



Voices

ILLINOIS COMMITTEE ON BLACK CONCERNS IN HIGHER EDUCATION

ICBCHE

www.icbche.org

Fall 2009 /Winter 2010 Edition



Message from the ICBCHE Chair: A Call to Action

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

During the month of April, several of us were involved in a series of events that called attention to the dwindling number of Black male students attending, persisting, and graduating at college and university campuses in Illinois and across the nation. Included in these events were our own annual conference that examined policies and procedures that impact Black student success, a second conference that focused on best practice programs for supporting Black male students, a leadership program for current Black male college students, and a high school program designed to mentor young Black men and encourage them to continue their educational journey.

As I look back over the success of this month-long campaign, success that was recognized by a proclamation from Governor Quinn and a resolution in the Illinois House of Representatives, something that I already knew was strongly reinforced – all levels of education are very much interconnected and interdependent. The crisis of unacceptably low enrollment is not just a crisis among Black men; all Blacks as well as Latinos and Native Americans continue to be grossly underrepresented on our state's and our nation's college and university campuses. And the only way to address this crisis is to work at all levels of the educational pipeline to support and encourage our students of color, to provide them with educational opportunity and access that will lead to well paying jobs and rewarding careers.

The factors that result in our students not accessing higher education are systemic problems, and they require solutions at every level. Very young students must be encouraged to read and to problem-solve, and they must be taught the skills to do so.

Continued on Page 2

ICBCHE Voices Newsletter Editorial Staff

Melvin Cleveland Terrell, Ph.D., Co-Editor
Past Chair, ICBCHE &
Vice President Emeritus
Northeastern Illinois University

Michelle D. Morrow, Co-Editor
Director of Scholarships
Northeastern Illinois University

ICBCHE Executive Committee

Michael Toney, Ph.D., Chair
Interim Executive Director, Urban Health Program
University of Illinois at Chicago
mtoney@uic.edu

Mary B. Reaves, Immediate Past Chair
Vice President of Student Affairs/Dean of Students
Prairie State College
mreaves@prairiestate.edu

Barbara Henley, Ph.D., Treasurer
Vice Chancellor of Student Affairs
University of Illinois –Chicago
bhenley@uic.edu

Mona Y. Davenport, Secretary
Director of Minority Affairs
Eastern Illinois University
mydavenport@eiu.edu

Belinda Carr, Regional Vice-Chair (Central)
Director, Gwendolyn Brooks Cultural Center
Western Illinois University
Bj-carr@wiu.edu

Kevin Smith, Regional Vice-Chair (North)
Assistant Dean of Instruction
Olive-Harvey College
ksmith1@iit.edu

Alfred Jackson Vice-Chair (South)
Assistant Director of University Housing
Education and Outreach
Southern Illinois University at Carbondale
ajackson@housing.siu.edu

Message from the ICBCHE Chair:

Continued from page 1

Middle and high school students must be taught advanced thinking skills and should be exposed to the wide range of promising career options that await them. They must be encouraged to do well in school, particularly in core subject areas that will impact their test scores and their college admissions profiles. Colleges and universities must create programs that seek out ambitious students of color, and then offer those students support and guidance and, when necessary, financial assistance. There must be mechanisms in place to work with students where they each are individually and bring them to acceptable levels of academic performance and achievement. All levels of the pipeline need to make the academic environment a more welcoming environment for Black, Latino and Native American students. In the past this has rarely been the case at any level of education.

ICBCHE's annual conference this past April, titled "Continuing the Journey: Policies and Practices That Impact Navigation Through the Educational Pipeline," was our organization's response to this systemic problem. As the Illinois Board of Higher Education (IBHE) implements its Public Agenda for College and Career Success, it does so based on its recognition that the P-12 demographic is changing in Illinois. The Public Agenda will drive higher education policy for years to come, and it itself is driven by the students who are currently and soon will be gradu-

ating from Illinois' high schools. Similarly, the Illinois Board of Higher Education's adoption of the American Diploma Project looks to align grammar school and high school curriculum to the needs and expectations of colleges, universities, and even area businesses. Initiatives like the Illinois Task Force on the Condition of the African American Male and the 21st Century Scholars Program recognize the growing size and importance of the Black population in Illinois, and the need to provide support in those areas that might be obstacles to what is becoming an increasingly significant segment of the state's population, particularly as it relates to educational access and funding.

