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Dear CAU Family and Friends:

When an institution promises to provide students with a superior learning environment, the college or university must deliver on that promise each day and in every way possible in order to meet their expectations.

During the past few years, Clark Atlanta University has strategically and progressively continued to develop the kind of environment that young men and women need to prepare for a global and increasingly competitive marketplace.

This focus will undoubtedly continue under the leadership of Dr. Carlton E. Brown, who was inaugurated as Clark Atlanta’s third president on Friday, Nov. 13, 2009. Brown’s inauguration ceremony was held in downtown Atlanta and if you missed the event, the photo spread will give you an idea of the activities that took place during CAU’s Inauguration Week, culminating with Brown’s investiture.

In addition to a photo gallery of Inauguration Week, this issue of CAU Magazine offers readers a glimpse inside some of the elements that contribute to the strength and uniqueness of Clark Atlanta University’s academic enterprise. The cover story offers readers brief profiles on each of our four schools (School of Arts and Sciences, School of Business Administration, School of Education and Whitney M. Young Jr. School of Social Work) and some of the programs that demonstrate how the schools are placing students on the leading edge of learning.

CAU Magazine introduces readers to the university’s new provost and vice president for Academic Affairs, Dr. Joseph H. Silver Sr. Having joined CAU in January 2010, he has already immersed himself in leading the strategic planning process, engaging students and faculty and setting about making decisions that will positively impact the academic enterprise.

We also offer readers a rare opportunity to be exposed to perspectives on the state of higher education and CAU’s role in preparing students for leadership from four faculty members whose combined years at the institution total an astonishing 144 years. They share their views on change at the university, the outlook for the future of CAU and why they have chosen to dedicate their teaching and scholarship service to CAU.

CAU’s intensified outreach to alumni is resulting in several positive outcomes, and the Office of Alumni Relations has played an integral role in leading this effort. We spent some time with the people who staff this critical office and in this issue of the magazine, you will learn more about the philosophies that guide their approach to alumni relations.

In a continuing effort to showcase the fruits of the academic enterprise, we are pleased to introduce a new department in CAU Magazine that we call “Spotlight on Outstanding Students.” The department will feature Clark Atlanta students who are doing outstanding work academically and living one of CAU’s mottos “Culture for Service,” through their commitment to serving others.

There is much more on the pages of the magazine that will demonstrate that CAU is building excellence, engaging students, expanding its research prowess, raising the bar and becoming a national leader in several academic disciplines. Clark Atlanta University’s academic enterprise is thriving!

Your thoughts are always welcome. Please contact me at jjiles@cau.edu.

Jennifer Jiles
Executive Editor
Dear CAU Family, Friends and Supporters:

We have begun 2010 with anticipation and excitement about the many opportunities that are before us. The strategic planning process that we initiated in 2009 is moving forward rapidly and strongly as we pursue the actualization of a revised mission and a new vision.

Clark Atlanta University’s unique history and structure have enabled profound contributions to the history and culture of our world. Even as our nation continues to experience unprecedented uncertainty and change, we continue to draw on the strength of that history as we press ahead in the Spirit of Greatness. It is our hope that you continue to join your university in ever greater numbers in a shared appreciation of the remarkable resilience and strength of this academic enterprise.

In this issue of CAU Magazine, we give you a glimpse inside the academic enterprise, the heart of the educational experience for our students. CAU’s faculty members are among the most committed, talented and engaged in the higher education community. Collectively, their scholarship and teaching serve as the anchor of our standing as one of only two, private historically black doctoral institutions in the nation with a Carnegie classification of Research University/High Research Activity.

As we continue to strengthen our academic stature and expand our research purview, CAU’s core focus is to provide students with the best educational experiences possible. Many of our alumni and current students describe their living and learning experience at CAU as “transformative.” This is a consequence of the strength of the curriculum, the depth of interaction with faculty and staff, the opportunities for co-curricular experiences and the relationships that they form with other students. We must continue to create transformative opportunities for a greater number of students who choose to matriculate at CAU. There is an elevated priority at CAU to ensure that the academic enterprise is well-positioned to carry out the university’s mission.

In keeping with our goal of building long-term academic strength, we are focusing with a greater degree of urgency on achieving national prominence and presence in the areas in which we exercise authority and have established priority. We are pursuing greater diversity in our student recruitment and continuing the university-wide effort to develop greater efficiency in our processes, thereby enhancing the student experience at Clark Atlanta.

