



The History of The Presidents' Round Table

**AN AFFILIATE OF THE NATIONAL COUNCIL ON
BLACK AMERICAN AFFAIRS**

AND

**AMERICAN ASSOCIATION OF COMMUNITY COLLEGES:
AN UNFINISHED AGENDA**

PRESENTED BY

Roy G. Phillips, PhD

Retired Community College Campus

President Emeritus

Miami – Dade College

October 2006

Dedication

This history is dedicated to the original members of the Presidents' Round Table.



Dr. Wright Lassiter



Dr. Charles A. Green



Dr. Freddie Nicholas



Dr. Queen Randall



Dr. Richard Turner



Dr. Vernon Crawley



Dr. Constance Carroll



Dr. Zelema Harris



Dr. Homer Franklin



Dr. Zachary Yamba



Dr. Roy Phillips



Dr. Donald Godbold



Johnny Harris



Dr. Yvonne Kennedy



Dr. Donald Phelps*



Dr. Nolen Ellison



Dr. Carl M. Crawford



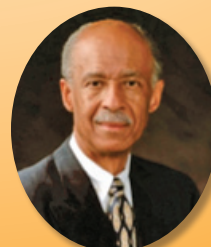
Dr. Leadie Clark



Dr. Odell Johnson



Dr. Lionel Sylvas



Dr. Abel Sykes



Ezekiel Bryant

Not pictured:

Ewin Akin
Earl Bowman*
Mattie Bryant*
Dr. Robert T. Green*
John Greene
Dr. James Griggs*
Dr. Ralph Lee
Dr. Rosetta Wheaton*

*Deceased

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Acknowledgements

I would like to acknowledge and thank the following persons for their outstanding contributions to this history:

- **Dr. Horace Traylor;** served as first treasurer of the National Council on Black American Affairs. Dr. Traylor also served as the Vice President of Institutional Development at Miami – Dade Community College. Now named Miami – Dade College, Miami, Florida.
- **Dr. Don GodBold;** First chairman and early organizer of the NCBAA. In his last position, Dr. GodBold served as the Chancellor of the Peralta Community College District, Oakland, California.
- **Dr. Abel Sykes;** one of the first elected African-American presidents to serve on the Board of Directors of the American Association of community and Junior Colleges, Now referred to as the American Association of Community Colleges (AACC). He was one of the early organizers of the NCBAA western region and served on the National Board of Directors. In his last position, Dr. Sykes served as president of the Lansing Community College District, Lansing Michigan.
- **Dr. Carl Crawford;** served as the National Chairman/President of NCBAA from 1982-1986. He was one of the early organizers of the NCBBA southern region. In his last position, Dr. Crawford served as provost of the North Campus, Browd County Community College, Fort Lauderdale, Florida.
- **Dr. Reginald Wilson;** served as one of the early organizers of the NCBAA. In his last position, he served as District president at Wayne County Community College, Detroit, Michigan and Senior Research Fellow at the American Council on Education (ACE), Washington, D.C.
- **Dr. Janis Hadley;** served as secretary and convener of the Round Table during the period between 2003-2006. Dr. Hadley shared the minutes during her tenure as secretary and convener. Dr. Hadley served in her last position as president of Houston Community College at Bridgeport, CN.
- **Dr. Gordon F. May;** provided valuable information in his dissertation: “African-American Community College Presidencies: An Examination of Facilitating Factors and Barriers”. Dr. May serves as president of the Highland Lakes Campus, Oakland Community College District, Waterford, Michigan.
- **Dr. Charles A. Green;** the founder of the Presidents’ Round Table. Dr. Green currently serves as president of Bermuda College, Bermuda West Indies.
- **Melvin Newton;** served as one of the faculty organizers of the NCBBA in the western region. Also served on the NCBBA National Board of Directors. Melvin Newton is the brother to the late Huey Newton, Founder and National Leader of the Black Panther Party. Melvin Newton served as professor and Dean at Merritt and Laney College, Peralta Community College District, Oakland, California.
- **Dr. George Boggs;** provided insight in the early formation of the NCBBA and its role as one of the first councils of AACC. He currently serves as president and chief executive officer of The American Association of Community Colleges (AACC).
- **Dr. Belle Wheelan;** assisted in recalling the early history of the Lakin Institute. Dr. Wheelan currently serves as the president of SAC

Purpose

A review of the literature with respect to the contributions of African-American scholars and leaders within the American community college movement is not significantly highlighted.

The most current information citing the presence and impact of African-American Community College presidents is noted in May's doctoral dissertation: "African-Americans Community College Presidencies: An Examination of Facilitating Factors and Barriers". The study examined perceptions of African-American Community College Presidents from within the ranks of the Round Table, regarding facilitating factors and barriers that they have encountered while seeking and remaining in their positions as presidents. His study describes African-American Presidents as bringing a vision of leadership that stresses inclusiveness, equity and cultural balance. The purpose of this history intends to expand upon May's study. It is designed to focus on two primary purposes:

- 1) Highlight the significant impact and contributions of African-American Community College Presidents to the advancement of the community college philosophy and mission; especially in the areas of providing open access and equity for all students, faculty, administration and the larger community, with special attention to those who have historically been excluded and underserved.
- 2) Recommend a new vision and strategic programmatic agenda for meeting new challenges of the 21st century.

Limitations

The key to the comprehensive development of the history of an institution, organization or of a people is in the ability of the researcher(s) to acquire reliable data sources, either from original documents, artifacts or eye witness accounts.

Much of the data for this history was collected from fragmented oral sources and a limited source of minutes obtained from the later history of the organization. Many of the minutes of earlier deliberations of the organization were not available.

Despite these limitations, the researcher was able to improvise and provide a fairly accurate history of major initiatives. It is within this context that a history is provided.

Historical Context

The Origin of the National Council on Black American Affairs (NCBAA)

The presence of African-American presidents, staff and faculty has played a key role in advancing the open door policy and primary mission of the American Community College system.

During the period of the sixties and seventies community college campuses were expanding rapidly within urban and suburban America. It was also during this period that the central cities of urban America were exploding in rebellion. African-Americans were organizing to seek greater participation and representation within the major institutions of the American society. Historically, expanding opportunities within the major Institutions of the society were relatively closed to African-Americans and other disenfranchised minorities. The assassination of Dr. Martin Luther King in 1968 accelerated African-Americans demands for equal opportunity and access. In March of 1970, the American Association of Community and Junior Colleges held its annual convention in Hawaii. A few African-American community college presidents and faculty, primarily from newly established urban community college campuses attended. They quickly observed the lack of representation of African-American on the policy making board of the Association. This caused them to organize a black caucus to nominate a slate of African-American presidents to be elected to the National Board. The group consisted of the following organizing pioneers:

- Dr. Don GodBold–vice-president and CEO, Community college of Denver, Auraria campus;
- Dr. Abel Sykes–president of Compton Community College, Compton, California;
- Dr. Novell Smith–president of Merritt College, Peralta community college district, Oakland, California;
- Dr. Charles Hurst–president of Malcolm X Community College, Chicago, Illinois;
- Dr. Sanford Bishop–Sanford Bishop Junior College, Mobile, Alabama. The Junior College was formerly a four Black College that was named in honor of Dr. Bishop;
- Dr. Tom Law–president of Penn Valley Community College, Kansas City, Missouri;
- Dr. Claude Ware–president of East Los Angeles community college, Los Angeles, Community College;
- Dr. Rosetta Wheadon–president of State Community College, East St. Louis, Illinois;
- Jessie Gist–director of educational opportunity fund, County Community College of Morris, New Jersey;
- Melvin Newton–professor at Merrit College, Peralta Community College District, Oakland, California;

The group met in planning session and developed the following slate that was presented in nomination:

- Dr. Abel Sykes
- Dr. Tom Law
- Dr. Sanford Bishop
- Dr. Novell Smith

The slate was successfully elected to the AACC board of Directors. The election created some concerns, primarily by some Junior College delegates from the south. Some members of this group threatened to pull out of the association to form their own group. The following year, Dr. Edmund Gleazer, president and CEO of the AACJC, took a year's leave to seek input from the larger membership regarding the manner in which the National organization could be more relevant to its membership. The study resulted in the following changes:

- Board expansion from 15 to 30 members with some elected at large and others through
- council representation;
- Expansion of council to a total of 13;
- Creation of community representation, especially from business and industry

Each council was required to develop a national constitution with bylaws, demonstrate self-sufficiency and operate as a national body.

The NCBA was one of the first councils to be formed. Dr. Don GodBold and Wheadon drafted the first constitution, which was later revised. It was presented to Dr. Novell Smith for presentation and approved by the AACC board. The organization was officially recognized as an operating council on November 30, 1972.

Subsequently, GodBold and Sykes met at the home of Claude Ware to develop plans for organizing the four regions of the organization; Western, Southern, Northeast and North Central. GodBold was elected the first National Chairman and by virtue of this position was provided a seat on the AACC Board of Directors.

