need to cut the budget.

These turbulent economic times have created an ideal opportunity to assess which departments and majors are most productive. If you have majors with only 5 or 6 students graduating, you need to ask yourself if the institution should continue to offer that major.

Presidents and trustees examine all areas of their institutions—staff as well as academic—and, when necessary, they must make cuts. As a SACS reviewer, an institution won't be excused from having a balanced budget. Your institution needs to show initiative and make cuts to ensure institutional viability.

You also need to have a plan for dealing with financial issues in a reasoned and fiscally responsible manner. This fiscal plan should be tied directly to the institution's mission and strategic goals. The plan will tell you how to manage the mission. If you make budget cuts, SACS will look to see how the cuts affect your mission, so be very careful. The plan should have enough depth to provide fiscal stability over time.

Board members and presidents should always ask questions such as these:

- Is the institution living within its fiscal and physical resources? Board members need to ask tough questions in this regard.
- Is the institution current in its financial obligations to employees, vendors, and governmental agencies?
- Does the institution borrow funds to support day-to-day operations? If you use a line of credit for a good purpose, explain that purpose to SACS in your institutional narrative. There is good debt and bad debt. Most institutions have lull periods when cash is low. But if you borrow funds, be sure to pay them back to the lender in a timely fashion.
- Are lines of credit outstanding? If so, for what purpose? Is there a history or trend in evidence based upon use of credit lines?
- Are current assets adequate to meet current liabilities? Board members should always ask this

question and presidents should always be able to answer it.

- What is the level/history of accounts payable?
- Are pledges booked and are accounts receivable collected in a timely manner?
- How does the institution fund tuition discounts?

You need to make sure that you have policies and procedures in place at your institutions to collect money from students and their families. Being a chief financial officer is not for the timid. You've got to collect on the accounts when the students come in. If you don't, you're going to have a problem later in the year with low cash.

At the institution where I work, we require students to pay their accounts. When we first set up this policy, some were concerned about the impact of that policy on low income and/or first generation students. They told me that if such students were not able to pay as a condition of enrollment, our enrollment would decline.

Let me tell you a story: I was working at a college in South Carolina when a parent came in and said she didn't have the \$250 cash we requested in order to enroll her son, because she had just paid a \$1,200 enrollment fee to a majority institution for her daughter. The mother asked, "Aren't you an HBCU and supposed to help people?" I said, "I am sorry, but we have the same bills at an HBCU that we have at majority institutions." My point is that you have to collect on institutional accounts.

When we initiated our collection policy, a lot of folks were angry and predicted that the school where I worked would lose students. But our enrollment increased, and our cash flow improved because students paid their bills. If you have policies and everyone is on the same page, those policies will work. If you don't, you will have cash flow problems, and that is not a good thing.

These questions have to be asked and answered in light of SACS requirements about fiscal stability and physical resources. Consider the following provisions of SACS' Principles of Accreditation (2008):

#### **Section 2.11.1 Financial Resources (Core Requirement)**

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate

audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

This is one of the most feared standards and one of the most difficult to establish compliance with. Once a violation is established, it is hard to clear up, because the institution won't have another audit until the next year and much of the analysis of compliance with this provision relates to the audit. Board members need to raise questions in this area. Remember, the onus is on the institution to demonstrate financial stability. The SACS reviewer will look at your record over a 3-5 year period.

#### **3.10.2 Submission of Financial Statements**

The institution provides financial profile information on an annual basis and other measures of financial health as requested by the Commission. All information is presented accurately and appropriately and represents the total operation of the institution.

This is an easy provision to meet. If you provide the requisite information, it is satisfied. But do not rely on non-cash gifts, capital releases, and investment gains to support operational expenses.

#### **3.10.3 Financial aid audits**

The institution audits financial aid programs as required by federal and state regulations.

Don't take this provision lightly. The SACS finance reviewer has access to information from the US Department of Education about compliance. If the Department documents repeat findings of noncompliance, the SACS reviewer will know it. So be as open and upfront as you can in relation to this provision, because SACS is going to know what is going on whether or not you include this information in your reports.

#### **3.10.4 Control of finances**

The institution exercises appropriate control over all its financial resources.

#### **3.10.5 Control of sponsored research/external funds**

The institution maintains financial control over externally funded or sponsored research and programs.

The following standards have to do with your buildings, grounds, usage patterns, and other physical facilities in relation to institutional mission:

#### **2.11.2 Physical Resources (Core Requirement)**

The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

#### **3.11.1 Control of physical resources**

The institution exercises appropriate control over all its physical resources.

What SACS wants to know is, are your classrooms and physical plant adequate? Your institution should have physical plant and maintenance operational manuals and use them to ensure upkeep.

#### **3.11.2 Institutional environment**

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

This has to do with availability of security manuals, maintenance of crime statistics, hazardous waste controls, evacuation plans, and other measures necessary to ensure the safety of students and others associated with the institution.

#### **3.11.3 Physical facilities**

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Please note that this means that satellite facilities and programs must provide the same resources to students as those at the main campus.

A word of advice: Don't try to hide information from SACS. Integrity is key. Present your data in the most compelling way that you can to show compliance. The measures set forth below are barometers of institutional financial stability that SACS will look for:

- Changes in unrestricted net assets
- Cash and cash equivalents at zero
- Three to five years of audit reports
- Three to five years of management letters
- Enrollment trends, headcount, FTE (full-time equivalent)
- Evidence of budget planning
- Board of trustees meeting minutes showing approval of the budget
- Types of financial ratios from audited financial information
- Plant assets and plant-related debt
- Investment policy

In sum, in order to prepare for accreditation, here is what every president needs to do to prepare for SACS' review of institutional finances: Analyze the institution; anticipate year-end figures; examine prior audit footnotes; discuss and analyze implications of trends; and implement corrective measures while there is still time.



## FACING THE RISING SUN

### Rev. Dr. Otis Moss



I come tonight as one who understands how important it is to have institutions dedicated to giving the world an accurate expression or record of a journey of which all Black people are a part. I speak tonight with a kind of sanctified commitment, a profound pride, an unshakable faith, and an incalculable belief that Historically Black Colleges and Universities are a necessity, not only in Black life, but also in American and global life.

I make this bold assumption without any fear of successful contradiction. If you take a fleeting look at the rise of Black colleges and universities from the period of 1865 to 1897, you will discover that, on an average, a Black college or university was born each year. Now there might have been a year when there was no founding of such an institution, but if you average it out across those 30-plus years, a Black college or university was established each year. And if you look at the backdrop against which they were born, or look at why they were born, when they were born, and how they were born, that provides a vital narrative about Black people, our aspirations and values.

Black colleges were born while the blood from the Civil War had not dried from the ground; born when the first students' bodies still bore the marks of the slave master's raw hide; born at a time when it was against the law to read and write; at a time when the Dred Scott decision was still fresh; at a time when the sole residence of many had been the slave cabin.

In the book, "Christmas in the Big House, Christmas in the Quarters," the author describes a little, innocent White child in 1859 who asks her father, "Daddy, can I have a slave for Christmas? All of my cousins have slaves." And the answer the father gives is just as tragic as the question: "When you are 16, you can have a slave." However, by the time she turns 16, Sherman has marched to the sea, Lee has surrendered, and the Emancipation Proclamation has been written, but as a matter of United States constitutional law, slaves have not yet been totally freed.

The point I want to make is that Historically Black Colleges and Universities provided the classrooms for our ancestors who came from the slave cabins. They provided education on sharecropper's wages, plantation pennies, and borrowed wages. I have a colleague in the ministry who says, "Colored people and Negroes built these colleges, and African Americans are having difficulty keeping them alive." Think about it.

These institutions were "born when hope unborn had died," born at a moment of light and promise, followed quickly by betrayal. Even at the moment of betrayal (post-Reconstruction), we still kept giving birth to colleges and universities.

In 1883, the Supreme Court declared the Civil Rights Act of 1875 unconstitutional. It was legislation not unlike the 1964 Civil Rights Act. Even now, the present Supreme Court is debating the relevance of the Voting Rights Act and one of its key sections. It is frightening, but it is not totally surprising, if you know just a little bit of history.

What would it be like in America and in the world if we had had no Historically Black Colleges or Universities? These are the institutions that, in unison with the Black Church and the Black religious experience, kept hope and civilization alive in America, "when hope unborn had died."

I have a romance with the Black college. I am from LaGrange, Georgia. People often ask me what street I lived on in LaGrange. Let me tell you. In order to get to my house, if you started at the town square, you would come down Hamilton Road. However I didn't live on Hamilton Road. If you turned left on Colquitt Street, I didn't live on Colquitt Street. If you kept on Colquitt Street until the pavement ran out and it became Big Springs Road, I didn't live on Big Springs Road. If you traveled on Big Springs Road down to John Lovelace Road and made a right turn, I didn't live on John Lovelace Road. If you crossed Panther Creek and moved up the dirt road to a big oak tree where a long line of mailboxes existed, I didn't live on that road. You had to turn off that road and drive in your car as far as it could take you, then get out and walk. After a while, you would come to a modest, three-room house. That is where I and most of my siblings were born.

In that community, when I was in the second grade, my one-room schoolhouse burned down. Someone put out a rumor that the principal set it afire, but that wasn't true. The principal tried to put the fire out. He was the only fire department, and the older males in the school were bringing buckets of water. But the fire overcame the building and it burned. Several feet away stood the church, and we transferred classes from the school there. The Board of Education never made a visit.

Most of my classmates dropped out of school by sixth grade. I walked from my home to the high school every day. It was 6 miles one way, which meant I walked 12 miles a day. There was a celebration on the second Sunday in September of 1952, when I left that community to enter Morehouse College. That was the day I preached my first public sermon. The whole community celebrated.

At the end of the sermon, while the worship service was still in progress, people began to get up and tell me what it would be like when I got to the city of Atlanta and entered Morehouse College. "You will meet President Mays," they said, and they named practically all the faculty. "Spelman and Clark are right across the street, and Morris Brown is not far away."

This kind of celebration causes some people to refer to the Black college as the "Thank You, Jesus College." If you don't understand what I mean, it is because you've never gone to a Black college graduation ceremony. People come from all over the world, dressed up and ready for the occasion. Though it's the 21st century, many of the students will be the first in their family to graduate. So no matter how sophisticated the audience, no matter how well organized the procession, no matter how formal the ceremony, when an officer of the college stands up and says, "By the authority vested in me by the board of trustees and the recommendation of the faculty, I have the right and the privilege to confer upon you the degree, with all the rights,

privileges, and responsibilities appertaining thereunto," and a young man or young woman walks across the stage, inevitably somebody in the audience will say "Thank you, Jesus."

Where I grew up, we had a sister in our congregation who was a praying sister and one of my teachers, even though she didn't finish high school. While walking to school, I had to pass her house. Often she would be sitting on the porch, and she would come out to the edge of the yard and talk with me. She would say, "Go on son, keep on keeping on." The last time I saw her, I asked her how she was doing. She said, "Son, I'm just living between 'O, Lord' and 'Thank you, Jesus.'" That is where our colleges have lived for the past century.

Historically Black Colleges and Universities have achieved "so much with so little." When Mordecai Johnson, the son of former slaves, became the first African American president of Howard University, the school had a \$500,000 deficit. Think about \$500,000 in 1926. There were protests on campus and some of his best advisors told him not to go, but Dr. Johnson said, "I believe I can make a difference."

One of the many things Dr. Johnson did during his more than 30 years as president was to raise the law school from an unaccredited night school to a fully accredited law school with Charles Hamilton Houston as dean. Thurgood Marshall was one of Houston's best students. Out of that circumstance, around 1935, a group of lawyers at Howard University analyzed segregation, racism, Jim Crow, and education, and predicted that they could get rid of it within 20 years. They did it in 19 years. They made racism illegal; it was always immoral.

Dr. Mordecai Johnson told the story of having a private, confidential conversation with a member of the United States Supreme Court. That member of the Supreme Court said to him, "Dr. Johnson, a lot of these civil rights cases coming before us, I would really like to vote in their favor, but some of the briefs are too sloppy." Dr. Johnson was determined to change that. So Thurgood Marshall and his team made sure there were no "sloppy briefs" carried before the Supreme Court.

Thurgood Marshall never made \$30,000 a year as head of the NAACP Legal Defense and Educational Fund, but with so much from so little in terms of material resources, he changed the course of legal history.

Our institutions have been able to hold on and carry on against the onslaught of the Ku Klux Klan and all of the other brutal things you could name. We keep on producing college presidents, engineers, writers, professors, businesspersons, clergy, leaders, theologians, and historians. I maintain that these institutions are absolutely necessary.

"The price of freedom is less than the cost of oppression." The cost of education and knowledge is less than the price of illiteracy and ignorance. Our institutions have demonstrated that it is prosperous to be just.

We are all familiar with James Russell Lowell's poem "The Present Crisis": "Once to every man and nation, comes the moment to decide, / In the strife of Truth with Falsehood, for the good or evil side." We are also familiar with the stanza, "Though the cause of Evil prosper, yet 'tis Truth alone is strong, . . . / Truth forever on the scaffold, Wrong forever on the throne,— / Yet that scaffold sways the future, and, behind the dim unknown, / Standeth God within the shadow, keeping watch above his own."

In the same poem, Lowell writes, "They enslave their children's children who make compromise with sin." And finally, the poet warns us that we must not "attempt the Future's portal with the Past's blood-rusted key."

That is the challenge we face as presidents and boards of trustees. We cannot unlock the doors of tomorrow with the rusty keys of yesterday, nor can we open them with counterfeit ideas.

Black people and Historically Black Colleges and Universities face some challenges. One of the challenges we have to grapple with is student loan programs, and perhaps we can do it as a coalition of trustees, presidents, and student leaders. These loan programs have become, in many instances, a burden for the borrower and a bonanza for the lender. Financial institutions and banks are getting no- or low-percent loans from the federal government, while students are forced to pay 8 percent or more to finance their education through loans.

I believe we ought to have more grants and fewer loans. There was a time, following World War II, when three-fourths of the support for veterans came by way of grants and one-fourth by way of loans. It is now about one-fourth grants and about three-fourths loans.

With the cost of education being what it is, we have to fight for a restructuring of grants and loans to make it possible for every individual to have access to higher education, should that be their dream, hope, and determination.

I also believe that a nation's strongest defense department is not the Pentagon, but education. If a nation is half educated, it doesn't matter how many nuclear weapons it has, that nation will eventually become too weak to exist or compete within the family of nations.

In *The Chronicle of Higher Education* back in 2003, the late Paul Simon, former senator, wrote an article that should be redistributed. Simon talked about the need for a new kind

of GI Bill. He noted that in 1944, when Roosevelt presented to the Congress the GI Bill, which was the Service Personnel Readjustment Act, a lot of people were against it. As a matter of fact, after it passed the House and the Senate, it had to go through a Joint Committee, and they were short one vote and unable to get it through. The vote they needed was a Congressman from Georgia who was vacationing on a hunting trip. They had to find him somewhere in the woods, get him to an army base, put him on a military plane, and fly him back to Washington. He got there just in time to cast the vote for the GI Bill.

Two college presidents were among those who were strongly opposed to the GI Bill. They argued tenaciously against it. One was the president of Harvard and the other was the president of the University of Chicago. They said that the bill would overrun the colleges with unqualified individuals and thereby lower standards. But after an appropriation of \$5.5 billion over a period of seven years, more than 10 million people took advantage of the GI Bill. Tens of thousands of them became teachers, lawyers, engineers, and businesspersons.

Out of that process a new middle class was born in America; in fact, suburbia was born. From that small investment a new America was born, one of the three greatest affirmative action programs in America.

The first and greatest affirmative action program was the Land Grant College Bill of 1862. This made it possible for that White country boy or country girl in a state like Ohio to go to Ohio State, when Case and Kenyon and other select institutions would not touch them.

Other affirmative action programs were enacted in the latter half of the 20th century, but opponents have all but killed them.

It was Mahatma Gandhi who said that there are seven social sins that are profoundly destructive: politics without principle, wealth without work, pleasure without conscience, knowledge without character, commerce without morality, science without humanity, and worship without sacrifice. These are some of the issues that presidents, boards of trustees, faculty, students, parents, and families must struggle with in the 21st century. But as Dr. King told us at the March on Washington, "With this faith, we will be able to hew out of the mountain of despair a stone of hope."