Our students, most assuredly, remain our top priority and as such, all of the actions that we take are part of our strategic effort to protect, support and strengthen our academic enterprise. Teaching, research and service remain central to the academy. Exercising our national leadership for positive change remains our goal.

Please enjoy this most informative issue of CAU Magazine.

Carlton E. Brown
President
School of Arts and Sciences

Mr. Christopher Hickey, Professor and Chairperson of the Art Department, published a full-page illustration for “Discovering Hidden Worlds Above, Around and Within Us,” Agnes Scott The Magazine, Fall 2009 Volume 85 Number 2, p.13.

Hickey’s individual print titled “Diversity” (above) is one of 39 prints that appear the portfolio titled “Folium Darminii.” Hickey also collaborated with 39 other regional artists to develop the portfolio of prints, which are archived at the Atlanta Printmakers Studio in Atlanta, Ga. The collection will be exhibited at the Seen Gallery in Decatur, Ga., from Feb. 13 to March 17, 2010.

Dr. F. S. J. Ledgister, Assistant Professor and Chair of the Department of Political Science, presented a paper titled “Thomas Carlyle’s Colonization Proposal” at the Southern Political Science Association Conference in January 2010 in Atlanta. He also chaired two panels, and participated on another panel at the same conference. He serves as book review editor for Wadabagei: A Journal of the Caribbean and Its Diasporas.

Dr. Ronald E. Mickens, Distinguished Fuller E. Callaway Professor, Department of Physics, wrote a book based on his research in nonlinear oscillations. It will be published by World Scientific in Spring 2010. The title of the book is Truly Nonlinear Oscillators.

Mickens presented an invited lecture at the International Conference on Mathematical Modeling and Analysis of Populations in Biological Systems on Oct. 10, 2009, with the title of “A NSFD Scheme for a Model for Respiratory Virus Transmission.”

Mickens made two presentations at the SESAPS Meeting in Atlanta, on Nov. 12, 2009. The talks provided a summary of joint research with Mickens’ Systems Sciences Program doctoral student, Dorian Wilkerson, on a new methodology for calculating approximate solutions to particular classes of differential equations.

Autobiographical materials, including excerpts from a three and one-half hour video interview, appear in the first Science Makers DVD Toolkit and Manual. This national project was completed by The History Makers (Chicago, Ill.) and supported by a grant from the National Science Foundation.

During 2009, two doctoral dissertations were published based on Mickens’ work involving NSFD methods for differential equations. The authors and their research institutions are Phumezile Kame, University of Pretoria, South Africa and Dirk Klindworth, Technische Universitat, Berlin, Germany.

Mickens gave two invited lectures at the Joint Mathematics Meetings held in San Francisco, on Jan. 14-15, 2010. These presentations covered his research, respectively, in nonlinear evolution differential equations and a new SIR model for the spread of disease.

Mickens organized a session of invited talks at the American Physical Society Meeting held in Washington, D.C., Feb. 13-16, 2010. The session title was “Origins of Research and Teaching at Selected Physics Departments” and was sponsored by the Forum on the History of Physics of the APS.

Dr. Tim Moore, Chair of the Department of Psychology, gave the opening seminar for the spring 2010 Biology Department Distinguished Seminar Series at Tuskegee University in Tuskegee, Ala., on Jan. 12, 2010. The title of his presentation was “Estrogen-like Compounds Can Alter the Neural Landscape.”
School of Business


Dr. Siriyama Kanthi Herath, Associate Professor of Accounting, is co-author of the paper titled “Board Characteristics and Corporate Value: Evidence from Thai Listed Companies,” which will be published in the *Corporate Governance Journal in spring 2010*.

Dr. Jamie Pleasant, Assistant Professor of Marketing, has published his first book titled, *Prayers That Open Heaven*. The book is designed to help readers grow in the development of a powerful and effective prayer life. The book won Goodreads.com’s Best Book of November 2009. The book is available for sale in the CAU bookstore and Pleasant is donating 50 percent of the list price of the book to scholarships at CAU.