As members of ICBCHE and as concerned citizens of Illinois, it is our responsibility to continue to push our legislators and our educational governing boards to do the right thing and to support educational opportunity for Black and other minority students in our state. We must apply the things we learned at the conference about the connectedness of all educational levels to assure that we are addressing problems and overcoming obstacles be they in kindergarten or in graduate school, or at any point in between. Schools and people throughout the educational pipeline must constantly offer support and encouragement to our students so that they know they can succeed, and that the world wants and needs them to succeed. We know the solution to the problem. We know that success at one end of the pipeline without success at the other end is no success at all. We must aggressively support a systemic effort that promotes access, equity, and excellence for all of our children. Nothing less than our future depends upon it.

Voices Newsletter Welcomes New Co-Editor

By Melvin Cleveland Terrell, Ph.D.



I am pleased to announce that Ms. Michelle D. Morrow will serve as Co-Editor of the *ICBCHE Voices* newsletter. If you asked her colleagues and students to describe her, they would say she is a good listener, energetic and an engaging communicator, an action-oriented leader, a consensus builder who is not afraid to make timely deci-

sions, and is a superb writer with a great sense of humor.

Ms. Morrow is a member of the Steering Committee for ICBCHE, serves as Secretary for the University of Illinois at Chicago (UIC) Black Alumni Advisory Council, and is the newly elected President for the Chicago Chapter of the Association of Black Women in Higher Education, Inc. (ABWHE).

Ms. Morrow is the Director of the Office of Scholarships at Northeastern Illinois University (NEIU). She earned a master of arts degree in Inner City Studies from NEIU and a bachelor of arts degree in English from UIC. This fall Ms. Morrow began the doctoral program in Educational Leadership (Higher Education) at Argosy University, Chicago.

Glenna Ousley Shares Her Vision on Community Outreach

This article has been reprinted with permission by Distinctions Newsletter at DePaul University.
<http://distinctions.depaul.edu/FirstPerson/Pages/GlennaOusley.aspx>

The term “outreach” is so active and visual. One can practically see a helping hand stretched in the direction of an unmet need—be it the hand of a 17th century French priest giving bread to a hungry child or an African-American woman in the 21st reaching out to the Chicago Public Schools to set students like she once was on the path to success.

The essence of DePaul can be found in its relentless dedication to serving communities, a legacy we trace to St. Vincent himself. The university invests millions of dollars each year in programs that enable students, faculty and staff to immerse themselves in communities that can benefit from their volunteerism, research and involvement.

Glenna Ousley is the director of Community Outreach, a position that enables her to leverage DePaul’s resources to partner with community and education organizations. Her efforts prepare low-income, first generation and multicultural students for higher education, ideally at DePaul.

“What makes what I do all the more remarkable is that in my youth, I fit the profile of those I am now reaching out to: I was a Chicago Public Schools (CPS) graduate with high ability but low test scores, and I was the first in my family to earn a college degree.”

Ousley says she has come full circle, and in her case, that’s no cliché. “I grew up on the West Side of Chicago in a high-poverty community that was greatly helped by Marillac House, a social services organization run by the Daughters of Charity, which is part of the Vincentian community.”

Fast forward to 1998, and Ousley is back in the fold of the Vincentian community, employed here at DePaul. “One of my first projects was managing a partnership with CPS called the College Bridge Program. I recall the first class of about 30 high school juniors and seniors enrolled to take a college class at DePaul.” CPS created the dual-enrollment program to compensate for its small or non-existent Advanced Placement offerings. It also was



an effort to make high-ability, urban students more competitive with their suburban counterparts.

Ten years later, more than 1,000 CPS students have benefited from the academic rigor and college head start this program provides. Ousley is proud to say that DePaul is CPS’s largest university partner in this initiative.

Students from all ethnic, racial and religious backgrounds

have participated, along with many recent immigrants—regardless of their undocumented status. It’s yet another way DePaul provides high-quality instruction to students who

might not otherwise have had access to such an educational opportunity.

But creating opportunity isn’t enough for DePaul. “We know that access without attainment is not a suitable outcome—which brings me to our partnership with Target Hope, which stands for Healing, Opportunity, Pride and Empowerment.” It’s a college prep program that offers enrichment classes in math, writing and college readiness on Saturdays at the Loop Campus during the school year. Nearly 200 high school students, predominantly African American, participate each year.

