



# Voices

ILLINOIS COMMITTEE ON BLACK CONCERNS IN HIGHER EDUCATION

## ICBCHE

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

Winter 2008

### Message from the ICBCHE Chair: A Call to Action



**Michael Toney, Ph.D.**  
Executive Director  
Urban Health Program  
University of Illinois at  
Chicago

I would like to make the argument that one of the greatest tragedies of higher education is when students are made to bear the burden of political posturing. This may sound like a fairly loaded statement, but let's review the current circumstances.

Over the past eight years, it has become increasingly difficult for average citizens to finance a college education. While the cost of tuition and housing continue to increase at an alarming rate, federal funding of student financial aid and grants, and even the availability of low interest loans, are reduced or cut in favor of tax breaks and defense spending. At a time when more and more Blacks and other students of color most need financial assistance to attend college and earn degrees that lead to higher paying jobs, this assistance is becoming scarcer and scarcer as politicians call for "privatizing" the student loan system and label grant programs for low-income students as a form of entitlement that must be trimmed from government spending.

This political paradigm of less government involvement in the financing of higher education is creating severe hardships for the people who most need such financing. Those without the means to pay for college are those who most need to attend, so that they might increase their chances to earn more money (perhaps to pay for their own children's educations). Yet the current administration has been allowed to whittle away, during the past eight years, at so many of the programs that made college somewhat more affordable and attainable for those who want and need to attend.

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## A Call to Action

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National political figures often point to the states, saying such support should be provided locally. This is of particular concern here in Illinois, where political posturing has further eroded the limited support available to Illinois' student scholars. During the last budget session, Illinois Governor Rod Blagojevich cut several programs without much warning in order to balance the Illinois budget after the legislature failed to approve the original budget that he submitted. Included in those cuts were two programs that have significant impact on underserved students in Illinois, the Diversifying Faculty in Illinois initiative (DFI) and the Higher Education Cooperation Act grants (HECA), both administered by the Illinois Board of Higher Education (IBHE).

DFI provided full tuition scholarships and student stipends for Black, Latino and Native American students pursuing advanced degrees, with the understanding that those students, upon completion of their degrees, would accept faculty or academic professional appointments at a college or university in Illinois. The sudden elimination of funding for more than 120 DFI fellows caused many to have to scramble to determine how, or even if, they would be able to afford to continue their education. Several colleges and universities picked up this year's tab for the DFI fellows at their institutions, but those students' academic futures remain uncertain without reinstatement of the DFI program funding.

HECA grants provided the financial support necessary for several innovative and exciting programs, many which benefited students of color, to be created and sustained on college campuses across the state. HECA grants enabled programs for recruiting underrepresented students into Nursing, for improving the enrollment and success of Black male students in higher education, for increasing the number of transfers of Black and Latino students from community colleges to four year institutions, for building alliances among Blacks and Latinos in higher education, and a wide array of other important and supportive initiatives. Because of these budget cuts, most of the HECA funded programs have either completely shut down or significantly cut back their activity, activity that was directly benefiting students.

It is imperative that we hold our legislators accountable for their actions rather than just allowing students to pay the price. Political differences cannot be allowed to come between our students and their futures. Here in Illinois, we must call for our legislators to solve their budget impasse immediately, or at least restore important programs like DFI and HECA to the budget, so that our students can continue their academic progress. Nationally, we must hold the new administration to higher standards than ever when it comes to federal support for higher education. Our students deserve it. Our nation needs it. We must stand up for it now.

## In Memoriam - Dr. James Griggs

By Michael Toney, Ph.D.

After a very long illness, Dr. James Griggs passed away in early October. Dr. Griggs was a true trailblazer in higher education in the State of Illinois. As was the case with many who were amongst the first wave of African American educators, Jim worked for many years as a Social Worker in Chicago. He worked primarily with gangs on the west side and had a very strong grassroots connection with the community.

Dr. Griggs was the first African American faculty member at Northeastern Illinois University. He served as the first Director of the Educational Assistance Program at UIC from 1968-1978. Jim retired as President of Malcolm X College in the 90s. Those of us who have been around for a while will remember Jim Griggs as a real advocate for underrepresented students.

As a young professional, I remember Jim would start his staff meetings by reminding people "never forget where you come from, because one day you will have to be accountable for your actions to the community that you

represent." Jim believed strongly that those who were fortunate enough to belong to the academy had a moral responsibility to reach back and bring people along.

Jim Griggs and Jake Jennings, who was one of his dearest friends, were real champions for our community. They fought throughout the state to make sure that institutions of higher education would be accessible to African Americans students, faculty and staff.

These days, it's not fashionable for people to be pro-Black with the increased attacks on affirmative action and the use of the diversity agenda as a means to undermine our rich history of advocating for increased access for traditionally underrepresented groups. However, if it were not for people like James Griggs, it is likely that none of us would be in the positions that we occupy. Trailblazers like Jim help make it possible for many of us to be here. Indeed, we stand on some very broad shoulders.

# Attaining Excellence while Maintaining Balance

by Melvin Cleveland Terrell, Ph.D.

*Speech given by Dr. Melvin Cleveland Terrell during his retirement reception on Thursday, August 28, 2008 at Northeastern Illinois University.*



Greetings, NEIU Board of Trustee Chairperson Dudycz and Trustee Dawson, President Hahs, President Emerita Dr. Steinberg, family, friends, and colleagues. Thank you for being here this evening to share and take part in this moment, as I begin another chapter in my life.

