PROCEEDINGS
A Communiqué of the Commission on Colleges
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Text of Salute by Dr. Kirby Godsey

Ladies and gentlemen, my name is Kirby Godsey, and we know that every institution and every organization is defined by the emergence of certain critically important leaders. On behalf of the multitudes gathered here this evening, I stand to salute our leader, our colleague, and our friend, Dr. James Rogers. Jim Rogers, through his wisdom, his willingness to embrace innovation, and his advocacy of the centrality of self-regulation and voluntary accreditation, has enabled our Commission on Colleges to become arguably the most highly regarded and effective accrediting body in the nation. Throughout our professional careers, I have watched and walked alongside Jim Rogers up close, I have seen his leadership as a college president, I have seen his leadership as a counselor to presidents, and I have seen him resolutely mold the agenda of this Commission. Jim has the genius of engaging others, and during these years Jim has emerged as a genuine statesman of higher education. Jim Rogers has challenged us as a community of educators to become better stewards of our labors. He has consistently called upon us not to neglect our responsibility for governing the future of higher education and our land, reminding us that governments, state and federal, will always be ready, even eager, to rush to fill the void of our complacency.

For me, three words capture the character and leadership of James Rogers. The first word is a steady kind of reliable wisdom. Jim could have seen his role as simply to oversee the Commission's work. Instead, under Jim's leadership the Commission has re-imagined its role in shaping the priorities of higher education. He has focused us again and again on the centrality of student learning, on the continued improvement of our programs, and on the priority of mission and governance in charting our course. He has enabled us to raise our expectations and to take hold of our responsibilities for improving the quality of our institutions. The second word to describe Jim Rogers is his integrity. Under Jim's leadership, integrity has become the hallmark, the first principle of accreditation. Jim has taught us that the accreditation process is not first and foremost about meeting certain standards or criteria. Above all else, accreditation is built on the foundation of integrity. And Jim has modeled this commitment to integrity both in his personal and his professional life. He characteristically speaks with clarity and good judgment. He listens with respect and understanding. By placing integrity as the wellspring of the accreditation process, he reminds all of us that our obligation as educators is about far more than degree programs and sustaining efficient administrative systems. The calling of higher education

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Jim Rogers Honored for Outstanding Service

The Commission on Colleges of the Southern Association of Colleges and Schools recognized Dr. James T. Rogers for his 19+ years of dedicated and visionary service at the opening session of the 109th Annual Meeting of the Commission in Atlanta, GA, on Sunday, December 5, 2004, at 5:00 p.m. A video with quotes was set to music to exemplify the range of contributions made by Rogers. The tribute also consisted of a memorable salute by Dr. Kirby Godsey, President of Mercer University*(see article on this page)*, a resolution read by the Chair of the Commission, Dr. James Barker, President of Clemson University, and the presentation of a crystal Frable sculpture called "The Flame of Excellence."

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is to embody above all else the principle of integrity. The third word I use to describe Jim Rogers is even more personal. The word is grace. Jim Rogers is a man who carries about him a mantle of grace. Leading the Commission on Colleges means living always in a pressure cooker—pressures to accommodate, pressures to compromise, pressures to look the other way. Jim conducts the tough work of managing the complexities and the conflicts of accreditation with thoughtfulness and an extraordinary measure of grace. Ladies and gentlemen, I believe that the Commission on Colleges has achieved moral strength and national prominence because of the distinct and extraordinary leadership of Dr. James Rogers. He has led us well because he has served us well. Dr. Rogers, on behalf of all of those assembled here this evening who wish to convey our gratitude for your leadership, we join together in saluting you. You are a trusted colleague, a mentor for countless leaders of higher education. Thank you, my friend. God bless you for your effective and noble service. You have made all of us better educators. Thank you.

SACS-COC Training Initiatives

Realizing that training is a crucial part of the transition to the *Principles of Accreditation*: *Foundations for Quality Enhancement* and the new reaffirmation process, Commission staff members are engaged in initiatives designed to provide access to training to as many evaluators as possible.

The first initiative involves distance training. In September 2004, the COC contracted with Abrazo Partners in Texas to develop training modules which evaluators and chairs can access from the Web site. Staff members are currently working with Dr. Darcy Hardy, Mr. Rob Robinson, and Ms. Debby Kalk to develop approximately 15 modules.

These modules will be approximately 20 minutes in length and will contain links to various publications and policies of the Commission. They are being designed to provide information and training essential to effective and consistent evaluation and can be updated as necessary over time.

The first module, Training for On-Site Review, is currently being developed and will be a prototype for the remaining modules. Subsequent modules will be developed on such topics as the following: Off-Site Review, General Expectations of Evaluators, Evaluating the Quality Enhancement Plan, An Overview of Accreditation, Applying Concepts of Best Practices and Exercising Professional Judgment, and Chairing Review Committees. Evaluators and chairs will be asked to review the modules as they are being developed to ensure that the modules address key areas essential to preparation for serving on and chairing committees.

The second initiative involves the staff's conducting training sessions by "piggybacking" on existing meetings in the region. During 2004, staff members conducted training at meetings of SAIR (Southern Association of Institutional Research), NCAIR, SCAIR, SACCR, NACUBO and SACUBO, at a meeting of graduate deans in Alabama, at a meeting of two-year presidents in Alabama, at a state meeting of two-year personnel in Alabama, and at a meeting of public college and university presidents in Tennessee.