The reward? Target Hope has a 100 percent graduation rate for its students who enroll at DePaul. As those students reach for their diplomas, they become role models, pulling yet another generation of CPS students into the university community.

Full circle, indeed.

ICBCHE & Continuing the Journey Initiative (April 2, 2009) in Springfield, IL



At the train station in Springfield



Inside the Capital Building



Group in front of the State Capitol



Group at press conference, led by Will Davis



In the House Chamber

ICBCHE Professional Conference Photos (April 17, 2009) at Kennedy-King College



College and University President's Panel



Luncheon keynote speaker, Reginald Weaver, past president of the National



DJ Wells, Terry Nunn, Michael Toney, Clyde El-Amin, Brisbane Rouzan



Conference break out session



Dr. Michael Toney, Chair of ICBCHE presenting an award to Dr. Wayne Watson, Chancellor of City Colleges of Chicago



Conference attendees enjoying the luncheon prepared by the culinary program at Kennedy-



Opening Plenary Session



Dr. Rose Thomas, Dr. Michael Toney, Dr. Barbara Henley, Clyde El-Amin, and Cheryle Jackson



Warrick Carter, Rep. David E. Miller, Dr. Wayne Watson, Dr. Michael Toney, _____ Clyde El-Amin, Pres of Prairie State College _____



Dr. Wayne Watson and Dr. Barbara Henley

ICBCHE Member Profile

Shawn L. Govan



Shawn L. Govan currently serves as the Dean of Student and Enrollment Services at Prairie State College in Chicago Heights, Illinois. To this position she brings a wealth of knowledge from her previous positions as Senior Director for Federal TRiO Programs and Judicial Officer at Roosevelt University (Chicago, Illinois), Director of TRiO Programs at Robert Morris College (Chicago, Illinois), Lead Guidance Counselor at Seton Academy, a high school for young women (South Holland, Illinois), and SUCCESS Program Coordinator at Lewis University (Romeoville, Illinois).

In addition to being a member the ICBCHE Steering Committee, Ms. Govan has been actively involved in a number of professional organizations and civic organizations: past president of the Illinois Association of Educational Opportunity Program Personnel (2006), executive board member for the Mid-America Association of Educational Opportunity Program Personnel (2004-2006), Illinois Association for College Admission Counselors, National Association for College Admission Counselors, College Student Educators International, Student Affairs Administrators in Higher Education, the Association of Black Women in Higher Education, Inc. Chicago Chapter, Association of Student Judicial Affairs, and Alpha Kappa Alpha, Inc.

Ms. Govan holds a master of science degree in College Student Personnel and a bachelor of arts degree in Communications both from Western Illinois University. She is a doctoral student at National-Louis University in the Community College Leadership Program.

ICBCHE is proud to have Ms. Govan as a member of the organization's Steering Committee where her knowledge, experience, and commitment to higher education and issues related to student access and academic preparedness.

Success in Springfield

By DJ Wells



ICBCHE leaders played a key role in the efforts that led to the Illinois General Assembly's vote to restore funding for the Monetary Assistance Program (MAP) that provides grants to low and middle-income Illinois students for college tuition and expenses. Similar efforts also helped maintain funding for the Diversifying Faculty in Illinois program that pays tuition and provides a stipend for minority students pursuing advanced degrees who have committed to working in higher education after they graduate.

Many are referring to these efforts as "historic" and "unprecedented," not just because of what they were able to accomplish, but the partnerships that were formed in

getting it done. ICBCHE members partnered with members of the Illinois Latino Council on Higher Education (ILACHE), to sponsor a reception for members of both the Black and Latino Legislative Caucuses during the October veto session of the General Assembly. Held directly across the street from the Illinois State Capitol building, several legislators from both caucuses, as well as many other educational leaders from across the state, were there to talk with ICBCHE and ILACHE members about the importance of the MAP and DFI programs to our students. People attending the event also had an opportunity to screen the recently produced documentary "Storming the Gates" which chronicles the history of Blacks' and Latinos' struggles for higher education access in Illinois.

"Getting this many legislators from both the Black and the Latino Caucuses in the same room to talk about common issues is unprecedented," noted ICBCHE Chair Dr. Michael Toney. "This proves that our communities can come together around a common agenda, and when we do we can be exceptionally effective."