I have always admired the teachings of our civil rights activist and scholar W. E. B. DuBois. In 1957, Dr. DuBois said: “Believe in life! Always human beings will live and progress to greater, broader, and fuller life” (Dubois, 2008). As I look back over my career and my life, I have striven to live by these words.

Please allow me to reflect briefly on how I got to this place—to this destination along my life’s continuum. I’m instantly reminded of my late parents, Mr. and Mrs. Cleveland and Ethel Terrell, who instilled in my siblings and me a set of expectations that became our developmental foundation. Little did I know, as the eldest of six children, that not only was I expected to model leadership and strength, but also to promote the importance of education and learning. These lessons from my parents led to receiving my Ph.D. at the age of 26.

As I initiated my career in higher education, first at Kennedy-King College, then at Eastern New Mexico University, Chicago State University, the University of Arkansas at Monticello, University of Wisconsin at Oshkosh, University of Toledo, and finally here at Northeastern Illinois University, I never imagined that I would close this chapter of my professional career back here in my home city of Chicago at this wonderful institution. I stand before you in gratitude for having served three university presidents, Presidents Lamb, Steinberg, and Hahs.

It is my sincere hope that when this chapter in my life is written, what will serve as the most salient passages will be those that speak to my legacy of leadership. It has meant a lot to me to have had the pleasure not only of serving in administrative and teaching capacities, but also as a mentor to countless practitioners and scholars across the nation. Of all the roles that I have played, the role of mentoring has been my most important—a role that I refer to as my “ministry.” I am humbled and thrilled to know that several individuals whom I have mentored are in the room right now. Some came by plane, train, and even by bus—to share in this

day of celebration. Your presence has made every minute of my work so meaningful.

I feel blessed to have had the opportunity to serve as Vice President for Student Affairs at Northeastern Illinois University while concurrently being able to manage an extremely full and fulfilling life beyond the University. I have also had the pleasure of serving as president of three leading professional organizations, the National Association of Student Affairs Professionals, the Illinois Committee on Black Concerns in Higher Education, and the American Association of Higher Education’s Black Caucus Ex-

ecutive Board. My personal mantra has been “attaining excellence while maintaining balance.”

Of all the accolades and awards that I have received, I am most thankful for being recognized as the first recipient of color in 35 years to receive the outstanding Contribution to Literature or Research award on behalf of the National Association of Student Personnel Administrators (NASPA)—one of our country’s premier student affairs organizations. I have striven to maintain an active research agenda and have been vigilant in regularly publishing to essentially “get the message out” regarding effective student affairs practices—this done in an effort to assist others to remain **ready and relevant** for the important work in the field.

In addition to working with valued colleagues and staff, this University has afforded me the privilege of creating and developing programs, such as the Partners for Success – Minority Mentorship Program, which was recognized by the National Student Affairs Administrators of Higher Education (NASAA) as an exemplary program aimed at integrating student life and learning.

It has also been my honor to travel to various countries where we have established programs, such as Tanzania, France, Poland, Ghana, and South Africa. Representing Northeastern Illinois University has been a high point of my tenure as Vice President. I have enjoyed these experiences immensely, and what was most rewarding were the opportunities to link minority students with some unique international opportunities. I will carry with me all of these fond memories associated with my international travels, as well as the wonderful people I met on these journeys, who always welcomed me with open arms.

(Continued on page 7)

## Dr. Melvin Cleveland Terrell Announces Retirement



Dr. Salme Harju Steinberg, President Emerita, NEIU;  
Dr. Melvin C. Terrell, Vice President Emeritus, NEIU;  
Dr. Sharon K. Hahs, President, Northeastern Illinois  
University (NEIU).

Dr. Melvin Cleveland Terrell, Immediate Past President of NASAP and Northeastern Illinois University (NEIU) Vice President for Student Affairs and Professor of Counselor Education, resigned from his position as Vice President on September 1, 2008. At the end of the year, Dr. Terrell will retire from Northeastern Illinois University to pursue other professional interests, spend more time with his family, and travel. Dr. Terrell has served in his position for more than twenty years as an advocate for students.

Dr. Terrell's contributions as Vice President for Student Affairs are numerous, and he moved the division of Student Affairs forward in key areas including student services, assessment, increases in grant funding, and advocacy of underrepresented groups. He counts among his accomplishments the foundation in 1989 of the Minority Mentorship Program, "Partners for Success," a program designed to improve the persistence and academic goals of Hispanic and African American students.

"I have been privileged to be a part of the NEIU community for twenty years. I have enjoyed a wonderful career and I am extremely proud of my tenure at NEIU," said Dr. Terrell. "I believe that the Office of Student Affairs will benefit over time from new leadership and fresh ideas."

During his tenure at NEIU, Dr. Terrell has been a distinguished member in countless university committees and professional associations. He served as Vice Chair of the Search and Screen Committee for the Provost, and on the President's Inauguration Committee, among many others. Dr. Terrell has brought national visibility to NEIU, serving leadership roles in national student affairs organizations such as Director of the American College Personnel Association (ACPA) Core Council for Professional Issues; President of the National Association of Student Affairs Professionals (NASAP), among other professional roles.