The third initiative involved face-to-face training for chairs of committees in February 2005. There were two training sessions in Atlanta for new chairs and existing chairs on February 7-8 and February 21-22. Subsequently, there will be training sessions for chairs in October 2005 and in February 2006.

Updates in the Review Process for Reaffirmation

In spring 2002, 30 institutions in the 2004 reaffirmation class began a review process using the newly adopted *Principles of Accreditation*. At the time, the institutions had few resources to assist them as they developed strategies for completion of their Compliance Certifications and their Quality Enhancement Plans. They were reviewed by Off-Site and On-Site Review Committees; at each stage in the process, the Commission sought input to monitor how the process was working and how it could be improved.

From this input, the Commission and its staff have made a number of changes in the review process and are indebted to the Class of 2004 and its evaluators for providing information and suggestions from which other classes will benefit. Among the most significant changes are the following:

1. Language in the *Handbook for Reaffirmation of Accreditation* has been revised to strongly encourage an institution to submit a Focused Report.
2. The role of Commission staff during the off-site review has been altered so that each Off-Site Review Committee now has an assigned COC staff coordinator.
3. The options for transmitting the findings of the Off-Site Review Committee have been expanded so that an institution may now request a copy of the Committee's report and use it as a basis for discussion with staff.
4. All current Commission policies and documents related to the reaffirmation review are now maintained on the Commission's Web site so that there is less chance that an institution could be using dated documents/information.
5. Commision staff clarified specific materials that an institution is required to submit as part of its Compliance Certification.
6. Commission staff altered the number of institutions reviewed by one Off-Site Review Committee to that of three or four rather than five or six institutions.
7. Commission staff modified the Orientation for Leadership Teams to provide more emphasis on strategies for completion of review documents and on lessons learned to date from previous reviews.
8. Revised documents place more emphasis on institutional integrity throughout the review process.

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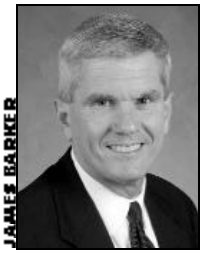
Commission Elects Leadership, Modifies Policies, Takes Action on Institutions



James F. Barker, president of Clemson University, was re-elected Chair of the Commission on Colleges during the 77-member body's executive session held December 6, 2004, in Atlanta, Georgia. Elisabeth S. Muhlenfeld, president of Sweet Briar College, was elected Vice-Chair. Muhlenfeld also serves as Virginia's representative on the Council.

Others elected to the 13-member 2005 Executive Council representing the 11-state region and the public include: Alvin O. Austin, president, LeTourneau University (Texas); Joseph T. Barwick, president, Carteret Community College (North Carolina); Charles W. Gould, president, Florence-Darlington Technical College (South Carolina); Jack Hawkins, Jr., chancellor, Troy University (Alabama); J. Patrick Lee, provost, Barry University (Florida); Shirley A. R. Lewis, president, Paine College (Georgia); Claudia A. Limbert, president, Mississippi University for Women (Mississippi); Adair W. Margo, public representative (Texas); Daniel D. Reneau, president, Louisiana Tech University (Louisiana); Paul E. Stanton, Jr., president, East Tennessee State University (Tennessee); and James H. Taylor, president, Cumberland College (Kentucky). The Executive Council serves as the executive arm of the Commission, interpreting policies and procedures, authorizing and supervising the work of the Commission's ad hoc and standing committees, and acting on recommendations from the committees.

The Commission adopted a template for institutional statements of disclosure that will be posted to the Commission's Web site and will provide information to public inquiries about institutions placed or continued on Warning or Probation, institutions removed from candidacy or accreditation, institutions denied initial candidacy or accreditation, applicant institutions denied authorization of a candidacy committee, and special committees authorized by the Commission or the Executive Council.

The December 2004 Commission meeting marked the first time that institutions were reviewed for reaffirmation of accreditation under the new *Principles of Accreditation*. Of the 30 institutions reviewed, 15 were reaffirmed with no additional monitoring reports; 11 with monitoring reports due in April or in September; and four were denied reaffirmation and placed on public sanction. The Commission welcomed four institutions as new members and two as new candidates. A summary of actions is listed below; a more extensive report is available at www.sacscoc.org. The list posted on the Web site does not include the names of institutions required only to submit additional monitoring reports unless the review resulted in a negative action.