Dr. GodBold met with key individuals within each of the four regions and assisted in the organization of the four regions. Dr. George Herring, a Dean at Merritt College served as chairman of the western region. Dr. Ralph Lee, president of Forest Park Community College, St. Louis, Missouri served as the first chairman of the North Central region. GodBold later met with Dr. Johnnie Ruth Clark, who served as a dean at St. Petersburg Community College, St. Petersburg, Florida to seek her advice on the leadership of the region. Mildred Bell at El Centro Community College District served as the first chairman of the Southern Region. A meeting with Jessie Gist of County Community College of Morris, New Jersey provided names of possible leaders within the Northeast Region to serve as the organizing chairperson. Dr. Richard Turner, president at South Central Community College at New Haven, Connecticut served as one of the early chairman of the Northeast Region. He was later followed by Gwendolyn Sanders of Delaware Community College at Wilmington, Delaware, Connecticut.

African-American Community College presidents took an active role in the early formation and development of the NCBA and its four regions. The following presidents served on the National NCBA board during the period of 1982-86: Dr. Carl Crawford, provost at Broward Community College North Campus, Fort Lauderdale, Florida, served as Board President; Dr. Richard Turner III, president at South Central Community College, New Haven, Connecticut, served as Vice-President for membership; Dr. Nolen Ellison, chancellor at Cuyahoga Community College, Cleveland, Ohio, served as Vice-President for public relations; Dr. Rosetta Wheadon, President of State Community College, East St. Louis, Illinois served as Vice-President for organizational vitality; Dr. Rafael Cortoda, President at El Camino Community College, Torrance, California, served as board member; Dr. Donald GodBold, chancellor of the Peralta Community College District served as board member; Dr. Charles Green, President at Maricopa

Technical Community College, Phoenix, Arizona served as board member; Dr. Donald Phelps, Chancellor of Seattle Community College District, Seattle, Washington, served as board member; Dr. Abel Sykes, President at Kings River Community College, Reedley, California served as board member; Dr. Carolyn Williams, Dean at Highland Park Community College served as board member and chairperson of North Central Region; Dr. Robert Greene, President at J. Sargeant Reynolds Community College, Richmond, Virginia served as board member and chairman of the Southern Region.

Early Status of African-American Community College Presidents

Historically, African-American community college presidents have been under-represented within the American Community College system. The earliest Presidents' Round Table Directory shows the presence of 45 African-American presidents heading two-year community college campuses and/or districts during the period of the early 1980's. The majority of the presidents' were located in large urban community college district with large African-American student populations.

In her study, May notes the presence of 1,173 public and private community colleges operating in the United States with 102 (8.7%) headed by African-American presidents during the 2005 period. Furthermore, he cites, while 55% of all African-American post-secondary students are enrolled in community colleges, the under-representation of African-American community college presidents is still apparent.

During the formative years of the organization, the organization devoted much of its agenda to organizational development matters of complying with legal and financial requirements required by the AACC. In addition, the organization played a key advocacy role in the identification and resolution of major issues impacting the welfare of African-American students, faculty and administrators within the larger higher education system. The organization identified thirteen issues; however, there were two that took center stage.

Issues and Initiatives

The two issue initiatives focused upon maintenance of the open door policy, access and equity of African-American students within the community college system. More specifically, the following areas were of major concerns.

Retrenchment in Federal Financial Assistance To Low-Income Minority Students and Assistance To Developing Institutions

During the Regan Administration era, major cutbacks in federal financial assistance programs to students and developing institutions were threatened. Cuts in social security benefits for dependent children, Trio programs to assist in the recruitment and early preparation of low-income minority students were all up for major reductions. The NCBA passed resolutions and joined with the AACC Board, other councils and lobbied Congressional representatives within their respective districts to influence the reduction of cutbacks. Perhaps, the most serious attention was devoted to the emerging use of standardized tests for student admission and advancement.

The Use of Standardized Tests for Student Admission and Advancement

The decade of the 1960's showed promise for access to higher education by African-American, other minorities and women. As a general trend, enrollment in higher education between 1976 and 1986 increased by 13.8% (Eric 1991). Enrollment of minority students in higher education during that period increased significantly. Between 1984 and 1986, the enrollment of minorities increased by 7.6% (ACE 1988). By the middle of the 1980's, however, a new policy agenda emerged in higher education. The new policy agenda was reflected in the DeFunis and Bakke cases and the educational reform movement of the middle and late 1970's.

As a consequence of the Bakke decision and the emerging educational reform movement initiated through an assessment of public education in *A Nation At Risk*, the tension between quality and access heightened. A renewed concern for quality resulted in the restriction of access based upon relative achievement on standardized tests. Furthermore, this renewed concern for quality was simultaneous with a reduction of minority enrollment and the waning of public interest in the question of minority access.

In order to deal effectively with the issue of access, the NCBAE passed two resolutions calling for the nation to support its commitment to the open door and secondly a survey regarding the use of standardized test on the admission and advancement of minority students within the community college system. Regarding the latter, NCBAE requested the AACC staff to engage the services of The American College Testing program (ACT); Educational Testing Service (ETS); and the College Board. A discussion of the questions to be raised and strategy for conducting the survey was discussed in detail. The following were recommendation regarding the manner in which the survey was to be conducted:

- AACC staff constructs the survey to determine a) how tests are being used by the various schools? b) who decides what test score level should be used as an admission criterion? c) what experience with testing these decision makers have?
- That the testing company representatives meet with the NCBAE board to review the survey instrument prior to its use;
- That, following the survey, the testing companies determine the kinds of workshop or convention presentations they might make to address the problems in test score usage;
- That college Presidents and State directors make use of their contacts with state legislators to influence testing legislation;
- That AACC get in touch with and tap into the work of other organizations involved in testing

The results of the survey were announced in the various national media including *Higher Education Daily*, *Black Issues in Higher Education* and The College Press Service. The findings of the survey indicated:

- Only eight (8%) percent of the schools surveyed ever have denied admission to someone because of low entrance test scores;
- Most colleges plan an increased use of academic skills testing for first time students;
- An increasing number of colleges indicate that testing for course placement will become mandatory in the future especially in college math and English classes;
- Recognition of advanced placement testing is expecting to grow in most two-year colleges;

NCBAA president, Dr. Carl Crawford, indicated that the correlation between testing and minority enrollment has been a cause of concern for “open-door” schools, since the number of minorities in higher education had fallen 2 to 3 percent each of the last two years. President Crawford further indicated that tests at two-year colleges should be for the sole purpose of placing a student in the appropriate courses and not for denying a student access to the “open-door” college.

The genesis of the Presidents’ Round Table occurred during the emergence of standardized testing within two-year colleges in the state of Florida.

Genesis of the Presidents’ Round Table

Dr. Charles Green, the founder of the Round Table recalls: “I was lonesome one day as I sat at my window, gazing out at 50 miles of desert. There was not a black face in sight. Shortly afterward, I glanced through an AACC publication with pictures of community college presidents. As I fingered through the publication, a few persons—looking like me—appeared before my eyes. I immediately began calling them.”

At the April NCBAA Board of Directors meeting in New Orleans, Louisiana, Dr. Green indicated that there was a need for peer level correspondence. Presidents and Chief Executive officers need an opportunity to share concerns and information. The proposed organization would provide a base of support for NCBAA, the parent organization. An initial meeting was held at 1:00 P.M. on April 24, 1983; 15 persons out of a possible 50 group members attended. The group requested Dr. Green to seek recognition for the group from NCBAA, its parent organization. Dr. Rosetta Wheadon responded that the new organization is accommodated by the constitution.

Dr. Green placed calls to as many sitting African-American Community College Presidents and sought their cooperation in the creation of the new organization. It was agreed that the new organization would have no conflicts with the parent organization. It would share common goals and hold membership in the parent group.

Mission Statement

The Presidents’ Round Table is an affiliate of the National Council on Black American Affairs. The Round Table is designed to provide African-American Community College presidents an operational network including; 1) identifying and responding to issues affecting African-Americans in community colleges 2) providing mentoring opportunities for African-Americans 3) sharing professional resources 4) providing other national and international professional opportunities for African-American CEO’s and 5) supporting the goals and objectives of the National Council on Black American Affairs

Role

In pursuit of this mission the Presidents' Round Table will:

- Monitor and review inequities in the delivery of educational services to black students, and services provided to blacks in community college education;
- Promote the professional development and advancement of black CEO's ;
- Provide mentoring opportunities either formally or informally for blacks within the CEO's institution;
- Establish internships, when feasible, among member institutions, to provide opportunities for blacks to have practical administrative experiences;
- Share published and unpublished materials such as speeches, statistical data, research findings and other items to assist members in their professional responsibilities;
- Develop, update, and disseminate a list of black CEO's with vital statements, who are available to serve as resource persons to universities, businesses, other institutions or nations;
- Develop a third world/nation support package with emphasis toward current and emerging technologies for use by appropriate nations as requested;
- To plan and hold two meetings annually. One meeting will be in conjunction with AACC and the other at a time and place to be determined by the time and place committee;
- Seek funding for special projects as agreed to by the Presidents' Round Table

Structure and Operational Agenda

The membership agreed at the outset that a formal structure would not be required, since we all were presidents. The group agreed to the following organizational structure: An elected convener who would be responsible for convening and presiding at all meetings; an elected secretary whose responsibilities included recording, disseminating, and maintaining the records of the organization; and an elected treasurer whose responsibilities included the collection of dues, providing financial reports at all meetings, maintaining the financial records in accordance with IRS requirements and properly safekeeping all funds. This group would constitute the executive committee. As required, the convener would appoint adhoc committees to plan and carry out required organizational actions by virtue of his/her position; the convener would serve as the official representative on the NCBA National Board.