Dr. Terrell is Immediate Past President of the National Association of Student Affairs Professionals (NASAP). In addition,

he was elected and served as President-Elect of NASAP twice (1998-1999 and 2005-06), and President twice, from 1999-2000 and 2006-07. Since 1997, he has served as Editor of the NASAP Journal, one of the leading student affairs journals in the nation. In addition, he serves on the Editorial Board of the Illinois Committee on Black Concerns in Higher Education (ICBCHE) Journal.

His dedication to the student affairs field was acknowledged when he received the 1990 Scott Goodnight Award for Outstanding Performance as a Student Personnel Administrator, National Association of Student Personnel Administrators (NASPA) Region IV East. Dr. Terrell was the first minority administrator to receive this prestigious recognition. He has also received the 2006 NASPA Region IV-East Award for Outstanding Performance as a Senior Student Affairs Officer, the NASAP Distinguished Service Award in 2003, and the NASAP Sadie M Yancey Award in 2002.

Dr. Terrell has been a leader and a strong role model. He has encouraged the development, scholarly pursuits, and professional representation of his staff. In addition, he has mentored many student leaders, staff members, colleagues, administrators, and faculty, throughout the Chicago area and across the country.

Dr. Terrell is considered by many of his colleagues among the most prolific and influential student affairs practitioners and scholars in the country, authoring more than 30 publications including monographs, book chapters, and articles in refereed journals. He co-edited the book *How Minority Students Experience College: Implications for Planning and Policy*, and co-edited the timely book, *Creating and Maintaining Safe College Campuses: A Sourcebook for Evaluating and Enhancing Safety Programs*. His next book, *The Experiences of Black College Students: Enduring Challenges, Necessary Supports*, co-edited with Dr. Terrell Strayhorn, will be published in 2009 by Stylus Publishing. Dr. Terrell's dedication to research in the student affairs field was acknowledged by his peers when he received the 2004 NASPA Outstanding Contribution to Literature or Research Award.

Prior to his arrival at NEIU in 1988, he served as Director of Minority Affairs and Adjunct Assistant Professor of Educational Leadership at the University of Toledo, where he received the "Administrator of the Year Award" from the student body for three consecutive years. He also served as Director of the Multicultural Education Center and Adjunct Assistant Professor of Education and Human Services at the University of Wisconsin-Oshkosh, in addition to several other institutions.

Dr. Terrell earned his B.S.Ed. Degree (1971) in History and Secondary Education from Chicago State University and his M.Ed. (1974) in College Student Personnel with an emphasis on Counseling from Loyola University (Chicago). He received his Ph.D. in Higher Education Administration and Black Studies from Southern Illinois University at Carbondale (1978) and continued postdoctoral studies at Harvard University and the University of Virginia. In addition, he served as an American Council on Education (ACE) Fellow at Florida State University in 1993-1994.

# Melvin C. Terrell's Retirement Celebration

Photos taken during Dr. Melvin C. Terrell's retirement celebration, held at Northeastern Illinois University (NEIU) on August 28, 2008.



From left to right: Dr. Lemuel W. Watson, ICBCHE Journal Editor, and Dean, College of Education, Northern Illinois University, Kurtis D. Todd, Campus Administrator, DePaul University; Dr. Melvin C. Terrell, Past Chair, ICBCHE; Mary Reaves, Past Chair, ICBCHE, and Vice President of Student Affairs/Dean of Students, Prairie State College; Dr. Barbara Henley, ICBCHE Treasurer and Vice Chancellor of Student Affairs, University of Illinois at Chicago



Dr. Ria Pinkston-McKee, Assistant Dean of Research and Planning at Olive-Harvey College ; Dr. Melvin C. Terrell, Vice President Emeritus, NEIU; and Dr. Joann Foriest, Professor/ Developmental Studies, Reading /English, Prairie State College.



Dr. Melvin C. Terrell, Vice President Emeritus, & Dean Murrel J. Duster, Member, ICBCHE Executive Board



Dr. Sharon K. Hahs, President, Northeastern Illinois University (NEIU); Dr. Melvin C. Terrell, Vice President Emeritus, NEIU, and Mr. Mark Wilcockson, Vice President for Finance & Administration, NEIU.



Dr. Salme Harju Steinberg, President Emerita, NEIU and Dr. Terrell, Vice President Emeritus, NEIU.



Dr. Melvin C. Terrell, Vice President Emeritus, NEIU, with his family and friends.



Dr. Melvin C. Terrell, Vice President Emeritus, NEIU, with his family and friends.

# A Fond Farewell: Remarks on Dr. Melvin C. Terrell's Retirement

by Kerri A. Kadow, M.A.  
Assistant Editor, ICBCHE Publications

*The following are excerpts from the many remarks given at Dr. Melvin C. Terrell's retirement reception in August, 2008.*

## ***A Legacy of Service***

*"Your skills of leadership have truly been remarkable."*

I join with many in applauding the accomplishments you have made during your career. Your skills of leadership have truly been remarkable. You have been an inspiration and driving force, not only to the university, but to many individuals, and to me personally and professionally.

Congratulations on all of the improvements and programs you have orchestrated here at Northeastern Illinois University. Not only have your efforts benefited Northeastern Illinois University, you were instrumental in improving quality programs in the higher education community. Your work reached far beyond the campus.

As Chair of the Illinois Committee on Black Concerns in Higher Education, from 1995-1999, you made an impact. Under your leadership, the organization presented informative conferences.

You have greatly contributed to the organization's history and legacy. The higher education community will miss such a fine leader as yourself and the years of excellent work you have done: for the university, numerous organizations, students, and the community.