State Representatives Will Davis (District-30) and Cynthia Soto (District-4) echoed Dr. Toney's sentiments during the reception, both calling for increased cooperation among Black and Latino legislators and highlighting the importance of fighting for programs that assure access to higher education for Black and Latino students in Illinois. There were also calls to explore the restoration of Higher Education Cooperation Act (HECA) funding that awarded grants for several programs across the state that provided avenues of access and opportunity for traditionally underserved groups.

"The key now is to not let this momentum die," noted Dr. Toney. "Now that we have our legislators talking to each other about important education issues, we need to keep pushing them to be champions for access. We need to provide them with the information and the support they need to continue working together on behalf of our Black and Latino students in Illinois."

***ICBCHE Journal Welcomes New
Co-Editor,
Barbara J. Johnson, Ph.D.***



Barbara J. Johnson was appointed chair and associate professor in the Department of Counseling, Adult and Higher Education at Northern Illinois University in July 2008. She received her baccalaureate degree in accounting from Winston-Salem State University, her M.B.A. with a marketing focus from The Ohio State University and her Ph.D. in Education and Human Development with an emphasis in Higher Education from Vanderbilt University.

Dr. Johnson has worked in academe for over ten years as both an administrator and faculty member. Previously, she held faculty positions at the University of New Orleans, Jackson State University and Volunteer State Community College. Her previous professional experience includes student affairs administration, community college and adult education, marketing research and consultation in both higher education and corporate environments at Wake Forest Medical School, Vanderbilt University and CB&A Market Research Group.

Her teaching and research interests include student affairs administration, the recruitment, development, retention and experiences of students and faculty in a variety of post-secondary institutions, including historically black colleges and universities (HBCUs). She has published empirical research on faculty in several refereed journals including *Review of Higher Education*, *Journal of the Professoriate*, *Urban Education* and *Education and Society*. In addition, she has authored chapters in the following books, *Faculty in New Jobs*, *Strengthening the Educational Pipeline for African Americans*, and *Black Colleges: New Perspectives on Policy and Practice*. Dr. Johnson is a reviewer for various educational journals and is currently an associate editor with the *Journal of the Professoriate*. She was a guest editor of a special theme issue for the *Journal of the Professoriate* entitled "Promise and Peril for HBCUs: The Unintentional Consequences of Faculty Role Performance".

Dr. Johnson actively participates in professional associations within higher education and regularly reviews proposals and presents research. She has been extensively involved in the Association for the Study of Higher Education (ASHE) as a member of the program committee, secretary for the Council on Ethnic Participation, chair of the site selection committee and conference evaluator. In addition, Dr. Johnson is involved with Division J of the American Educational Research Association (AERA) and served as a member of the Dissertation of the Year Committee for Division J. She is also a member of the National Association for Student Personnel Administrators (NASPA), the American College Personnel Association (ACPA), the Illinois Committee on Black Concerns in Higher Education (ICBCHE) and is a charter member of the American Association of Blacks in Higher Education (AABHE). In October 2008, she was appointed director of the annual AABHE Leadership and Mentoring Institute.

2010 Leadership and Mentoring Institute

Barbara J. Johnson, AABHE LMI Director

The American Association of Blacks in Higher Education (AABHE) invites your application to participate in the 8th annual Leadership and Mentoring Institute (LMI). This intensive Institute will be held on the campus of Miles College (Birmingham, AL) during the week of July 18-24, 2010. The purpose of the LMI is to provide African Americans with the information and skills to prepare them for senior administrative or faculty ranks.

As in the past, the Institute will have joint as well as distinct, parallel tracks to accommodate the needs of professionals interested in administration or the professoriate. Participants will be introduced to leaders who have successfully navigated the higher education maze. During the Institute, participants will:

- Identify strategies to facilitate professional development and enhance leadership abilities in a supportive environment
- Learn about the visible and invisible factors that can facilitate or stall professional growth and discuss strategies to successfully negotiate academe as an African American
- Engage in career mapping, goal setting, and portfolio preparation – all key components for the next step of academic leadership
- Develop strategies to navigate the complexities inherent in institutional change and organizational politics in higher education
- Network with other African American leaders and strengthen skills in responding to current issues in higher education through a week-long team project

The Institute provides an excellent opportunity for professional development. A limited number of scholarships are available for lodging and meals. Please share this information as we prepare African American leaders for their next phase of academic leadership. If you would like additional information about AABHE or LMI, please visit our website at <http://www.blacksinhighered.org/>.