These words will be engraved on the King Memorial in Washington, DC. It is remarkable that at the memorial's dedication, President Barack Obama will walk down from the White House for the service. As I think about it now I get happy, I want to shout and say "Hallelujah." President Obama will come down from his residence, the White

House, built by slaves. He goes to bed there every night. First Lady Michelle is there along with their lovely children, Malia and Sasha. They live now in a house that their ancestors built. As they come down for the service, this will be a message to all of the Historically Black Colleges and Universities throughout the land: "Progress is possible for our people if we prepare."

Today, as we leave to go back to our regular positions of leadership, responsibility, and authority as presidents and trustees of Historically Black Colleges and Universities, we go back with a sense that the hour is late, and the time short. But to borrow from Tennyson, "Tis not too late to build a newer world," a better world, a more just world, a more peaceful world, and a world where killing does not take priority over creative ability, a world where we can truly practice unconditional love and open doors that our children and our children's children can walk through with dignity and mutual respect. The job will not be easy, but nor was it easy in the latter part of the 19th century.

Someone sent me a poem by Douglas Malloch that opens with, "A tree that never had to fight / for sun and sky and air and light, / But stood out in the open plain / And always got its share of rain, / Never became a forest king / But lived and died a scrubby thing." We are that family of schools that lived through the storm. When you endure it, the storm makes you stronger.

It's not safe to climb a tree that has never been in a storm. Its limbs are not trustworthy and its roots are shallow. But when you've been through a storm, the roots go deeper, the foundation becomes stronger, the limbs grow wider, and the top grows taller. As the limbs grow wider and the top gets taller, birds from all over the North, South, East, and West can come and build their nests.

That is the mission of Historically Black Colleges and Universities. To grow strong in the storms and continue to be a place where our children can come and earn a first-class education.

At the end of the 21st century, many will wonder how we stood amid the many gathering storms that now surround us. Our grandchildren and our grandchildren's children will tell them we knew how to "climb the rough side of the mountain." We came from ancestors who went to college on the installment plan with next to nothing. But they didn't stop smiling, and it wasn't a public relations smile. It was the overflow of joy in their hearts from knowing that even though the lights are dim, you will always find your way, if you have light within.

It is our responsibility to go back to our campuses, and if there is darkness, turn on the light! If there is a desert, be a rose in the desert! If the way is dark and hard, strike the

rock and bring forth fresh water! We know how to take rejected stones and turn them into Phi Beta Kappa!

A recent article in *USA Today* tells the story of a young man who was turned down from the University of Pittsburgh and how Bethune-Cookman, a Historically Black university, accepted him. While he was at Bethune-Cookman, he joined the football team and became All-American.

The unique thing about this young man named Carl Joseph is he only has one leg. I called him up the other day. I wanted to hear the voice of a young man who went through one of our Historically Black Colleges, not only going to class, but also playing football with one leg. I still want to know how he did it.

I think he had some of the same stuff that a young woman from Tennessee named Wilma Rudolph had. She had scarlet fever, double pneumonia, and polio, three challenges that could have stopped anybody. But Wilma Rudolph overcame all of that and brought home from the 1960 Rome Olympics three gold medals. Somewhere there was an anchoring and faith born in her family and the integrity of a Historically Black College.

If Historically Black Colleges and Universities can do that for Wilma Rudolph; if they can do that for a student from Dillard, Ruth Simmons, who became the president of an Ivy League university called Brown; if they can do that for a young man with one leg; if they can do that for a young man who went to jail 35 times and won a Nobel Peace Prize—Martin Luther King Jr.—they can do it for the next generation. As I enter the sunset of life, I just want to be in the number of those who are yet facing the rising sun.



## BACK FROM THE BRINK: LESSONS LEARNED FROM ACCREDITATION CHALLENGES

**Dr. Haywood Strickland**

*President  
Wiley College*

**Dr. Billy Hawkins**

*President  
Talladega College*

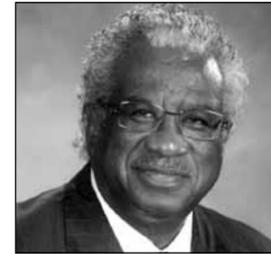
**Dr. Claudette Williams**

*President  
Edward Waters College*

**Dr. James Ammons**

*President  
Florida A & M University*

### Dr. Haywood Strickland



*President  
Wiley College*

The Texas College story begins, not in 1994, when I became president, but at least a decade prior to my arrival. The college had four presidents and two interim presidents in the 10-year period before I accepted the office.

Ladies and gentlemen, if you want to know when a college is heading down a slippery slope, I can tell you that it is when you change presidents every two, three, or four years. That's a sign that the college is going to have difficulties with SACS and with other entities, as well.

Prior to my tenure, Texas College's board chair served from 1974 to 1994, and during that time, he became an increasingly more difficult force with whom the presidents had to contend. He infused himself into the daily operations of the college on an ongoing basis. He selected various leaders of the college, including his son, whom he appointed executive vice president. His son handled anything that had to do with financial management.

Governance was a major part of the problem at Texas College during this time. Many of the board members (and this is not anything against ministers) were members of the church, and the chair, who was also a church official, held an iron fist over them. He controlled the ministers with the threat of removing them from their positions in the church. In addition, alumni became disgruntled, divided, and fought continuously against each incoming president. Fights also arose over who should be the leader of the alumni association. As a result, a litany of difficulties was reported to SACS.

This reporting of information to SACS (most often anonymously) is a second sign that your institution is about to get into trouble with the Commission on Colleges of SACS. Somehow, alumni don't seem to understand that you can't destroy the president without destroying the college. As such, SACS was bombarded with item after item and press release after press release by alumni and friends and church members. As a matter of fact, one SACS member told me he had a filing cabinet full of Texas College letters, petitions, etc. about what was happening, what the president was doing, or what the bishop was doing. These communications became the basis for SACS' decision to send in two special teams to review Texas College within one year.

In 1994, new leadership arrived at Texas College. Bishop Marshall Gilmore became the new board chair and unlike his predecessors, Bishop Gilmore was the kind of bishop, the kind of chair, that presidents want and ought to have. I'm saying that because we often assume that having a church bishop as board chair is automatically negative; it's not automatically negative. We have had some strong and supportive bishops as chairs of the boards of our HBCUs, leaders who have lifted and steered our colleges through some serious situations. Having a bishop as board chair is not, per se, a sign of trouble.

In October of 1994, immediately following a September 1994 SACS visit to the campus, I arrived on the scene. How would I begin a turnaround? First, know that if you find yourself in a turnaround situation, you've got to get it right the first time. You cannot fret trying to determine whether you've got the administrative team that will help you navigate and steer through the process. When I came in, it was understood that I was going to change leadership. Within the span of a year and a half, all key leaders of the institution were replaced because I had to know that at the end of the day, when I went to sleep—which was very rare—someone else was in charge who was up to the challenges the college faced.

I became president on October 1, 1994. The September 1994 SACS visiting review team wrote a report with 83 recommendations and 39 suggestions. Now ladies and gentlemen, that's every standard in the book. There was not one criterion that was left untarnished, untouched by this visit. Everyone, that is a daunting task.

I can't say I didn't know there were difficulties. I did not go into this presidency blind, as some of our presidents do. They are so happy to be president that they just take the job and then they discover how serious the problems are. What I discovered was worse than I had thought; but I knew what I was up against, because the board chair had laid out everything on the line for me.

The SACS staff also summarized the seriousness of the situation. When I got there, however, it was still more difficult than even I had imagined. SACS' recommendations encompassed almost 74 operational challenges in every area of the college operations.

SACS placed the college on probation for one year to address these findings. Now that's a heck of a way to start a presidency, but that is what we had.

In one year, we reduced the 83 recommendations and 39 suggestions to 31 recommendations and 16 suggestions. That was a significant improvement over the previous year. But Texas College still lost its regional accreditation, federal

funds, and United Negro College Fund membership. You know what that means. It means you have no money, and you effectively have no accreditation. You have to figure out what you are going to do with this monster you have on your hands in order to move forward.

Now we talked about the church and we talked about the bishops; we talked about all of this. But let me tell you this, the Christian Methodist Episcopal Church saved Texas College; it is the reason the college survived. When everybody else was gone, and all those other agencies we had depended on were gone, the church was there. It is because of the church that Texas College is still a viable entity today.

I don't claim credit for saving Texas College. The only way I could have saved the college was to infuse it with the money necessary to make changes and improvements. I didn't have \$15-\$20 million, so I didn't save it. I helped Texas College work through the difficulties it faced, but we couldn't have made it without the church.

We informed the college's major creditors of its financial condition. We negotiated agreements with them. We negotiated with all the vendors in the city, state, and everywhere else. We then began to enhance our campus facilities. We hired strong academic and financial administrators. We invited the faculty to create an organization of their own to develop a strategic plan for specific areas of study. We said to them: "Look, you've been outside the loop. Why don't you organize yourselves? Help us determine what it is we can do under the circumstances, with little money, to ensure the viability of Texas College as we strive toward accreditation."

We reassigned or replaced faculty. We launched an academic advising center for students. We arranged for forgiveness of indebtedness to the Department of Education. For the first six months, we spent 20 hours a day reconstructing records. We went into the archives; we went into storage rooms; our team sat on the floor with boxes and boxes for 20 hours a day and went through every file of every student who attended Texas College over a ten-year period. We did a 100 percent audit of every student. As a result of the 100 percent audit, we were able to reduce the Department of Education's finding from \$2.1 million in one instance to \$600,000, and then down to \$300,000. And the IRS reduced our liability from \$1 million to \$200,000. Thus we were able, as a result of the reconstructed records, to ask IRS to forgive us the penalties and interest, which they did.

We applied to the Texas Higher Education Coordinating Board for temporary authority to grant degrees in the state of Texas. And let me say, Dr. Don Brown is here. He's a board member at Huston-Tillotson University and the

former Texas commissioner of higher education. Without Dr. Brown's help, the college's survival would have been gravely uncertain. Each year, the state of Texas reaffirmed Texas College and allowed it to offer degrees. Each year, we were able to get Texas financial aid funds to support our college.

Friends are there. You have to determine where they are and try to work with them. Our mantra at Texas College was openness. We were not trying to hide anything. We invited the press in. I said to the press, "I am not a 'no comment' person. If you want to know what's wrong with Texas College, come talk to me. You don't need to hide behind a tree. I'll tell you what's wrong. And after I tell you, I want you to help me figure my way out of it." That's how the college and our board operated.

There's no point, ladies and gentlemen, in fighting the press. They have more ink than you've got conversation. And they're writing when you are sleeping. The best thing to do, if you are trying to reposition your college, is to be open with the press. Don't send your public relations person; don't send your vice president for academic affairs; don't send your vice president for student affairs. You, the president, must talk to the press when there is a problem or issue. You are the person the board selected to be the spokesperson for the college.

The chairman of the board of trustees should be the institution's only spokesperson outside of the president. So trustees and presidents, develop an understanding of how you intend to handle the press. You should discuss what to say. If a reporter is trying to call a board member, that board member should say, "Call the chair." And if the press calls the college, they should always be referred to the president. It is critical that we position ourselves correctly with the press.

At Texas College, we encouraged strategic thinking throughout the college organizational structure. We built an institutional culture of assessment. We implemented a model of effectiveness, which was one of the SACS criteria. Competency was one of our mantras; commitment was another, and our staff and our faculty were committed to ensuring that Texas College would survive.

We sat down with Bishop Gilmore and asked him one question: "Bishop, do you want to keep Texas College open, or do you want it to close?" He said he was determined not to let it close. That was all I wanted to hear. We fundraised together over a six-year period. The church borrowed \$7.3 million early on to insure that we would have funds to operate on a limited basis during that time.

Consistency was another of our mantras. This money allowed us to operate. We never missed a payroll. Let me

tell you something. There were some months when I didn't know where the money was going to come from. And that is where prayer comes into it, I guess. We were some praying customers. And somehow on the 30th or 31st of every month, we had the funds to make the payroll. And that's without SACS, without financial aid, and without the United Negro College Fund, which was supposed to be our supporter. The moment you lose your SACS accreditation, your institution loses its membership in UNCF.

It was because of the CME Church's efforts that Texas College remained open. Texas College applied for candidacy status in SACS, the first formal step toward full accreditation, in 1997. We were granted candidacy status. We lost our accreditation in 1995, and in 1997, two years later, Texas College demonstrated that it was moving in the right direction for reinstatement of accreditation.

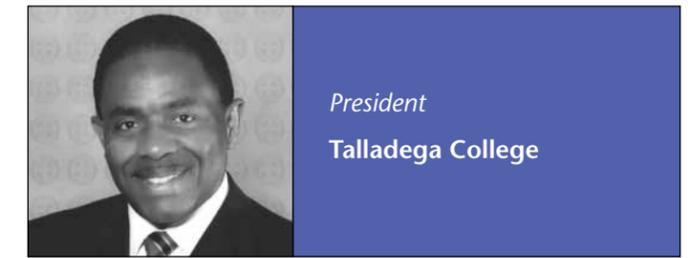
Texas College ultimately decided that we were not going to fight SACS. It doesn't make any sense. By the time you go through appeals for two or three years, you've lost that opportunity to rebuild yourself because you have been so focused on fighting the loss of accreditation and haven't taken the time to rebuild your institution by doing what is necessary to meet SACS standards.

Now there are some situations where lawsuits are warranted. But when you know you have these difficulties, when it is clearly demonstrated that you have weaknesses, why fight? You ought to redirect your energies to rebuilding your institution so that at the end of the day, you will have an institution that can be reaccredited.

Texas College became eligible to receive federally funded student financial aid in 1998. We balanced the budget. We eliminated \$1.7 million of accumulated debt. We improved the appearance and technology infrastructure of the campus. We provided better academic opportunities for our small student body. We knew that the college should have about 250-275 students during this transitional process based upon how many faculty we could sustain and our capacity to provide services.

When I arrived at Texas College, my hair was black. When Wiley College called me to the presidency in the fall of 2000, it was gray. I was tired, beat up, and old. But when I left Texas College, it had only one outstanding finding related to fiscal stability from SACS. That is a core requirement and had to be overcome. I decided to leave that one to a younger, more energetic person who could come in and bring new fire to the embers we had reignited. And so, Dr. Billy Hawkins was elected president of Texas College. And now he'll tell you the rest of the story.

## Dr. Billy Hawkins



Good morning. I am honored to continue the story of the Texas College turnaround. Dr. Strickland did not tell you that he recommended me to take his place at Texas College. I was at Mississippi Valley State, serving as provost and vice president for academic affairs, prior to assuming the presidency at Texas College. Dr. Strickland was very helpful to me in the new position and served as a great mentor as I continued the work of saving this HBCU. He did a great job during his six-year tenure as president of Texas College.

I started my presidency on December 1, 2000, and on December 2, I traveled to Atlanta to face the SACS Commission. Fortunately, Texas College's probation had been continued, but the institution still needed to comply with fiscal stability requirements. The result of the meeting was continued probation and the scheduling of a final visit in March of 2001. The institution faced an uphill battle to prove financial stability in a short period. So literally, we had to start a fundraising campaign right away to try and fulfill this mandated requirement.

I relied on the board, especially the leadership of Chairman Bishop Marshall Gilmore. We raised almost \$1 million within the first 60-90 days of my tenure as president. We had a lot of support from a lot of people from around the country. I flew everywhere pulling this money together. During my first six months, Texas College submitted two required audits to SACS. When the SACS review team came to Texas College, we were able to demonstrate that the school was poised to achieve fiscal stability.

We grew the enrollment very quickly. Texas College matriculated 281 to 511 students, which increased enrollment within the first year and a half. At one point, the enrollment actually went as high as 1,025 students. We made significant personnel cuts in order to move the institution forward. In 2001, we successfully secured college accreditation once again. This turnaround is documented in a DVD called, "Return to Glory: The Texas College Story."