My best to you in your retirement. I know retirement for you will be non-traditional, and that you will continue to remain successfully involved with many projects.

Congratulations on a wonderful, successful career as a Student Affairs professional. May your future bring the harvest of your many years of servant leadership. Thank you for your kindness, your generosity, and your outstanding leadership. I am honored to know you. You have certainly left a legacy. Enjoy this season in your life. You deserve it!

**Mary B. Reaves, Immediate Past Chair, ICBCHE  
Vice President of Student Affairs/Dean of Students, Prairie State College**

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## ***A Holistic View of Higher Education***

*"I could count on Melvin for creative and substantive solutions to challenging problems."*

His distinguished and nationally recognized leadership and publication record is well known and documented.

When I left the Provost's position in 1995 and entered the presidency, I knew I could count on Melvin for creative and substantive solutions to challenging problems. In my twelve years as president of Northeastern, I was always grateful for his holistic view of how the university works to enhance student life and learning.

I thank you, Melvin Cleveland Terrell, for every good and wise contribution you have made to our university.

**Salme Harju Steinberg, Ph.D., President Emerita  
Northeastern Illinois University**

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## ***Colleague, Friend, Mentor***

*"His area is so vast that I don't know how he does it!"*

Dr. Terrell has assembled a great team of people with whom I have enjoyed working on various projects and activities. Furthermore, as an academic, I am impressed that Dr. Terrell has maintained his scholarly activities through publications. His area is so vast that I don't know how he does it!

Dr. Terrell has been a great colleague, a friend, and a mentor to me. I have learned from Dr. Terrell and I have grown because of my association with him.

**Allen N. Shub, Ph.D., Chair, University Faculty Senate, Professor of Management,  
Coordinator, MBA Program, Northeastern Illinois University**



ICBCHE Chair Dr. Michael Toney represented our organization at the recent Annual Conference of the American Association of Blacks in Higher Education (AABHE), which ICBCHE recently joined. While at the conference, Toney had the opportunity to network with several educational leaders from across the country, including (above, l. to r.) AABHE President Roland B. Smith, Jr., American Council on Education Senior Scholar Emeritus Dr. Reginal Wilson, and Black Issues in Higher Education publisher Frank L. Matthews.

### Attaining Excellence—Continued from page 3

In summary, my life's work has been centered on better understanding, and developing innovative practices and strategies to enhance the lives of college students. Over the past twenty years, my primary goals have been to serve as a vocal advocate for students, as a contributing colleague to faculty, and as a proactive leader among my administrative peers. For providing me with the opportunity and space to make these goals a reality, I am thankful to the Northeastern Illinois University community.

I struggled with which words I would leave you with this evening. I searched high and low, and found myself falling somewhere in the middle as I settled on the words of wisdom shared by Johnetta B. Cole. Some of you know her as the two time college president of both Spelman

and Bennett College. Dr. Cole said: "What you give ought to be in direct relationship to what you've received. If you have been blessed with a great deal, then you have a lot of giving to do" (STC-Annex Technical Communication Resources, 2004.)

It is my hope that my life and career have embodied these words. As I leave you this evening, I encourage you all to do the same—keep on giving!

#### References

- Dubois, W. E. B. (2008). *W. E. B. Dubois Quotes*. Retrieved August 19, 2008, from [http://www.quotationcollection.com/author/W.\\_E.B.\\_DuBois/](http://www.quotationcollection.com/author/W._E.B._DuBois/)
- Society for Technical Communication [STC]-Annex Technical Communication Resources. (2004). *Inspirational quotes*. Retrieved August 19, 2008, from <http://stc-annex.com/Res/VolQuotes.htm>

## April 2009: The Month of the Black Male in Higher Education

As educators, we have all heard the statistics regarding, and probably noticed first-hand, the declining number of Black male students enrolling, persisting and graduating on college and university campuses across Illinois. Black males disproportionately face obstacles beginning as early as elementary school that stand in the way of their attaining college degrees and the enhanced employment/earning potential that stems from such degrees. And people around the State are starting to take notice. Of the more than 200 college and university campuses in Illinois, it is estimated that close to half of them participate in or have in place their own programs that specifically address recruiting and assisting Black male students.

With this in mind, ICBCHE is partnering with a number of institutions and initiatives to fully examine the condition of Black male students in Illinois higher education, and also to provide resources for students already in the pipeline. Chicago State University, the University of Illinois at Chicago, the City Colleges of Chicago, the Chicago Public Schools, the Brother 2 Brother program of the South Metropolitan Regional Higher Education Consortium, and the Illinois Legislative Task Force on the Condition of African American Males have teamed with ICBCHE to plan a comprehensive series of events, all scheduled to happen during the month of April, 2009, that will focus on studying the condition of Black males in higher education in Illinois, and also on reaching out to current Black male students to assure their success.

The month of April will begin with an **April 2<sup>nd</sup> press conference in Springfield** to celebrate the partnership of the planning group and to announce plans and anticipated outcomes for the remainder of the month. We will also use that time to reach out to State legislators, responding to preliminary reports developed by the Legislative Task Force and calling for more direct action to support Black male students from kindergarten through professional degree programs.

**On April 9<sup>th</sup> and 10<sup>th</sup> the University of Illinois at Chicago will host a leadership conference for Black male college students**, from undergraduate through professional school. This conference will focus on the importance of attaining degrees, professional

opportunities and expectations beyond college, mentoring and networking, and a variety of other topics to encourage and facilitate persistence and continuing education.