Questions about AABHE: Contact Felicia Bohanon at fbohanon@niu.edu

Questions about LMI: Contact Barbara J. Johnson at bjohnson2@niu.edu



ICBCHE

Member Profile

Gregory James, Ed.D.

Dr. Gregory C. James, a native of Chicago is currently employed at Oakton Community College Assistant Vice President for Student Affairs in the Office of Access, Equity and Diversity. He also served as Dean of Students at Oakton. Prior to Oakton Community College Dr. James was employed at Springfield Technical Community College in Springfield, Massachusetts as Dean of Students.

He has a Doctorate in Higher Education with an emphasis in Counseling and Developmental Education, a Masters Degree in Counseling and a Bachelor of Arts in Political Science. As an educator Dr. James' first goal is his students. He has authored several articles and research papers associated with the retention of students, especially students of color. His doctoral dissertation addressed the issues of the retention of African American students enrolled in our nation's community colleges. In his research he has found that student retention is a university-wide issue. According to Dr. James retention requires not only a commitment from the student but one that involves the entire campus community. Retention of students involves a holistic approach where the students are not only involved in the campus, but feel a strong connection to the campus as this relation impacts their classes, faculty, residence (residential campus students), family, friends and peer support, and their out-of-class experiences.

As a national and motivational speaker Dr. James has found that students today are unique and have many expectations of the academic environment. He has lectured at both state and national conferences on issues surrounding students as related to retention, academic advising, student motivation and the unique needs of students, especially students of color students. One of his major accomplishments was the development of "The Circle of Men". This was a retention program designed to attract and retain African American male students. The

program was successful in that it not only attracted a significant number of males, but also retained them to the point of achieving their stated goals.

In addition to issues surrounding students, Dr. James has lectured and authored papers associated with faculty and their impact on students' success. He has conducted workshops that dealt with teaching non-traditional students, students learning styles vs. faculty teaching styles, behavior modification for faculty, and teaching and advising Developmental Learners. He has found that faculty interactions have an enormous impact on student success.

Currently Dr. James serves on the Board of the National Taskforce Prevention and Community Services, the editorial Board of National Association of Student Affairs Professional Journal, National AIDS Taskforce of African American Churches, Greater Bethlehem Scholarship Committee, and the Committee for the Advancement of Developmental Learners. His membership in professional and civic organizations include, but are not limited to, Alpha Phi Alpha Fraternity, Inc., National Council of African American Men, National Association of Student Personnel Administrators, National Association of Academic Advisors, American College Personnel Association, American Counseling Association, steering committee member ICBCHE, Board member of the Forrestville Association, and the Chicago Theater Guild and member of Trinity United Church of Christ and sings in the Sanctuary Choir.

When asked to elaborate on his educational philosophy, Dr. James said, "Access to education is critical to the success of under served students, it is critical to the continue success of the country. It is seen as "a" pipeline to freedom from poverty and a life plagued with societal ills. It is incumbent upon those of us in education to ensure that we develop programs and pathways that will provide clear directions for all students, especially those who have been labeled as under served. This serves not only as a core, but a mission of good citizenship, it is the right thing to do.

There is one constant that remains true, "a mind is a terrible thing to waste," and why would we want to? We must be diligent in our intent to provide quality education; this is how we build communities. The spirit of student success rest in how we design and deliver our educational systems. Our objective should be one that empowers students to succeed, while providing access to education, services, and other opportunities to make a difference while valuing diversity and the spirit of community.

MORE THAN LIP SERVICE: STEPS TO IMPROVING CAMPUS DIVERSITY

By Alexis D. McCoy, Ed.D.

Diversity has become a buzzword for many organizations including academia, each pledging their commitment to promoting it on their campuses. Although many institutions of higher education profess the benefits of campus diversity, how committed are they actually? It takes more than lip service to increase campus diversity; in fact it takes a conscious effort to make it a reality.