I was at Texas College for seven years before accepting the presidency of Talladega College in January 2008. Talladega was once known as a premier academic institution, but had been facing major challenges, financially and physically, as well as accreditation problems, for over ten years. I brought

in a new team of leaders and re-staffed the financial aid, business, and admissions offices. It is hard to make such changes at a small institution, but one must remember that it is not about the individuals; it's about the institution. What was at stake was the future of the institution and its ability to educate students. My administration inherited a SACS reaffirmation, already into its second and final year with little work completed, which we took on despite many challenges.

Please hear me on this point, presidents, and board members: Don't be afraid to ask for outside help. Sometimes our egos are too big; we think we can do everything ourselves. Well, we can't. I knew I did not have the personnel, or all the appropriate personnel, I needed when I started turning around Talladega. But I knew of skilled colleagues around the country who could help in critical areas, and I called on them, knowing we would have to address some compliance issues because of our short turnaround time.

Talladega cleared up all 36 SACS findings to SACS' satisfaction and hosted a successful visit in the fall of 2009. During this visit, SACS reaffirmed our accreditation for the next 10 years. I am happy to report that our QEP (Quality Enhancement Plan) was accepted with no recommendations. We had developed a brand new QEP in a short period of time.

My administration doubled the enrollment at Talladega during its first seven months, from 300 to over 600 students. We expect to matriculate over 800 students next fall. We reinstated athletics after a 7-year absence, bringing in over 135 athletes, and started several new academic programs and a complete physical plant facelift, internally and externally. Additionally, our alumni giving increased 120 percent over the previous year.

Presidents and trustees, you must get to know SACS staff and not be afraid to reach out to consultants. Reaching out to SACS staff and colleagues is very, very important. I recommend that as you go through the SACS process, your campus liaison should have direct access to the president to keep lines of communication open.

Vision is important. Accountability is very, very important. If you don't hold your faculty and staff accountable, you won't be able to turn around an institution or make it through the SACS process successfully.

"The chair and the president have got to become best friends, always having open, honest dialogue. Trustees must be comfortable in letting the president run the institution." That is what I said to the board of trustees at Talladega when I came on as president. We still have a long way to go, but we are off to a great start.

Leadership is the key to moving an institution of higher learning forward.

### Dr. Claudette Williams



I left Clark Atlanta University in 2002 to join the leadership of Bennett College as executive vice president under Dr. Johnnetta Cole, who had been recently hired by the board to help improve Bennett's image and shore up its finances. At the time, the school had a \$3.8 million deficit and was entering its second year of probation. Many aspects of institutional operation were not working. Everyone knew it would take more than money to turn around Bennett. The school needed name recognition and fundraising capacity.

The board, which began investigating closing the school shortly after my arrival, knew that Dr. Cole had the skills and the expertise with SACS to get the job done. Two weeks into my tenure, we realized that in another two weeks, a report was due to SACS. We reached out to Dr. Strickland, Dr. Henry Tisdale, and Dr. Leroy Davis for help. Needless to say, with people of this caliber, we were able to get Bennett off probation within 10 months.

The first thing I learned is that you need the right leadership for the right situation. And we were able to analyze the situation and determine the type of leadership and skills needed to guide the college through turbulent times. Dr. Cole's job was raising the money and changing the image of that college. The first year she had to try to eliminate a \$3.8 million deficit. Then she had to raise money to address fifteen years of deferred maintenance.

When Dr. Cole took office, only 186 students out of 600 had decided they would return. We all got names of the students who should have been returning, and we called each one to encourage her to come back. So for enrollment in August, instead of 100 plus, we had 384. When I left Bennett in 2007, the institution had its largest enrollment ever.

Now what did this all take? We had to make some very tough decisions. Difficult decisions. That's what leadership is all about. You have to make some very, very tough and unpopular decisions. I was the one who had to make those decisions—whether it was downsizing, right-sizing, or parting company on less-than-favorable terms.

The next thing we had to do was to educate the college's internal and external communities. You have to educate your faculty, your staff, your students, your alumni, your board of trustees, and John Q. Public. Everybody needs to understand what is happening on campus and why, as well as how decisions are made. I started an educational campaign and reached out systematically to every constituency.

We have expertise in our HBCUs. We have individuals who are willing to give up their time and their talent, maybe just for plane fare. And we thank God for every one of them who is willing to do that, because that's what keeps the wheels turning. I'm imploring those of you who have problems not to be afraid to call on your colleagues.

In terms of the board of trustees, one of the things I've found is that many boards do not really know the intricacies of accreditation. But you need to know it. If you don't understand accreditation requirements, you can't govern well.

Students also need to understand their place in the process, as do faculty and staff. We sent out newsletters and weekly or monthly updates. One of the things I instituted was a competition for faculty and students to see who could answer the SACS question of the week. And I had some little prize or the other. But you know, it certainly was interesting to see the responses that little competition produced.

Do not gloss over academic issues or treat them lightly. I know we often like to think of the glass as half full, but sometimes it is half empty, and we need to come to terms with what we face. Be sure to conduct a situational analysis so that you can plan carefully. If you do not do that, you cannot address the problem.

It is certainly a new day at SACS. Things are a little bit better, but don't take anything for granted. You must do the work. HBCUs are institutions that have served not just those with promise, but also those with prowess. We have made a difference in the lives of thousands, and we continue to do so. And we should never, ever become complacent or feel that we are not among the best.

But we must also demonstrate that we are indeed among the best. We should never be satisfied with mediocrity. We should never try to sweep anything under the rug. Face what your issues are. Be schools of integrity, schools that do what they say they do; don't just "talk the talk," but "walk the walk."

There is no mountain too high for us to climb, but we must equip both ourselves and those with whom we work to make the difference. I implore you my colleagues, and our trustee members to never rest until excellence is attained.

### Dr. James Ammons



You know the adage: "That which does not kill you, shall make you stronger"? That, I think, is an apt description of my first days in my dream job as president of my alma mater, Florida A&M University (FAMU).

When I started in July 2007, I knew we had some challenges. First, we had a new board of trustees, since six members of the board resigned after I was selected president. Secondly, we faced two years of audit findings that included 35 findings in an operational audit and repeat findings in the financial audit, resulting in two qualified opinions. All of this turmoil impacted campus morale. It created mistrust among the Board of Governors (BOG) of the State University System of Florida and members of the state legislature. In fact, before my tenure, the Florida Board of Governors appointed a task force to address the fiscal operations of FAMU.

On July 29, 2007, after its meeting in Ashville, North Carolina, SACS sent a letter to Florida A&M University notifying us that the university was placed on probation and our reaffirmation for accreditation process would be delayed for one year. Ten areas were cited in that probationary letter: governing board, financial resources, qualified administrative academic officers, financial stability, submission of financial statements, financial aid audits, control of finances, control of sponsored research, external funds, control of physical resources, and Title IV program responsibilities. What a way to start!

As I began my administration, I knew the challenges before us, and we mapped out a plan to restore the university's integrity and the public's confidence in the university's ability to manage its affairs. It wasn't that Florida A&M University didn't have money, because at the time I arrived, our overall budget was \$470 million. Our problem was money management.

I received input from a transition advisory team that I put together after my selection as president of FAMU. It would have been understandable had I not had a transition team after having been on the campus for 18 years, serving for six of them as provost. I could have easily claimed I knew everything about the university. Well, I didn't. I had been away for six years. The transition advisory team included the chair of our board of trustees. My priorities were very clear.

I also assembled a smart and dedicated team of administrators and replaced six vice presidents. Almost all of the new staff were with me on my first day as president. As you go into new situations, it is extremely important that you have the buy-in from the board of trustees to allow you to assemble your teams as quickly as possible. I was extremely fortunate, in that our board of trustees allowed me to do the work I needed to so that when I walked on campus, I had my team with me. And on July 2, we had a new administration.

Just a month and a week after we began, we received the 2005-06 financial audit. Again it was qualified, and it had 13 findings. This was a financial audit. Most of these findings were predictable outcomes from issues that were highlighted in the operational audit. So we developed a comprehensive corrective action matrix and we went to work.

We had to go back and reconstruct financial records. We went back four years in order to establish a good beginning point. We developed a matrix that summarized all of the audit issues, corrective actions, parties responsible for the implementation of corrections, and concrete timeframes for completion.

Many of the SACS findings related to finances. So as we put this plan together, we cross-referenced the SACS issues and linked those with the operational and the financial audit findings. Therefore, when we addressed the audit issues, we also addressed the SACS issues. The goal was to have as many of the internal control issues as possible addressed by the time the special committee arrived in October 2007 for its site visit.

Once that matrix was developed with all of these issues, we discussed it with our board of trustees and the Board of Governors Task Force, and we responded to a special invitation from the Joint Legislative Audit Committee of the Florida Legislature. So we discussed it with them as well.

It's not enough just to identify and establish corrective actions. They have to be institutionalized into the very fabric of the workday, every day. So the leadership team and I worked diligently to develop that plan, to meet the objectives. We addressed issues such as cash management and missing property, board governance, and revising and reviewing policies and procedures. This was not glamorous work.

In 2007, FAMU was the first institution in the State University System of Florida to have its financial statements certified by the Board of Governors Office and the State Division of Finance. Between September and November, the state auditors sent 11 auditors to the campus. I requested this because I was in a hurry. I was trying to get the latest audit to the SACS Commission on Colleges for its December

meeting. Now a word of caution: Don't ask for more auditors if your books aren't straight.

Our books were straight, but we simply ran out of time and didn't get the audit to the Commission on Colleges before its December meeting. Since we ran out of time, we stayed on probation. The number of SACS findings was reduced to only those related to finance and information technology.

Seven days after I began my tenure as president, I had to prepare for a board of trustees meeting. Within 30 days, we had a retreat for the board. We established mutually agreed upon goals and major expectations. This retreat was facilitated by two former college presidents. In addition to that, the Board of Governors had a retreat for all trustees throughout the system. And our board members participated in that orientation and retreat, as well.

Making certain there is a good relationship between the president or chancellor and the chair of the board is very important. And I can tell you that my board chair and I talk just about every week. Some issues are tough, but we are committed to openness and honesty in our course of dealings—no surprises.

We also organized the board to operate via a committee structure and assigned a vice president to staff each standing committee. Information going out to the board is mailed out at least two weeks prior to the meeting. And hardly any items are walked onto the board's agenda. Minutes and other board documents are maintained on our website, and hard copies are stored in the president's office.

Active communication between and among staff members is key. We had to have technology for this purpose. So our information technology team and our financial team worked together to this end. We worked to limit the use of external consultants. One of the things we found was that we had consultants doing routine work throughout the organization. We made certain that we filled the numerous vacancies with qualified staff.

A working plan was developed between the auditors and the staff to ensure a transfer of knowledge before the auditors exited. The task force hired an independent audit firm to review, validate, and verify our work.

My administration vowed that we were going to fix the problems and restore the fiscal integrity of the university in order to regain the public's trust. We submitted our second monitoring report and our financial statements to SACS. We also created a SACS leadership team to work on the reaffirmation process.

All of these things were done simultaneously. We pulled together a team of seasoned faculty members that had



worked on SACS review committees in the past to work on the major issues. They held boot camps to gather pertinent information in order to complete the compliance certification documents. The QEP committee completed work begun over three years before. The provost oversaw the faculty credentialing. We undertook reviews of academic programs, as well as institutional research and assessment. The CFO reviewed the sections related to fiscal and physical plant operations. Our CIO reviewed all of the technology issues. And my chief of staff handled the governance and administrative areas.

We sent our compliance certification document to people with expertise to review it before we submitted it to SACS. This helped us to refine the document. The reaffirmation site visit occurred in March 2009. We had one recommendation from the Principles and one recommendation about the QEP. We are now awaiting SACS' final decision in December 2009\*.

The keys to overcoming challenges such as those I have described are to keep lines of communication between the president or chancellor and trustees open. You've got to keep them informed at all times. You also need to have smart people working as part of your administrative team. And, of course, you must always have high expectations.

*\*At its December 2009 meeting, SACS reaffirmed FAMU's accreditation for a ten-year period, with no recommendations and no further reports required.*





## LEADERSHIP TRANSITIONS AND ACCREDITATION

### Dr. Karl Wright

*President  
Florida Memorial University*

### Dr. Beverly Guy-Sheftall

*Faculty Member  
Spelman College*

### Dr. Carlton Brown

*President  
Clark Atlanta University*

### Dr. Karl Wright



*President  
Florida Memorial  
University*

I will begin by saying that if we have 103 HBCUs, then we have 103 different cultures and 103 different boards. Every institution is unique. My institution, Florida Memorial University, is a private, UNCF, Baptist-affiliated institution located in the great city of Miami, Florida, that also receives unrestricted state funding. That arrangement in and of itself makes us unique.

About four years ago, my predecessor, Dr. Albert E. Smith, announced his planned retirement effective June 2006. The board, to its great credit, immediately began succession planning. The average HBCU president these days is about 60 years old or older. As presidents get older, boards have to become increasingly involved and develop and implement succession plans. Of 39 United Negro College Fund institutions, ten have appointed new presidents in the three years since I became president of Florida Memorial University. In a sense, succession planning is similar to estate planning—nobody wants to do it, but it is essential.

In the succession planning process, the board of Florida Memorial University considered the multiple roles a president fulfills: administrator, teacher, PR agent, fundraiser, parental surrogate, defender of the campus and, in some instances, knight in shining armor. Because of Florida Memorial University's unique relationship with the state, the board also considered the need for the new leader to have good relations with the state legislature.

Our board was concerned, as well, to minimize disruptions, an important consideration especially for tuition-dependent, "financially fragile" institutions with small endowments. It also had to determine how to keep the institution from losing momentum during the leadership transition, as well as to position it to take advantage of new opportunities.

I was the provost at the time I was tapped by the board to become president and had the advantage of knowing the school, its needs, its aspirations, and the context within which it operates. In South Florida, there seems to be a trend of selecting internal candidates to succeed long-serving presidents. At Nova University, the current president served as the chairman of the board of trustees for 10 years. Florida International University just went through a leadership transition and their long-serving president, Mitch Modique, was succeeded by the provost, who had been there for 32 years. Internal candidates

were also chosen to lead Miami-Dade College and Barry University. At Lynn University, the current president is the son of the former president. This pattern of drawing on internal candidates is occurring because South Florida is a "relationships community," and it is important to maintain strong ties with diverse constituencies.

The very first thing I did when I became president on July 1, 2006, was to say to my chair, "I'm going to take you to a Southern Association of Colleges and Schools annual meeting." The chair had been on the board for 15 years, and this was his first exposure to SACS. Last year, I took 2 additional board members to the SACS meeting. Florida Memorial University is up for SACS review in 2012. I plan to take other board members to the SACS meeting over the next 2 or 3 years so they become familiar with accreditation processes. I also plan to have accreditation preparation workshops on campus over the next three years.

Here are some things I encourage trustees to do and not to do.

#### Do's

Obviously, trustees need to become familiar with the SACS accreditation process. You need to become familiar with the Principles. The role of the trustees is more like that of a monitor than a manager of the accreditation preparation process. Trustees should require presidents to present an "action plan for accreditation." If the institution is up for reaffirmation soon, request and require periodic updates and reports on progress towards reaffirmation. In my opinion, trustees should attend SACS meetings and workshops.

I encourage trustees to ask insightful, probing questions about the accreditation process. They should be very familiar with what we call the "holy trinity of accreditation": financial stability, faculty credentials, and institutional effectiveness. One of my trustees here today is an MBA, JD, and a financial expert. She also is on our investment and audit committee, and she is armed, ready to go back to campus with the right questions, especially after Dean Montgomery's presentation yesterday. To be effective and help ensure positive reaffirmation outcomes, trustees need not only to be willing, but also ready to serve.

#### Don'ts

As I just said, trustees have a monitoring, not a management, role in accreditation. Trustees should not manage the accreditation process or dictate what the QEP should be all about. The primary responsibility for reaffirmation for the institution is with the president—that's the way SACS intended it to be and that's the way it ought to be.

Boards ought to hold presidents responsible for the reaffirmation of the institution. I have always felt that my principle responsibility as president is to ensure that Florida Memorial University's accreditation remains in good condition.