The first elected officers of the Presidents' Round Table were:

Convener: Dr. Charles A. Green, President,
Maricopa Technical Community College, Phoenix, Arizona,

Secretary: Dr. Freddie Nicholas, President,
John Tyler Community College, Chester, Virginia

Treasurer: Dr. Vernon Crawley, President,
Forest Park Community College, St. Louis, Missouri.

The group held its first meeting at Miami-Dade North, Miami, Florida on September 27-28, 1983. The second meeting was held at Maricopa Technical Community College, Phoenix, Arizona. Meetings were held twice per year. The spring meetings were held at the site of the Annual AACC convention. The fall meetings were held at member host colleges. Each fall, they were rotated to different member host colleges.

The meetings followed a general format. Upon the arrival of the members, the host campus provided an opening reception in the evening of the first day. The second day, the morning session started with a continental breakfast. The session was opened by the convener with the approval of the minutes and the treasurer's report. This was generally followed by special reports from individuals who represented the organization on National Boards and Commissions. Appointed committees provided reports of actions that had occurred or events scheduled at a future time. Guest speakers were provided an opportunity to present a topic of interest to the group.

The afternoon session was generally devoted to the following activities: planning for future sessions, touring exemplary programs on the host campus, or touring of special sites in the host city. The group set aside time during the afternoon session for the personal sharing of issues and concerns that were beneficial to the entire group. In some cases the last evening was reserved for a social event—either a banquet or dinner at the home of the host president.

Major issues confronting the organization were primarily in the following areas: Linkages with historically black colleges and universities; international education and assistance to developing African nations; access, equity and diversity within the AACC; increased representation on AACC board and other National Commissions; publication and research in national educational journals; relationships with parent organization. Perhaps the greatest issues and concerns were devoted to the development of the Lakin Institute. The group also devoted a considerable amount of time in the presentation of forums—covering special topics of interest at the Annual AACC convention.

Round Table Accomplishments

The Lakin Institute

The most significant achievement of the organization was the successful launching of a mentoring program for African-American Community College administrators aspiring to become community college presidents as the next step in their professional development. The program was formally presented in the Fall of 1994 at Oakland, California.

A team of presidents led by Dr. Belle Wheelan, president, Central Virginia Community College, Lynchburg, Virginia, and consisting of Drs. Eileen Baccus, President, Northwestern Connecticut Community Technical College, Winsted, Connecticut; Julius Brown, president, Wallace Community College, Selma, Alabama; Fred Ganious, Chancellor, Alabama Department of post-secondary Education, Montgomery, Alabama; Roy G. Phillips, president and convener, Miami-Dade College, Homestead, Florida; Zelema Harris, president, Parkland College, Champaign, Illinois—served as the faculty for the first workshop.

Twenty-one mentees from twenty-one community college districts from around the nation constituted the first class.

The initial curriculum for the workshop consisted of the following topics:

- Application for the Presidency
- Negotiating the contract
- Working with the Board of Directors
- Building a dynamic team
- Managing the financial and other resources of the college
- Handling critical legal and human resources issues
- Developing a shared vision
- Building strong connections between the college and community
- Assessing the college climate
- Engaging the college in strategic planning and institutional effectiveness initiatives

Other appropriate topics were added later. The mentoring program was later named to honor the memory of the late Dr. Thomas Lakin who transitioned November 27, 1994, shortly after the inauguration of the program.

Dr. Lakin served as the Chancellor of the Ventura Community College District. Prior to that position, he served with distinction in the following positions: President, Los Angeles Southwest College; Vice-President for Academic Affairs, Los Angeles Trade-Technical College; Economic Instructor, California State University; Dean of Instruction, Los Angeles Mission College; Assistant Dean of Instructing, Los Angeles Harbor College.

Dr. Lakin was bright, warm, caring and a model mentor for his students, faculty and administrators. The Institute is noted for the highest placement rate of any leadership institute in the United States. One out of three participants have become a president or campus CEO's.



DR. THOMAS G. LAKIN
President

Los Angeles Southwest College
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Telephone: (213) 777-2225

CEO since: 1987

EDUCATION: Ed.D., M.A. and B.A., University of California

PROFESSIONAL EXPERIENCE: Vice President of Academic Affairs, Los Angeles Trade-Technical College; Counselor and Social Science teacher at Manual Arts High School in Los Angeles; Assistant Dean of Instruction at Los Angeles Harbor College; Dean of Instruction at Los Angeles Mission College

AREAS OF EXPERTISE: Business and Economics

THE INSTITUTION: Los Angeles Southwest College is a developing institution with unique programs and services designed to enhance the quality of life for the 5000+ South Central Los Angeles residents that it serves. The college offers the only evening Registered Nursing program in Southern California, as well as the only Computer Aided Drafting laboratory using a mainframe computer and current release software donated by CADAM, Inc., used by the local aerospace industry. The student population is 85% African-American, 74% female, 65% vocational, 51% full-time day enrollees and the average age is 32 years. There is a fast growing Latino population encouraged by the LASC Bilingual Center and amnesty classes; and effective student services program funded by Trio and Upward Bound projects; program development supported by a \$3.5 million Title III grant and business partnerships. The immediate future includes Middle College high school for high risk students, modeled after the La Guardia Middle College; construction of an ultra modern Occupational and Technical Education Center and development of a Boys Choir as a part of the male youth development emphasis of the LASC Community Services Program.

Linkage with historically black colleges and universities

During the 1992 fall conference hosted by the Houston Community College District, a committee was charged to meet with the National Association for Equal Opportunity (NAFEO) representatives to develop stronger linkage between community colleges represented by the Round Table and historical black colleges represented by NAFEO.

Dr. Raymon Bowen, president, LaGuardia Community College, Long Island, New York; Roy G. Phillips, president, Miami-Dade College, Homestead, Florida; Dr. Belle Wheelan, president, Central Virginia Community College, Lynchburg, Virginia; Edison Jackson, president, Medgar Evers College, Brooklyn, New York.

The four Round Table presidents were joined by Dr. Elias Blake, president of Benjamin E. Mays Resource Center in a presentation at the 18th National Conference On Blacks in Higher Education, sponsored by NAFEO in Washington D.C. on March 31 – April 4, 1993.

The five panelists presented an action plan to develop linkages between community colleges represented by the Round Table and historically black colleges and universities represented by NAFEO. The Plan was designed to be implemented in three phases:

Phase I – Implement a survey of the community colleges represented by the Round Table to determine the number of black enrollee and graduates. Also determine whether any of these colleges have articulation agreements or consortium arrangements with HBCU's;

Phase II- Request NAFEO to survey HBCU's that have articulation agreement with community colleges;

Phase III- Review and assess deficiencies and/or gaps and plan an aggressive articulation and marketing program to increase linkages;

Some procedures were made toward the implementation of this project; however, it was not fully completed

Presidents' Round Table Directory

The directory is the marketing medium to showcase and highlight the extraordinary credentials, experience and expertise of Round Table members. It has been widely disseminated throughout the American Community College system, major National African-American media, and major African-American organizations within the Black Resources Guide.

The first Directory was published in 1984. The following persons have provided the leadership for the publication and dissemination of the Directory:

- Dr. Roy Phillips, Miami-Dade College, Miami, Florida;
- Dr. Don Phelps, W. K. Kellogg, Regent professor, University of Texas at Austin;
- Dr. Arnette Ward, President, Chandler-Gilbert Community College District, Phoenix, Arizona;
- Dr. Ken Atwater, President, South Mountain Community College District, Phoenix, Arizona

Profile of Round Table Leadership

This section will profile a profile of the conveners, secretaries and treasurer during the history of the organization.

Conveners: Drs. Charles Green, Richard Turner, Earl Bowman, Roy Phillips, Jack Daniel, and Charles Taylor.

Convener/Secretary: Eileen Baccus, Belle Wheelan, and Janis Hadley.

Secretaries: Freddie Nicholas, Vernon Crawley, and Mildred Ollée.