A plan action is needed to develop a more diverse campus and promote inclusion. Only with specific steps can colleges and universities achieve their goals of developing a more diverse, multicultural, multiethnic campus that is an enriching environment for employees and students alike. Below are five steps that institutions of higher education can implement to develop or improve campus diversity.

Make it part of the strategic plan

If academic institutions are serious about incorporating diversity into their campuses, they must make it part of their strategic plan. By doing so demonstrates the school's ongoing commitment to having a diverse campus. Being part of the strategic plan allows diversity to become a major component of how the school conducts business as well as let the world know its position on this matter.

Getting the commitment of executive leadership

Once diversity becomes part of the strategic plan, it needs the backing of executive leadership to move it forward. The most important person to set the tone for this initiative is the president. The president can instruct executive leadership on his/her expectations of promoting diversity in their respective areas. This will allow all parties to understand the diversity goals the school has projected and is attempting to achieve.

A conscious effort to recruit

Once the commitment of executive leadership is secured, diversity can be incorporated into many areas of the campus. One of the key ways to increase campus diversity is to recruit diverse faculty, staff and administrators. Whenever vacancies occur, a conscious effort should be made to advertise and recruit to attract diverse applicants. This will strengthen the school's image of being an institution that is welcoming to all types of people.

Commitment to hire

Once the effort is made to recruit diverse applicants, the next step in the process is the commitment to hire them. Institutions of higher education should have diverse search committees that reflect a cross representation of faculty, administrators and staff on their campus, via race, gender, ethnicity and other diverse factors. Once on these committees, the members should make a conscious effort to remain bias free and objective when selecting applicants for interviews. Any hires made by the school will come from the applicant pool, therefore care should be taken to be inclusive toward all applicants.

Maintaining Retention

Once new diverse employees are hired, the school should have existing systems to acclimate them into the culture. Other services should be provided such as mentoring, assistance and programs that will address any special needs that these employees might have being a minority in a predominately non-minority environment. Hiring them is not enough; maintaining an effective retention program will help to make them want to stay.

These are just a few steps that academic institutions can take to be proactive in increasing diversity on their campuses. By following these steps, colleges and universities can meet the challenge of being a multicultural institution, and prepare for our global society.

Alexis D. McCoy is currently an independent diversity and employment consultant based in Chicago, Illinois, where she specializes in diversity initiatives, diversity training and programs, recruitment and the employment process. She has approximately twenty-five years of extensive human resources experience in various aspects of the field within numerous governmental, non-profit and academic institutions.

Dr. McCoy earned a Bachelor of Science in Management from Illinois Institute of Technology, a Master of Business Administration in Management from Morgan State University and a Doctor of Education in Adult Continuing Education from Northern Illinois University.

Continuing the Journey By DJ Wells



ICBCHE played a lead role in bringing together a coalition that examined and advocated for Black men in Illinois Higher Education. For several months leading up to April, 2009, ICBCHE Chair Dr. Michael Toney convened a series of meetings that brought together the talents, efforts and resources of professionals from the University of Illinois at Chicago, Chicago State University, the South Metropolitan Regional Higher Education Consortium, the Chicago Urban League, the City Colleges of Chicago, the University of Illinois at Springfield, Chicago Public Schools, and the Illinois Task Force on the Condition of the African American Male to plan a series of events in April that would call attention to the declining number of Black men enrolling and succeeding on college and university campuses in Illinois.

The coalition adopted the theme *Continuing the Journey*, and several conferences and workshops were developed around that theme. The highly successful 2009 ICBCHE conference, *Continuing the Journey: Policies and Practices That Impact Navigation Through the Educational Pipeline*, was planned as part of the coalition's series. Other *Continuing the Journey* events in April included a Black Male leadership conference for college-aged students at UIC, a "Stay in School" recruitment fair for Black male high school students held at Chicago State University, and a national conference on Black Male Program best practice models, also held at Chicago State.

In addition to hosting these highly successful events, members of the coalition were also able to bring a great deal of public attention to the troubling trends regarding Black male success in higher education. Several coalition members traveled to the Illinois State Capitol in Springfield on April 2, 2009 to promote the events planned for the remainder of that month, and to call on legislators to join them in their efforts to reverse those trends. In keeping with the *Continuing the Journey* theme, coalition partners rode a train to Springfield and then traveled to the Capitol where they were joined by Illinois State Representative Will Davis (D-30) to announce that Governor Pat Quinn had issued a proclamation declaring April 2009 the month of the Black Male in Illinois Higher Education, and that the Illinois House of Representatives was in the process of passing a similar resolution.