The Commission reaffirmed the accreditation of the following institutions:

Agnes Scott College, *Decatur, GA*

Alabama A & M University, *Normal, AL*

Asheville-Buncombe Technical Community College, *Asheville, NC*

Auburn University, *Auburn University, AL*

Austin Peay State University, *Clarksville, TN*

Birmingham-Southern College, *Birmingham, AL*

Bryan College, *Dayton, TN*

Campbellsville University, *Campbellsville, KY*

Central Virginia Community College *Lynchburg, VA*

The Citadel, *Charleston, SC*

Clayton College and State University, *Morrow, GA*

Cleveland State Community College, *Cleveland, TN*

Dabney S. Lancaster Community College, *Clifton Forge, VA*

Delta State University, *Cleveland, MS*

Florida Community College at Jacksonville, *Jacksonville, FL*

Florida State University, *Tallahassee, FL*

Georgia College and State University, *Milledgeville, GA*

Howard Payne University, *Brownwood, TX*

Louisiana State University and A & M College, *Baton Rouge, LA*

Louisiana State University at Eunice, *Eunice, LA*

Murray State University, *Murray, KY*

North Carolina State University, *Raleigh, NC*

Rust College, *Holly Springs, MS*

Surry Community College, *Dobson, NC*

Technical College of the Lowcountry, *Beaufort, SC*

The University of Dallas, Irving, TX

Virginia Commonwealth University, *Richmond, VA*

The Commission removed the following institutions from sanction and reaffirmed their accreditation:

Austin Community College, *Austin, TX* (removed from Warning)

Crichton College, *Memphis, TN* (removed from Probation)

Life University, *Marietta, GA* (removed from Probation)

The Commission granted initial accreditation to the following institutions *(retroactive to January 1, 2004):*

Baton Rouge Community College, *Baton Rouge, LA* (Level I)

Bessemer State Technical College, *Bessemer, AL* (Level I)

Frontier School of Midwifery and Family Nursing, *Hyden, KY* (Level III)

River Parishes Community College, *Sorrento, LA* (Level I)

The Commission granted initial candidacy to the following institutions *(effective December 6, 2004):*

North Metro Technical College, *Acworth, GA*

South Louisiana Community College, *Lafayette, LA*

The Commission accredited the following member institutions at a more advanced degree level:

Brazosport College, Lake *Jackson, TX* (to Level II)

Dallas Baptist University, *Dallas, TX* (to Level V)

Midland College, *Midland, TX* (to Level II)

South Texas College, *McAllen, TX* (to Level II)

Southeastern College of the Assemblies of God, *Lakeland, FL* (to Level III)

Wingate University, *Wingate, NC* (to Level V; *see notes under Probation)*

The Commission approved the following Mergers/Consolidations

Maysville Community and Technical College, *Maysville, KY*

Troy University, *Troy, AL*

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Findings from the Review of the 2004 Class of 30 Institutions

In December 2004, the Commission on Colleges reviewed the reports of 30 institutions evaluated for reaffirmation of accreditation using the *Principles of Accreditation*. Following the review, 15 institutions were reaffirmed without additional monitoring; 11 institutions were reaffirmed and requested to submit a monitoring report on compliance issues; and four were denied reaffirmation and placed on a public sanction of Warning or Probation. Of those denied reaffirmation, one was placed on Probation for integrity issues and three were placed on Warning—two of which included citations for non-compliance with requirement 2.12, the Quality Enhancement Plan (QEP), and one for governance issues.

QEP problems most often cited by the 30 On-Site Review Committees that visited institutions in spring 2004 included the following: lacks a plan for assessing the QEP; lacks clear goals; provides little or no link of the QEP focus to student learning; and lacks an adequate time line and resources to accomplish the goals of the QEP.

As regards compliance issues with the other Core Requirements and the Comprehensive Standards, the standards/requirements most often cited during the off-site reviews were as follows:

From the Off-Site Review of 30 Institutions

Standards/Requirements		Number of Institutions Cited out of 30
CR 2.11	(Resources)	27
CS 3.7.1	(Faculty)	23
CS 3.10.1	(Resources)	20
CS 3.3.1	(Effectiveness)	19
CS 3.4.7	(Educational programs)	17
CS 3.5.1	(Undergraduate programs)	17
CR 2.5	(Effectiveness)	15
CS 3.7.2	(Faculty)	14
CS 3.10.2	(Resources)	12
CS 3.4.1	(Educational programs)	12
CS 3.2.13	(Governance)	11
CS 3.2.14	(Governance)	11

As part of its responsibility, the On-Site Review Committee reviews the findings of the report of the Off-Site Committee regarding compliance issues, studies the institution's Focused Report addressing those findings of non-compliance by the off-site review, studies additional documents on-site, and writes a report of the On-Site Review Committee, commenting not only on QEP issues, but also writing recommendations about other standards/requirements found to be out of compliance at the time of the on-site review and as a follow up to the off-site findings. The standards/requirements most often cited after the on-site reviews were as follows:

From the On-Site Review of 30 Institutions

Standards/Requirements		Number of Institutions Cited out of 30
CS 3.7.1	(Faculty)	12
CS 3.3.1	(Effectiveness)	9
CR 2.5	(Effectiveness)	7
CS 3.5.1	(Undergraduate program)	7

What do these statistics mean for the process?

What value does the Focused Report—an optional report submitted to the On-Site Review Committee responding to the findings of the Off-Site Review Committee—play in the review process? Do these statistics speak to the rigor of review and to the standards?

These are just a few of the questions the Commission will address in the future. The statistics above are early findings. The Commission is now looking at the 2005 institutions, all 80 of which have concluded off-site and on-site reviews. Commission staff will continue to track committee findings, and those of the Commission review, to ensure that the standards are effective and relevant to what the Commission needs to know about the quality of institutions.