Founder of NCBA



Donald H. GodBold
Chancellor

**Peralta Community
College District**

333 East Eighth Street
Oakland, California 94606

Served as CEO since: 1980

Office: (415) 466-7202
Home: (415-) 531-3381



Education

- University of Michigan, Ph.D.; Wayne State University, M.Ed. • Wayne State University, B.S. • University of Michigan (Post Graduate Major-Sociology)

Professional Experience

- Chancellor-Superintendent, Peralta Community College District • Vice-Chancellor & President at college level for Peralta Community College District • Vice President & CEO, Community College Denver, Auraria Campus • Provost & CEO, Oakland Community College, Orange Ridge Campus • Dean of Student Services, Oakland Community

Professional Activities

- Board Member, American Association of Community and Junior Colleges • Advisory Council Community Colleges Institutes, Danforth Foundation • National Chairman and Board Member, Council on Black American Affairs, a Council of the American Association of Community and Junior Colleges

Publications

- "Implications of Proposition 13 for Minorities and Community College Education," Council on Black American Affairs, A Council of the American Association of Community and Junior Colleges, *A Special Report*, Summer, 1979 • "Community College Finance and the Peralta Community College District," California Community and Junior College Association Annual Conference, November 8, 1980, published by ERIC Clearinghouse for Junior Colleges • "Opportunities for Progress and Change in a Period of Economic Stress," *National Policy Conference, Urban*

Community Colleges in Transition, Detroit, Michigan, March 7-9, 1982 • "Access and Excellence – Paradox of the Eighties," League for Innovation in the Community College's Annual Conference, Miami, Florida, September 29 – October 1, 1982

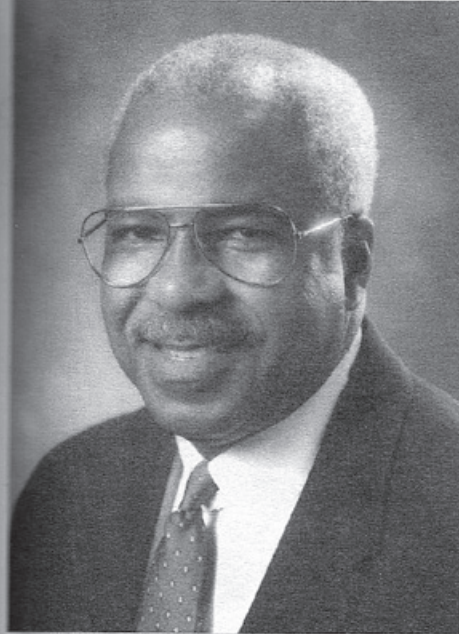
Professional Affiliations

- American Association of Community and Junior Colleges • American College Personnel Association • American Personnel and Guidance Association • Colorado Association of Community Junior Colleges • Council for Exceptional Children • National Association of Student Personnel Administrators • Michigan Academy of Sciences, Arts and Letters • National Vocational Guidance Association • Phi Delta Kappa (Director, University of Michigan Chapter) • Wayne State University College of Education Alumni Association • Wayne State University Alumni Association • University of Michigan Alumni Association • Association of California Community College Administrators

The Institution

The Peralta Community College District is composed of five colleges and a skills center: College of Alameda, Laney College, Merritt College, Vista College, East Bay Skills Center, and Feather River College, which is a mountain campus in Quincy, California 250 miles north of Oakland, near the California-Nevada border. The Peralta District provides educational services to approximately 35,000 students, ranging in age 18 to 100. The total student body is 55 percent minority.

Founder, Presidents' Round Table Convener 1983-85



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E-mail: cgreen@college.bm

Website: www.bercol.bm



Education

- American Association of Community and Junior College Presidents Academy
- Institute for Educational Management, Harvard University
- Ph.D., Education Administration, The University of Texas at Austin
- M.A., Management and Supervision (Industrial Supervision), Central Michigan University
- B.S., Industrial Technology, Central State University

People (NAACP) • Life Member, Alpha Phi Alpha Fraternity • Life Member, Phi Kappa Phi Honor Society • Prince Hall Masonic Lodge, 33rd Degree • Past Commissioner, Commission on Institution of Higher Education of the North Central Association • Past Member, North Central Accrediting Team • Past Member, National Board, American Association of Community and Junior Colleges (AACJC) • Founding Coordinator, Presidents' Round Table, Affiliate of the National Council on Black American Affairs

Professional Experience

- President, Bermuda College • Vice President for Student Services, Olive-Harvey College • Assistant Director, Education-to-Careers Program, Chicago Public Schools • Manager, Offsite Opportunities Program, Chicago Public Schools • Consultant, Kennedy-King College and the Chicago Public Schools • Chancellor, Houston Community College System • President, Rio Salado Community College • President, Maricopa Technical Community College • Dean of Continuing Education, Inver Hills Community College • Administrative Intern, Odessa College • Professor of Business and Management, American Technological University • Retired Colonel, United States Army

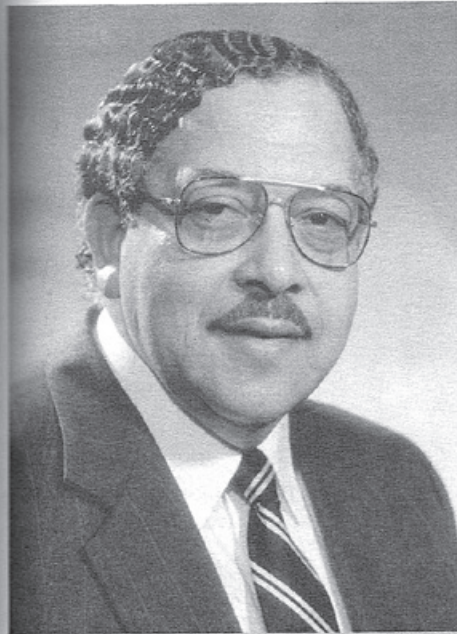
Professional and Civic Organizations

- Past Member, Commission on Urban Community Colleges, American Association of Community Colleges (AACC) • Past Member, Advisory Council of Presidents, Association of Governing Boards (AGB) • Past Member, Commission on Women in Higher Education, American Council on Education (ACE) • National Association for the Advancement of Colored

The Institution

Bermuda College, in its 30th year of service, was created by the Parliament of Bermuda through the passage of the Bermuda College Act in 1974. The College began with an amalgamation of three flourishing institutions: Bermuda Hotel and Catering College established in 1965; the Bermuda Technical Institute (1956) and the Academic Sixth Form Centre (1967). The College is located on a beautiful 21 acre site in Paget Parish, Bermuda overlooking the Atlantic Ocean. The College serves a student body of widely diverse academic, cultural and economic backgrounds. The College offers two years of a traditional college education, career and technical education, and General Education Development preparation and testing. The College has a large contingent of adult students participation continuing education and life long learning courses and programs. The College has adopted a student centered philosophy with the faculty and staff committed to the economic, educational and social uplift of the community. The needs, interests and development of students is the College's highest priority.

Treasurer (1983-Present)



Vernon O. Crawley, Ed.D. *President*

Moraine Valley Community College

10900 South 88th Avenue
Palos Hills, Illinois 60465-0937
(708) 974-5201

Fax: (708) 974-5269

E-mail: Crawley@morainevalley.edu
Website: www.morainevalley.edu



Education

- Ed.D., Chemistry, Pennsylvania State University
- M.Ed., Science Education, University of Virginia
- Studied Chemistry, American University
- Studied Physics, William & Mary College
- B.S., Chemistry, Virginia State University

Professional Experience

- President, St. Louis Community College at Forest Park
- Associate Dean for Academic Affairs, Mercer County Community College
- Acting Dean of James Kerney Campus, Mercer Community College
- Chairman of Science, Math and Technologies Division, Dundalk Community College
- Instructor of Physical Science, Towson State College
- Administrative Specialist in Science, National Aeronautics and Space Administration

Professional and Civic Organizations

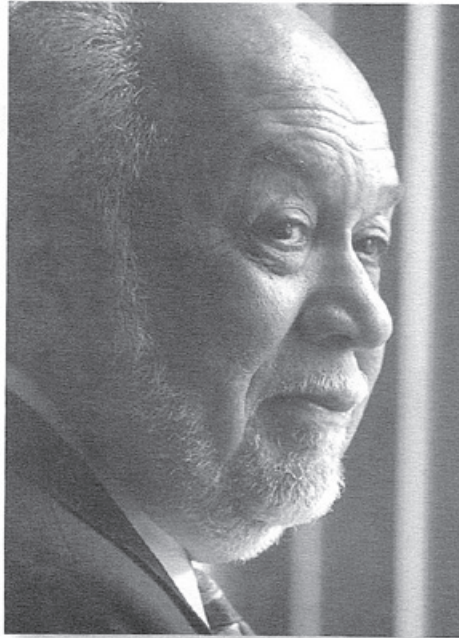
- Council on Higher Education Accreditation
- League for Innovation in the Community College
- National Council on Black American Affairs
- Expanding Leadership Opportunities for Minorities in Community Colleges
- Presidents' Round Table, Treasurer
- The Higher Learning Commission, North Central Association
- Southwest YMCA, Board of Directors
- Finance Advisory Committee
- Rotary Club of Oak Lawn
- American Association of Community Colleges
- Economic

Development Corporation for the Southwest Suburbs • St. Francis Hospital, Advisory Board • Leadership Development Committee of the Illinois Council of Community College Presidents

The Institution

Moraine Valley Community College is located in Palos Hills, Illinois, and serves 26 municipalities in the southwest suburbs of Chicago. It is the fourth largest community college in Illinois, serving more than 25,000 students. The college offers 84 certificate and degree programs. In addition, a variety of continuing education and non-credit courses, workshops, and seminars are offered. The college also offers programs for business and industry and specifically customized training and onsite instruction for employees at all levels. Moraine Valley employs a full-time faculty of 185 and a part-time faculty of 550. The college is a member of the League for Innovation.