"We legislators here in Springfield are proud to support the efforts of Dr. Toney and the *Continuing the Journey* coalition," noted Davis at the press conference. "It is imperative that we work to increase the numbers of Black men successfully earning their college degrees in Illinois. It is in all of our best interest financially, it is in our best interest socially, and it is just the right thing to do."

New Literature for the Higher Education Practitioner

Stylus Publishing, LLC is proud to announce a forthcoming book scheduled for release in 2010:

The Evolving Challenges of Black College Students: New Insights for Practice and Research

Edited by Terrell L. Strayhorn and Melvin C. Terrell

Foreword by Lemuel W. Watson

Presenting new empirical evidence and employing fresh theoretical perspectives, this book sheds new light on the challenges that Black students face from the time they apply to college through their lives on campus. The contributors posit through quantitative, qualitative, and theoretical analyses that the new generation of Black students differs from previous generations in important ways and they demonstrate the importance of understanding the diversity within Black identity. The book offers new insights and concrete recommendations for policies and practices to provide the social and academic support necessary for African American college students to learn, persist, and fully benefit from the college experience. It will likely benefit college student educators, student affairs personnel, faculty members and may constitute a textbook for courses on student populations, development, and research.

Table of Contents includes: (1) The State of Empirical Research on African American Collegians (2) Knowing God, Knowing Self: African American College Students & Spirituality (3) Choosing College as a Life or Death Decision: First Generation African American Women's Reflections on College Choice (4) Buoyant Believers: Resilience, Self-Efficacy, and Academic Success of Low-Income African American Collegians (5) Focusing on Achievement: African American Student Persistence in the Academy (6) Triple Threat: Challenges and Supports of Black Gay Men at Predominantly White Campuses (7) Challenges and Supports of Student-to-Student Interactions: Insights on African American Collegians (8) A Home Away from Home: Black Cultural Centers as Supportive Environments for Blacks at White Institutions (9) The Uniqueness of an HBCU Environment: How a Supportive Campus Climate Promotes Student Success (10) College-Bound Sons: Exploring Parental Influences on the Pre-Entry Attributes of Black Males (11) Mentoring and African American Undergraduates' Perceptions of Academic Success (12) New Directions for Future Research on African American Collegians. Chapter authors include: Amanda Blakewood, Fred Bonner, James DeVita, Darryl Holloman, Belinda McFeeters, Robert Palmer, Jane Redmond, Tonya Saddler, Dafina Stewart, Terrell Strayhorn, Melvin Terrell, Chutney Walton, Rachele Winkle-Wagner, Estelle Young.

Announcements & News



Retirements

This fall marks the retirement of Michael L. Jeffries who served as Director for the Office of Minority Student Affairs and the McNair Scholars Program at the University of Illinois at Urbana-Champaign. On September 18th a celebration was held at the U of I campus in honor of Jeffries' retirement and members of the ICBCHE Steering Committee were there to share in the festivities. We wish him well.

Event Announcement

On December 4, 2009 The Office of the Vice President for Student Affairs at the University of Illinois at Chicago under the leadership of Dr. Barbara Henley held the Supporting Excellence Endowment (SEE) Benefit (to support scholarships for outstanding students who are leaders) at the UIC Forum. Music great, Ramsey Lewis was a featured performer.

Presentations

Glenna Ousley, ICBCHE Steering Committee Member and Director of Community Outreach at DePaul University was a co-presenter on October 23, 2009 at the College Board's Forum in New York. The title of the presentation was, "Building Bridges to a Better Future: The Kenwood Academy Brotherhood and DePaul University Partnership. Terri Williams a post doctoral scholar at the University of Michigan and Shelby Wyatt, a counselor at Kenwood Academy were the co-presenters.



On September 11, 2009 at Northeastern Illinois University, a screening of *Storming the Gates: The Struggle for Access to Higher Education in Illinois* took place. DJ Wells

and Leonard Ramirez members of ILALHEA participated in a panel discussion moderated by Michelle Morrow that followed the screening. The audience of mostly students found the documentary to be enlightening and educational. It lead to ask many questions of the panelists in particular about how they as students can continue the work that discussed in the film. The event was coordinated by Shellie Coleman, coordinator of the transfer success program. When asked about why she wanted this film to be viewed at NEIU, she commented that, "the showing was arranged as part of our Pathways to Success seminar series for African American and Latino Students new to Northeastern. We wanted this group of students to know the history on whose shoulders they stand...and recognize how the past has impacted their current and future situations. It was powerful and empowering."