Commission Takes Action *continued from page 3*

The Commission removed the following institution from Warning:

American InterContinental University, *Atlanta, GA*

The Commission removed the following institutions from Probation:

Auburn University, *Auburn University, AL*

St. Augustine's College, *Raleigh, NC*

University of West Alabama, *Livingston, AL*

Sanctions and other Negative Actions

The Commission denied accreditation at a more advanced degree level to the following member institution:

Our Lady of the Lake College, *Baton Rouge, LA*

The Commission denied authorization of a candidacy committee to the following institutions:

Maimonides University, *North Miami Beach, FL*

Patrick Henry College, *Purcellville, VA*

The Commission denied reaffirmation of accreditation, continued accreditation, and placed the following institutions on Warning:

Episcopal Theological Seminary of the Southwest, *Austin, TX*

Enterprise-Ozark Community College, *Enterprise, AL*

Saint Mary's University, *San Antonio, TX*

The Commission denied reaffirmation of accreditation, continued accreditation, and continued the following institution on Warning:

LeMoyne-Owen College, *Memphis, TN*

The Commission denied reaffirmation of accreditation, continued accreditation, and placed the following institution on Probation:

Coastal Bend College, *Beeville, TX*

The Commission placed the following institutions on Warning:

Beacon College, *Leesburg, FL*

Covenant College, *Lookout Mountain, GA*

East Central Community College, *Decatur, MS*

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Commission Takes Action

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Eastfield College, *Mesquite, TX*

Lutheran Theological Southern Seminary, *Columbia, SC*

Texas Christian University, *Fort Worth, TX*

The Commission placed the following institutions on Probation:

Chipola College, *Marianna, FL*

Huntingdon College, *Montgomery, AL*

Louisiana College, *Pineville, LA*

Talladega College, *Talladega, AL*

Wingate University, *Wingate, NC*

The Commission continued accreditation for good cause, and placed the following institutions on Probation:

Austin Graduate School of Theology, *Austin, TX*

Georgetown College, *Georgetown, KY*

Lees-McRae College, *Banner Elk, NC*

Lenoir-Rhyne College, *Hickory, NC*

Odessa College, *Odessa, TX*

University of Southern Mississippi, *Hattiesburg, MS*

The Commission continued accreditation for good cause, and continued the following institution on Probation:

Texas College, *Tyler, TX*

Appealed Actions

On December 6, 2004, the Commission on Colleges voted to terminate the accreditation of the institutions listed below. Each of the institutions appealed the Commission's action. In accord with the appeals procedures of the College Delegate Assembly, if an institution elects to appeal an adverse action of the Commission, the institution maintains its previous status during the appeal period until final decision on the appeal is made. The appeals hearings took place February 22 and 23, 2005; final decisions by the Appeals Committee will be made public by March 3, 2005.

Edward Waters College, *Jacksonville, FL*

Hiwassee College, *Madisonville, TN*

For Information

The Commission authorized Special Committees to review the following institutions:

American InterContinental University, *Atlanta, GA*

Auburn University, *Auburn, AL*

Professor John Prados Receives James T. Rogers Leadership Award

During the 2004 Annual Meeting, the membership of the Commission on Colleges continued its tradition of recognizing individuals whose extraordinary commitment to the peer review system exceed normal expectations of volunteerism.

The James T. Rogers Distinguished Leadership Award—the highest public recognition given by the Commission and reserved for extraordinarily distinctive and effective leadership—was awarded to Dr. John W. Prados, Vice President Emeritus and University Professor, University of Tennessee. Active in Commission affairs for over 20 years, Dr. Prados' most important contribution came when he served as one of the leaders on the steering committee that developed the *Criteria for Accreditation* and introduced institutional effectiveness to our region. He was a staunch advocate for standards that demanded more of institutions including asking them to look beyond resources and processes and more toward the effects of teaching and learning. It was a bold move on the part of the membership to adopt this concept as part of the standards and it took a courageous and visionary leader to introduce it. In this and more, Dr. Prados contributed greatly to the enhanced quality of the Commission and its operations.

James Barker, chair of the Commission, also presented the Commission's sixth Meritorious Service Awards to the following outstanding individuals who truly personify the ideals of the Commission and embody in singular ways the best principles of the academy and of accreditation.

Dr. Ben W. Carr, Jr., retired and former Special Assistant to the Executive Vice President at the University of Kentucky, and former chancellor of the University of Kentucky community colleges

Dr. Norman C. Francis, President, Xavier University, Louisiana

Dr. Laura F. Lindsay, Executive Assistant to the Chancellor and Professor of Mass Communications, Louisiana State University and A & M College

Dr. John E. Pickelman, Chancellor, North Harris Montgomery Community College District, Texas

Dr. Charles Shearer, President, Transylvania University, Kentucky

Recipients of the James T. Rogers Meritorious Service Awards at the 2004 SACS-COC Annual Meeting were (l-r) Dr. Norman C. Francis, Dr. Charles L. Schearer, Dr. Laura F. Lindsay, Dr. John E. Pickelman, and Dr. Ben W. Carr, Jr. The James T. Rogers Distinguished Leadership Award recipient was Dr. John W. Prados.

