

**LETTER FROM THE PRESIDENT, Alonia C. Sharps**



For many of us this was a long hot summer filled with employee searches, planning, re-organization and for some, maybe some fun. The aftermath of Hurricane Katrina left many of us, not only in this region, but all over the country, vividly aware of the devastation and disruption of life that many take for granted. Katrina forced us to stop and reflect on what is happening in this country.

The pictures of the devastation of areas and of people left with nothing but what they had on their backs forced me to think about the Vision and Mission of the National Council of Black American Affairs. Our Vision states, "The National Council on Black American Affairs

serves as a collaborative voice promoting the academic success of African-American students, faculty, staff and administrators." Hurricane Katrina shut down and in some cases, destroyed college campuses in Louisiana and Texas. How do we as an organization promote academic success for so many who loss so much? College campuses across the United States have come to the rescue of many displaced students, faculty, and staff. This is a good thing. Think about the affects of shifting minority populations from the familiar to the not so familiar, and ask the question – "are we setting people up for failure?" I hope not. I hope that the members and supporters of NCBAA can be the voices of

reason and that we can support the academic needs of our brothers and our sisters.

The aftermath of Hurricane Katrina and, not to be left out—Hurricane Rita, will be discussed in many circles for years to come. That being said, the planning has begun for the annual regional conference of the Northeast Region. Join our colleagues and friends at the annual spring conference, scheduled for March 17 and 18, 2006, on the Wilmington campus of Delaware Technical & Community College. The theme is – "Higher Education Public Policy: Intent, Applications and Results." Please encourage faculty, staff, students and administrators from your campus to attend.

**Dr. Woodland's Inauguration**

Two-year colleges such as Capital Community College in downtown Hartford give some of the state's poorest citizens a chance to achieve the dream of going to college, Capital's new president said at his inauguration Friday.

"We open the doors to those who have previously been shut out, and we prepare them to learn, to think for themselves, to continue their education, to obtain decent-paying, stimulating jobs and to give back to their communities," Calvin E. Woodland said.

Before an audience that included state and local government officials and representatives of colleges in the state, Woodland emphasized that Capital's central role is to create opportunities for low-income minority students and others whose access to higher education has been limited.

"As the first in their families to attend college, in most instances, our students come here with few road maps for the academic life. They arrive with little training, few connections, and no special privileges," he said.

He said Capital, located in the former G. Fox high-rise department store building, enrolls one of the most diverse student bodies in all of New England.

"Riding in our elevator, you might hear conversations in Spanish, Vietnamese, Russian or any one of dozens of other languages spoken here. And you will see senior citizens, as well as traditional-aged college students and every age

in between, in our classrooms and hallways."

Woodland, 61, is the author of several publications on higher education topics, including college access for minority students and remedial and academic services.

The former vice president for student services at Bergen Community College in Paramus, N.J., he succeeds Ira Rubenzahl, who left Capital last year to take over as head of Springfield Technical Community College in Springfield, Mass.

"It is a given," Woodland told guests in Capital's historic Centinel Hill Hall auditorium, "that the next few years will be the most challenging in this college's history. The fate of our future students is a little less certain, as declining budgets limit access to higher education to those with the greatest need."

Copyright 2005, Hartford Courant



Dr. Calvin E. Woodland

## NEW MEMBERS: Michael C. Gillespie, Regan Hicks-Goldstein, and Mary E. Coleman



Michael C. Gillespie

Michael C. Gillespie is associate dean of Academic Affairs at Borough of Manhattan Community College where his primary areas of responsibility are faculty development, and academic support services: tutoring supplementary instruction, the Writing Center, and Immersion program in developmental skills. A 16 year veteran of the City University of New York, he served as Professor of Education and Senior Director of Collaborative Programs at Bronx Community College as well as Director of the Manhattan Principals' Center at City College. His research interests focus on

urban education as it relates to teacher and administrator preparation. Dr. Gillespie has also served as a corporate management trainer, high school English teacher and counselor, and summer school principal. He was educated in the Mt. Vernon School System attending Nathan Hale Elementary, Washington Junior High, and Mt. Vernon High, class of 1968.

Thereafter he attended Brown University where he earned a dual bachelor's/master's degree in English and a master's and doctorate in Education from Teachers College, Columbia University.

Regan Hicks-Goldstein has over 20 years of experience in the educational field. She began her career as a high school English teacher and school counselor. Her experience in higher education includes 17 years as an English Instructor, Department Coordinator and School Administrator (Dean of Student Services). Ms. Hicks-Goldstein's graduate degrees in Psychology and Counseling led her to become a certified therapist in the state of NJ, where she presently offers private counseling services to adolescents and youths in the area. Hicks-Goldstein's interests in technology and communication have been the impetus for many of her workshop and presentation topics. Several courses that she developed are now being taught abroad.