School of Education

Dr. Veda Jairrels, Professor of Exceptional Education in the Curriculum Department, presented twice on the topic, “African Americans and Standardized Tests: The Real Reason for Low Test Scores” at the National Alliance of Black School Educators Annual Conference in Indianapolis. Her presentation was based on her book of the same title, which was one of the top 100 best selling books on Amazon in the categories of assessment and African-American Studies. At the invitation of WCHB radio, Jairrels traveled to Detroit to present the findings from her book to parents and educators. As a result of her research, Jairrels founded “The 2000 Book Movement,” a national service project with the purpose of eliminating the achievement gap. The goals of “The 2000 Book Movement” can be found on the Facebook page created for the project and for Jairrels’ blog at www.vedajairrels.wordpress.com.

Dr. Robert D. Bullard, Ware Professor in Sociology and director of CAU’s Environmental Justice Resource Center, was recently named as one of *The Grio*’s “100 History Makers in the Making.” Bullard is widely known as the “father of environmental justice,” and a highly sought environmental consultant. He was recognized by *The Grio* for his advocacy for provisions that protect vulnerable communities in climate change and energy legislation. As director of the Environmental Justice Center, he has authored several landmark studies and continues to lead the Center’s accomplishments in matching science with community application and environmental stewardship. Bullard’s ground-breaking work in environmental justice laid the foundation for other environmental advocates. He continues to play a pivotal role in the challenges ahead in terms of climate change.
What is needed to address the demands of a global landscape are leaders who think strategically, innovatively and unconventionally — people who have been prepared in colleges and universities with a mission of teaching, research and service.

Those three tenets — excellence in teaching, research and service combined with a commitment to development of the whole student — are the essence of Clark Atlanta University’s academic enterprise. The School of Arts and Sciences, School of Business Administration, School of Education and the Whitney M. Young Jr. School of Social Work are the heart of the academic enterprise at CAU. Each of the four schools are central to key areas of the university such as research, program development, scholarship, and of course, graduates who have been prepared to serve in critical leadership roles around the globe.

The premium that the marketplace holds for highly skilled people who can think, act and adapt simultaneously cannot be underestimated. CAU alumnus Adeolu J. Adelusi-Adeluyi is an excellent example of the kind of product the university’s academic enterprise is providing to the world. Adeluyi earned a bachelor’s degree in business and an MBA from CAU’s School of Business in 2003 and 2006 respectively. His education prepared him to serve as one of the very few African-American project management executives in remote Atara, Kazakhstan.

Adeluyi, who is fluent in several languages, is on the fast-track to becoming a global business leader and CAU provided the foundation for his achievements.

Through the university’s four schools, the academic enterprise at Clark Atlanta is preparing graduates to stretch themselves, challenge themselves and seize opportunities to provide solution-based change to some of the most critical issues facing nations all over the globe.
One of the strongest aspects of Speech Communication and Theater Arts is the department’s faculty, all of whom have ties with the professional world. Professors Betty Clements-Saunders, coordinator of Speech Communication, and Joan McCarty-Sanchez and Rabiyah Karim-Kincey are full-time faculty committed to using their professional experiences to teach and develop the whole student.

“We all have professional backgrounds that we blend with our academic experience, which we believe, add dimension to students’ educational experience,” said Gary Yates, who has served as chair of Speech Communication and Theater Arts Department since August 2008. “Our connections in theater and the arts help students gain fellowships, internships and serve as a stepping stone to networking with various theater-related business organizations.”
As an actor, Yates has more than 25 years of professional experience in the areas of regional theater, film and television. He began his acting career in New York working in off-Broadway theatre and daytime soaps. His stage credits include theatre performances in New York, Washington, D.C., Los Angeles, Chicago and Atlanta. Yates also brings professional directing credits that extend from Los Angeles to Atlanta. Most recently, Professor Yates worked as a dialect coach for the Alliance Theatre on its production of “Avenue X,” currently playing at Atlanta’s Woodruff Arts Center.

Under Yates’ leadership, students’ educational experience is strengthened through workshops led by artists and business leaders, internships, community outreach programs and one-on-one interaction with industry professionals. These activities are part of a strategic process designed to prepare students to be competitive in the arts.

One of the flagship programs within the department is the CAU Players, which is the performance component area of study. Many of the CAU Players are theater majors who perform in two stage productions per semester. Faculty and external professionals serve as directors of the plays. The student actors are currently in the throes of rehearsal for a production of “Gee’s Bend,” which is scheduled for production later in the spring semester.

“We choose plays based on what experiences students need before they graduate,” said Yates. “This includes gaining experience in musicals, the classics and drama. For example, film students use our acting students to appear in their films. Programs are designed to give all students a well-rounded experience.”