Reauthorization of the Higher Education Act, 2005

(Letter to all regionally accredited institutions)

Through the Council of Regional Accrediting Commissions (C-RAC), the regional commissions have participated actively over the past eighteen months in shaping the reauthorization legislation for the Higher Education Act. The commissions decided that the unique viewpoint of regional accreditation required special representation because of its orientation to the individual mission of each institution in areas such as student learning goals and its broad reach in areas such as distance learning. Institutions have received letters and memoranda about this work sent by the executive director of each regional commission. The executive directors have met with legislators, worked with Congressional staff on specific legislative proposals, testified at Congressional hearings, and worked with their institutions and other higher education organizations. C-RAC also retained the services of a public relations firm in Washington.

Based on advice from independent consultants in Washington, it appears that reauthorization will be passed this term, and that a bill similar to the one under consideration last spring (H.R. 4283) soon will be introduced in the House to start the legislative process. Significant changes will inevitably occur as that legislation is considered by the House and as the Senate crafts its own legislation. Both the House and Senate Committees will see some change in membership and staff since the election, and we have a new Secretary of Education who is very interested in accountability.

C-RAC intends to continue its activities in Washington and elsewhere to protect the integrity and enhance the credibility of regional institutional accreditation in this important legislation. The executive directors are committed to being active players in the legislative process, and are mindful of the need to respond to a series of important issues raised by Congress and the Administration. Based on the experience of the executive directors during the last eighteen months, it is anticipated that the most significant issues relevant to accreditation will continue to include accountability for student learning, transparency in institutional reporting and disclosure by federally recognized accrediting agencies, assurance of the quality of distance learning, and transfer of credit. C-RAC's work with legislators and others has focused on assuring that accreditation remains a key component of quality assurance for federal financial aid while avoiding federally mandated learning goals, creation of separate standards for assessing distance learning, and extensive and intrusive reporting requirements for institutions and accrediting agencies.

Last year C-RAC accepted an invitation to join with other major national higher education associations as they strive to coordinate multiple voices and interests affected by this legislation. The executive directors have found new and constructive ways to harmonize the messages coming from different organizations, including but not limited to CHEA, that share particular concern for the role of accreditation in the Higher Education Act. Passage of effective legislation requires respectful collaboration and, at times, acceptance of important differences in views and interests. C-RAC is committed to practicing these political virtues.

Each executive director welcomes your questions and comments. Thank you for your generous responses to our requests to meet with legislators. Please continue to work actively with us, ACE, CHEA, and other organizations as new legislation evolves.

C-RAC is the national organization that includes and represents all of the seven U.S. regional accreditors.

Barbara A. Beno, Executive Director, Accrediting Commission for Community and Junior Colleges/WASC

Barbara Brittingham, Interim Director, Commission on Institutions of Higher Education/NEASC

Steven D. Crow, Executive Director, The Higher Learning Commission/NCACS

Sandra E. Elman, Executive Director, Northwest Commission on Colleges and Universities/NWCCU

Jean Avnet Morse, Executive Director, Commission on Higher Education/MSACS

James T. Rogers, Executive Director, Commission on Colleges/SACS

Ralph A. Wolff, Executive Director, Accrediting Commission for Senior Colleges & Universities/WASC

FROM THE 2004 ANNUAL MEETING

Club Sodexho was quite popular among attendees at the 2004 SACS-COC Annual Meeting in Atlanta. Their location became the hub for networking, checking email, and surfing the web during extended hours.

Pre-Applicant Workshops

The Commission conducts workshops for institutional representatives who wish to learn about the process of gaining accreditation and about completing the application and documenting compliance with Core Requirements 1-11 of the *Principles of Accreditation*.

These workshops are held at the COC offices in Atlanta. Future workshops are scheduled for April 14, 2005; October 13, 2005; January 26, 2006; and April 20, 2006.

Information concerning attendance at a workshop may be secured by contacting Etta Ruth Parrish at eparrish@sacscoc.org.

College Delegate Assembly Elects Appeals Committee and New Commissioners

At its business meeting on December 7, 2004, the College Delegate Assembly elected 15 new Commissioners and re-elected seven. The College Delegate Assembly consists of the chief executive officers of the 788 member institutions accredited by the Commission, is responsible for electing representatives to the 77-member Commission and to the Appeals Committee, and for approving accreditation standards.

The newly elected Commissioners are: Larry L. Biddle, Board of Directors, Burroughs and Chapin, SC; John R. Brazil, president, Trinity University, TX; Virginia M. Carson, vice president for academic affairs, Floyd College, GA; Kent J. Chabotar, president, Guilford College, NC; Frank Friedman, president, Piedmont Virginia Community College, VA; Randy Hammer, executive editor, The Pensacola News Journal, FL; Mary P. Kirk, president, Montgomery Community College, NC; Charles D. Lein, president and chief operating officer, Stuller, Inc., LA; Robert A. Levy, interim vice president for academic affairs, The University of Tennessee, TN; Claudia A. Limbert, president, Mississippi University for Women, MS; Eddie N. Moore, Jr., president, Virginia State University, VA; Audrey Powell, Longwood University Foundation Board, VA; Gloria W. Raines, vice chancellor for student affairs, Louisiana State University in Shreveport, LA; Harold H. Smith, president, Pikeville College, KY; Denise M. Trauth, president, Texas State University-San Marcos, TX; and George C. Wright, president, Prairie View A & M University, TX.