Finally, as had been said earlier, the most important relationship on a college campus is the relationship between trustees and the president. A harmonious relationship is good for the institution. I think that is certainly something we all aspire to have.

### Dr. Beverly Guy-Sheftall



I want to begin with my own social location as it relates to this topic, since I'm not a college president or a trustee. I have been intimately involved with HBCUs all my life. A family member was a longtime president of an HBCU. My parents attended HBCUs, and I attended an HBCU. I have been teaching at HBCUs since 1969. Finally, I am a scholar who has been engaged in research on HBCUs, particularly women's colleges.

As a person who's been a Spelman faculty member since 1971, I have worked under 5 presidents: Albert E. Manley, Donald Stewart, Johnnetta B. Cole, Audrey Manley, and most recently, Beverly Daniel Tatum. That's a lot of transitions. I've also had the pleasure of having been a member of the Dillard University board during Michael Lomax's presidency and the transition to Marvalene Hughes' leadership. That's my context. What I will say may be more relevant to the college presidents in the audience. However, I will say at the outset that from my experience, HBCU boards of trustees are often not as familiar with HBCU cultures as they need to be.

Number one: There is a tremendous amount of silence around transition issues at HBCUs and a long history of complexity that I believe negatively impacts the health of our institutions in both the short term and the long term. In many instances, transitions are not rosy.

We often have a problem with truth telling in the narratives that emerge about previous administrations. Sometimes the narratives that emerge even about accreditation issues, which are well documented, bear absolutely no

resemblance to the memories of those of us who were actually present. I'm mainly talking about the institution where I have spent most of my life.

We need to identify best and worst practices at our institutions, and we need to engage in more truth telling. I would actually like to see SEF do some case studies about effective transitions at our colleges and universities and list some "do's and don'ts." We need to acknowledge the historical realities at our institutions that make for other than smooth transitions. We need to engage in open and candid conversation. We need to talk about how outgoing presidents can be helpful or not. I've seen very smooth transitions from one president to the next, and I have also seen very ugly ones. We need to try to figure out why it is that we can have these divergent and radically different histories at our institutions.

I also think that it is extremely important to ponder the role of faculty governance in the transition process. Faculty can be extremely helpful, but faculty cultures at our institutions frequently militate against effective transitions. There can even be reluctance on the part of senior, tenured faculty, who have no reason to be fearful, to engage in candid dialogue with new presidents and new administrations about what works well at our respective institutions and what is perhaps detrimental or not working well.

One of the useful guides I have come across is a document that Diana Chapman Walsh, who had been Wellesley College president for 13 years, prepared in the months leading up to her departure from Wellesley. She engaged for an entire year with faculty, students, alumni, and other constituent groups in a very candid discussion about what works well and doesn't work well at Wellesley. When the new president arrived, she had a wonderful guide to ease her transition. The college had also engaged in perhaps unconventional transitioning that didn't involve just the president and trustees. I would offer this case at Wellesley as one model for how we might think about future transitions that involve everybody on campus.

This is an extremely important conversation. I would really hope that at some point we could have more than anecdotal data about transitions and that we could have college presidents engaging in candid conversation about what their experiences were with respect to previous presidents, previous administrations, and previous board members, so that we can really talk with much more clarity and data-based knowledge about how we can make our institutions more effective. One of the things I have observed is that ineffective transitions really retard institutional progress and growth.

### Dr. Carlton Brown



Transitions are very difficult for any kind of institution. Most of them have some difficulty embedded in them. Good, stable, mature institutions hide as many of their problems under the table as possible and don't air them in the public. Ineffective, difficult, and troubled institutions make sure that as many of their problems as possible get out in the public venue, preferably with much controversy and conflict and predictions of dire results, death and destruction. This may include blaming the president and the board for the failure to maintain enrollment, even though the whole planet knows that the institution is going to hell in a handbasket, and there is nothing that can save it. The message, "They've been wrong for 100 years. By the way, come enjoy yourself at our institution because we're wonderful..." doesn't work.

The more stable the institution, the easier the transition. If there is clarity of purpose, some obvious direction in which the institution is moving, if there is some solidity of culture and a minimal need for reinvention, transitions are often relatively simple. Part of that is because in such circumstances an incoming president has a clear idea of what not to touch: the ongoing, continuing aspects of the institution that are sacred and invaluable. He or she also recognizes potential avenues for change.

My sense is that the newer the institution, the more troubled it is likely to be. This is so especially for state HBCUs facing questions of merger after a history of discrimination against them. The less well developed the institution, the harder the transition will be, because everything is on the table.

In 1997, at the same time I arrived at Savannah State, a new president was hired at the University of Georgia. The two transitions were completely different. The new president of the University of Georgia learned right up front what not to touch. When I became president of Savannah State, I was caused to touch everything because there were so many problems, and purpose and direction were not yet clearly settled. Different skills are needed for one type of transition compared to another. Where there is cultural ambiguity and purpose and direction are not settled, there is a maximum need for invention.

If you look at the history of our HBCUs, you'll see basically two major models of success: Some HBCUs,

such as Hampton and Xavier, have had long, stable, solid presidential leadership for many years. Where the growth trajectory is constant under a single leader, the board tends to be supportive of that leader going forward. There's always a new agenda. The other model, despite what Dr. Guy-Sheftall hinted, is long-term growth driven by the board and solid institutional purpose and ethos. In this latter context, the new leader comes in with clear parameters, and the board plays a bigger role in the life of the institution.

The purpose of the board is to hire a leader. When you're hiring a leader, you are hiring the face of that institution. You're hiring the ethos of the institution and its public character. You are hiring its primary action point. This means that boards have to be very clear about expectations. You have to know your institution and its issues prior to launching a process to end up with a new president. Just because someone is successful at one place doesn't ensure success at another place. There is such a thing institutional fit.

I've been at this long enough to know there are certain institutions where I would not work out well as president. They operate in a way that would be incompatible with my style. Smart presidential candidates will not say "yes" to job offers from those places, and smart boards will not hire them.

In any circumstance, it has to be understood that a president has to build his/her own team, whether it's a good transition and a stable, forward-moving institution, or a radical transition for an institution that completely needs to reset itself. One way or the other, you're hiring a president who hires everybody else. Any other model is a blueprint for distrust and failure. If there are "sacred cows" on the board or campus, the board should identify them upfront and agree on a time period before slaughter. You have to come to agreements as a team on the kinds of benchmarks you want to set for presidents and for the building of a team.

You need to be very careful about friendship patterns and the history of long-term friendships. One of the reasons presidents like to form their own teams is that they have to be able to lead with the trust and support of those around them.

If the candidate you're considering doesn't ask for the following things, you don't want to hire that person as your president: the institution's last couple of audits and financial statements, a complete review of the current budget, the institution's last accreditation review, and the school's history of alumni giving. If the candidate does not ask questions about each of these things and more, that



person should not be your next president, because he or she will be unprepared to address the kinds of issues that have to be addressed to move your institution forward. If the candidate for president does not demonstrate an understanding that the job will require his or her attention 24 hours a day, 7 days a week, 365 days out of the year, that person should not be your president. If a potential president says to you, "This will be my last go-round," proceed to your next candidate. Dying in office is not a glorious end to pursue. Taking a position at one of our institutions with the intention to retire from it says a great deal about what a board can expect from the candidate over the next few years. By the way, that person will also run when something bad happens. They will run, and they will blame you. They will make calls to TIAA-CREF and their broker, and they'll be looking for the road out.

Trustees, when you're hiring a new president, when you're looking at transition, understand that now more than at any other time, you're looking for someone to carry forward the hopes of the institution. You need to find someone you believe can fall in love with your institution, because it's going to require that. You need a person with enormous drive. All of the skill sets in the world won't get you past the need to hire as president someone with great heart and passion.





## TRUSTEE REFLECTIONS ON GOVERNANCE AND HBCU'S

**Dr. Don Brown**

*Trustee  
Huston-Tillotson University*

**P. Andrew Patterson, Esq.**

*Trustee  
Fisk University*

**Dr. Velma Speight-Buford**

*Trustee  
North Carolina A&T State University*

**Dr. Warren Jones**

*Trustee  
Dillard University*

### Dr. Don Brown



*Trustee  
Huston-Tillotson University*

I will speak about what trustees need to know and do to be effective policy leaders at HBCUs. I have three recommendations: First, all trustees should know what is expected of them. There are some basic prescriptions for how trustees or presidents should behave. For trustees, the prescription includes taking an active part in committee service, doing homework, and keeping informed. Those who don't have many monetary resources need to give generous gifts of talent and time and thoughtfulness. If a trustee has monetary resources and these other gifts, he or she needs to give all of them. Trustees must understand their governance role and the difference between it and the role of the president, and both trustees and presidents need to respect the boundaries between them.

Second, effective trustees need to feel responsibility for achievement of institutional mission. They need to feel the hope, as well as the despair, and relish success. You can tell when trustees feel this connection: They start their term of service talking about "you" or "y'all", as we say in Texas, and then, when they feel the connection, they begin to talk about "we" and "our."

Third, trustees need to "learn the road that has been traveled" learn it in terms of facts, feelings, and as a matter of spirituality. Trustees need to understand and affirm the mission over time of the HBCUs that they govern. This will help point the way forward.

In terms of governance challenges, I would note that it is important to move from decision-making by the entire board to decision-making through a vibrant committee

structure. Such a structure provides a means for trustees to efficiently perform their duties, as well as an outlet for trustees with particular interests, abilities, talent, or experience they can draw on to get important work done.

What could HBCU trustees as a group do to better inform the public and prospective students about the quality educational opportunity available at an HBCU? I endorse the call to publicize and share stories highlighting the success of individuals, as well as stories about educational gains and accomplishments of student bodies as a whole.

Imagine the good things that can happen when an institution recognizes that it is not only developing a quality enhancement plan (QEP), but also developing a plan to achieve student success. When an institution plans for success, it has a major impact on fundraising and demonstrates institutional effectiveness.

### P. Andrew Patterson, Esq.



*Trustee  
Fisk University*

It is comforting to know that other institutions face the same issues that we face at Fisk. We are all striving to come up with solutions to make our institutions better.

I was elected by the alumni of Fisk to serve on the board. Being an attorney has given me an advantage because I have worked with corporations and understood, when I joined Fisk's board, that it was my fiduciary responsibility to make the best policy decisions possible. While I will listen to the alumni and communicate back to them about what

is going on, my allegiance is not to the alumni, but to Fisk University. I stand in the same place where all of the other trustees stand on the board.

One of the most important things we must do as trustees is to "stay in our own lane." Trustees must recognize what their responsibilities are, make policy decisions, and let the president lead and make the administrative decisions. For example, when I joined the board, President O'Leary announced that she wanted to organize a committee of trustees to look at possible cuts in order to reduce cash outlays. After the meeting, I pulled the president aside and said, "Hazel, we selected you to run this university. We don't want to make administrative decisions about what is to be done in terms of the direction of this university. I don't have time to do that." The president assured me that she just wanted the board's input, but that she would make the recommendation in terms of moving forward. That's exactly what I was looking for.

I have learned that there are no dumb questions. There may be dumb answers, but there are no dumb questions. I've learned not to be afraid to ask why things are being done a particular way. Many times you get in a rut and are doing things that have been done for years and years, and nobody has thought about why it's being done that way. So ask questions.

I joined Fisk's board at a very controversial time when the decision had just been made to sell the university's very valuable collection of art. I felt I had to ask questions about alternatives to the sale of the collection. The questions were not well received, but I felt good about it because I had a responsibility to know how the board had reached its decision and form my own judgment about whether it was the right decision. When we left the room, everybody was on the same page. And when we faced the public, all board members had a consensus point of view. The board made its decision to provide Fisk with financial stability.

I've learned that heritage and history are just not enough. All HBCUs have a wonderful heritage, but you can't rest on past laurels. You have got to retool to meet the needs of today's students and today's society. And we have to be willing to change.

The financial model has to work. You can't guess at it. You have got to know how many students are optimal for your university and where the money is coming from to fund students.

You must also be an ambassador for your school, fostering good will in the local community and among alumni. You also have to be willing to ask for money. I am not very good at that, but I am learning. Not everyone has that knack of approaching people and saying, "Write me a check." But I have learned that they will say either "yes" or "no." More

often than not, people will say "yes." If they can't give you money, sometimes they will do something else for you. Or you can ask them to invest in a particular aspect of the university's work such as athletics or art displays.

I think the faculty did a great job in preparing Fisk for its recent SACS evaluation. We had a banner year and, in terms of fundraising, had an alumni participation rate of over 30 percent.

The SACS reaffirmation process was important to Fisk. It helped us focus on our mission and the need to improve data collection. That was a good process for us.

Serving on Fisk's board of trustees has been a labor of love. All HBCUs are important institutions. My heart sank when Morris Brown and Knoxville College failed. One of my best friends graduated from Morris Brown College. He had been a resident of public housing in Savannah, Georgia, but he went on to win a Pulitzer Prize and become a full professor of English at the University of Iowa. He would never have had an opportunity to go to college, but for Morris Brown College. So I love Fisk and all HBCUs. I applaud the work that we are doing.

### Dr. Velma Speight-Buford



The great Dr. Benjamin E. Mays used to say that "it must be borne in mind that the tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goal to reach. It isn't a calamity to die with dreams unfulfilled, but it is a calamity not to dream. It is not a disaster to be unable to capture your ideal, but it is a disaster to have no ideal to capture. It is not a disgrace not to reach the stars, but it is a disgrace to have no stars to reach for. Not failure, but low aim is sin." I open with that because these words describe my guiding philosophy.

I came to the North Carolina A&T board believing in shared governance and accountability. I came believing that the accreditation process should be ongoing—that it never ends. I came to the board as an activist. I joined a dysfunctional board whose members had little interaction. They came and ate, heard committee reports and an update from the chancellor, and left after two hours. The chairman would always say, "If Velma doesn't have another question, we can adjourn." It became a standing joke. No

mention of my questions was ever recorded in the minutes. I knew what a board was supposed to do when I joined it. I had gone through training provided by the Board of Governors and read extensively about the history and the role of boards. So I began to talk to individual trustees, and some began to understand that board service is not an honorary position. It is more than just an item on your resume.

I continued to ask the hard questions, even though I got few answers at the meetings. I submitted my credentials to chair the board, upending a longstanding practice by which the chair named his or her own successor. I finally asked for a point of personal privilege and addressed the group, laying out the responsibility of the board. I talked about dysfunction, ineffective committees, and what the Association of Governing Boards recommended. When I finished, there was complete silence. I passed out a copy of what I had reported. I submitted my name to the next nominating committee for the position of chair.

After being elected chair, I thanked the members and outlined what I thought we should do. The first thing I said was we should become proactive, rather than reactive. I suggested an all-day meeting to discuss the roles and responsibilities of the board and presented colleagues with the history of the trustees. Many did not know that NC A&T was founded in 1891 and did not have its first African American chair until 1969, 78 years later. That was 6 years after four of our students called the "Greensboro Four" took a stand for social justice by sitting down at the segregated lunch counter at the FW Woolworth store in downtown Greensboro. I suggested a restructuring of the committees with clarification of each committee's charge. The board thus began to turn around.

- I went to AGB meetings at my own expense so I could bring information back to our board. We started sharing updated information on trusteeship.
- We restructured our committees and started having executive committee meetings monthly, because the board only meets 4 times a year.
- We began planning how best to use the talents of the people on the board. We talked about the talents we needed, even though our trustees are named by the board of governors and the governor. I suggested that we make recommendations to the board of governors and the governor. After we identified the talents we needed, we tendered those recommendations.
- I then asked each member of the board what he felt he could best do to help the board become more effective. The outcome was beyond my expectations.
- We achieved 100% participation in trustee giving.
- We began to publicize A&T in Greensboro through

trustees who went to chamber of commerce meetings and other places.