The CAU Players doubles as a recruitment tool when Yates and faculty expose high school students to CAU through the plays.

Part of Yates’ vision for the department is the creation of laboratories, which would give students opportunities to hone their craft beyond the classroom, provide a new stream of internships and serve as a bridge to take students from the campus to the professional world.

One other strong bridge for students is the University Resident Theater Association (URTA). Students audition for graduate school and those accepted enter a three-year fellowship program within a university such as the University of Iowa.

According to Williams-Kirksey, uppermost on the minds of faculty and administration in the School is the student. We want to create an academically-driven experience for all students “as we prepare them to succeed and meet world needs.”

SCHOOL OF BUSINESS ADMINISTRATION’S SUPPLY CHAIN MANAGEMENT PROGRAM

The Clark Atlanta University School of Business was founded nearly 80 years ago with the mission of educating African-American students about business management principals. The School of Business has since graduated 10,000 plus baccalaureates in business administration and more than 3,000 MBAs who are influential not only in the field of business but also education, the sciences, government and other sectors.

The School of Business’ mandate to remain relevant and responsive to the global business environment is exemplified by its supply chain management program, which addresses a critical component in bottom-line profitability. Specifically, supply chain is the management of supply and demand, sourcing raw materials and parts, manufacturing and assembly, warehousing and inventory tracking, and distribution across organizational boundaries to meet the needs of the end customer. Dr. Paul Brown, director of the Supply Chain Management Program within the School of Business Decision Sciences Department, said the increased integration of supply chain management into the functionality of a business could be attributed to the evolution of the vertical business model. He cites Dell Computer and Walmart as examples of companies that have used supply chain management to expand their global presence.

Dell came up with a build-to-order model . . . and Walmart used supply chain management strategy to provide low costs for the goods they sell,” said Brown. “Organizations have changed how they do business. You used to see businesses that were vertically integrated; they controlled their own manufacturing and distribution channels. From a cost effec-
tive standpoint, businesses have become more specialized and tend to focus on what they do best and outsource or have other companies provide products and/or services for their business. Those same companies now have to manage relationships with their manufacturers and suppliers effectively, and that’s where supply chain management comes into play.”

CAU’s Supply Chain Management Program was launched in 2003 with a Ford Motor Company grant and seven students. Today, the undergraduate concentration has an enrollment of 70 students, with plans to establish a graduate school concentration in fall 2010. Clark Atlanta’s program, the only one of its kind in the Atlanta University Center, provides students with a general overview of supply chain management with a focus on building skill sets that engage logistics, procurement, project management, contract management, inventory management, Microsoft Excel and Six Sigma (a business management strategy).

Outside of the classroom, School of Business undergraduates learn more about the discipline as members of the university’s Supply Chain Club, and as an added incentive Clark Atlanta University will soon serve as the Atlanta student chapter for the Institute of Supply Management, providing students with an ongoing connection to a prominent group of Atlanta supply chain executives.

Graduates with a concentration in supply chain management typically pursue careers in procurement, transportation, inventory management and supply chain planning. Narissa Lee (CAU ’08) is one of 150 to earn the concentration. She is currently completing Bank of America’s two-year management associate program, in Charlotte, N.C., where she is working on different strategic aspects of supply chain management, including contract negotiations, competitive bids and vendor relations.

“Clark Atlanta helped me tremendously at this stage of my career because there were endless resources available to me as a student,” said Lee. “I had access to companies like Bank of America, Procter and Gamble and Coca-Cola. Their representatives came in and provided insight on supply chain management. Having exposure to that caliber of mentorship was imperative, and CAU provided the key ingredient.”

The Supply Chain Management Program is supported by an advisory board composed of 13 of Atlanta’s largest supply chain companies: Eaton Corporation, IBM, City of Atlanta, Chevron, Sam’s Club, Procter and Gamble, Harley-Davidson Motor Company, Norfolk Southern, Monsanto Company, Lockheed Martin, MWV, Union Pacific Railroad and Shell Oil.

With an internship at Target Corporation under her belt, senior Jaralyn McNeal will join Target as an analyst following graduation in May. “The demand for supply chain management professionals is high and Dr. Brown and other professors at Clark Atlanta challenge us to be the best. They give us the tools to be successful.”