**April 16<sup>th</sup> and 17<sup>th</sup> have been identified as the dates for the annual ICBCHE Professional Development Conference.** In keeping with the partnership, this year's conference will focus on policy and institutional issues that hinder Black male success at all levels of education. Of particular focus will be drop-out prevention and pipeline programs. The ICBCHE conference will be held at Kennedy-King College in Chicago, and will also include a reception to honor retiring Black educators and administrators, and welcoming new professionals to Illinois' colleges and universities.

Attention will shift to **Chicago State University on April 24<sup>th</sup>** when high school aged students will participate in a one-day event designed to inspire traditionally underrepresented male students to continue in their education beyond 12<sup>th</sup> grade graduation. Students will be able to network with potential mentors, and will hear from a wide variety of speakers and service organizations about how and why they should stay in school and be successful there.

The month of April will conclude with a **two-day conference at Chicago State University** that examines some of the most successful and noteworthy Black Male Initiative programs across the state and the country. This **Best Practices conference** will bring together some of the top thinkers on this topic, and hopefully provide all participants with ideas for improving their own institutions' efforts in recruiting and supporting successful Black male students.

Be on the lookout for e-mailed announcements with more details on all of these events, including ways that you can become involved in the planning and implementation of what promises to be a month full of important and exciting programs that could very well lead to an unprecedented level of support for a group of students that have, for far too long, been forgotten or ignored.

For additional information, please contact ICBCHE Chair Dr. Michael Toney at [mtoney@uic.edu](mailto:mtoney@uic.edu) or (312) 996-7727.



## About the Illinois Committee on Black Concerns in Higher Education (ICBCHE)

### History

Despite significant gains achieved during the late 1960s and early 1970s, the number of Black students, faculty members, and staff in higher education has been gradually declining. The Illinois Committee on Black Concerns in Higher Education (ICBCHE) was formed in 1982 with the intent of consolidating and coordinating efforts toward monitoring, halting, and reversing this adverse trend.

The ICBCHE is viewed as a progressive organization pledged to address a multitude of pressing issues confronting Black people on college campuses. ICBCHE is primarily composed of people who are involved in, and concerned with, various facets of post-secondary education.

Membership encompasses the faculty, staff, students, and administrators of public and private educational institutions, legislators, and others who embrace the ICBCHE vision.

### Goals and Mission Statement

The ICBCHE contributes to the resolution of many of the problems that adversely affect the educational status of Black people through consolidated and coordinated efforts. Its overall goal is the enhancement of education and employment opportunities for Black people in Illinois. To achieve this goal, the following objectives have been identified:

- Establish a network to gather and share information about the role and status of Black people in all aspects of Illinois education.

- Retain Black faculty, staff, and students in the educational system.

- Improve the climate for Black faculty, staff, and students on predominantly white campuses.

- Identify issues and concerns, formulate and share recommendations, and implement strategies for change.

- Monitor and evaluate institutional and system-wide efforts to accomplish goals and assess their effectiveness.

- Conduct conferences and workshops for educational training and the development of strategies to enhance the status of Black people in higher education.

Develop statewide task forces to create and implement strategies that increase and enhance black participation in teacher education programs and legislative activities.

### Benefits of Membership

- Receive a complimentary copy of the Voices Newsletter, containing updates, articles, and more;
- Receive a complimentary copy of the ICBCHE Journal, containing insightful scholarly articles;
- Discounted member rates for our conferences and workshops.

**For more information and a  
member brochure,**

**Please visit our web site:**

**[www.icbche.org](http://www.icbche.org)**

**SAVE THE DATE:**

**2009 ICBCHE Professional Conference**

**April 16-17, 2009**

**Kennedy King College**

ILLINOIS COMMITTEE ON BLACK CONCERNS IN HIGHER EDUCATION  
*ICBCHE Journal*  
Spring 2009  
**Call for Manuscripts**

**Manuscript Deadline is February 2, 2009**

<i>Theme:</i>	<i>Closing the Gaps and Addressing the Disparities: Time for Action!</i>
<i>Editor:</i>	Lemuel W. Watson, Ed.D., Dean, College of Education and Professor of Adult and Higher Education, Northern Illinois University
<i>Co-Editor:</i>	Melvin Cleveland Terrell, Ph.D., Vice President Emeritus, Northeastern Illinois University
<i>Assistant Editor:</i>	Kerri A. Kadow, M.A., Northeastern Illinois University

The Illinois Committee on Black Concerns in Higher Education (ICBCHE) Editor invites manuscripts related to the theme of *Closing the Gaps and Addressing the Disparities: Time for Action!*

Enormous educational attainment gaps between racial groups are still evident in our society. Addressing the gaps is not an easy task. Blacks continue to struggle with the post civil rights educational system and are still lagging behind their counterparts. The issue of closing the attainment gap is also one that must be addressed in a communal discussion and not in a vacuum. The solutions will require educational organizations, businesses, and other agencies working together to address various issues simultaneously.

Therefore, we welcome manuscripts that are related to closing the educational gaps and addressing the disparities for the next issue of the *ICBCHE Journal*. Manuscripts of scholarly research orientation, opinion/narrative pieces, policy analysis, and best practices are welcomed.

The *Journal* seeks to disseminate information related to the goals and objectives of the Illinois Committee on Black Concerns in Higher Education. The *ICBCHE Journal* is published once each year. The deadline for submitting articles is **February 2, 2009**.