Commissioners re-elected to a second three-year term include: James F. Barker, president, Clemson University, SC; William A. Bloodworth, Jr., president, Augusta State University, GA; Walter M. Bortz, III, president, Hampden-Sydney College, VA; J. Bryan Brooks, director of development, Reich College of Education, Appalachian State University, NC; Jack Hawkins, Jr., chancellor, Troy University, AL; James D. Krudop, vice president, Lurleen B. Wallace Community College MacArthur Campus, AL; and Shirley A. R. Lewis, president, Paine College, GA.

In addition, the membership elected four presidents to the twelve member Appeals Committee of the College Delegate Assembly. They are: Clinton Bristow, Jr., president, Alcorn State University, MS; Anne S. McNutt, president, Technical College of the Lowcountry, SC; Oscar C. Page, president, Austin College, TX; and Kenneth L. Schwab, president, Centenary College of Louisiana, LA.

Chair Barker reported on the following actions taken by the Executive Council during its sessions:

1. Held in abeyance until spring 2005 a decision regarding the dues formula for the 2005-2006 fiscal year. The Council will take into consideration revenue streams over the past several years and will consider the percent of expenditures for needed reserves.
2. Adopted a draft outline for a statement of ethical practices for Commissioners. The proposal will be reviewed during the spring 2005 meeting and forwarded to the Commission for vote in June 2005.

ANNOUNCING

The Institute of Quality Enhancement and Accreditation

J. W. MARRIOTT ORLANDO GRANDE LAKES ■ JULY 24-27, 2005

Dr. Belle Wheelan, Secretary of Education, Commonwealth of Virginia, Moderator

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY
8:00 a.m.		Registration/Continental breakfast	Continental breakfast	Continental breakfast
8:30 a.m.		"Establishing a Conceptual Framework for Quality Enhancement" Drs. Robert Armacost and Julia Pet-Armacost, University of Central Florida	*"Greater Expectations: A New Vision for Learning as a Nation Goes to College: A National Panel Report"* Dr. Andrea Leskes, Association of American Colleges & Universities (AAC&U)	Panel: "Linking Accreditation, Quality Enhancement, and Student Learning"
10:00 a.m.		Break	Break	Break
10:30 a.m.		Breakout groups by sector	Breakout groups by topic	"Accreditation and Student Learning" Dr. Jon Wergin, Antioch University
11:30 a.m.				Wrap-up and evaluation
12:00 a.m.		Buffet luncheon: "Student Engagement in Learning" NSSE and CCSSE Representatives	Buffet luncheon: "Evaluating the Impact of e-Learning on Student Achievement" Dr. Sally Johnstone, Director, WCET	
1:30 p.m		Panel: "Creating an Environment to Promote Quality Enhancement: Case Studies"	Panel: "Learning-Centered Institutions at Work: Case Studies"	
2:30 p.m.		Break	Break	
3:00 p.m.	Check-in and registration	Breakout groups	Breakout groups	
4:30 p.m.		Reports and discussion from breakouts	Reports and discussion from breakouts	
5:00 p.m.	"Developing the Capacity to Become a Learning-Centered Institution "Dr. Richard Light, Harvard University, Author, *"Students Speak Their Minds"*			
5:30 p.m.		Day 1 ends	Day 2 ends	
6:30 p.m.	Reception			

Additional information is available at www.sacscoc.org/institute.asp. Questions regarding registration or housing should be directed to institute@sacscoc.org.

2004 SACS-COC Annual Meeting Highlights

A record total of 3,262 individuals attended the 2004 Annual Meeting of the Commission on Colleges of the Southern Association of Colleges and Schools in Atlanta, December 4-7, to explore "Meeting the Challenge: Enhancing Student Learning." The conference featured 80 concurrent sessions, 80 roundtable discussions, 22 workshops, 11 professional development sessions, as well as Commission staff sessions, state meetings, affiliate group meetings, exhibits, and Presidents' Day activities.

Ambassador Philip Lader delivered a unique opening address on Sunday, December 5, by illustrating several points in his message on "The Great Steak-and-Kidney Pie Dilemma," using infomercials. On Monday, December 6, David Gergen captivated the audience as he talked about the leadership qualities he has observed in several American presidents and the influence of U.S. colleges and universities on the world. On Tuesday, December 7, Governor William Winter shared a compelling message on the imperative for civic responsibility and community building in a time of rapid cultural change. Annual Meeting participants included presidents and chancellors, provosts, vice-presidents, deans, directors, faculty, accreditation liaisons, and others in the Southeast and beyond.

The following are excerpts from the general session speakers and critiques by graduate students in the region who were awarded travel grants to attend the 2004 SACS-COC Annual Meeting.