**SCHOOL OF EDUCATION: CREATING CHANGE AGENTS**

The School of Education develops future educators, administrators and school service providers on the strength of a two-pronged focus: to address historical inequities in the field of education, and to prepare students to become effective change agents who work to revamp the field to meet the needs of today’s learners.

When Clark Atlanta University was formed in 1988, by the consolidation of Atlanta University (1865) and Clark College (1869), the School of Education inherited the historical missions and achievements of its parent institutions. The teacher education programs of the two legacy institutions became a single unit that today offers teacher education programs at both the graduate and undergraduate levels of study.

The School of Education has carefully designed curricula to focus on the needs and interests of the individual as well as on specific needs of the school districts from which the candidates come. Faculty members prepare an action-oriented, problem-solving curriculum with content and materials designed to produce leading educators. The academic focus of the School of Education is on developing educators who are moving innovatively to meet the shifting social and educational needs of school-age children, particularly in urban settings.

Through strategic partnerships with other colleges, universities and grade schools, the School of Education is developing scholars, change agents, leaders and mentors critical to the efficacy of urban education.

For example, the School formed a research partnership with one urban school in the Atlanta Public School district that resulted in the school moving upward from a “Needs
Improvement” status to “Title I” status within three years, signaling that all students are performing at proficient levels.

Under the direction of Dr. Sean Warner, who joined the School of Education as dean in October 2009, the School of Education aims to be a leading national institution for the preparation of teachers, administrators, and school service personnel for urban schools and beyond.

Warner, a graduate of the University of Massachusetts Amherst, envisions the School of Education and the Center for Excellence in Urban Educational Excellence as having a global reach and impact in education.

“My vision is that the School of Education will, through innovation in teaching, research, and professional service, provide support to local, regional, and global communities struggling with challenges in education, counseling and leadership.”

As with any new executive position, there are both challenges and opportunities. However, Warner has stated that he is first focusing on a few specific areas including reaffirmation, program strengthening, community relations, increasing enrollment and internationalization.

Warner recognizes that success in these critical areas requires commitment and collective effort and he is committed to building a collaborative environment focused on teaching, research and professional service.

“As with any new executive position, there are both challenges and opportunities. However, Warner has stated that he is first focusing on a few specific areas including reaffirmation, program strengthening, community relations, increasing enrollment and internationalization.”

Warner recognizes that success in these critical areas requires commitment and collective effort and he is committed to building a collaborative environment focused on teaching, research and professional service.

“Everything that we do in the School of Education is geared toward creating critical thinkers who can impact all P-12 communities, especially those situated in urban settings,” he said. “Together, we will achieve the vision of becoming a global leader in preparing new generations of educators, administrators and school services professionals.”

**WHITNEY M. YOUNG JR. SCHOOL OF SOCIAL WORK: TACKLING SOCIAL ISSUES**

Men and women have traveled from around the nation to study social work at Clark Atlanta University’s nationally recognized School of Social Work since 1920. As CAU prepares to celebrate the School’s 90th year of existence, the Whitney M. Young Jr. School of Social Work continues to demonstrate why it remains a leader in training future social work professionals to provide solutions to many of today’s most pressing societal problems.

The mission of the Whitney M. Young Jr. School of Social Work is to advance the aims of the profession through educational excellence in the social work practice. Named for renowned social work scholar and civil rights activist, Whitney M. Young Jr. (who served as dean of Atlanta University’s School of Social Work from 1954 to 1960), the School has a solid history of social work, graduating leaders in the profession and having created and founded the “Afro-Centric” perspective of social work, a frequently used theory practiced in urban areas.

Under the leadership of Dr. Vimala Pillari, who has served as dean since October 2008, the School of Social Work is today engaged in academic and programmatic activities that are giving future social workers a heightened sense of social consciousness and preparation to tackle complex issues.

For example, the School recently established the Families and Children’s Research Center. Faculty and students at the Center are focusing on families and children, and their health and mental health through research in areas such as marital problems, adolescence issues, single parenting, divorce and intergenerational patterns of physical and emotional abuse.

“My long-range vision is that the School of Social Work will become one of the best in the nation for research, scholarship and training,” said Pillari. “We will achieve this by continuing to deliver academic programs and practical experience opportunities that produce new professionals who approach today and tomorrow’s societal problems from a solution-based perspective.”

One of the School’s approaches to attaining leadership in social work education is to seek out opportunities to immerse faculty and students in addressing many of today’s most urgent social issues.