Convener (1985-1988)



Richard M. Turner, III, D.M.E. *Interim President*

Baltimore City Community College

2901 Liberty Heights Avenue
Baltimore, Maryland 21215-7807
(410) 462-7799
Fax: (410) 462-7795
E-mail: RTurner@bccc.edu
Website: www.bccc.edu



Education

- D.M.E. (Music Education, Choral Conducting, Piano), Indiana University, Bloomington
- M.M.E. (Piano, Choral Conducting), Indiana University, Bloomington
- B.A. (Music), Fisk University, Nashville, TN

Professional Experience

- Interim President, Baltimore City Community College
- President, Turner Associates & Mentors • Executive Vice President, Wayne County Community College District
- Interim President, Wayne County Community College District • Provost, Northwest Campus, Wayne County Community College District • President, Nashville State Technical Institute • President, Lane Community College
- President, South Central Community College (CT) • Dean of Faculty and Provost, Community College of Baltimore • Dean of Student Activities, Community College of Baltimore
- Associate Professor, Chair of the Department of Music and Director of the Fisk Jubilee Singers, Fisk University • Associate Professor, Chair of the Department of Music and Director of the College Choir, Stillman College

Professional and Civic Organizations

- Rotary Club of New Haven (President) • Yale-New Haven Hospital Board • Community College Representative to the Connecticut Board of Regents Standing Committee on Accreditation • Harbor Development Committee (New Haven)
- United Way Board (New Haven, Eugene) • Eugene's Springfield Metropolitan Partnership Board • Eugene Chamber of Commerce Board • American Red Cross Board (Nashville)
- Nashville Council of Christians and Jews (Co-chair)
- American Association of Community Colleges Board • League for Innovation in the Community College Board • National Council on Black American Affairs Board, AACCC (President, Vice President for Membership, Treasurer, Webmaster), Presidents' Round Table (Convener)

The Institution

Baltimore City Community College is the only Maryland community college that is state-sponsored. It enrolls a diverse population of 26,000 full- and part-time students. Its origins date from Baltimore Junior College, 1947. Dr. Turner became Interim President in August 2004.

Convener (1988-1990)



EARL W. BOWMAN

President

Minneapolis Community College

Served as CEO since: 1980

1501 Hennepin Avenue, South

Minneapolis, MN 55403-1779

Phone: (Office) 612/341-7051

Minneapolis Community College is the only urban college in the Minnesota Community College System. It is adjacent to a technical institute and works cooperatively with it. Primarily a liberal arts institution, has 3,100 students enrolled, 53% part-time, 47% full-time, 85% of the students work full or part-time, 57% of our students are female, 20% of our students are minority, primarily Blacks and American Indian. Median age of students is 26.2 years. Currently the campus has four buildings, with a fifth one to be built this fall. This campus has the only Black president in the system.

EDUCATION:

Macalester College, St. Paul, Minnesota, B.A. & M.Ed.; Harvard Institute for Educational Management.

PROFESSIONAL EXPERIENCE:

President, Minneapolis Community College; Vice-President, Minneapolis Community College; Vice-President for Student Affairs, Macalester College; Dean of Students, Macalester College; Director of Development, Macalester College; Assistant to the President, Macalester College; Principal, Lincoln Junior High School, Minneapolis

PROFESSIONAL ACTIVITIES:

Participation in educational seminars, panel speaker, moderator, public speaking at graduations, meetings, churches, part-time instructor in management.

PROFESSIONAL AFFILIATIONS:

National Association for the Advancement of Colored People
National Black Alliance for Graduate Level Education
Minneapolis Urban Coalition Task Force on Education
Greater Minneapolis Metropolitan Housing Corporation Board of Directors
Minnesota College Personnel Association
Minnesota Personnel Guidance Association
American Personnel Guidance Association
National Alliance of Black School Educators
Advisory Board, Lake-Nicollet Office Northwestern National Bank of Minneapolis
Minnesota Alliance of Black School Educators
Sickle Cell Anemia Foundation Board
St. Peters AME Church Board of Trustees, President Pro-tem
Executive Committee, Police Athletic League, Chairperson
Minneapolis Municipal Athletic Association Board of Directors
United Way Board of Directors
Twin Cities Opportunities Industrial Center, (TCOIC) Board of Directors
The Blake School (Independent) Board of Trustees

Convener (1990-1994)



R. Eileen Baccus, Ph.D. *President*

Northwestern Connecticut
Community-Technical College

Park Place
Winsted, Connecticut 06098-1798
(860) 738-6300



Education

- Ph.D., Professional Higher Education Administration, University of Connecticut
- M.B.A., Industrial Administration, University of Connecticut
- B.A., Mathematics, Fisk University

Professional Experience

- President, Thames Valley State Technical College
- Consultant, Discretionary Asset Management, Aetna Life and Casualty Company
- Administrator, Treasury Services, Aetna Life and Casualty Company
- Director, Personnel Services Division, University of Connecticut
- Assistant to the Dean, School of Education, University of Connecticut
- Instructor of Mathematics, University of Connecticut Summer Program
- Assistant Director of Financial Aid, University of Connecticut
- Counselor, University of Connecticut Summer Program

Professional and Civic Organizations

- Connecticut Council on Higher Education
- Presidents' Round Table for National Council on Black American Affairs
- Chair of Presidents' Round Table 1990-1993
- Board of American Association of Community Colleges
- Director, Northwest Connecticut Association for the Arts
- Board of Council for Adult and Experiential Learning
- Chair, Commission on Minorities in Higher Education, American Council on Education
- Connecticut Rural Development

Steering Committee • Chamber of Commerce of Northwest Connecticut • Winsted Rotary Club • Church Mission Publishing Company • Leadership Greater Hartford Alumni Association

The Institution

Northwestern Connecticut Community-Technical College is a two-year coeducational institution situated in Winsted, Connecticut, in the northwestern region of the state. The college, founded in 1965, offers programs of study which lead to associate degrees in arts and science and certificates. The student body is made up of students from about half of the 169 towns in Connecticut, the other New England states, and New York. Northwestern offers a unique academic program for deaf and hearing-impaired students with specialized classes, academic support services and counseling, in addition to offering an associate's degree in interpreting for the deaf.

Convener (1994-1997)



Roy Phillips, Ph.D. *President*

Miami-Dade Community College,
Homestead Campus

500 College Terrace
Homestead, Florida 33030-6009
(305) 237-5010
E-mail: rphillip@mdcc.edu



Education

- Ph.D., Urban Secondary School Administration, University of Michigan
- M.Ed., Science Education, Wayne State University
- B.A., Education, Eastern Michigan University

Professional Experience

- District Vice President for Public Affairs, Miami-Dade Community College • Vice President, North Campus, Miami-Dade Community College • District Vice President/Campus Director, Fort Omaha Campus, Metropolitan Community College • President, Seattle Central Campus, Seattle Community College District • Vice President for Administration, Wayne County Community College • Secondary Principal, Detroit Public Schools

Professional and Civic Organizations

- American Association of Community Colleges • National Council on Black American Affairs • Presidents' Round Table • National Council for Instructional Administrators • Florida Association for Supervision and Curriculum Development • Homestead/Florida City Chamber of Commerce, Chairman Elect • Tools for Change, Chairman • Miami Coalition Against Drugs • South Dade Alliance for Neighborhood Development • Covenant Community Development, Inc. • Beacon Council of South Florida • South Florida Regional Planning Council •

Centro Campesino • Center for Health Technologies • Dade Community Partnership

The Institution

Miami-Dade Community College consists of five campuses located throughout Dade County. Approximately 50,537 students can attend instructional programs designed to prepare students for the upper division of senior colleges and universities or for immediate entry into the job market. Courses also are offered to meet students' personal interests or to upgrade their occupational skills. Homestead Campus is the fifth and newest campus located in the southernmost region of Dade County. Hurricane Andrew left only one building standing, but a state-of-the-art educational campus was completed in 1995. The campus will be home to an information technology center, computer and science laboratories, and a business incubator to serve the community. Future plans include adding a wellness center, a preschool, an auditorium, a teleconference area and facilities at the Homestead Airforce Base with an aviation component.