Hicks-Goldstein, who began playing the piano at the age of three, has performed throughout the United States, Europe and Southeast Asia. Her

love of theater paved the way for directing productions of *The Roar of the Greasepaint*, *Smell of the Crowd*; *Fantastics*; *Nonsense*; *Spoon River Anthology*; *David and Lisa*; *Brigadoon*; and *Purlie*. Regan studied dance for over 12 years and performed with Albright College's ballet and modern jazz group. She has served over 20 years as either choir director, organist or soloist in churches throughout the NE. Her extensive experience in music, dance and theater have made her one of the area's key resources for organizing cultural events.

Regan's love of other cultures began at an early age, and her dream to study abroad came true when she was in high school. She was an AFS exchange student to Kuala Lumpur, Malaysia, and still visits her host family who also visits her every two years. While pursuing her degree in English, Regan studied in London, England, where she



Ms. Hicks-Goldstein

gathered information for her undergraduate thesis which focused on Shakespearean Literature. Recently, she toured Belgium, England, Germany, and France with representatives from CCID sponsored colleges. Regan's love of international student and faculty exchange was reinforced.



Mary E. Coleman has been the Vice President of Administration & Finance at Bronx Community College of The City University of New York (CUNY) since April 1997. Reporting directly to the President, Ms. Coleman is responsible for planning, directing and managing the College's

financial and administrative operations. Before coming to Bronx, Ms. Coleman served as the Dean of Administration & Finance at Eugenio Maria de Hostos Community College, CUNY.

An accounting major, a 1970 summa cum laude graduate of Jackson State University, Mary Coleman was named a recipient of the prestigious Louis Calder Foundation Fellowship Award and, in 1972, she received a Master of Business Administration degree from the Columbia University Graduate School of Business. From 1973 to 1987, Mary Coleman worked as the Vice President of Finance and Administration for a multicorporate designer, manufacturer, wholesaler and retailer of men's and women's apparel. In her fourteen years of service with this organization, the \$1 million retail company grew into a \$15 million manufacturer due, in large part, to Ms. Coleman developing and implementing a long range planning strategy that ultimately led to integrated vertical expansion. Between 1987 and 1993, at

which time she joined CUNY as a Dean at Hostos, Mary Coleman served as Deputy Executive Director of American Field Service Intercultural Programs, Inc., a 55-nation student/teacher international exchange program and, later, held a senior management position in the largest minority-controlled certified public accounting and management consulting firm in the country.

Mary E. Coleman was born in Ellisville, Mississippi, the youngest of four children. Her father worked as a chef, and her mother was the director of a residential program for the mentally retarded. Both have always been staunch proponents of education, and they instilled its value in each of their children.

While Mary E. Coleman's professional efforts tend to focus on education, business, banking, accounting and finance, "off campus," Ms. Coleman is an avid reader who identifies herself as a "mystery buff." She also loves to play tennis and enjoys all types of music, especially jazz.

## Two Tracks to Higher Education at Morgan State University

The Department of Advanced Studies, Leadership and Policy within the School of Education and Urban Studies at Morgan State University, Baltimore, Maryland, is chaired by Dr. Howard L. Simmons, past Executive Director of the Middle States Commission on Higher Education. Two major tracks describe the higher education program at Morgan State University: the PhD in Higher Education and the EdD in Community College Leadership. Past community college presidents, Drs. Sylvester McKay and Rosemary Gillett-Karam are faculty members of the PhD program in Higher Education; Dr. Christine McPhail is program coordinator of the EdD program in Community College Leadership.

Higher Education is a purposeful research program, designed to prepare students for the professoriate and as researchers in higher education. While students are also trained for administrative roles in colleges and universities, emphases are placed on quantitative and qualitative research as minimum competencies of the program. The Higher Education program serves the working student by offering evening classes. Two important features of the program are its continuous acceptance policy allowing students to enroll at any time during the year and its liberal waiver and transfer of credit policy. Selection into the program is dependent not only on academic achievement but also student interests and work experiences.

Last year (2004), the first two Higher Education students graduated from the program; both are African American men, in keeping with the mission of the program and Morgan State University. This year will see five to seven new doctorates awarded to African American women and men. And also, in conjunction with the goals of the department, the emphases of doctoral dissertations examine and broaden the known research about African Americans in Higher Education.

Competency-based, the Higher Education program at Morgan offers a wide-range of coursework and individual supervised research. Students may intern with a wide-range of Washington based higher education organizations and federal agencies.

The Community College Leadership Doctoral Program is designed to prepare students for senior level leadership roles within the community college setting. The intense three-year program of study leading to a Doctor of Education Degree focuses on training professionals for the unique situations encountered by senior administrators in a community college. A major emphasis of the program is research relevant to the issues and concerns of community colleges.

The Community College Leadership Doctoral Program offers students a stimulating, highly structured, year-round program of study. Throughout the program, students investigate



Christine Johnson McPhail, EdD

issues relevant to community colleges and community college leadership. Students work collaboratively in teams to research trends and issues and solve problems relating to community college leadership.