One of the many societal problems that the School of Social Work is tackling is the increase in domestic violence among teenagers. Research indicates one in three teens report knowing a friend or peer who has been physically abused by their partner. Therefore, the School of Social Work has been focusing on this issue through research and
programmatic actions. The School and the Partnership Against Domestic Violence have teamed to co-sponsor the first Teen Summit on Intimate Partner Violence at Clark Atlanta University on Saturday, March 13, 2010.

More than 100 middle and high school youth will convene with parents, teachers, and mentors to create a forum in which teens can discuss healthy and unhealthy relationships. The forum will also provide resources and information on dating violence to youth and adult supporters.

Historically called “domestic violence,” intimate partner violence (IPV) describes physical, sexual, or psychological harm by a current or former intimate partner or spouse.

“Dating violence can be described as controlling, abusive and aggressive behavior in a romantic relationship,” said Dr. Joyce Dickerson, chair of the Master of Social Work Program. “It can happen in heterosexual or same-sex relationships and can include verbal, emotional, physical, or sexual abuse, or a combination of them. Violence by an intimate partner is linked to both immediate and long-term health, social, and economic consequences.”

Currently, there is empirical evidence which shows that for women, the college years may be a time of heightened risk of rape. An estimated 32 percent of college women are raped each year. Young women are the most at risk of being raped between the ages of 16 and 24. Also, the highest rate of intimate partner violence is among women ages 16-24.

“The initiative to address intimate partner violence is significant to the School of Social Work because social workers have always been at the forefront of addressing social issues and finding solutions to societal problems,” said Pillari. “The School is following the tradition of advocacy, which is part of our professional practice. Whitney M. Young focused on social and economic justice; therefore, this project provides an opportunity to reconnect the School and community to address the social and economic disparities that exist among women and their families.”

Pillari added that the School’s focus on this social issue also provides opportunities to not only highlight the prevalence of intimate partner violence on campus but to eliminate the hidden shame, and to train faculty, administrators, students, and staff to recognize intimate partner violence.

The School of Social Work will also host the second annual “Healing Properties of the Blues,” fundraiser on March 27, 2010, during which faculty and students will hold a series of workshops in an effort to raise public consciousness regarding the social issues.

The daylong event also features performances by the SaNa Band and ‘Stoop Down Man’ Chick Willis. They will use the origin of the Blues to probe the content of songs and explain how the Blues helped African slaves develop spiritual toughness in the face of loss and separation and direct their energies toward the task of survival.

Each year, the event aims to integrate the healing properties of the Blues into everyday life and prepare for a transformation or change in one’s life.

Pillari and the School of Social Work faculty are creating an environment that places a greater emphasis on developing an atmosphere that promotes greater faculty-student interaction through teaching, research and programs. Whitney M. Young Jr. School of Social Work is on the leading edge of developing the next generation of social work professionals and is serving as a model for social work scholarship.
The nation’s colleges and universities play a pivotal role in society’s knowledge system. These institutions develop the nation’s future work force, contribute to a more enlightened society and stimulate higher thinking and the development of new ideas. However, without the faculty, higher education institutions would not exist. Faculty teach, train and educate our world’s future leaders to be knowledgeable, well-rounded people who contribute to communities, the nation and the world.

In keeping with the editorial focus of this issue of CAU Magazine, four CAU faculty members were brought together to discuss the state of higher education today, contributions of historically black institutions, Clark Atlanta University’s role in educating young people and what sustains their passion for education and for CAU.

Their careers with CAU span from 21 years to 53 years and their perspectives demonstrate diversity in thought, yet also convey great similarities in critical areas such as the role of technology in an academic setting and the importance of higher education in an increasingly competitive marketplace.