**A few suggestions for manuscript topics might be the following:**

- Disparities in education among racial groups;
- Disparities in funding issues;
- Disparities between males and females;
- Issues related to the educational attainment gaps in K-12 schools that affect success in higher education;
- Issues of self-actualization and academic success;
- Family and generational affects on academic success;
- Disparities in education between institutions of higher education;
- Conceptual framework for solving the gaps and disparities;
- International comparison of racial or gender-related educational gaps and disparities;
- Policy issues from a state perspective to address the disparities;
- Examples of best practices in K-20 to address educational gaps;
- Urban vs. rural issues with disparities for racial groups; and
- The role of ICBCHE in addressing the gaps and disparities.

The *Journal* is refereed and manuscripts are evaluated through a blind review system. All manuscripts approved for publication become the property of the committee. The Editor reserves the right to edit or rewrite accepted articles to meet the *Journal's* standards. Upon publication, authors will receive two complimentary copies of the *ICBCHE Journal*. Additional copies are available at a nominal cost. The overall goal of the committee is the enhancement of educational and employment opportunities for Black people in Illinois. Articles should address problems and their possible resolutions.

### Manuscript Guidelines

The *ICBCHE Journal* follows the guidelines highlighted in the *Publication Manual of the American Psychological Association* (5th Edition) such as the style, quality (how well the article is written), and reference list style, except when noted otherwise below. Please follow these guidelines in preparing your contribution. The *ICBCHE Journal* reserves the right to return manuscripts if they do not conform to the following requirements. **For complete guidelines, see our web site ([www.icbche.org](http://www.icbche.org)).**

### Cover Letter

Send with your submission a cover letter that indicates and includes the contact information (including professional title, university affiliation, mailing address, telephone, and e-mail address) of all the contributors. A primary contact person should be indicated among the authors. Also include the title and a brief summary of your article in the cover letter.

### Cover Page

Include a cover page that lists the title of the manuscript and the contact information for all of the contributors (professional title, university affiliation, mailing address, telephone, and e-mail address). The title of the manuscript should also appear at the top of the first page in Times New Roman font (12 point size). The title of the manuscript should be as brief as possible. Author(s)' name(s) and contact information should appear only on the cover sheet. Names should be typed as you wish them to appear in print. If you wish to provide us any relevant information or brief statement (two or three sentences) about the author(s), please include it on a separate sheet.

### Title and Abstract

The title of the manuscript should also appear on the first page of your article, as well as an abstract of 120 words or less. The abstract should appear directly below the title, with the rest of the manuscript following. The abstract should be indented. Please make the abstract concise (one paragraph only) and be aware that this description will be displayed when people search databases (e.g. ERIC) for articles. For additional information concerning abstracts, see the *Publication Manual of the American Psychological Association* (5th Edition).

### Manuscript

Manuscripts should reflect logical, concise, and creative thinking. Authors must present their ideas in a cohesive and engaging manner. No reference to the author(s)' identity or institutional affiliation should appear within the manuscript. Mar-

gins on all sides should be one inch. Manuscripts should use Times New Roman font (12 point). Do not alter the font type or size throughout the manuscript. The automatic hyphenation feature on your word processing program should not be used. The entire manuscript should be double-spaced, including quotations, abstract, and references. Do not change line spacing within the manuscript. Indent the first line of every paragraph using the tab key, which should be set at 5 spaces or ½ inch.

### Sources

All sources cited in the text must be listed in the reference page(s); conversely, all sources cited in the reference page(s) must appear in the text. Provide complete bibliographic information, using the *Publication Manual of the American Psychological Association* (5th Edition) format. Authors are responsible for the accuracy of their references.

### Reprinting Information

If reprinted information or tables from a source are used, the correct permissions must be secured. Usually this will mean requesting permission from the author or publisher through a letter of permission to reprint. The source information is included in the Note (refer to the *Publication Manual of the American Psychological Association*). The original copy of the permission letter must be received with the manuscript submission.

### Length

Manuscripts should be at least 2,500 words but not more than 5,000 words (approximately 10-20 typed, double-spaced pages with one-inch margins).

### Reference List

References must be in accordance with the *Publication Manual of the American Psychological Association* (5th Edition), as far as their content and formatting.

### Tables

Tables should be brief and include only essential data. Authors are responsible for ensuring the accuracy of data, references, quotations, and tables. Tables or charts can be inserted .pdf or .jpg files, but be sure to send the actual image/file along with your article.

### Submissions

Always keep backup copies of your files (hard copies and electronic copies) for your own protection. Manuscripts must be submitted as email attachments in Microsoft Word format to [Watson@Niu.edu](mailto:Watson@Niu.edu) (Dr. Lemuel W. Watson).

Dr. Lemuel W. Watson, Editor, *ICBCHE Journal*  
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**The deadline for submissions is February 2, 2009.** An email message confirming receipt of submitted articles will be sent to the primary contact person.

## Trailblazers of Educational Access

by DJ Wells

**Director, Public Relations and Marketing, Urban Health Program, University of Illinois at Chicago**



I recently saw the invitation that was sent out for the retirement celebration honoring one of our esteemed colleagues and an original member of ICBCHE, Dr. Seymour Bryson at Southern Illinois University at Carbondale. Just a few weeks ago, I had the good fortune of sitting down and talking with Dr. Bryson during an interview for the historical video that is being produced as part of the HECA funded Illinois African American and Latino Higher Education Alliance (IALHEA) project. In fact, because I am participating in the production of that video, I have had an opportunity to talk with or interview dozens of educational and community leaders who have played such a key role over the years in making our college campuses accessible to Blacks and other underserved student populations.