The Community College Leadership Doctoral Program courses are offered year-round with classes meeting on Friday evenings and all day Saturday. Cohorts may complete the program requirements in three years. The program promotes diversity and equity in all entities of the community college environment.

Currently, the Community College Leadership Doctoral Program offers degree opportunities on campus and at two off campus sites: the Prince George's Community College and the Montgomery Community College. To date, the Community College Leadership Doctoral Program has produced thirty (30) graduates.

While both Higher Education and Community College Leadership programs emphasize unique aspects of higher education, they work collaboratively with faculty teaching across programs and offering students options in coursework, research emphases, and scheduling. More specific information about these programs can be found at [www.morgan.edu](http://www.morgan.edu).



Dr. Calvin E. Woodland

## Thirty-Four Complete National Council on Black American Affairs' Leadership

Thirty-four community college mid-level administrators completed the National Council on Black American Affairs' (NCBAA) Professional Development Leadership Institute. This was the fourth group of scholars to participate in the weeklong Institute in Baltimore, Maryland October 15-19, 2005. Institute scholars attended interactive workshops focused on developing and enhancing their leadership skills and preparing them for upward career mobility in the nation's community colleges. The scholars, represented 16 states and 23 community colleges. Additionally, 5 scholars from the Black Leadership Initiative in London, England and 5 scholars from Bermuda brought a truly global perspective to the Institute.

The Institute was extremely successful stated Dr. Marian Shivers, Dean of the Institute. Currently the Institute has exceeded its goal of preparing 20 participants annually to assume advanced leadership roles in community colleges. The 2002 Institute certified 41 scholars, the 2003 Institute 24 scholars, the 2004 19 scholars and the 2005 34 scholars. The Institute has prepared 118 African-Americans in community colleges for more advanced leadership roles thus moving these scholars into the "pipeline" for various leadership positions.

The success of the Institute is due to the commitment and dedication of its distinguished 2005 "faculty" – leaders in the community college movement including Dr. George Boggs President and CEO, AACC; Mr. Walter Clark, Acting

Director of Enrollment Management, Roxbury CC; Ms. Mary Coleman, Vice President of Administration & Finance, Bronx CC (CUNY); Dr. Carole M. Berotte Joseph, President, Massachusetts Bay CC; Dr. Marcia Keyes, President, York College (CUNY); Dr. Christine Johnson McPhail, Professor & Coordinator Community College Leadership Doctoral Program, Morgan State University; Dr. Narcisca Polonio, Vice President Board Leadership Services, ACCT; Dr. Marian Shivers, Dean of the Institute; Dr. Richard Turner, III, Interim President, Baltimore City CC; Dr. Sheila White-Daniels, Director, Matriculation & School Relations, Yuba College; Dr. Carolane Williams, Provost, Broward CC-North Campus; Dr. Carolyn Williams, President, Bronx CC (CUNY); and Dr. Calvin Woodland, President, Capitol CC and President, NCBAA. NCBAA is indebted to them for embracing the Institute and volunteering their time.

The overwhelming appreciation for the Institute was demonstrated by the scholars who presented Dr. Shivers with \$630 to be used for publishing a newsletter and website development to further the goals of NCBAA and the Institute. The 2005 scholars have expressed interest in undertaking projects that include fund raising and grant writing to support the Institute financially.

Applications for the 2006 Institute will be available beginning April 22, 2006 at the AACC Conference. The application filling period will be April 22 – September 8, 2006. The Institute has been tentatively scheduled for Atlanta, Georgia, October 16-20, 2006.

### NATIONAL COUNCIL ON BLACK AMERICAN AFFAIRS / NORTHEAST REGION BOARD OF DIRECTORS

#### President

**Ms. Alonia C. Sharps\***  
Prince George's Community College

#### Vice Presidents – Organizational Vitality

**Dr. Antonio Perez**  
Borough of Manhattan Community College

**Dr. Cheryl M. Smith**  
York College

#### Vice Presidents – Membership

**Ms. Yvette C. Urquhart**  
York College

**Dr. Carolyn H. Anderson**  
Cincinnati State Technical & Comm. College

#### Vice Presidents – Programs

**Dr. Carolyn G. Williams\***  
Bronx Community College

#### Vice Presidents – Programs (Cont'd)

**Dr. Savannah C. Jones**  
Newton Learning

#### Vice Presidents – Public Relations

**Dr. Calvin E. Woodland\***  
Capital Community College

**Dr. Gwendolyn W. Sanders**  
Wilmington College

#### Treasurer

**Dr. Roy H. McLeod**  
LaGuardia Community College

#### Secretary

**Dean Sonja L. Jackson**  
New York City Tech College-N-320

#### Parliamentarian

**Dr. John C. Norman**  
Northwestern Connecticut Community College

#### Members

**Dr. Wilfredo Nieves\***  
Middlesex Community College

**Dr. Helen Easterling Williams**  
University of Delaware

**Dr. Michael C. Gillespie**  
Borough of Manhattan Community College

**Dean Regan H. Goldstein**  
Delaware Technical & Community College

\*National Board Representative