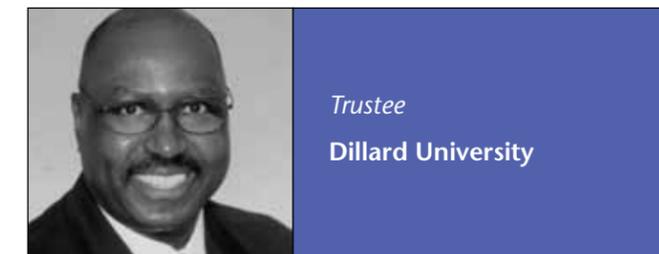
- Someone took the responsibility of working with committee chairs and helping them to develop their agendas.
- We had a workshop and retreat using AGB material.
- We started inviting the faculty senate and the staff senate and the national alumni president to board meetings.
- We developed a board evaluation form, and each board member engaged in self-evaluation. One trustee left the board because he didn't feel that he had what the board needed at that time.
- We evaluated the chancellor and sent our report to the president.
- Each member was given copies of SEF publications. We discussed the information in these publications. We began having a report at each meeting on the accreditation process.
- We became involved in strategic planning for the university. Two members were on the strategic planning committee.

I think a number of HBCUs need a culture change. If you want a board to make good policy, you need to give the board good information. If you don't give the board accurate information, then board policy will be flawed.

There needs to be mutual respect between the board and the president. There must be ongoing dialogue to make sure that new members understand the difference between policy and administration, so that there is no overstepping boundaries.

Every trustee needs to act, because if we don't choose to act, we and the institutions we serve will be acted upon. We need to stand firm on our values and adhere to time-honored principles in periods of plenty, as well as lean.

### Dr. Warren Jones



An institution of higher learning is sort of like a family taking long trip. At various times, different people get a chance to drive, depending upon the challenge and destination.

At the university, the president is the driver. Trustees have the job of selecting the best driver and then moving to



the passenger side to assist the driver in making sure the desired destination is reached. So while trustees don't sit behind the wheel, we provide that extra set of eyes that sees changes in the road, recognizes landmarks, and points out obstacles and ways to surmount them.

When I received an invitation to become a trustee at Dillard, I thought about all of the days and nights and months and years that I had toiled there with the support of a warm, nurturing faculty and students who shared visions and aims and dreams. When alumni trustees come to an HBCU board, they often come harboring dreams like mine. But we have to encourage alumni not to become so enthused with looking back to yesteryear that they fail to use the appropriate prism of time, experience, and insight necessary for the institution to move forward.

Many times trustees and presidents may not know each other very well. One of the things I would like you to consider doing as part of your board development and orientation is what we call in medicine a "work style indicator assessment." This assessment helps us to learn how people make decisions. Some people respond well to urgent situations. If you have a task that needs to be addressed right away, give it to your urgent folks. Others are more thoughtful and laid back. When you want total analysis, give that project to them. If a board does this kind of assessment, it can know how to effectively meet the myriad challenges we face. When you look at the skill sets that trustees bring to the table, they can assist many aspects of your leadership team in making sure that they accomplish the goals.

At HBCUs, "we need to practice safe SACS." Everything the institution does should be infused with awareness of SACS' requirements. That should be the lens through which we envision everything we do for our institution.



## THE LAST WORD

### Dr. Belle Wheelan



*President*

Commission on Colleges  
Southern Association of  
Colleges and Schools

I want to thank all of you who have stepped up to the plate and taken accreditation seriously. I have only a couple of things to say before responding to questions.

At the outset, I want to remind you that SACS' sole purpose is to make sure that you are as strong as you can be. I have been a part of SACS for 35 years and have sat where you sit. I have been a trustee, and I have been a president. We all have the obligation to be accountable, and we are responsible both to the students we serve and to the public in general. The accreditation process won't work optimally unless each president is involved in the process, either as a committee member or committee chair or as a commissioner.

The SACS process is a peer review process. The people who review your institutions for SACS hold positions similar to yours. They are presidents, vice presidents of academic affairs, faculty members, and finance people. They are in a good position to provide consultation to you, which is what they are doing with the process.

The Principles of Accreditation were developed by peer leaders of institutions of higher education and approved by SACS members just like you. If you don't like the processes SACS uses, then get engaged and work to effect change.

SACS tries very hard to put together review committees of people who come from institutions similar to HBCUs. If

SACS sends you a committee that does not have any HBCU folks on it, it is because our evaluator register doesn't have any such people who have volunteered to participate. Many HBCU presidents have not been involved in the process. While service on SACS committees is time consuming, it is not nearly as time consuming as you might think, because the Commission only meets twice a year.

SACS wants and needs you to serve as members of the Commission on Colleges. Each state elects representatives to serve on the Commission. For the benefit of the trustees who may not know, we have a 77-member board, representing 11 states, with a minimum of 4 members from each state on the Commission. The other 33 members are at-large members. When the state where your institution is located comes up for election of its representatives, HBCU leaders ought to become involved and help represent their state on the Commission. SACS really needs you to do that, because it is the Commission that has the vote and whose members read your reports and determine whether your schools are reaffirmed or placed on public sanction.

You need to talk to each other about what is going on. When you are coming up for reaffirmation, call each other. For those of you coming up in the next couple of years, you have colleagues who have been involved in the process. It is the best professional development activity I know of for presidents, because you get to go look at other institutions and what they are doing. You will always take something back.

I do want to apologize to the trustees that SACS has not consciously had a track for trustees at its annual meetings. That will change with next year's meeting. We have already planned for this year's meeting. With next year's meeting, I will make sure there is a series of activities specifically designed for trustees.

Prior to 2002, SACS had 473 criteria. Now SACS has 76 principles. SACS still looks at finance, faculty (the number you have and their qualifications), support services, and your planning process. But we are today much more concerned with student learning, because that's why we exist.

When former Secretary of Education Margaret Spellings came out with the pronouncement, "You've got to measure student learning," it didn't bother me, because SACS was already doing that. HBCUs and all other colleges and universities subject to SACS' oversight need to be concerned with the number of students who are still enrolled 4 years or six years later, however long it takes them to graduate. You, as trustees, need to be concerned about that, because it is directly tied to the quality of the instruction at your institution. You need to ask the president at every board meeting, "Where are we with regard to student learning and outcomes? What is our plan? What is it that we are doing? Do we have a program review, and how are we doing with those programs that have low productivity?"

The largest percentage increase of the population of this country is among African Americans and Hispanics, groups which also have the lowest college participation rates. I find it fascinating at every commencement that so many students are first generation college graduates. For some reason, African Americans, as a people, have not fully made a connection between life and college. There are no longer plentiful jobs of the type our parents had. Today's jobs are knowledge based.

If students come to HBCUs unprepared for college level work, the school has to help prepare them for success. Such students need support services. Faculty need to stop thinking that their job is to get rid of students, to weed out students. Of course, there are students who do not belong in college; there is no doubt about it. But if they are there, the school has the obligation to help them be the best they can be.

One of the areas where HBCUs sometimes encounter difficulty with SACS is finance. If you don't have adequate money to keep the doors of your school open, why should students come to your institution, when there is no guarantee that 3 years later, 4, 6 years later, the doors will still be open for them to graduate?

So, yes, financial stability is an important thing. The thing that gets most institutions in trouble is not that they don't have enough money; it's what they do with it and how it is reported. Colleges and universities have no problems reporting wonderful gains and contributions from alumni every year. But when they have a loss, they don't want to report it. But they must.

Please, trustees, make sure that you can read the

institutional audit and understand exactly what it says. Hold your president responsible. SACS is very aware of the economic downturn. We know that money is tight. And as teams are going out to look at institutions, let us know what the impact of the economic downturn has been. If SACS has been receiving financials from your institution every year as required, it will know what is an aberration and what is not. SACS has the data.

The review committees want to know what your strategy for management in tough fiscal times is. You need to have a plan to show that you are making those tough decisions, such as laying off folks where necessary, or reducing the number of programs you offer. Most institutions get in trouble because they want the same programs that every other institution has, rather than being the best at what they can be within available resources.

The purpose of the feedback we get—and for those of you who have not been involved in the new process—is that you actually have an opportunity to interact and to converse with SACS. It used to be that you submitted a self-study and held your breath for a year until the annual meeting came up and you heard your name read. We had great attendance at the last session because everyone wanted to hear their name read. Nowadays, people leave the night before because they already know if they are reaffirmed or not. When you send in your compliance certification, an off-site committee will look at it and give you some feedback. They will say yes, you have demonstrated compliance, or you've not demonstrated compliance, or I do not have a clue as to whether you have demonstrated compliance because I do not understand what this is. That comes back to you, and the president has an opportunity to write a focused report to answer those noncompliance issues.

That is your opportunity to clarify what you wrote. That focused report then comes back to us and it, along with that off-site committee report, comes to and with the on-site review committee that visits your campus.

Their purpose is to talk about the Quality Enhancement Plan (QEP). The QEP is like a doctoral dissertation or a thesis. HBCUs have faculty, an administration, a board, money, service—what does all this have to do with student learning? The QEP puts all of this information together to show what your institution does.

Here are two classic examples of QEPs: The first involves a university that decided that critical thinking was the area on which they wanted to concentrate. So, they got the faculty across the university to say, "Let's find a book that will be of interest to students and have some redeeming social value that we can use in all of our classes." They sent the book to incoming freshman and said you must read this before you arrive. Once the semester got underway, every class students took discussed the book. Whether

sociology, economics, or English, faculty found a way to assess students' skill sets and thinking and whether they had changed. That is wonderful, and the whole faculty got together to talk about it.

Another example comes from a community college down in Mississippi. They decided that the introductory mathematics course was weeding too many students out. The course was something that students needed in order to be successful in every academic program the school had. The school decided to call all the faculty across the campus together to ask, "What are the skill sets that students need to be successful in your mathematics class?" They identified desirable student learning outcomes in that class. They helped the faculty members who were going to teach it. They agreed upon teaching strategies, got rid of notepads they had had for years, and actually talked about different ways students learn. They got the technology people involved so they could find ways to use the Internet and their computers, Twitter, Facebook, and anything else that they could use to get students to pay attention. They found ways to assess whether students were learning or not. They made changes in the offering and the way they were teaching to make sure that students were going to learn. And at the end of the first semester of that implementation, retention in the course rose 20% and student performance went from low Ds to high Cs and low Bs.

You see the involvement of the institution and all of its resources—that's what the QEP is designed to do. It is to focus on student learning and involve all aspects of the institution in that process. As I have gone across the region, it is amazing how the QEP knocks down silos among faculty within institutions. It energizes senior faculty. It gives new faculty a position within the university to make things happen.

Anytime we implement something new within the Commission, we always phase in the requirement for it. We have had core requirement 2.12 since 2002. My first day on the job in this position was at SACS' very first summer institute. The whole purpose of it was to help institutions talk about student learning outcomes, quality enhancement plans, and different assessment models.

SACS is about to hold its fifth summer institute. If you don't have anyone at your institution who has attended the summer institute, you are already behind on your QEP. That is the place where faculty, institutional effectiveness people, and institutional researchers get together to talk about assessing student learning.

The institute has a limited enrollment. The first year, SACS expected 100 people to register and ended up with 400. The second year we planned for 400 and ended up with 600. I have capped it, because the institute is designed to be interactive; it's not like our annual meeting, where we have

4,000 people. It is designed for small group interaction. This year we are holding the fifth summer institute. SACS has 600 people registered and 124 on the waiting list. If you are not on the list this year, visit the SACS website. It is accessible to the public. Trustees can look at it, too.

In addition to finance and QEP, the other area that often creates consternation for institutions is faculty credentials. SACS has long required faculty members to have at least a master's degree and 18 graduate hours in whatever they are to teach. It was very cut and dry.

Enough of you complained about it, and SACS changed the requirement. This lack of precision in the requirement has caused some confusion. What SACS says is that it is up to your institution to make a case for the faculty it hires. You need to be aware of what skill sets the faculty members have when they go into the classroom.

I am sharing all of this with you because I want you to hear that SACS really wants to help your institutions be strong. I have asked people to think of the SACS acronym as standing for "Students Are Central to Success," because that is why we are here. We are here for students.

Trustees have an extremely important role. They hire the president to keep the institution moving forward. If you don't like what the president is doing, get rid of the president. Please don't try to do the president's job.

You need to be proud of the institution on whose board you sit. Trustees need to be official cheerleaders for that institution and be able to go out and talk about the programs the school offers and graduation rates. You need to go out and build a case so that people want to give you money before you walk out of the door, because you are so proud of what it is you are doing.

As trustees, you need to focus your institution. You need to get your president to justify all the institution's programs in relation to mission. When you've had a program for 5 years and have only one graduate from that program, there is something wrong, and you need to ask questions.

As presidents and chancellors, you need to provide professional development for your faculty so they understand different student learning styles and prepare students for life outside the institution. Colleges are training folks for every profession out there, but everybody needs to know how to read and write and count and think and speak correctly and use technology, irrespective of their long-term career goals.

I close with the reminder that I worked for 30 years before I came to SACS. I thank you for never saying "no" when I call. I am hopeful that is because you really understand that we respect and value the jobs that you do.



## APPENDICES

### Appendix A:

*SACS Principles of Accreditation Related to Governance*

### Appendix B:

*Biographies of Presenters, Southern Education Foundation  
Governance and Accreditation Seminar, June 2009*

### Appendix C:

*List of Participants, Southern Education Foundation  
Governance and Accreditation Seminar, June 2009*

### Appendix D:

*SACS Accreditation Reaffirmation by Year for HBCUs  
in the Southeast Region, 2010–2019*

## APPENDIX A

### Southern Association of Colleges and Schools Principles of Accreditation Related to Governance

#### SECTION 3: Comprehensive Standards

##### 3.1 Institutional Mission

**3.1.1** The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. (*Mission*)

##### 3.2 Governance and Administration

**3.2.1** The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. (*CEO evaluation/selection*)

**3.2.2** The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: (*Governing board control*)

3.2.2.1 institution's mission

3.2.2.2 fiscal stability of the institution

3.2.2.3 institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services; and

3.2.2.4 related foundations (athletic, research, etc.) and other corporate entities whose primary purpose is to support the institution and/or its programs.

**3.2.3** The board has a policy addressing conflict of interest for its members. (*Board conflict of interest*)

**3.2.4** The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. (*External influence*)

**3.2.5** The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. (*Board dismissal*)

**3.2.6** There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. (*Board/administration distinction*)

**3.2.7** The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. (*Organizational structure*)

**3.2.8** The institution has qualified administrative and academic officers with the experience, competence, and capacity to lead the institution. (*Qualified administrative/academic officers*)

**3.2.9** The institution defines and publishes policies regarding appointment and employment of faculty and staff. (*Faculty/staff appointment*)

**3.2.10** The institution evaluates the effectiveness of its administrators on a periodic basis. (*Administrative staff evaluations*)

**3.2.11** The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. (*Control of intercollegiate athletics*)

**3.2.12** The institution's chief executive officer controls the institution's fund-raising activities exclusive of institution-related foundations that are independent and separately incorporated. (*Fund-raising activities*)

**3.2.13** Any institution-related foundation not controlled by the institution has a contractual or other formal agreement that (1) accurately describes the relationship between the institution and the foundation and (2) describes any liability associated with that relationship. In all cases, the institution ensures that the relationship is consistent with its mission. (*Institution-related foundations*)

**3.2.14** The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff. (*Intellectual property rights*)

*Source: Commission on Colleges, Southern Association of Colleges and Schools. Principles of Accreditation: Foundations for Quality Enhancement, 3rd edition (2008): 23-25. www.sacs.org (accessed January 31, 2010).*

## Biographies of Presenters, Southern Education Foundation Governance and Accreditation Seminar, June 2009

### JAMES AMMONS

On July 2, 2007, Dr. James H. Ammons became the tenth president of Florida A&M University (FAMU), which is heralded by Black Enterprise Magazine as the nation's top public institution for African Americans.

Since Dr. Ammons's arrival at FAMU, he has assembled a strong leadership team of dedicated and effective professionals. One of his first tasks was to lead the reaffirmation of accreditation process for FAMU's College of Pharmacy and Pharmaceutical Sciences. In January 2008, the Accreditation Council for Pharmacy Education Board voted to reaffirm the college's accreditation status through June 30, 2010. Also during Dr. Ammons's first year, the university received its first unqualified audit in three years from the auditor general of the state of Florida and admitted students to a new doctorate program in physical therapy.