AMBASSADOR PHILIP LADER

Former Ambassador to the Court of St. James, Administrator of the U.S. Small Business Administration, White House Deputy Chief of Staff, and Deputy Director for Management, Office of Management and Budget

"As if you didn't have too many demands on you already, I want to open this conference with yet another concern. My topic today is "The Great Steak-and-Kidney Pie Dilemma" and this is my thesis. I contend that our nation, our society today, suffers from a profound crisis of trust, and that this generation of educators and students is summoned to be wary consumers and citizens demanding transparency and accountability, but that we also have the responsibility of restoring trust in the public square. There is no doubt today that trust for Americans is less instinctive. We find ourselves in a culture of suspicion and spin. It is not surprising that *Time* magazine asked on its cover "Who can we trust?"

Can educators help restore trust? That's where the steak and kidney pie comes in. A dear friend of mine in his seventies, the former head of J. Walker Thompson in London, tells of a visit to a new farm shop in the English countryside. The old barn had been converted to a convincing farmer's market. Broad beams, a stripped wooden floor, fruits and vegetables in wicker baskets, daily specials hand-lettered on a blackboard. He wrote that the place absolutely reeked of authenticity. Here's how he tells it, let me continue. The homemade steak and kidney pie, he said, looked particularly appetizing so we bought one and had it for supper that evening. The steak inside the pie was meagerly distributed, far from tender. My wife found two small pieces of kidney; I found none. To many of us English, he continued, the steak and kidney pie is the embodiment of authentic basic country food. No factory, we think, could ever replicate its rich abundance, its meaty generosity. Now here, having inflated our hopes and expectations, he writes, was this mean-spirited apology for a pie, this mockery of a pie, this shameless rip-off imposter of a pie. The fact that we had bought it from a converted barn with stripped wooden floors made its duplicity doubly offensive. We have not patronized that farm shop since. The simulated authentic farm store's sizzle, we might say, is no different from Enron's numbers, or last October's campaign promises, no different from the catalogs of some schools and colleges. The skimpiness of steak was a breach of trust and the absence of kidney even worse. That is what in my mind presents us with what I will explain as the great steak and kidney pie dilemma."

Ambassador Philip Lader utilized a clever metaphor along with several humorous visual clips to illuminate a growing crisis in our nation. His clips gave timely illustrations of how the public's trust of leadership, government, corporations, etc., has eroded. Lader went on to add that the crisis is pervasive and has reached academia. He posed the question: Can educators help restore trust? Lader indicated that educational institutions can help restore trust if they rely on the "wisdom of crowds" as opposed to traditional quick-fix methods. The "wisdom of crowds" is based upon the premise that the wisdom of many is greater than that of a few. He added that trust on major decisions rests best with groups of individuals from diverse backgrounds with varying degrees of knowledge and insight than on one or two people, no matter how smart those people are. I found Lader's presentation to be quite insightful. His focus was not on providing practical techniques, but developing an environment to encourage dialogue on our respective campuses.

Andrea C. Agnew,
doctoral candidate, Alabama State University, Montgomery, Alabama

MR. DAVID GERGEN

Political commentator, editor, university professor, best-selling author, and adviser to Presidents Nixon, Ford, Reagan, and Clinton

"You are entrusted with the future of colleges and universities that are a storied part of American history. This region has been so rich and has played both a positive, and of course we all know we lived through it, a torn and difficult role in American history but so much comes out of this region. . . It has been my experience as I have worked with American presidents to think increasingly about the citizens and leaders of the future and to look upon the development of the whole person; to think of the undergraduate experience as a place where we encourage young teenagers, for the most part, some are older, to become more fully integrated human beings; to prepare for lives of citizenship and leadership in a rapidly changing society. As I think about the presidents that I have served and the qualities that distinguished the best ones, there are three particular qualities that I would like to stress this morning that I have seen in presidents that I believe are critical to higher education.

"It has obviously been important for presidents, just as it is for students, first and foremost, to get a good education. Our best presidents have been ones who have been well-informed and understood history. . . . It is particularly important that our students be on the cutting-edge of knowledge. . . . We have to create a place where other views are understood and honored. . . but education alone is not sufficient as part of becoming a whole person. Secondly, there has got to be a deep self-motivation and ambition among the young, but ambition for what? Is it ambition for self, others, building an organization, building a group, building a great church or synagogue, or building a great company that provides jobs and looks after social responsibility? You don't see a lot of drive to make change right now and to lift the quality of our life among our young people. We need people to come out of college on fire, with passion for themselves but also with a vision for society. We have great opportunities [in America] but also great responsibility. We must be the greatest stewards the world has ever known. I have known presidents who were really smart and who had a lot of drive but they missed that third quality and it always brings them down. Brains alone and ambition alone is not enough—indeed it can be dangerous if it's unbalanced. Nixon read incessantly and he traveled extensively, but there were tragic flaws in his character. This suggests that the third element we have to pay attention to in our colleges and universities is the development of people's character. Character is the single most important asset a president needs and I have come to believe more and more that character is an equally important part of leadership and of citizenship among our young, and we have to pay attention to that. The people who are teachers and mentors must be role models themselves who show as well as say and help young people to know that the decisions they will be making in life are very important. . . ."

Gergen spoke very eloquently on the role educators have in shaping the lives of young people, without a single speaker note visible to the audience. His gift for public speaking was evident in his calm demeanor as he spoke about the three qualities critical to higher education. Dr. Gergen highlighted insightful qualities of effective higher education. The qualities he emphasized are critical, in my opinion, to maintaining the excellence of our colleges and universities in the South. College experience plays an integral role in shaping the lives of students, and Gergen conferred this point in a clear and compelling message.