Convener (1997-2000)



Belle Wheelan, Ph.D. *Secretary of Education*

Commonwealth of Virginia

200-202 North 9th Street
Richmond, Virginia 23218
(804) 786-1151

Fax: (804) 371-0154

E-mail: belle.wheelan@governor.virginia.gov

Website: www.education.virginia.gov



Education

- Institute of Lifelong Learning, Harvard University
- Ph.D., Philosophy and Educational Administration, Community College Leadership Program, The University of Texas at Austin
- M.A., Developmental and Educational Psychology, Louisiana State University
- B.A., Psychology and Sociology, Trinity University

Professional Experience

- President, Northern Virginia Community College • President, Central Virginia Community College • Transition Management Team, Tidewater Community College • Provost, Tidewater Community College, Portsmouth Campus • Dean of Student Development Services, Thomas Nelson Community College
- Director of Academic Support Services, Alamo Community College District, San Antonio College • Director of Developmental Education, San Antonio College • Acting Director of Counseling, San Antonio College • Associate Professor of Psychology, San Antonio College

Professional and Civic Organizations

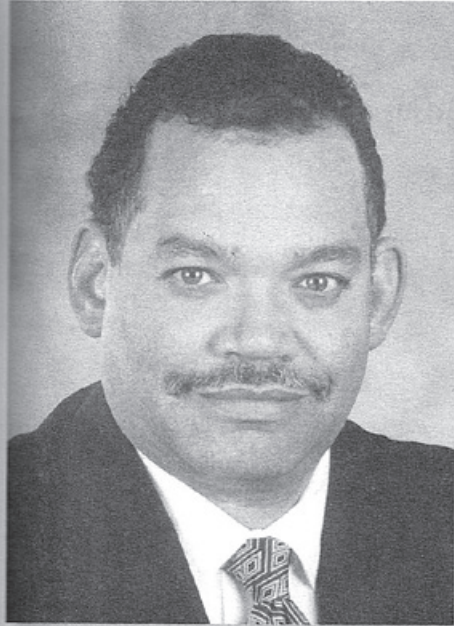
- Presidents' Round Table • Annandale Rotary Club • Northern Virginia Family Service Board • CEC/Seabee Foundation Board
- Tredegar Museum Board

The Institution

The Secretary of Education provides the leadership and guiding vision for all public education in Virginia. This includes the State Department of Education (K-12), The Library of Virginia, five museums, two higher education centers, the Virginia Community College System (23 colleges), one Junior College, the State Council of Higher Education, and 15 four-year colleges and universities.

More specifically, the Secretary directs policy for education programs that involve multiple agencies; resolves any conflicts that may arise; directs the preparation of alternative education programs and budgets for the Governor; and oversees the program budget for cultural affairs within the education agencies.

Convener (2000-2003)



Jack E. Daniels, III, Ph.D.
President

Lincoln Land Community College

5250 Shepherd Road
P.O. Box 19256
Springfield, Illinois 62794-9256
(217) 786-2274
Fax: (217) 786-2849
E-mail: Jack.Daniels@llcc.edu
Website: www.llcc.cc.il.us



Education

- Ph.D., Psychology, Wright Institute Graduate School of Psychology, Berkeley, CA
- B.A., History/Political Science, Huntington College, Huntington, IN

Professional Experience

- President, Houston Community College-Central College
- Vice-President, Academic Affairs, Grossmont College
- Assistant Dean, Math, Science and PE, College of Alameda
- Director, Educational Development, Peralta Community College District • Associate Dean, Urban Affairs and Occupational Education, New World Center Campus - Miami-Dade Community College • Assistant Director, Research Services, Chicago State University • Faculty, Psychology, Laney College

Professional and Civic Organizations

- Board and Executive Committee, American Association of Community Colleges • American Psychological Association • National Council on Black American Affairs • Presidents' Round Table • Board, Springfield Urban League • American Council on Education • Phi Theta Kappa • Economic Development Council • United Way of Central Illinois • Institute for Community College Development, Cornell University

The Institution

Lincoln Land Community College (LLCC), founded in 1967, is located in Springfield, Illinois, the state capital of Illinois. LLCC serves 20,000 credit students annually, over 5,000 students through customized training, and 9,000 non-credit students in a 15 county, 4115 square mile district. The district is the largest geographic district in Illinois. The district includes three regional education centers, three educational sites and a corporate training center, in addition to the main campus in Springfield. LLCC provides university-parallel and pre-professional programs as well as workforce programs. LLCC offers courses at more than 95 locations in 31 off-campus communities. The District employs nearly 400 full-time and adjunct faculty and approximately 200 administrators and staff. The District plays a pivotal role in the economic development of its region. The Capital City Center is focused on state agency training and the Business Training Center is devoted to corporate and small business training. LLCC is committed to serving students in an environment that celebrates diversity, actively engages students in learning, and encourages, supports, and recognizes academic excellence.

Convener (2003-2006)



Janis M. Hadley, Ed.D. *President*

Housatonic Community College

900 Lafayette Boulevard
Bridgeport, Connecticut 06604-4704
(203) 332-5224
Fax: (203) 332-5247
E-mail: jhadley@hcc.commnet.edu
Website: www.hctc.commnet.edu



Education

- Ed.D., University of Massachusetts, Higher Education Administration
- M.Ed., University of Massachusetts, Urban Education
- B.S., University of Massachusetts, Physical Education

Professional Experience

- Vice President of Planning, Culinary Institute of America, Hyde Park
- Associate Vice President of Administration, Culinary Institute of America, Hyde Park
- Dean of Enrollment Planning, Culinary Institute of America, Hyde Park
- Assistant Dean of Community Service, Dutchess Community College, Poughkeepsie
- Registrar, Sullivan County Community College, Lock Sheldrake
- Full- or Part-Time Faculty Member, Dutchess Community College, Sullivan County Community College, University of Massachusetts, Williams College

Professional and Civic Organizations

- Chair, Presidents' Round Table
- Center School for Change
- Vice-President, Bridgeport Regional Business Council
- People's Mutual Holdings Board, People's Bank
- Board of Associates, Bridgeport Hospital
- Workforce Development, Southwestern Connecticut
- The Workplace, Inc.
- Vice-President, The Connecticut Women's Forum
- Chair, Connecticut Community-Technical College System Management Committee
- American Association of Community Colleges Presidents Academy
- The Governor's Council on Economic Competitiveness and Technology
- The Bridgeport Advisory Board for Connecticut Inner City Business Strategy Initiative
- The Mayor's Commission of Education for the 21st Century
- Bridgeport Economic Resource Center
- Connecticut Community-Technical Colleges System
- Negotiation Team, Sabbatical Review Team
- American

Association of Community Colleges • Fellow of the Culinary Institute of America • Scholarship Selection Committee, Wegman's Foods Inc. • Member-At-Large, representing public higher education, Board of Trustees, New England Association of Schools and Colleges • Bridgeport, Connecticut, NAACP

The Institution

Housatonic Community College has grown over 76% since moving to its present location in downtown Bridgeport in 1997 and is recognized as one of the fastest growing community colleges in the northeast. It is one of 12 regional community colleges in the Connecticut Community-Technical College System. Housatonic serves a 12-town area in the southwestern portion of the state. It currently offers 36 associate degree programs and 22 certificate programs. In the fall of 2004, close to 5,000 students were enrolled. Most students continue their education upon graduating from HCC and earn undergraduate degrees. Currently, HCC students are enrolled at Yale, Wellesley, NYU, Fairfield U., Sacred Heart, universities and colleges in the state system, and both public and private institutions throughout the country. Those students who do not continue to earn degrees, upgrade their skills or gain new ones and enter the workforce, contributing to the economic well-being of the area. The College has many support services and activities assisting students to attain their goals and achieve success. Continuing education courses provide both skill and enrichment programs in response to a variety of community needs and interests. HCC also houses the Housatonic Museum of Art, with a world-class art collection considered the largest of any community college in the country. Housatonic is currently engaged in the design of the acquired, adjacent property which will provide an additional 190,000 gross sq. ft. of classroom, office, and activity space for the College in order to meet the needs of its rapidly growing student population.