A native Floridian, Dr. Ammons grew up in Winter Haven. He graduated cum laude with a B.S. in political science from FAMU, and he earned an M.S. (1975) in public administration and a Ph.D. (1977) in government from Florida State University. In 2008, he completed the Corporate Governance: Effectiveness and Accountability in the Boardroom Executive Program at the Northwestern University Kellogg School of Management.

Dr. Ammons has chaired accreditation teams for North Carolina Central University, Norfolk State University, South Carolina State University, and Clemson University. He currently serves on the presidential advisory committee of the National Association of Historically Black Colleges and Universities Title III Administrators, Inc., and he has served on the board of directors for the American Association of Colleges for Teacher Education and the American Association of State Colleges and Universities. Dr. Ammons is a member of The Conference Board, a nonprofit global business organization, and of the National Academies Committee on Underrepresented Groups and the Expansion of the Science and Engineering Workforce Pipeline. He also serves on the advisory board of the Council for International Exchange of Scholars; the Commission on International Initiatives of the American Council on Education; and the Historically Black Colleges and Universities Educational Testing Service Steering Committee.

He is married to Judy Ammons (Ruffin) and they have one son, James III.

### DON BROWN

Dr. Don Brown is the former commissioner of higher education for the state of Texas, a position he held from 1997 until his initial retirement in May 2004. His career with the Texas Higher Education Coordinating Board spanned over 20 years. From 2004 to 2008, he served as executive director of the College for All Texans Foundation: Closing the Gaps.

During his tenure as commissioner, Dr. Brown helped the Coordinating Board and other organizations develop and begin to implement the Texas higher education plan, Closing the Gaps, by 2015.

He is a member of the Board of Trustees of Huston-Tillotson University. He also serves on the executive committee of the Texas Business and Education Coalition and on the board of Skillpoint Alliance. In 2004, he was awarded the Mirabeau B. Lamar Medal by the Association of Texas Colleges and Universities for his contributions to Texas higher education.

Dr. Brown was a member of the political science faculty at the University of California, Riverside, for 11 years, after which he served as a visiting faculty member at the University of Texas at Austin for one year before beginning his work with the Coordinating Board.

Dr. Brown received a B.A. in government from the University of Texas at Austin, and a master's and doctorate in political science from the University of Wisconsin, Madison.

### CARLTON E. BROWN

Carlton E. Brown, Ed.D., became the third president of Clark Atlanta University on August 1, 2008, after serving as executive vice president and provost of the university for one year.

Prior to joining Clark Atlanta University as executive vice president and provost, Dr. Brown was appointed by Georgia Board of Regents Chancellor Errol Davis to assist in the implementation of major, system-wide initiatives for the University System of Georgia.

Over the years, Dr. Brown has garnered a wealth of executive experience and accomplishments in higher education, having served as the president of Savannah State University (SSU) for nine and a half years and having held senior-level administrative positions at several universities, including Hampton University and Old Dominion University. He



joined Hampton in 1990 as dean of the School of Liberal Arts, and in 1996, he was promoted to vice president for planning and dean of the Graduate College. Prior to his roles at Hampton, Dr. Brown served as an executive with the School of Education at Old Dominion University.

In addition to his many accomplishments in academia, Dr. Brown has amassed considerable expertise in business and industry through a number of positions, consultancies, research projects, authorships, and service roles at the state and national levels.

Dr. Brown focuses considerable time and energies on community service and on business interests that serve to advance academic institutions and the communities in which the institutions reside. Over a period spanning more than 25 years, he has succeeded in making a difference in the communities he has served and in the lives of the people who have benefited from his commitment to various educational, charitable, and civic causes, as well as to industry.

A native of Macon, GA, Dr. Brown received both a bachelor of arts degree (1971) and a doctorate (1979) from the University of Massachusetts Amherst. His B.A. is in English and American studies, and his doctorate is in multicultural education.

Dr. Brown is married to T. LaVerne Ricks-Brown, and they have two adult children.

### LEROY DAVIS

Dr. Davis is the executive director of the Center of Excellence in Rural and Minority Health at Voorhees College in Denmark, SC, where he also holds the title of Distinguished Professor of Biology. He earned a B.S. in biology from South Carolina State University and an M.S. and Ph.D. from Purdue University in microbiology and molecular biology, respectively.

Dr. Davis served as the eighth president of South Carolina State University from 1996 until his retirement in 2002. At South Carolina State he also served as interim president (1995-1996), vice president for student services (1993-1995), vice provost for academic administration (1990-1993), and director of the Office of Institutional Self-Studies (1987-1990).

He has been very active with the Southern Association of Colleges and Schools (SACS) and has chaired many visiting committees, presented workshops and symposia, and served on numerous special committees. In 2002 he was awarded the SACS Distinguished Service Award for his long-term service and commitment to SACS.

He sits on a number of boards and commissions, including The South Carolina Governor's School for Science and Mathematics Board of Trustees, The Jessie Ball duPont Fund Board of Trustees (Chairman), The Mount Calvary Baptist Church Board of Trustees (Chairman), and The Purdue University College of Science Advisory Board. Previously, he served on the boards of the NCAA, SACS, and NAFEO.

Dr. Davis is the recipient of numerous honors and awards, including South Carolina's highest civilian award, the Order of the Palmetto, as well as honorary degrees from Tuskegee University, Francis Marion University, South Carolina State University, and Purdue University.

He is married to the former Christine McGill of Kingstree, SC, and they have two adult children, Tonya and Leroy, Jr.

### ROBERT FRANKLIN

The Reverend Dr. Robert Michael Franklin, Jr., is the tenth president of Morehouse College in Atlanta, GA. Previously, he served as the Presidential Distinguished Professor of Social Ethics at Candler School of Theology, Emory University, and as president of the Interdenominational Theological Center, both in Atlanta. He also served as a program officer in the Human Rights and Social Justice Program at the Ford Foundation.

A native of Chicago, Dr. Franklin was educated at Morgan Park High School, Morehouse College (BA, 1975), Harvard Divinity School (M.Div., 1978) and the University of Chicago Divinity School (Ph.D., 1985). In 1973, he received an English Speaking Union scholarship to attend the University of Durham in England. Dr. Franklin is the author of three books: Crisis in the Village: Restoring Hope in African American Communities (2007); Another Day's Journey: Black Churches Confronting the American Crisis (1997); and Liberating Visions: Human Fulfillment and Social Justice in African American Thought (1989). Dr. Franklin is currently co-editing with Timothy Jackson the Cambridge Companion on Martin Luther King, Jr.

In 2005, Dr. Franklin served as theologian in residence for The Chautauqua Institution. He serves on numerous boards, including the Character Education Partnership and Public Broadcasting Atlanta. Dr. Franklin is married to Dr. Cheryl G. Franklin, a gynecologist, and is the proud father of three children.

#### **BEVERLY GUY-SHEFTALL**

Dr. Beverly Guy-Sheftall, the Anna Julia Cooper Professor of Women's Studies at Spelman College, is the founding director of the Women's Research and Resource Center at Spelman and the current president of the National Women's Studies Association. She is also an adjunct professor at Emory University's Institute for Women's Studies, where she teaches graduate courses.

Dr. Guy-Sheftall graduated with honors from Spelman College in 1966, earning a B.A. in English, with a minor in secondary education. She then attended Wellesley College for a fifth year of study in English. In 1970, she received an M.A. in English from Atlanta University; her thesis was entitled, "Faulkner's Treatment of Women in His Major Novels." A year later she accepted her first teaching job, in the Department of English at Alabama State University in Montgomery, AL. In 1971, she joined Spelman's English Department. In 1984, she received her Ph.D. from Emory University's Graduate Institute of the Liberal Arts. While pursuing her doctorate, Dr. Guy-Sheftall became a founding co-editor of *Sage: A Scholarly Journal of Black Women*, which was devoted exclusively to the experiences of women of African descent.

Dr. Guy-Sheftall has published a number of texts within African American and Women's studies that have been noted as seminal works by other scholars. These works include the first anthology on Black women's literature, *Sturdy Black Bridges: Visions of Black Women in Literature* (Doubleday, 1980), which she co-edited with Roseann P. Bell and Bettye Parker Smith; her dissertation, *Daughters of Sorrow: Attitudes Toward Black Women, 1880-1920* (Carlson, 1991); *Words of Fire: An Anthology of African American Feminist Thought* (New Press, 1995); an anthology she co-edited with Rudolph Byrd entitled *Traps: African American Men on Gender and Sexuality* (Indiana University Press, 2001); and a book co-authored with Johnnetta B. Cole, *Gender Talk: The Struggle for Women's Equality in African American Communities* (Random House, 2003). Her most recent publication, co-edited with Rudolph P. Byrd and Johnnetta B. Cole, is entitled, *I Am Your Sister: Collected and Unpublished Writings of Audrey Lorde* (Oxford University Press, 2009).

#### **BILLY HAWKINS**

Dr. Billy C. Hawkins became the 20th president of Talladega College on January 1, 2008. He had previously served as the 20th president of Texas College from December 1, 2000, to December 31, 2007.

A native of Kent, OH, Dr. Hawkins holds a B.S. in teacher education from Ferris State University, an M.A. in education administration from Central Michigan University, and a Ph.D. in education administration from Michigan State University. He has also completed post-doctoral study at Harvard University.

Dr. Hawkins has a passion for teaching and has worked in education for 32 years. He has served as provost, vice president for academic affairs, and professor at Mississippi Valley State University; vice president for academic affairs and professor at Saint Paul's College in Lawrenceville, VA; acting dean, associate dean, assistant dean, and professor in the College of Education at Ferris State University; and as director of the Educational Opportunity Program at the State University of New York at Morrisville.

Dr. Hawkins is the author of two books, *Educating All Students: A Pathway to Success*, and *Reaching for the Stars*. Recognized for his expertise in the education of our nation's young people, he has been the keynote speaker at regional and national conferences and has testified before committees of the U.S. Congress.

Dr. Hawkins has served on numerous boards, including the Historically Black Colleges and Universities Capital Financing Advisory Board and the UNCF Board of Directors. He is a member of NAIA Council of Presidents, and has also served on the Southside Virginia Business and Education Commission, appointed by Mr. James S. Gilmore III, former governor of Virginia.

The recipient of numerous honors and awards, Dr. Hawkins was inducted into the Kent City Schools Hall of Fame in 2004, and in 2007, he was inducted into the Elementary Alumni Hall of Fame in Kent, OH. Dr. Hawkins is a proud member of Omega Psi Phi Fraternity, Inc.

#### **JAMES HONAN**

Dr. James P. Honan has served on the faculty of the Harvard Graduate School of Education (HGSE) since 1991. He is also a faculty member at the John F. Kennedy School of Government and a principal of the Hauser Center for Nonprofit Organizations at Harvard University. He is educational co-chair of the Institute for Educational Management (IEM) and has also been a faculty member in a number of Harvard executive education programs and in professional development institutes for educational leaders and non-profit administrators, including the Harvard Seminar for New Presidents; the Management Development Program; the ACRL/Harvard Leadership Institute; the Principals' Center; the Harvard Institute for School Leadership; *Governing for Nonprofit Excellence*; *Strategic Perspectives in Nonprofit Management*; NAACP Board Retreat; *Strategic Management for Charter School Leaders*; *Achieving Excellence in Community Development*; and the American Red Cross Partners in Organizational Leadership Program.



Dr. Honan is the author or co-author of several publications, including "Monitoring Institutional Performance," for the Association of Governing Boards of Colleges and Universities (AGB Priorities No. 5, 1995); *New Yardsticks for Measuring Financial Distress*, a monograph co-authored with Kent Chabotar for the American Association for Higher Education (Stylus, 1996); "The U.S. Academic Profession: Key Policy Challenges," co-authored with Damtew Teferra (Higher Education, 2001); *Using Cases in Higher Education: A Guide for Faculty and Administrators*, co-authored with Cheryl Sternman Rule (Jossey-Bass, 2002); *Casebook I: Faculty Employment Policies*, co-edited with Cheryl Sternman Rule (Jossey-Bass, 2002); and *Teaching Notes to Casebook I: Faculty Employment Policies*, co-authored with Cheryl Sternman Rule (Jossey-Bass, 2002).

Dr. Honan is a member of the board of trustees of Marist College and of the Dana Hall School. He has also served as a trustee of Fitchburg State College and the Plan for Social Excellence, a private foundation.

He holds a B.A. from Marist College, an M.A. and Ed.S. in higher education from George Washington University, and an Ed.M. and Ed.D. in administration, planning, and social policy from Harvard University.

#### **JUNE HOPPS**

Dr. June Gary Hopps is the Parham Professor in Family and Children Studies in the School of Social Work at the University of Georgia in Athens, GA. She is professor emerita and former dean of Boston College's Graduate School of Social Work in Chestnut Hill, MA. While at Boston College, she led the initiative that developed the school into one of the top-ranked social work programs in the country. She has received numerous honors and awards recognizing her leadership in and professional contributions to higher education.

Dr. Hopps has co-authored several books and published numerous scholarly articles, essays, and editorials. Her books include *Social Work At The Millennium: Critical Reflections on the Future of the Profession*, co-edited with Robert Morris (Free Press, 2000); *Group Work with Overwhelmed Clients: How the Power of Groups Can Help People Transform Their Lives*, co-authored with Elaine Pinderhughes (Free Press, 1999); and *Privatization in*

Central and Eastern Europe: Perspectives and Approaches, co-edited with Demetrius S. Iatridis (Praeger, 1998). She served as editor-in-chief of *Social Work*, the flagship journal of the National Association of Social Workers and the premiere journal of the social work profession. She also served as the associate editor-in-chief of the nineteenth edition of *The Encyclopedia of Social Work*.

Dr. Hopps has served in many leadership roles in her profession and in academe. She has chaired reaccreditation committees for several leading graduate social work programs, including those at Columbia University, University of Michigan, University of Texas at Austin, and Washington University in St. Louis, MO. She has lectured at major universities, including Boston University, Brandeis University, Harvard University, Howard University, Oxford University (England), Ohio State University, Virginia Commonwealth University, and several other international institutions.

Dr. Hopps has provided consultation to many colleges and universities, as well as not-for-profit and for-profit organizations. She has held memberships on many boards, including Wheelock College in Boston, MA, and has been a trustee of Spelman College since 1998, serving as chair of educational policy, vice chair, and board chair.

#### **LYNN HUNTLEY**

Lynn Huntley Esq., is president of the Southern Education Foundation, a public charity focused on reducing educational inequality in the American South and abroad for low income students, with special emphasis on persons of African descent. Ms. Huntley received her A.B. in sociology with honors from Barnard College, and her J.D. degree with honors from Columbia University Law School, where she was a member of *The Columbia Law Review*.

She has held several distinguished positions in the legal profession, including law clerk for a federal judge; staff attorney at the NAACP Legal Defense and Educational Fund, Inc., where she focused on cases involving prisoner rights, education desegregation, and the abolition of the death penalty; general counsel to the New York City Commission on Human Rights; section chief and deputy assistant attorney general, Civil Rights Division, The United States Department of Justice, where she directed a trial section

to vindicate the rights of institutionalized persons and exercised oversight of sections concerned with legislative affairs, employment, housing, and federal regulatory and budgetary matters; and program officer, deputy director, and director of Ford Foundation's Rights and Social Justice Program, which focused on minority and women's rights, refugee and migration issues, legal services for the poor, minorities and media, and coordination of field office activities.

Ms. Huntley conceived and directed the Comparative Human Relations Initiative (CHRI), which examines race and inequality in Brazil, South Africa, and the United States and promotes the exchange of information and collaborative strategies for surmounting discrimination. She is the author of several Beyond Racism reports and served, with others, as editor of two related books, *Tirando a Mascára* (Removing the Mask, 2000) and *Race and Inequality in Brazil, South Africa, and the United States* (2001).

Ms. Huntley has received many honors, including the Thurgood Marshall Award of the Association of the Bar of the City of New York; the Lucy Terry Prince Award of the Lawyers' Committee for Civil Rights Under Law; the Jean Mayer Global Citizenship Award of Tufts University; and the Unsung Heroine Award of the Atlanta Chapter of 100 Black Women. Ms. Huntley is vice chair of the Board of Directors of CARE USA, the world's largest development nonprofit organization, and a member of the Board of Trustees of the Jesse Ball duPont Fund and the Marguerite E. Casey Foundation.