Misty J. Cecil,
doctoral student, Tennessee Technological University, Cookeville, Tennessee

GOVERNOR WILLIAM WINTER

Former Governor of Mississippi

"Several years ago I was privileged to serve as a member of the National Commission on the Role and Future of State Colleges and Universities. There was an emphasis on such activities as technical assistance for improved governmental and business management, the transfer of new knowledge and new processes to the private sector, and the creation of incubators to enhance business development . . . But now there is a larger responsibility—the more vital and complex task of community building not just in a physical or economic sense but in a civic and social sense. This is an area that too many institutions of learning have neglected. It is now where there is a critical need. The role of higher education in community building consists of two basic functions. The first and most obvious is to instill in individual students an understanding of the importance of their serving as responsible and compassionate citizens in a democratic society. The other is the responsibility of the university to use its resources to help build the civic relationships that make for strong communities and a united country."

Governor Winter suggested that it was in the identification and nurturing of students with potential to be truly civic leaders that higher education could have its greatest impact. To paraphrase Winter, "leaders with an attitude of responsible citizenship have the vision and courage to handle difficult issues. They will insist on doing things that may not provide easy or short-term benefits, but will secure and reward benefits for the future." It was a stirring speech, but it placed a great deal on the backs of higher education. If we are to be a more tolerant, civic-minded nation, then it will be because we have united in valuing such an attitude across the institutions of our society.

Michelle M. Chandrasekhar, doctoral student, Florida State University, Tallahassee, Florida

2004 ANNUAL MEETING HIGHLIGHTS

Mr. John Casteen, president, University of Virginia, served as moderator of the Presidents' Day activities.

Roundtable discussions provided an ideal opportunity for networking among participants.

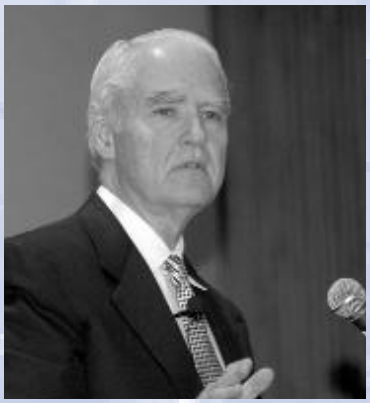
Former Governor William Winter of Mississippi delivered a dynamic speech on "Cultural Change, Community Building, and Civic Responsibility."

Gwen Ifill of *The NewsHour with Jim Lehrer* recounted the events leading up to the November election.

Exhibitors represented campus housing, bookstores, and food services; computer hardware and software; financial services; and assessment resource services.

The audience was captivated by David Gergen's perspectives on the leadership attributes of former American presidents.

College BASE representatives discussed their assessment instruments with an interested attendee.



Chairman Donald Powell of the FDIC talked about ethics and integrity.

Ms. Susan Hattan represented independent colleges and universities on a panel for presidents.

Dr. James T. Rogers received a standing ovation after delivering his final remarks to the College Delegate Assembly.

Exhibitors were kept busy by inquiring participants.

Graduate students who received travel grants are shown on the front row during the Opening General Session.

Members of the SACS-COC Executive Council listened attentively to Ambassador Philip Lader.

COMMISSION ON COLLEGES

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

PRESIDENT

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) is one of six regional accreditation commissions charged with sustaining the highest possible quality in higher education. The Commission accredits 785 member colleges and universities in eleven U.S. Southern states and in Latin America.

The Commission seeks a leader who has the vision to move a mature organization forward and the integrity and dedication to sustain and enhance the stature the Commission has earned over the past twenty years. He or she will serve as the Commission's liaison to the U. S. Department of Education, and must be able and willing to be a major voice for accreditation nationally. The President of the Commission will advance the involvement of member institution presidents in all of the Commission's decision-making bodies, and will be committed to representing the values of the Commission and its accreditation decisions to constituents and to the public.

The President is chief executive officer of the Commission on Colleges, and leads the work of the 77-member Commission on Colleges, whose 13-member Executive Council selects and evaluates the President. He or she will direct a staff of 25, including a professional staff of 13, and will oversee an annual budget of approximately $5 million. The President of the Commission serves as an officer of the Southern Association of Colleges and Schools Board of Trustees.

Inquiries, nominations, and applications are invited. Nominations should include the name, position, address, and telephone numbers of the nominee. Applicants should submit a curriculum vitae, a letter describing the candidates background and interest in the position in the context of the position description, and the names and contact information for three references. All information will be treated as strictly confidential, and candidates will be notified before references are contacted. Review of materials will begin in January, and will continue until the appointment is filled. An appointment is expected in Spring 2005.

Inquiries, nominations, and application materials should be directed to:

Kelli Palmer
Search Coordinator
SACS-COC President Search
P.O. Box I
Charlottesville, VA 22903-0523
Phone: (434) 924-3337

For additional information about the Commission and an expanded position description, please visit www.sacscoc.org.

The Southern Association of Colleges and Schools, Commission on Colleges is an Equal Opportunity, Affirmative Action Employer that supports workforce diversity and strongly encourages applications from qualified women and minorities.

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