Convener (2006-Present)



Charles A. Taylor, Ed.D.
President

Thomas Nelson Community College

P.O. Box 9407
99 Thomas Nelson Drive
Hampton, Virginia 23670-0407
(757) 825-2711
Fax: (757) 825-3590
E-mail: taylorc@tncc.edu
Website: www.tncc.edu

Education

- Executive Leadership Institute, League for Innovation
- Ed.D., Educational Administration and Supervision, Loyola University of Chicago
- M.S., Education, The Johns Hopkins University
- B.S., Sociology, University of Maryland/Baltimore County

Professional Experience

- President, Thomas Nelson Community College • Chancellor/CEO, Community Colleges of Spokane • President, St. Philip's College • Vice President for Student Services, Kellogg Community College • Dean of Student Development/Assistant Professor, Chicago State University • Assistant Dean of Students, Loyola University of Chicago • Student Activities Specialist, Catonsville Community College

Professional and Civic Organizations

- Virginia Peninsula Alliance • Virginia Peninsula Chamber of Commerce • Virginia Tidewater Consortium • Hampton Roads Partnership • Spokane Area Chamber of Commerce Board of Trustees • Spokane Symphony Board of Directors • Spokane Focus 21 Board of Directors • Inland Northwest Technology Education Center (INTEC), Chair, Executive Committee • Washington State Board for Community and Technical Colleges Board of Directors • Spokane Area Economic Development Council Board of Directors • Rotary Club 21 of Spokane • Spokane Area Chamber of Commerce Higher Education Leadership Group • Presidents' Round Table • American Association of Community Colleges Learning and Communication Technologies Council • American Association of Community Colleges Board of Directors • Nonprofit Resource Center of Texas Giving Thanks! Committee • Tri-Chair, Vision 6 for San Antonio Bond Campaign Executive Committee • Vice President of the Carver Cultural Community Center Development Board • Executive Board of Directors of the Greater San Antonio Chamber of Commerce • Board of Directors, San Antonio Spurs Foundation • Frost National Bank's Small Business Advisory Committee • Founding Chair, East Area

Council for the Greater San Antonio Chamber of Commerce • Greater San Antonio Chamber of Commerce/Forward San Antonio III Task Force • Education Minister of the 1998 Rey Feo Royal Court sponsored by the San Antonio Fiesta Commission • Honorary Chair of the 1997 NAACP Freedom Fund Banquet • Vice Lay Minister of St. Paul United Methodist Church • 1997 Distinguished Alumnus of the Year Award, University of Maryland-Baltimore County • Black and Hispanic Achiever of Industry Recognition Award from the YMCA of Metropolitan Chicago • Recipient of the Ten Outstanding Citizens Award for the City of Chicago

The Institution

Thomas Nelson Community College is a Commonwealth of Virginia multi-campus two-year institution of higher education established as a part of a statewide system of community colleges. The college was founded in 1968. It primarily serves the residents of the cities of Hampton, Newport News, Poquoson, and Williamsburg, and the counties of James City and York. The college operates under policies established by the State Board for Community Colleges and with the guidance of the Thomas Nelson Community College Board. The college is financed primarily by state funds, supplemented by contributions from the participating localities and the federal government, and from student tuition and fees. Thomas Nelson serves over 12,200 credit students and approximately 25,000 non-credit students. Thomas Nelson Community College has a nationally recognized, state-of-the-art, workforce development training facility. The Peninsula Workforce Development Center (PWDC) includes a Manufacturing Excellence Center, a Peninsula Worklink One-step Center, an ACT Center, Career Center and other workforce/economic development training components and partnerships. The PWDC served nearly 800 businesses in 2004.

Thomas Nelson Community College is one of 23 colleges within the Virginia Community System. The associate degree curricula of the college have been approved by the State Council of Higher Education for Virginia. The college is accredited by the Commission on Colleges of the Southern Association of Community Colleges and Schools.

Secretary (1983-1988)



FREDDIE WARREN NICHOLAS, SR.
President

John Tyler Community College
Chester, Virginia 23831
Telephone: (804) 796-4000

CEO since: 1979

EDUCATION: Ed.D., University of Virginia; M.S., Virginia State University;
B.S., Virginia State University

PROFESSIONAL EXPERIENCE: President, John Tyler Community College; Executive Vice President, Virginia State University; Provost, J. Sargeant Reynolds Community College Downtown Campus; Dean of Curriculum and Student Development, J. Sargeant Reynolds Community College; Administrative Intern, Northern Virginia Community College; Assistant Professor Agricultural Education, Virginia State University; Assistant Principal and Chairman, Department of Agriculture, George Washington Carver Regional High School; Teacher and Chairman, Department of Agriculture, George Washington Carver Regional High School

AREAS OF EXPERTISE: Agricultural Education; Agricultural Mechanics

THE INSTITUTION: John Tyler Community College in Chester is a two-year comprehensive community college preparing students for employment, advanced collegiate education, and improved citizenship. The College is dedicated to the belief that each individual should be given a continuing opportunity for the development of his skills and knowledge along with an opportunity to increase his awareness of his role and responsibility in society.

The instructional programs meet a wide variety of goals and interests. Credit and non-credit courses provide opportunities to improve basic skills, gain general knowledge, update technical skills, gain practical experience in applying principles and theory, develop personal skills and pursue personal enrichment. All areas of study are rigorous and meet the standards of quality for an accredited institution.

Secretary (2000-2003)



Jerome Hunter, Ed.D.
Chancellor

**North Orange County
Community College District**

1830 West Romneya Drive
Anaheim, California 92801



(714) 808-4797
Fax: (714) 808-479
Email: jhunter@nocccd.edu
Website: www.nocccd.edu

Education

• Ed.D., Higher Education, University of Southern California • M.A., Urban Studies, Occidental College • B.A., Political Science, University of California, Riverside • A.A., Liberal Arts, Santa Ana College

Professional Experience

• President, San Diego City College • President, San Diego Miramar College • Administrative Dean of Continuing Education, Rancho Santiago Community College District • Dean, Garden Grove Campus, Rancho Santiago Community College District • Assistant Dean, Humanities Division, Rancho Santiago Community College District • Grant Management Assistant, Rancho Santiago Community College District • Instructor, Political Science, Rancho Santiago Community College • Private industry administrator • United States Army Sergeant

Professional and Organizations

• Alpha Phi Alpha • Association of California Community College Administrators • Community College League of California Commission on Athletics • Citizen's Advisory Board on Police/Community Relations • City of Anaheim Workforce Investment Board • CORO Foundation National Board of Governors • County of San Diego Human Relations Commission, Human Services Sub-Committee • San Diego and Imperial Counties Community College Association • Southern California Community College Chief Executive Officers Association • Poway Unified School District Human Relations District Advisory

The Institution

The North Orange County Community College District is one of the largest in California, serving more than 68,000 students each term at its two comprehensive community colleges and School of Continuing Education. The service area of the District covers 155 square miles, 18 cities and communities, and 16 school districts. More than 1 million people, representing a broad range of ethnic and cultural backgrounds, live within the District's boundaries. The two colleges of the District are Fullerton College, the oldest continuously-operating community college in California, and Cypress College, which was founded in 1966. The School of Continuing Education operates four learning centers and holds additional classes in more than 100 community locations. The District opened a major new higher education complex in the fall of 2002 in the city of Anaheim, incorporating both college and continuing education programs in one facility. The District employs nearly 2,000 full-time and adjunct faculty members and more than 700 classified and management staff. Students in the District's two colleges may complete the freshman and sophomore years of a baccalaureate degree and transfer to upper division study at a university or complete a certificated vocation program and move directly into the workforce. The District plays a significant role in economic development activities of the region, providing contract educational services to business and industry, as well as specialized services such as assistance with environmental compliance regulations and developing small businesses. Continuing Education students may pursue a variety of educational goals ranging from employment-related subjects to personal interests, earning a high school diploma, or preparing for U.S. citizenship.

Secretary (2003-2006)



Mildred W. Ollée, Ed.D.
President

Seattle Central Community College

1701 Broadway Avenue
Seattle, Washington 98122-2413
(206) 587-4144
Fax: (206) 344-4390
E-mail: mollee@sccd.ctc.edu
Website: www.seattlecentral.edu



Education

- Ed.D., Educational Leadership, Seattle University, Seattle, Washington
- M.A., Education/Counseling, Walla Walla College, College Place, Washington
- B.A., Education, English and Social Science, Xavier University of Louisiana, New Orleans, Louisiana

Professional Experience

- Executive Dean/CEO, Portland Community College Cascade Campus
- Vice President of Student Services, Seattle Central Community College
- Associate Dean of Student Services, Seattle Central Community College
- Program Director, Instructor, Counselor

Professional and Civic Organizations

- Seattle Rotary • YWCA of Seattle • Oregon Community College Association of President's Council • Park Hill Rotary • Portland Urban League Board of Directors • Portland City Club • American Association of Community Colleges Commission on Academic, Student, and Community Development • Presidents' Round Table • United Way • Northwest International Woman's Conference • Private Industry Council • Western Governors • Homestead Capital dba Oregon Corporation of Affordable Housing • Tacoma and Portland Chapters • The Links, Inc.