#### **SUSAN WHEALLER JOHNSTON**

Dr. Susan Whealler Johnston is executive vice president of the Association of Governing Boards of Universities and Colleges (AGB). She joined the staff in July 2000 as director of private sector programs and soon became vice president for programs. She has served as executive vice president since 2007. At AGB she has directed the association's projects on boards and academic affairs, assessment, fundraising, and strategic finance. Dr. Johnston has nearly 30 years' experience in higher education, including 18 years as a faculty member and administrator. Prior to joining AGB, she served as dean of academic development at Rockford College, directing the college's strategic planning, assessment, and faculty development efforts, as well as a number of grant-funded activities linking the college and the community. She served as associate dean at Regent's College in London, England, from 1995 to 1996.

Dr. Johnston has worked with governmental and nonprofit agencies as well, and has served on the boards of several local social service agencies. She is a member of the Board of Directors of the Association for Consortia Leadership, the advisory board for the Policy Center for the First Year of College, and the board of the National Institute for Learning Outcomes Assessment. She is also a member of

the boards of trustees of Rollins College, Rockford College and the Southern Education Foundation.

Dr. Johnston earned her M.A. and Ph.D. in 18th-century British literature from Purdue University. Her undergraduate degree in English, summa cum laude, is from Rollins College. Rockford College awarded her an honorary doctorate of humane letters in 2007. Dr. Johnston's research, publications, and presentations are in the areas of governance, higher education, and Jane Austen. Included among her recent publications are *The AGB Survey of Higher Education Governance* (2009); a chapter on governing boards and civic engagement in *Higher Education for the Public Good: Emerging Voices from a National Movement* (2005), and a chapter on shared governance in *Faculty Governance and Effective Academic Administrative Leadership* (2003).

#### **WARREN JONES**

Warren A. Jones, M.D., a family physician, professor of family medicine, and retired captain in the U.S. Navy, is the founding executive director of the Mississippi Institute for Improvement of Geographic Minority Health at the University of Mississippi Medical Center. He is also the Distinguished Professor of Health Policy and a senior health policy advisor at the University of Mississippi Medical Center. Jones is also an assistant clinical professor of family medicine at Howard University School of Medicine in Washington, DC. He is a previous associate vice chancellor for multicultural affairs at the University of Mississippi and a past director of the Mississippi Area Health Education Centers (AHEC).

From 2004 to 2005, Dr. Jones served as executive director of the Division of Medicaid in the Office of the Governor of Mississippi, the state's health program for over 768,000 indigent Mississippians. He was recently appointed to the National Institutes of Health's Council of Councils and served as chair designee of the National Advisory Council to the National Center on Minority Health and Health Disparities (NCMHD) at the National Institutes of Health (NIH). He serves on the Mississippi Health Information Task Force, appointed by the governor of Mississippi. He also serves on the board of trustees for his alma mater, Dillard University in New Orleans, LA.

Dr. Jones is past president of the American Academy of Family Physicians, a 96,300-member primary care specialty society. He has also served as chair of the AAFP's board of directors. He is chair of the Maternal Child Council and past chair of the Family Practice and Aerospace, Military, and Occupational Medicine sections of the National Medical Association. He also served on the Minority Affairs Governing Council for the American Medical Association.

In 2001, Dr. Jones retired from the United States Navy and his position as the worldwide medical director of the over



10-million-member TRICARE Military Health Program, the military's health insurance program.

Dr. Jones received his undergraduate degree in chemistry from Dillard University in New Orleans. He received his medical degree from Louisiana State University School of Medicine in 1978.

#### **E. DEAN MONTGOMERY**

Mr. E. Dean Montgomery is the executive vice president/CFO/COO of Bethune-Cookman University. Mr. Montgomery has a wealth of experience as an administrator and financial advisor in higher education. His high standards and effective fiscal leadership have leveraged important resources for Bethune-Cookman University and have contributed significantly to the school's recent elevation to university status.

Most recently, Mr. Montgomery was selected by the Southern Association of Colleges and Schools (SACS) to make a presentation at the 2009 annual meeting of the Commission on Colleges. Mr. Montgomery has served on a SACS financial subcommittee to assist in developing a companion document to the Principles of Accreditation: Foundations for Quality Enhancement. This critical tool will clarify the requirements found within the Principles, helping institutions understand the rationale for requirements and guiding them toward documentation of compliance. In addition, Mr. Montgomery has made numerous presentations for the Southern Education Foundation, including a presentation at an SEF seminar entitled "Fiscal Responsibility and Integrity: Functioning as Effective Stewards of Institutional Resources," held at Harvard University. He has also made presentations for the United Negro College Fund and for various boards of trustees and faculty/staff members of many colleges and universities. Mr. Montgomery serves as a SACSCOC peer evaluator of financial and physical resources and has accumulated more than thirty-five institutional visits since 1994.

#### **JOHN MORNING**

Mr. John Morning, a graphic designer and president of John Morning Design, Inc., has enjoyed an active career of service and leadership within a score of organizations for over 30 years, witnessing the challenges and opportunities in fields as diverse as higher education, banking, philanthropy, the

visual arts, theater, and historic preservation. In 1997, New York Governor George Pataki appointed Mr. Morning to a five-year term as a trustee of The City University of New York (CUNY), the nation's third-largest public university system. Mr. Morning currently serves on the boards of trustees of Pratt Institute and of the Graduate Center Foundation of CUNY. He is a former chairman of the Association of Governing Boards of Universities and Colleges (AGB) and a former trustee of Wilberforce University in Ohio.

For 23 years, Mr. Morning served as a director of Dime Savings Bank of New York and is currently a director of the Brooklyn Academy of Music, Henry Street Settlement, Lincoln Center Theater, and the New York Landmarks Conservancy. He has also served as a member of the Chancellor's Commission on the Capital Plan of the New York City Board of Education and on the Trustees Committee on Education at the Museum of Modern Art.

A former member of the Charles E. Culpeper Foundation, Mr. Morning joined the Rockefeller Brothers Fund board in 1999 and the Charles Stewart Mott Foundation board in 2000. He has received many awards, including the Lillian D. Wald Humanitarian award of Henry Street Settlement in 1992, and the White House Presidential Recognition Award in 1984.

#### **OTIS MOSS**

Theologian, pastor, and civic leader, the Reverend Dr. Otis Moss, Jr., is one of America's most influential religious leaders and highly sought-after public speakers. A native of the state of Georgia, Dr. Moss was born in 1935 and was raised in the community of LaGrange. The son of Magnolia Moss and Otis Moss, Sr., and the fourth of their five children, he earned his B.A. from Morehouse College in 1956 and his master of divinity from the Morehouse School of Religion/The Interdenominational Theological Center (ITC) in 1959. He also completed special studies at ITC from 1960 to 1961 and earned his doctor of ministry degree from United Theological Seminary in 1990.

From 1954 to 1959, Dr. Moss served as pastor of the Mount Olive Baptist Church in LaGrange, GA. From 1956 to 1961, he also served as pastor of Atlanta's Providence Baptist Church, simultaneously leading two congregations from 1956 to 1959. In 1971, he served as co-pastor, with

Reverend Dr. Martin Luther King, Sr., at Ebenezer Baptist Church in Atlanta. In 1975, he was called to pastor Olivet Institutional Baptist Church in Cleveland, OH, where he served until 2008 and continues as pastor emeritus.

Dr. Moss has been involved in advocating civil and human rights and social justice issues for most of his adult life. Having been a staff member for Reverend Dr. Martin Luther King, Jr., he currently serves as a national board member and trustee for the Martin Luther King, Jr., Center for Nonviolent Social Change. In 1994, he was the special guest of President William Jefferson Clinton at the peace treaty signing between Israel and Jordan. In that same year, he led a special mission to South Africa.

Dr. Moss is the recipient of numerous awards and honors, including the Human Relations Award from Bethune-Cookman University in 1976; the Role Model of the Year Award from the National Institute for Responsible Fatherhood and Family Development in 1992; the Leadership Award from the Cleveland chapter of the American Jewish Committee in 1996; and an honorary doctor of divinity from LaGrange College in 2004.

Dr. Moss is married to the former Edwina Hudson Smith. They have three children: Kevin, Daphne (deceased), and Otis III.

#### **P. ANDREW PATTERSON**

P. Andrew Patterson Esq., graduated with honors from Fisk University in 1965 with a major in history. Mr. Patterson matriculated at Harvard Law School in September 1965. In 1967, he became a co-founder of the Harvard Black Law Students Association. He graduated from Harvard Law School in 1968.

Mr. Patterson is a partner in the law firm of Smith, Gambrell & Russell. He began his career as a partner in the law firm of Jackson, Patterson & Parks, founded by Maynard Jackson, former mayor of the city of Atlanta.

Mr. Patterson is vice chairperson of the Board of Trustees of Fisk University in Nashville, TN. He also serves as the chairperson of the Trustee Affairs and Strategic Planning Committee. He has served as a member of the Board of Trustees of Louisville Presbyterian Theological Seminary in Kentucky. He currently serves as a member of the Board of Directors of the Heritage Fund of the Atlanta Medical Association, Inc. Mr. Patterson was recently elected to the Board of Trustees of the Atlanta Historical Society, Inc.

#### **JOSEPH SILVER**

Dr. Joseph H. "Pete" Silver, Sr., is a native of North Carolina and received his undergraduate degree from St. Augustine's College, where he graduated summa cum laude. He earned his master's and doctoral degrees in political science from Atlanta University. Since receiving his Ph.D., Dr. Silver has

participated in summer programs at Oxford University (England), Stanford University, the Freedom Foundation, the American Judicature Society, and the ACE Leadership Program, to name a few.

Dr. Silver became the new provost and vice president for academic affairs at Clark Atlanta University on Jan. 4, 2010. Prior to his appointment at Clark, he served for four years as vice president of the Commission on Colleges for the Southern Association of Colleges and Schools. At SACSCOC, he used his skills to assist member institutions in the accreditation process. From 1997 until 2006, Dr. Silver served as vice president for academic affairs and professor of political science at Savannah State University (SSU). He also served as the SSU president's designee.

Before joining SSU, Dr. Silver was the assistant vice chancellor for academic affairs at the Board of Regents of the University System of Georgia from 1985 to 1997. His major responsibilities were in the areas of academic program development and evaluation, post secondary readiness enrichment programs, graduate education, health affairs, promotion and tenure, external degree programs, and program review.

He was employed at Kennesaw State University (KSU) from 1977 to 1985, where he reached the rank of associate professor with tenure. Dr. Silver served as director of minority affairs at KSU, where he spearheaded and facilitated the development of the KSU diversity plan. Under his leadership, the college increased the number of minority students and faculty and became a model institution in the area of diversity and minority affairs.

Dr. Silver has received fellowships and grants from the National Fellowship Fund; the American Judicature Society; the American Political Science Association/Lilly Foundation; the Freedom Foundation; Kennesaw College Faculty Development Fund; the Board of Regents of the University System of Georgia; and the Southern Education Foundation. He was the principal solicitor of several significant contributions totaling \$30 million, including a \$10 million gift, to fund the PREP program.

He is married to the former Rosalyn Smalls and is the father of two children, Crystal and Joseph, Jr.

#### **VELMA SPEIGHT-BUFORD**

Dr. Velma Speight-Buford is a member of the North Carolina A&T State University class of 1953. After completing her B.S. in mathematics and French, she began her career as a high school teacher in Maryland. Dr. Speight-Buford went on to receive promotions and appointments to high-level positions within the Maryland State Department of Education, including specialist in civil rights, state supervisor of guidance, and assistant state superintendent. Dr. Speight-Buford's work in Maryland earned her recognition,



accolades, and new responsibilities: she was appointed by the governor of Maryland to chair the committee to study sentencing and correctional alternatives for women convicted of crime, and was later appointed to serve on the professional standards and teacher education board.

Dr. Speight-Buford earned her master's and Ph.D. degrees from the University of Maryland at College Park. She taught at the University of Maryland Eastern Shore, where she chaired the Department of Education and coordinated the graduate program in Guidance and Counseling, winning the University of Maryland Eastern Shore Teacher of the Year Award. From 1987 to 1989 she was on the faculty of East Carolina University, where she served as chair of the Department of Counseling and Adult Education. She earned a Fulbright Scholarship in 1991 to study in Ghana and Senegal, West Africa. In 1993, Dr. Speight-Buford returned to North Carolina A&T State University as the director of alumni affairs and served with distinction until her retirement in December 1997. During her years of dedicated service to A&T, she was named the North Carolina A&T State University Administrator of the Year.

In 1998, Dr. Speight-Buford became the first female Aggie elected by the Board of Governors to the Board of Trustees of North Carolina A&T State University. She was reappointed in 2001 and 2005, when she became chair. In 2007, the board extended her chairmanship beyond the terms stated in the bylaws. She also chaired the Educational Programs, Research, and Policy Committee for five years.

Dr. Speight-Buford is a member of the School of Education's Board of Directors and a member of the Friends of Education. NC A&T has recognized the countless efforts of Dr. Speight-Buford over the years, awarding her the North Carolina A&T State University Alumni Excellence Award and an honorary doctoral degree in 2006. The North Carolina A&T State University Alumni Association has also recognized her by giving her its Achievement and Service Award.

Dr. Speight-Buford is married to William M. Buford. She has one daughter and two granddaughters.

#### **HAYWOOD STRICKLAND**

Dr. Haywood Strickland was elected the 16th president

of Wiley College on September 12, 2000. A native of Memphis, TN, Dr. Strickland graduated summa cum laude from Stillman College with a B.A. in history and English. He earned his M.A. and Ph.D. in American history at the University of Wisconsin, Madison. From 1994 to 2000, Dr. Strickland served as president of Texas College, successfully leading the school in its drive for reaccreditation. Dr. Strickland has also served as vice president and national director of Campaign 2000 for the United Negro College Fund; assistant executive secretary of the Southern Association of Colleges and Schools; president and founder of the Associates for Institutional Development, Inc., a consulting firm specializing in higher education issues; and associate professor of history at Stillman College and the University of Alabama. His board appointments include the Board of Trustees of Lane College and chair of the Board of Trustees of Stillman College.

Dr. Strickland brings extensive higher education administration and fundraising experience to Wiley College. Since his arrival, the college has witnessed positive changes in its management and operations. Dr. Strickland hopes to achieve true excellence at Wiley College, as envisioned by its founders, through a hands-on approach, visionary leadership, proactive planning, and prudent fiscal practices. Most importantly, he promotes teamwork by emphasizing the philosophy of building trust through fair play. Dr. Strickland is systematically putting in place mechanisms to enhance performance, accountability, and institutional effectiveness through sound management principles. Ultimately, Wiley College wishes to promote pride among all its stakeholders through its solid performance in academe and in the global marketplace.

#### **DIANNE BOARDLEY SUBER**

Dr. Dianne Boardley Suber became the 10th president of Saint Augustine's College on December 1, 1999. Under her presidency, the college has experienced increased enrollment; reinstated the football program; fielded a marching band; expanded the adult learners program; established innovative degree granting programs such as biomedical and scientific communication, criminal justice, forensic science, real estate development, and property management; and reinstated the dual degree program in engineering with North Carolina State University.

The first female to lead Saint Augustine's, Dr. Suber is an experienced educator and administrator with 24 years of teaching, consulting, and administrative experience in preschool and higher education. Prior to assuming the helm at Saint Augustine's, Dr. Suber held various administrative positions at Hampton University, including vice president for administrative services; assistant provost for academic affairs; assistant provost; dean of administrative services; and adjunct professor of education in the graduate college. Dr. Suber received a B.S. in early childhood education from Hampton (Institute) University, an M.A. degree in curriculum development from the University of Illinois at Urbana-Champaign, and a doctorate of education in educational administration from Virginia Polytechnic Institute and State University in Blacksburg, VA.