Following brief biographical sketches of each of the four roundtable participants, CAU Magazine gives readers an opportunity to “listen in” on an enlightening discussion between the faculty members and Executive Editor Jennifer Jiles.
Dr. Margaret E. Counts-Spriggs, a 21-year faculty member, is an associate professor in CAU’s Whitney M. Young Jr. School of Social Work. The Atlanta University and Clark Atlanta University alumna is a certified gerontologist who has presented several local and national workshops and seminars that address the diversity of aging. In 2004, she served as the Clark Atlanta University principal investigator for the UNCFSP-RAP (United Negro College Fund Special Programs Research through Academy Community Partnerships), sponsored by the CDC, to train undergraduate students as health researchers. In March 2009, Counts-Spriggs was awarded a five-year Child Welfare Workforce Training Grant to prepare baccalaureate social work seniors to become child welfare workers. She has been awarded several fellowships including The Salzburg Seminar Series held in Salzburg Austria, 2004 and 2005, and the New York University Faculty Summer Network (1997, 1998, 1999, 2001, 2003 and 2009). Within her professional circles, Counts-Spriggs is the local planning chair for the 2010 Baccalaureate Program Directors annual conference coming to Atlanta in March 2010. Counts-Spriggs contributes time to the Council for Social Work Education by serving a three-year term on the Committee on Practice Methods and Specialization/ Council of the Commission on Curriculum and the Educational Innovation Council for Specializations in Field Practice. She earned a master’s degree in social work from Atlanta University and a Ph.D. in social work policy and administration from Clark Atlanta University.

Dr. Isabella Finkelstein was born on a farm in rural North Carolina. As the oldest of six children, she gained a lot of experience in teaching and mentoring while taking care of her five brothers and sisters without the benefit of basic, modern conveniences. Finkelstein’s family lived in a small house with limited facilities for first few years of her life. Despite the challenges she faced growing up, Finkelstein graduated from high school at the top of her class of 13 students and selected Appalachian State University upon receiving a scholarship that paid for most of her college education. Realizing that she wanted to continue her education, she accepted a teaching assistantship at the University of Michigan in Ann Arbor. Finkelstein found the next two years to be exciting; she taught zoology labs and learned the latest in cell biology. After earning a master’s of science in zoology, she taught a year at Simmons College in Boston and later, she taught for a year at East High School in Denver. Finkelstein was assigned to classes that had large numbers of African Americans and was told that she was “not expected to teach them anything, just to keep them from crawling out the windows.” However, she found students who actually wanted to learn and students who were a “joy to teach.” Finkelstein was accepted at the University of Colorado to continue her education in a new Ph.D. program in developmental biology. In 1970, her husband earned a Ph.D. in mathematics and accepted a position in mathematics at Emory University in Atlanta. Finkelstein completed her Ph.D. in developmental biology from the University of Colorado after relocating to Atlanta. She was then hired by Clark College following the birth of her first daughter. She has spent the past 40 years as a faculty member at Clark College and later, Clark Atlanta University.

Dr. Winfred Harris is the Howard Hughes Professor of Biological Sciences and is both a Clark College and an Atlanta University alumnus. He has been a faculty member for 53 years, having begun his career with Clark College as an instructor of biology in 1957. In 1972, he was promoted to professor and became chair of the department of biology. He was appointed dean of Faculty at Clark College in 1979. He was appointed interim president of Clark College from 1987 to 1988 and in 1988, he was appointed vice president for Administration at Clark Atlanta University. Harris was appointed provost and vice president for Administration in 1996 and served in this role until 2004, when he returned to the department of biology as a professor. Harris earned a bachelor’s of science degree in biology from Clark College in 1955 and a master’s of science degree in zoology from Atlanta University in 1957. In 1965, he earned a Ph.D. in genetics and biochemistry from...
West Virginia University (Morgantown) and completed his post-doctoral education in biochemistry at the University of Pennsylvania from 1965-1967.

Christopher Hickey has been a professor of art at Clark Atlanta University since 1979. His work has been included in more than 30 national and regional juried exhibitions and Hickey’s illustrations have been published in more than 40 publications including Emory Magazine, Agnes Scott: The Magazine, Momentum, Atlanta Magazine, the Boston Globe and the 18th edition of American Illustration. Trained as a printmaker and draftsman, Hickey embraced computer imaging in the mid 1980s. He teaches a wide array of courses including drawing, printmaking, illustration and computer imaging. He received a master of fine arts degree from the University of Nebraska and a bachelor of fine arts degree from Miami University of Ohio.

CAU MAGAZINE: Each of you has longevity in higher education and as CAU faculty. You are models of teaching, service and scholarship for the institution. Why have you chosen to dedicate your career to teaching and scholarship and why have you chosen to spend your career at CAU?