The Institution

Dr. Ollée, is the first woman to serve as president of Seattle Central Community College. Located near downtown in Seattle's lively Capitol Hill neighborhood, the college promotes educational excellence in a multicultural, urban environment. TIME

Magazine honored Seattle Central as a 2001-2002 "College of the Year" in recognition of its innovative student services and educational programs that include a nationally recognized coordinated studies curriculum.

The college, which served 20,544 students last year, was established in 1966 and employs over 900 full and part-time employees. It is among the top five community colleges in the state to transfer students to four-year colleges. It also offers professional-technical programs in high-demand fields such as biotechnology, commercial photography, nursing, information technology, and wireless telecommunications.

Seattle Central also directs the operations of the Seattle Vocational Institute, which provides short-term job training programs. The SVI facility, located at 2120 South Jackson, enrolls about 500 students each quarter. The college also operates two satellite branches, the Wood Construction Center and the Seattle Maritime Academy. The Wood Construction Program facility, located at 23rd Avenue and South Lane, offers instruction in carpentry, marine carpentry (boat building and repair), and cabinet-making. The Seattle Maritime Academy, located on the Lake Washington Ship Canal next to the Ballard Bridge, is housed in an architecturally award winning facility. Its program offerings are marine deck and marine engineering technology.

Seattle Central is part of the Seattle Community College District which serves all of metropolitan Seattle and its surrounding communities. The District has a combined enrollment of more than 54,000 students at North Seattle, South Seattle and Seattle Central Community Colleges; Seattle Vocational Institute; and five training centers located throughout the city.

Secretary (2006-Present)



Andrew C. Jones, Ed.D.
Vice Chancellor of Educational Affairs

Dallas County Community College District



District Office
701 Elm Street
Dallas, Texas 75201

(214) 860-2129
Fax: (214) 860-2039
Email: acjones@dcccd.edu
Website: www.dcccd.edu

Education

- Institute of Educational Management, Harvard University • Ed.D., Education/Policy Analysis, Public and Higher Education Administration, Temple University
- M.S., Liberty Science/Administrative Services: Urban Information Specialist Institute, University of Maryland, College Park • Undergraduate Preparation, Macroeconomics, University of Maryland, College Park

Professional Experience

- President, CCBC Catonsville • Executive Vice President for Academic and Student Affairs, Cedar Valley College • Provost, Sojourner-Douglass College • Dean of the College, Sojourner-Douglass College • Dean of the Academic Affairs, Sojourner-Douglass College • Executive Assistant to the President, Talladega College • Associate Professor of Adult and Continuing Education, Coppin State College • Director of Student Special Services, Coppin State College • Associate Dean of Students, Coppin State College

Professional and Civic Organizations

- YWCA Central Dallas (Board Member) • St. John Federal Credit Union (Board Member) • The Maryland Arthritis Foundation (Board Member) • The Children's Homes (Board Member) • Providence Baptist Church (Trustee) • National Council on Black American Affairs • League of Innovation • American Association of Community Colleges • American Association of Higher Education • Maryland Independent Colleges and Universities, Assessment Committee • Middle States Association of Colleges and Schools • National Selection Committee, Woodrow Wilson Fellowship Program • National Association for Educational Opportunity • Council for the Advancement of Exceptional Learning • Sheppard Pratt Health Systems (Board Member)

The Institution

Forty years ago, a visionary Board of Trustees created the Dallas County Community College District in 1965. El Centro College, DCCCD's first, was opened in 1966.

DCCCD now has seven colleges that enroll more than 100,000 credit and non-credit students every semester, making it the largest higher education institution in the state of Texas. Seven independently accredited colleges make up the district: Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, North Lake, and Richland, plus the R. Jan LeCroy Center for Educational Telecommunications. Since 1965, more than 1.5 million people have been served. Most recently, Richland College was honored as the only community college to ever receive the prestigious Baldrige, Quality Award. DCCCD has a diverse student body, faculty and staff and is nationally recognized for its Rising Star Scholarship Program and its Visiting Scholars, minority faculty recruitment program. The district employs three thousand persons and operates on a budget of approximately \$370,000,000.

The purpose of the District is to prepare students for successful living and responsible citizenship in a rapidly changing local, national, and world community. The District does this by providing accessible, accredited, affordable, cost-effective, quality learning opportunities for development of intellectual skills, job skills, personal growth, and/or transfer to a baccalaureate program. In fulfilling its purpose, the District furthers cultural, economic, and workforce development in the communities served. In all its efforts, the District serves to meet the needs and exceed the expectations of those the District serves.

The Vice Chancellor of Educational Affairs is Chief Operating Officer (COO) for the District with primary responsibility for instruction, student services, workforce education/development community and educational partnerships.

COMMUNITY COLLEGE STATISTICS

The data in this section is drawn from two major sources to provide statistical trends with respect to the growth or lack of it for African-American Community College Presidents, faculty and students in two-year college institutions. The sources are drawn from the following: Presidents' Round Table Directories, 1984-2005.

Minorities in Higher Education Annual Status Report of the American Council on Education.

African-American Community College Presidents (The Directory)			
	Men	Women	Total
1984	39	8	47
1986	33	13	46
1994	49	22	71
1999	67	33	100
2001	61	42	103
2003	67	48	115
2005	67	46	113

The largest percentage of growth for African-American men occurred between the periods of 1986 and 1999 in which the men doubled their numbers from 33 to 67. From the period of 1999 through 2005, the numbers for African-American men stabilized. The greatest increase for women occurred between the years 1986 and 2003 in which they increased their numbers 2.69 times from 13 to 48.

African-American Faculty

African-American Faculty in Total Higher Education By Race, Ethnicity and Gender: 1993-2000			
1993		Percent	
Total	25, 658	4.7%	
Men	13, 385	2.5%	
Women	12,273	2.2%	
1995		Percent	
Total	26,835	4.9%	
Men	13,847	2.5%	
Women	12,988	2.4%	
1997		Percent	
Total	27, 728	4.9%	
Men	14, 061	2.5%	
Women	13,667	2.4%	
1999		Percent	
Total	29,222	4.9%	
Men	14,660	2.5%	
Women	14,562	2.5%	
2001		Percent	Percent Change (1993-2001)
Total	31,681	5.2%	23.5%
Men	15,851	2.6%	18.4%
Women	15,830	2.6%	29.0%

Since 1993 African-American men and women have accounted for between 4.7% and 5.2% of full-time faculty in higher education. These over-all numbers have increased 23.5% over an eight-year period.

African-American Students

Total Student Fall Enrollment in Higher Education, By type of Institution and Race/Ethnicity: 1991-2001	
Two Year Institutions African-American Students	
1991	555,059
1993	577,278
1995	589,857
1997	625,162
1998	636,252
2000	706,659
2001	763,432
Percent change (1991-2001)	38.8%
Percent change (1995-2001)	29.4%

In the 10-year period between 1991 and 2001, African-American enrollment in two-year colleges rose by 38.8% from 550,059 students to a total of 763,432, a gain of 213,373 students. There was a gain of approximately 21,337.3 students per year.

The white student growth rate declined the same percent by 7.8% from 4,061,429 to 3,742,912.

The Hispanic student growth rate increased by 82.1%. Hispanic students increased from 469,847 in 1991 to 855,440 by the year 2001. They surpassed African-American students in 1997 by 36,400 students. By 2001, their numbers had surpassed African-American students by approximately 92,008 students.

However, when comparing the high school completion rates and college participation rates for whites, African-Americans and Hispanics, the data reveals the following for the years from 1980-2002:

High School Completion Rate	
Whites	87%
African-Americans	77.5%
Hispanic	62.6%

College Enrollment Rates	
Whites	47%
African-Americans	40.3%
Hispanic	31.8%

While African-American students have increased their total numbers within the higher education system, there is an increasing gap between the progress of African-American male students and their counterparts as shown below:

High School Completion Rates (1980-2002)	
African-American Men	73.4%
African-American Women	81.0%
College Enrollment Rate (1980-2002)	
African-American Men	35.1%
African-American Women	44.6%

This poses a future challenge for the Round Table and its parent organization.

VISION FOR THE FUTURE

There is a clear need for the Round Table and its parent organization, the NCBAA to work collectively to establish a vision and strategic plan to address properly three major areas of need:

- 1) Close the increasing gap between the high school completion and enrolled—college rate between African-American men and women;
- 2) Establish more effective collaborative linkages between the Round Table, its parent organization and historically black colleges and universities; to develop a strategic plan for assisting the struggling African-American businesses in urban and rural America, as well as selected developing African countries;
- 3) Utilize fully the current and retired resources of the two organizations to conduct research for the documentation of real needs;
- 4) Minutes should be placed on CD-Rom and archives should be established for the future history of the organization.

References

1. Minutes of Presidents' Round Table
April 2000-March 2006
2. Minutes of National Council on Black American Affairs, 1982-86
3. Presidents' Round Table Directories: 1984, 1986, 1994, 1999, 2001, 2003, 2005
4. Minorities in Higher Education: Twenty-First Annual Status Report, 2003-2004—
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