Dr. Suber served on President Bush's Board of Advisors to the White House Initiative on Historically Black Colleges and Universities and as a commissioner on the American Council on Education (ACE). She is the chair of the Board of Directors of the Central Intercollegiate Athletic Association (CIAA) and serves on the board of the Central Region of Wachovia Bank. Her memberships include the United Negro College Fund; the National Association of Independent Colleges and Universities (NAICU); the Business and Technology Center; the Greater Raleigh Chamber of Commerce; and the Cooperating Raleigh Colleges Program (CRC).

Dr. Suber has two daughters, Nichole Reshan Lewis and Raegan LaTrese Thomas.

#### **HENRY TISDALE**

A native of Kingstree, SC, Dr. Henry Tisdale returned to his alma mater, Claflin University, as its 8th president in 1994. During his 14 years as president, Dr. Tisdale's accomplishments and his reputation for generating momentum, demonstrating commitment, and advancing Claflin through strategic measures have established him as a prominent influence in higher education.

Dr. Tisdale graduated magna cum laude from Claflin University with a B.S. in mathematics (1965). He earned an M.A. in mathematics from Temple University in 1967, followed by an M.A. (1975) and Ph.D. (1978) in mathematics from Dartmouth College. He received honorary doctorates from South Carolina State University in 2004 and from Hofstra University in 2009.

From 1987 to 1994, Dr. Tisdale served as the senior vice president and chief academic officer at Delaware State University. From 1986 to 1987, he served as Delaware State's assistant academic dean for administration, planning, and information management. Prior to these positions in higher education, he taught mathematics in the Philadelphia school system.

Dr. Tisdale currently serves on the Board of Directors of

UNCF, where he has also served as vice chair of the board and as chair of the UNCF member presidents. He is also president of the University Senate of The United Methodist Church. He is a member of the Executive Council of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS); the National Association of Schools and Colleges of The United Methodist Church; the Claflin University National Alumni Association; the Council of Presidents of the Association of Governing Boards of Universities and Colleges; the HBCU-ETS Steering Committee; Trinity United Methodist Church; Sigma Pi Phi Fraternity; Omega Psi Phi Fraternity; and the Orangeburg Rotary Club.

Dr. Tisdale and his wife, Alice Carson Tisdale, are residents of Orangeburg, SC. They have two children, Danica Camille and Brandon Keith.

#### **BELLE WHEELAN**

Dr. Wheelan currently serves as president of the Commission on Colleges of the Southern Association of Colleges and Schools and is the first African American and the first woman to serve in this capacity. Her academic career spans 35 years and includes the roles of faculty member, chief student services officer, campus provost, college president and state secretary of education.

Dr. Wheelan received her B.A. (1972) from Trinity University in Texas, with a double major in psychology and sociology; her master's (1974) from Louisiana State University in developmental educational psychology; and her doctorate (1984) from the University of Texas at Austin in educational administration with a special concentration in community college leadership.

She has received numerous awards and recognition, including four honorary degrees; the Distinguished Graduate Award from Trinity University (2002) and from the College of Education at the University of Texas at Austin (1992); Washingtonian Magazine's 100 Most Powerful Women in Washington, DC (2001); and the AAUW Woman of Distinction Award (2002).

Dr. Wheelan holds and has held membership in numerous local, state, and national organizations, including Rotary International; Alpha Kappa Alpha Sorority, Inc.; the Board of Directors of American College Testing, Inc.; the Board of Directors of the American Association of Community Colleges; and the President's Round Table of the National Council on Black American Affairs.

Dr. Wheelan attributes her success to hard work, endurance, tenacity, and being in the right place at the right time. She recognizes that prayer and support from family and friends make anything possible.

Dr. Wheelan is the mother of an adult son named Reginald.



#### **CLAUDETTE WILLIAMS**

Dr. Claudette H. Williams is president of Edward Waters College, a Jacksonville-based college recognized as the state's oldest private institution of higher learning. Since assuming the presidency in 2007 and earning distinction as the first female president in the college's history, Dr. Williams has demonstrated her commitment to fulfilling a vision built on the principles of "ethics and excellence, sustained through unity of purpose, integrity, and effective practices."

With an educational career spanning more than three decades, Dr. Williams has long been an advocate of educational reform and accountability. In 1981, the Jamaican native graduated with distinction from the University of the West Indies with a bachelor's degree in education. She later received a master's degree from Atlanta University and an Ed.D. from Clark Atlanta University, both in educational administration and supervision. In 2004 and 2007, Dr. Williams attended the Harvard University Graduate School of Education Institute for Educational Management as a Bush-Hewlett Scholar.

Prior to joining Edward Waters College, Dr. Williams served as executive vice president at Bennett College for Women in Greensboro, NC. Before being named to this position, Dr. Williams directed Bennett's institutional effectiveness division, where she guided the college through a comprehensive strategic planning process and developed systems to build institutional effectiveness practices. In addition, she successfully led the college through the reaffirmation process required to remove an institution from probation and to restore Southern Association of Colleges and Schools (SACS) accreditation.

Dr. Williams also served in a variety of leadership and faculty roles at Clark Atlanta University. She was chair of the Department of Educational Leadership, where she managed and monitored all departmental operations, including student recruitment, advisement, and retention, and oversaw the implementation of policies and procedures for SACS and National Council for the Accreditation of Teacher Education (NCATE) compliance. She also served as director of the Atlanta University Center Service Learning Program, the Community Education Leadership Institute, and the

Distance Learning Instructional Technology Education Program. She has worked as a consultant and trainer for a variety of institutions and programs, including the Nome Head Start program in Alaska.

A native of Jamaica, Dr. Williams and her husband have three adult children and live in Jacksonville.

#### **KARL WRIGHT**

Dr. Karl S. Wright served as president of Florida Memorial University, South Florida's only Historically Black College and University, from July 2006 to August 2009. He previously served the university as executive vice president and provost.

An economist, Dr. Wright received his bachelor's and master's degrees from the University of Maryland, College Park and his Ph.D. from Mississippi State University.

Dr. Wright also served as dean of the School of Business at South Carolina State University, and as an assistant professor at North Carolina A&T State University in Greensboro, NC.

Dr. Wright has served on several boards, including the United Negro College Fund and the Council of Independent Colleges. He is a past member of the Presidents Council of the Independent Colleges and Universities of Florida.

Dr. Wright is involved with several South Florida civic organizations, including the executive committees of the Greater Miami Chamber of Commerce and the Beacon Council of Miami; the Orange Bowl Committee; and 100 Black Men of Greater Ft. Lauderdale, Inc. He was formerly a member of the Arts Council of the City of Weston and the Miami-Dade Investment Advisory Council.

Dr. Wright is married to Marcia Wright, a school teacher. They have three children.

# APPENDIX C

## List of Participants, Southern Education Foundation Governance and Accreditation Seminar, June 2009

INSTITUTION	NAME	TITLE	INSTITUTION	NAME	TITLE
Alabama A&M University	Dr. Raymond Burse	Trustee	Paine College	Dr. George C. Bradley	President
Alabama A&M University	Dr. Beverly C. Edmond	Interim President	Paine College	Dr. Eddie Cheeks	Trustee
Alabama A&M University	Mr. James Montgomery, Sr.	Trustee	Paine College	Mr. Fred Thompson	Trustee
Alabama A&M University	Dr. Shefton Riggins	Trustee	Pratt Institute	Mr. John Morning	Trustee & Former Board Chair
Alabama A&M University	Judge M. Lynn Sherrod	Trustee	Rust College	Dr. F. C. Richardson	Trustee
Albany State University	Mrs. Virginia W. Harris	Trustee	SACS Commission on Colleges	Dr. Joseph H. Silver, Sr.	Vice President
Alcorn State University	Dr. George E. Ross	President	SACS Commission on Colleges	Dr. Belle S. Wheelan	President
Association of Governing Boards	Dr. Susan W. Johnston	Executive Vice President	Saint Augustine's College	Dr. Diane Boardley Suber	President
Benedict College	Mr. Charlie W. Johnson	Trustee	Saint Augustine's College	Mr. Everett Blair Ward	Trustee
Benedict College	Dr. David H. Swinton	President	Saint Paul's College	Dr. Howard W. Gholson	Trustee
Benedict College	Dr. Eunice S. Thompson	Trustee	Saint Paul's College	Dr. Robert L. Satcher, Sr.	Trustee
Bethune-Cookman University	Mr. E. Dean Montgomery	Executive VP for Admin. & Finance	Shaw University	Dr. Dorothy Cowser Yancy	Interim President
Bethune-Cookman University	Dr. Linda F. Wells	Trustee	Shaw University	Dr. Joseph Bell	Trustee
Claflin University	Mr. Paul V. Fant	Trustee	South Carolina State University	Dr. George E. Cooper	President
Claflin University	Mr. C. John Hipp, III	Trustee	South Carolina State University	Mr. Lumus Byrd	Trustee
Claflin University	Dr. Henry N. Tisdale	President	Southwestern Christian College	Dr. Jack Evans	President
Clark Atlanta University	Dr. Carlton E. Brown	President	Southwestern Christian College	Dr. Shelton T. W. Gibbs, III	Trustee
Dillard University	Dr. Marvalene Hughes	President	Spelman College	Dr. Beverly Guy-Sheftall	Dir., Women's Research & Resource Center
Dillard University	Dr. Warren A. Jones	Trustee	Spelman College	Dr. June Hopps	Life Trustee & Former Board Chair
Edward Waters College	Dr. Claudette H. Williams	President	Spelman College	Mr. John S. Wilson, Jr.	Trustee
Edward Waters College	Bishop McKinley Young	Trustee	Talladega College	Dr. Billy C. Hawkins	President
Elizabeth City State University	Dr. Willie J. Gilchrist	President	Talladega College	Mr. Jesse Henderson	Trustee
Fayetteville State University	Dr. John B. Brown, Jr.	Trustee	Talladega College	Mr. Harry Coaxum	Trustee
Fisk University	P. Andrew Patterson, Esq.	Trustee	Tennessee State University	Mr. Michael G. Holmes	Trustee
Florida A&M University	Dr. James H. Ammons	President	Tennessee State University	Dr. Melvin N. Johnson	President
Florida A&M University	Mr. William Jennings	Trustee	The Charles Stewart Mott Foundation	Dr. George A. Trone	Assistant to the President & Program Officer
Florida Memorial University	Dr. Gwendolyn V. Boyd	Trustee	Tougaloo College	Dr. Doris Browne	Trustee
Florida Memorial University	JoLinda L. Herring, Esq.	Trustee	Tougaloo College	Dr. Beverly W. Hogan	President
Florida Memorial University	Dr. Karl S. Wright	President	Virginia Union University	Dr. Marilyn T. Brown	Trustee
Harvard Graduate School of Education	Dr. James P. Honan	Senior Lecturer	Virginia Union University	Dr. Claude G. Perkins	President
Huston-Tillotson University	Mr. William P. Bobo	Trustee	Virginia Union University	Dr. Frank S. Royal	Trustee
Huston-Tillotson University	Dr. Don W. Brown	Trustee	Wiley College	Kim Mallory, Esq.	Trustee
Huston-Tillotson University	Dr. Larry L. Earvin	President	Wiley College	Dr. Haywood L. Strickland	President
Interdenominational Theological Center	Rev. Dr. Joseph Crawford, Sr.	Trustee			
Interdenominational Theological Center	Dr. R. L. White	Trustee			
Interdenominational Theological Center	Dr. Edward P. Wimberly	Provost			
Jarvis Christian College	Mr. James Atkinson	Trustee			
Jarvis Christian College	Dr. Cornell Thomas	President			
Kentucky State University	Dr. Karen Bearden	Regent			
Kentucky State University	Dr. Mary Evans Sias	President			
Morehouse College	Dr. Robert F. Franklin	President			
Morehouse College	Rev. Dr. Otis Moss, Jr.	Trustee & Former Board Chair			
North Carolina A&T State University	Ms. Pamela McCorkle Buncum	Trustee			
North Carolina A&T State University	Dr. Velma Speight-Buford	Trustee			
Oakwood University	Dr. R. Timothy McDonald	VP for Development			
Oakwood University	Mr. William Murrain	Trustee			
OakwoodUniversity	Mr. Vanard J. Mendinghall	Trustee			
			<b>SOUTHERN EDUCATION FOUNDATION</b>		
			Lynn Huntley, Esq.	President	
			Mr. Steve Suits	Vice President	
			Dr. Leroy Davis, Sr.	SEF Consultant	
			Dr. Bernard R. Gifford	SEF Resident Scholar, Professor, University of California, Berkeley	
			Dr. Shirley A.R. Lewis	SEF Consultant	
			Dr. Sybil Hampton	SEF Consultant	
			Dr. Alice Brown	SEF Trustee	
			Ms. Carmen Holman	Program Associate	
			Mr. Dorian Woolaston	Program Assistant	

# APPENDIX D

## SACS Accreditation Reaffirmation by Year for HBCUs in the Southeast Region, 2010–2019

### 2010

- Alabama State University
- Bethune-Cookman University
- Dillard University
- Fort Valley State University
- Grambling State University
- Huston-Tillotson University
- Lawson State Community College
- North Carolina A&T State University
- Prairie View A&M University
- Saint Paul's College
- South Carolina State University
- Southern University and A&M College at Baton Rouge
- Southwestern Christian College
- Stillman College
- Tennessee State University
- Virginia Union University
- Winston-Salem State University
- Xavier University of Louisiana

### 2011

- Alcorn State University
- Benedict College
- Claflin University
- Coahoma Community College
- Elizabeth City State University
- Fayetteville State University
- The Interdenominational Theological Center
- Jackson State University
- Livingstone College
- Morehouse School of Medicine
- Paine College
- Saint Augustine's College
- Savannah State University
- Southern University at New Orleans
- Southern University at Shreveport
- Spelman College
- Texas Southern University

### 2012

- Florida Memorial College
- Mississippi Valley State University
- Morris College
- Oakwood College
- Shaw University
- Voorhees College

### 2013

- Lane College
- LeMoyne-Owen College
- Miles College
- Wiley College

### 2014

- Alabama A&M University
- Jarvis Christian College
- Rust College

### 2015

- Bishop State Community College
- Denmark Technical College
- Edward Waters College

### 2016

- Clark Atlanta University
- Saint Philip's College
- Texas College

### 2017

- Allen University
- Hinds Community College
- Johnson C. Smith University
- Meharry Medical College
- Paul Quinn College

### 2018

- Albany State University
- Gadsden State Community College
- Hampton University
- Norfolk State University
- Tuskegee University
- Virginia State University

### 2019

- Bennett College for Women
- Concordia College at Selma
- Fisk University
- Florida A&M University
- Kentucky State University
- Morehouse College
- North Carolina Central University
- Shelton State Community College
- Talladega College
- Tougaloo College



## The Southern Education Foundation

The Southern Education Foundation (SEF), [www.southerneducation.org](http://www.southerneducation.org), is a non-profit organization comprised of diverse women and men who work together to improve the quality of life for all of the South's people through better and more accessible education. SEF advances creative solutions to ensure fairness and excellence in education for low-income students from pre-school through higher education.

SEF depends upon contributions from foundations, corporations and individuals to support its efforts. SEF develops and implements programs of its own design, serves as an intermediary for donors who want a high-quality partner with which to work on education issues in the South, and participates as a public charity in the world of philanthropy.

### SEF's Vision

We seek a South and a nation with a skilled workforce that sustains an expanding economy, where civic life embodies diversity and democratic values and practice, and where an excellent education system provides all students with fair chances to develop their talents and contribute to the common good. We will be known for our commitment to combating poverty and inequality through education.

### SEF's Timeless Mission

SEF develops, promotes and implements policies, practices and creative solutions that ensure educational excellence, fairness, and high levels of achievement among African Americans and other groups and communities that have not yet reached the full measure of their potential.

### SEF's Values and Principles

SEF is committed to:

- top quality work, assessment and continuous improvement to achieve high impact
- collaborative efforts that draw on the best of diverse institutions and communities in support of educational excellence
- creative problem solving
- integrity, accountability and transparency
- adaptability, flexibility and future-oriented approaches, and
- honest and intelligent advocacy to achieve results

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ADVANCING CREATIVE SOLUTIONS  
TO ASSURE FAIRNESS AND EXCELLENCE IN EDUCATION.  
OUR MISSION IS TIMELESS.



[www.southerneducation.org](http://www.southerneducation.org)