And what an education it has been for me! I have talked with ICBCHE leaders past and present such as Clara Fitzpatrick, Charles Morris, Rose Thomas, Melvin C. Terrell and Mary Reaves. I have spent time learning from noted historians like James Anderson at UIUC, Christopher Reed of Roosevelt University, and Timuel Black, who spent years at the City Colleges of Chicago. I had the chance to hear about the origins of several of the local and national programs that provided points of entry for our students, from the people who put those programs in place – people like William “Doc” Speller at Northeastern Illinois University, Robert Starks at Northern Illinois, and John Long at UIC. The list and credentials of all of the people we were able to interview, including Dr. Bryson, could easily fill this entire newsletter.

As I participated in these interviews, one thing struck me as quite alarming – many of these trailblazers of educational access are either retired or nearing retirement. Unfortunately, some of those trailblazers are already gone. Many people during our interviews mentioned pioneers like Silas Purnell, Jake Jennings, and Senator Richard Newhouse, who are no longer with us but who paved the way for so many of us to be able to attend colleges and universities in Illinois, and to ultimately find jobs in higher education as well. We were extremely fortunate to be able to interview Dr. James Griggs of UIC just a few weeks before he transitioned after battling a long illness.

What is alarming about this is that I have not seen many people of color who are my age or younger taking up the mantle of our aging leaders. In my mid-forties, I’m somewhat of the baby at the table when I talk with other higher education administrators of color. We have long heard about the “graying of the academy,” of the fact that teachers at all levels are nearing retirement, and that there is an ever-increasing demand for new teachers to take their places. This graying of the academy is also impacting the educational leadership of our community. At a time when there is a conservative onslaught against programs that provide access and equity to our students, programs that our leadership played key roles in establishing, our leaders are deservedly stepping down from the posts they have defended for so long, while there are fewer and fewer people from our community there to take up those posts. The struggles that are still very much a part of today’s educational landscape cannot be lost simply because there is nobody left to continue that struggle on our behalf.

It is absolutely crucial that we begin to address this ever-growing paucity of leaders in the pipeline. I am asking those of you whom I still consider to be my mentors and my teachers, those of you who played a major role in fighting for access and equity during the 1970s and 1980s and who are still either in your posts or still around enough that you have an opportunity to talk to up and coming Black administrators, please continue to mentor me and others like me currently in the academy, and find a few others to mentor as well. Make sure that we all know about the history of the programs that we might otherwise take for granted. Make sure that we know the great effort that went into creating the paths that we so easily traveled to achieve our own education and employment.

I am also reminding those of you my age and younger how important it is to seek out our old guard and to learn from them. Working on the IALHEA video has taught me just how rich and how important our history is. It is a history we all need to know and understand. And also, we all must work on truly institutionalizing the leadership pipeline for our community. We all must take an active role in finding talented young educational leaders and nurturing them so that our community always has a strong voice for access and equity throughout all of Illinois’ higher education institutions.

# Building a Better Future:

**Cynthia D. Armster**

**Associate Vice Chancellor**

**City Colleges of Chicago**

An educator for over 25 years, Cynthia Denise Armster has committed her life to the uplift & empowerment of people through educational means for their personal, familial, and community liberation. Having worked with numerous community organizations in the Chicagoland area and served on many boards, Ms. Armster has dedicated her life and her life work to impacting positive change in our youth, women, and family systems in the belief that the brokenness incurred by people of African descent can be repaired or reconstructed in an effort to build a better and stronger future for our community.

## **Educational Foundations**

Cynthia D. Armster received both her Bachelors and Masters from Emporia State University. She has completed post-graduate studies and received certification in: Career Counseling and Development, Substance Abuse Counseling, Crisis Intervention, and Domestic Violence. Currently, she is pursuing her doctorate degree in Counseling/Adult and Higher Education at Northern Illinois University as part of their Executive Leadership cohort. She is working towards completing the program by summer of 2010 so she can have a joint celebration on her 50th birthday. After completing her doctorate, she aspires to become a college president or work with organizations committed to improving the conditions of human lives through progressive policy and community programs.

## **Transforming Lives**

Initially, Cynthia D. Armster pursued her studies in Psychology/Sociology with an emphasis in Criminology, with the intent of working to transform Criminal Justice systems to actively rehabilitate and educate imprisoned men and women. However, after visiting state and federal prisons and coming to the realization that she would have to be locked up daily in order to help those incarcerated, she opted to pursue a career in higher education, where she could work to either keep them out of prison, or be available to assist them in reclaiming and reconstructing their lives upon release. Coupled with her community involvement, she has worked both ends to provide options to those desiring a better life for themselves and their families.

## **Passport to the Future**

The most rewarding part of her career has been working at the City Colleges of Chicago (CCC), where the majority of the students are low-income, first generation, educationally deficient students who recognize the truth in Malcolm X's statement that "education is the passport to the future." Working on the "front lines" at Kennedy-King College for 10 years in economically depressed Englewood allowed Ms. Armster to work face to face with people who wanted a better life but needed the skills, guidance, and educational opportunities necessary to take control of their lives and future destinations. Working to empower, awakening self value and self esteem, challenging negative preconceptions and defeatist attitudes, Ms. Armster worked tirelessly to make a difference in the lives of her students one day at a time, one person at a time, one family at a time.