New Appointments

On August 1st of this year Wamucii Njogu, Ph.D. began her appointment as the Dean of the College of Arts and Sciences at Northeastern Illinois University (NEIU) in Chicago. Before becoming dean, Dr. Njogu served as Associate Provost at NEIU. She is also an Associate Professor of Sociology, African and African American Studies, and Women Studies. Dean Njogu is originally from the country of Kenya.



Association News

Carol O. Carson-Warner, Ed.D. has been elected to be the National Board President for the Association of Black Women in Higher Education, Inc. (ABWHE) Previously Dr. Warner served as the Treasurer for the National Board of ABWHE. She is a founding member of the Chicago Chapter where she has served in many roles. ABWHE also has chapters in Los Angeles, Philadelphia, Minnesota, New York, and New Jersey. Dr. Warner is also the Executive Director for the Office of Educational Opportunities Program/TRiO at Chicago State University.

2009-2010 ICBCHE Meetings & Conferences Schedule

Listed below are the dates for the 2009-2010 ICBCHE Steering Committee Meetings.

Friday, November 20, 2009 - University of Illinois at Chicago

Friday, January 22, 2010 - Governors State University

Friday, March 19, 2010 - Prairie State College

Friday, June 4, 2010 (Retreat) - Northern Illinois University

2009-2010 Conferences

February

February 10-14 2010—National Association of Student Affairs Professionals, Raleigh, NC

February 13-16 2010 - National Association for Campus Activities in Boston, MA

March

March 6-9 2010 - Big XII Conference on Black Student Government at the University of Kansas

March 6-10, 2010 - NASPA Annual Conference in Chicago, IL

March 25-27, 2010 - AABHE Annual Conference in Atlanta, GA

March 20– 24 – ACPA National Conference in Boston, MA

April

April 11-14, 2010 - ILAEOPP Professional/Student Leadership Conference (Bloomington-Normal, Illinois)

June

June 1-5, 2010 - NCORE National Conference in National Harbor, Maryland

July 21-23 2010 - ACT 25th Annual Enrollment Planners Conference, Chicago, IL



Guidelines for Submissions

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) or Co-Editor Michelle Morrow (michelle_morrow@mindspring.com). The submission deadline for the next issue is **March 2, 2010**.

ICBCHE Steering Committee

Cynthia Armster

City Colleges of Chicago
carmster@ccc.edu

Felicia R. Bohanon

Northern Illinois University
fbohanon@niu.edu

John M. Davenport

Illinois State University
Jmdaven@ilstu.edu

JoAnn Foriest

Prairie State College
jforiest@prairiestate.edu

Shawn L. Govan

Prairie State College
sgovan@prairiestate.edu

Gregory James

Oakton Community College
gjames@oakton.edu

Stephanie Jefferson

University of Illinois at Chicago
srjeffer@uic.edu

Michael Jeffries

University of Illinois Urbana-Champaign
mjeffrie@uiuc.edu

Valerie C. Johnson

DePaul University
vjohnso5@depaul.edu

Barbara J. Johnson

Northern Illinois University
Bjohnson2@niu.edu

Romi Lowe

Chicago State University
R-low@csu.edu

Brenda Major

Eastern Illinois University
bmajor@eiu.edu

Michelle D. Morrow

Northeastern Illinois University
m-morrow@neiu.edu

Terry Nunn (Retired)

Illinois Board of Higher Education

Glenna R. Ousley

DePaul University
gousley@depaul.edu

Ria Pinkston-McKee

Olive Harvey College
Rrpm04@aol.com

Sherilyn W. Poole

Governors State University
s-poole@govst.edu

Alice Pennamon

Northeastern Illinois University
A-Pennamon@neiu.edu

Brisbane Rouzan

National—Louis University
BRouzan@nl.edu

Kurtis Todd

DePaul University
ktodd@depaul.edu

Detmer (DJ) Wells

University of Illinois at Chicago
djwells@uic.edu