## **The Power of Education**

Since 2000, Ms. Armster has worked at CCC's District Office under the visionary leadership of Dr. Wayne D. Watson to develop policies and programs designed to enhance the lives of Chicago's citizenry and prepare them to be active participants in the global economy of the 21st century. Committed to ensuring CCC graduates are equipped with essential academic and life skills, and knowledgeable of employment opportunities, Ms. Armster believes her life work thus far has not been in vain.

# Challenges and Great Rewards: Dr. Ria R. Pinkston-McKee



Dr. Ria R. Pinkston-McKee is the Assistant Dean of Research and Planning at Olive-Harvey College, One of the City Colleges of Chicago. The position requires administering surveys, analyzing data and writing reports. The reports are utilized to assist the college in planning activities which contribute to students attaining their goals. Ria is also President of the Association of Black Women in Higher Education (ABWHE), Inc., Chicago Chapter. As President, Ria assists the membership in providing activities that advance the status and awareness of Black Women in Higher Education. The journey to this point has been exciting and filled with challenges and great rewards.

## Higher Education and Beyond

A Chicago Public School graduate, Ria's career goal was to be a psychiatrist with the intention of helping others. She graduated from Jackson State University with a bachelor's degree in psychology and, wanting to counsel high school students, completed a master's degree in Guidance and Counseling at Loyola University Chicago. Upon graduating she began professional employment in higher education with the Student Support Services Program (SSSP) at Chicago State University (CSU). Her tenure at CSU began in an entry level position and culminated as director of the SSSP. While at CSU she developed strong friendships and mentoring relationships.

In order to be prepared for a policy making position Ria decided to step out on faith and enroll full-time to complete the doctoral program she had started. With a small child in tow and extensive support from family and friends, she completed the Leadership, Foundations, and Counseling Psychology doctoral program with an emphasis in Higher Education Administration at Loyola University Chicago.

## Professional Development

Always eager to learn and grow, Ria also participated in the Kaleidoscope Leadership Institute for minority women. She has been very active in a number of

professional organizations, including the Illinois Committee on Black Concerns in Higher Education (ICBCHE). Ria has served as ICBCHE Higher Education Cooperative Act Grant Project Coordinator, member of the Journal Editorial Board, on Conference and Awards Committees, and currently is a member of the Steering Committee.

## Serving Students

Ria has experience working in Academic and Student Affairs divisions. While in the Assistant Dean of Academic Development position at Northeastern Illinois University she gained in-depth knowledge about Academic Affairs. As Director of TRIO/Educational Opportunity Outreach Programs at the University of Illinois at Chicago, Ria had the experience of working with GEAR UP, Educational Talent Search, Upward Bound, Regional Math and Science, and Student Support Services Programs. The high school-serving programs provided an opportunity to fulfill a career goal of serving secondary education students.

## Never a Boring Moment

The Assistant Dean of Research and Planning position provides an opportunity to impact student success. Ria reports directly to the President of Olive-Harvey College and works closely with colleagues from areas including Student Affairs, Instruction, Adult Education, to Physical Education. There is never a boring moment and always an opportunity to contribute. Dr. Ria R. Pinkston-McKee's venture out on faith has provided the opportunity to serve others in a way that assists them in attaining their educational and professional goals.

## 2008-09 ICBCHE Meeting Schedule

Listed below are the dates for the 2008-2009 ICBCHE Meetings. Please mark your calendar!

Friday, January 30, 2009 - Champaign-Urbana

Friday, March 27, 2009 - Prairie State College

Friday, June 19, 2009 - Prairie State University

Thursday, April 16-17, 2009 - Kennedy King College

### FYI: 2008-2009 Conferences

#### February

February 14-18 2009 - National Association for Campus Activities in Nashville, TN

February 26-28, 2009 - Big XII Conference on Black Student Government at the University of Kansas

#### March

March 7-11, 2009 - NASPA Annual Conference in Seattle, Washington

March 25-29, 2009 - AABHE Annual Conference in Atlanta, GA

March 29- April 1 - ACPA National Conference in Washington, DC

#### April

April 5-9, 2009 - Association of College Unions International in Anaheim, CA.

April 16-17, 2009 - 2009 ICBCHE Conference at Kennedy King College

April 17-23, 2009 - ILAEOPP Professional/Student Leadership Conference (Bloomington-Normal, Illinois)

April 20-22, 2008 - Symposium on the Recruitment & Retention of Students of Color in Kansas City, Missouri

#### May

May 26-29, 2009 NCOE 2009 in San Diego, California

## Article Submission Guidelines

The *ICBCHE Voices Newsletter* is published twice a year, and provides information regarding ICBCHE sponsored events, ICBCHE business, accomplishments of our members, and diversity issues in higher education. We are currently accepting articles on these topics and/or issues and initiatives related to African American faculty, staff, and student experiences in higher education.

Articles should be approximately 500 words or less and may be edited for clarity and length. Articles should be submitted as e-mail attachments in MS Word format to *ICBCHE Newsletter* Editor Dr. Melvin C. Terrell ([melvinterrell@sbcglobal.net](mailto:melvinterrell@sbcglobal.net)).

The submission deadline for the next issue is **March 2, 2009**.

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