Margaret E. Counts-Spriggs: Prior to my decision to return to seek graduate education, I was a substance abuse addictions counselor for over eight years in my hometown of Charleston, South Carolina. During my doctoral studies at Atlanta University, I was a teaching assistant for the department of sociology at Morehouse college. My first assignment was to teach an Intro Sociology course during the summer of 1987. Upon walking out of my first class I realized that teaching in higher education was what I wanted to do. Since that time, I have committed myself to teaching. From observing the interactions of my students from the very first class that I taught to the class that I just taught this week, my students continue to motivate me to be more in touch with each generation and how to best engage them. I allow them to teach and inspire me to be a better teacher as they demonstrate a quest for acquiring new knowledge. I have experienced 20 commencements and for 20 years, I have welcomed a new cohort of scholars. The energy experienced at both of these points in our university’s calendar brings pride and awe as I watch the next generation of future leaders take their place in history. I quietly say to myself, ‘job well done!’

Isabella Finkelstein: When I came to Clark College in the fall of 1970, I taught freshman and senior courses. All nine students in the senior class entered and completed graduate or professional school. My colleagues, Dr. Winfred Harris, Dr. Charles Hubert, Mr. Rusinko and Mr. Sears had prepared them well! I was hooked! Not only did I have the opportunity to teach talented students, I was encouraged to write grants to provide opportunities for students to become prepared for graduate and professional school. In 1972, I was able to get a grant from the National Institutes of Health that allowed me to complete my Ph.D. studies in my laboratory at Clark College. The environment and support at Clark College and CAU have allowed me to write and receive grants totaling more than $20 million. As chair of the department of biological sciences for approximately 20 years, I have also had the opportunity to develop my leadership skills and provide support for the department. I have been privileged to direct the MARC U*STAR (Minority Access to Research Careers Undergraduate Student Training in Academic Research) Program for the past 32 years. MARC is a center-wide grant that prepares students for entering Ph.D. and M.D./Ph.D. programs. To date, more than 50 students have earned the Ph.D. degree.

Winfred Harris: There are at least five events that occurred over the past 50 years of my tenure at Clark College and Clark Atlanta University that have played a role in my decision to choose teaching and research as a career and why I have remained at the university during these years.

The first event was a chance meeting with the late Dr. A.A. McPheeters, dean of faculty at Clark College, in the summer of 1957. I received my M.S. degree in biology from Atlanta University in 1957. At that time, there was an opening for an instructor in the biology department at Clark College and at the persuasion of Dean McPheeters, I accepted the position as

“In spite of the challenges, the university continues to rebound through the energy of its students and the never-ending commitment of its faculty. The students are the future, but the faculty are the lifeline of the university.”  Dr. Margaret E. Counts-Spriggs
biology instructor. The classroom experience was different from what I had expected; in fact, I enjoyed the experience. However, I soon took a leave from the position at Clark to study toward a doctorate in biology to further my chance of obtaining a research position in biology.

Second, after completing my doctoral and post-doctoral studies in 1967, I decided to return to Clark College and spend a few years at teaching and research. This decision was based on the need that HBCUs had and still have for well trained, doctoral level faculty in the sciences. I knew that the work plan would be a lot of teaching and little, if any, research. The plan was to teach at Clark for three to four years and move on. In the interim, I would write and submit research proposals in hopes of getting one funded to provide research money. I knew that to get a research proposal approved by the government would be a ‘long shot.’ In 1967, there was no any federally-supported research at any HBCU, except Howard University Medical School and Meharry Medical College.

The third event occurred in the summer of 1969, (two years into my return). I was informed by the National Institutes of Health that they had approved my research proposal to be funded. This was a major turning point in my career. This grant provided infrastructure money to Clark College, money to buy equipment to carry out the research, money to support a few students and a summer salary for me. At that time, the faculty at Clark College was paid for the academic year in 10 installments from September 1st of the current year to June 1st of the following year. Having the summer salary was a very important factor in making the decision to remain at Clark.

The fourth event occurred in the late 1970s when I was appointed dean of faculty at Clark College. This was the beginning of a movement of my career from teaching and research towards administration. In the late 1980s, following the resignation of Dr. Elias Blake, I was asked by the Board of Trustees to serve as interim president of Clark College until a permanent president could be appointed. Meanwhile, the Boards of Trustees of Clark College and Atlanta University were already engaged in conversations and planning the consolidation of the two institutions.

The fifth event was the consolidation of Atlanta University and Clark College in 1988. The consolidation of Atlanta University and Clark College was a capstone event in the history of each institution. These were exciting times and to have had the opportunity to participate in planning this event is easily one of the high points of my career.

After serving for two years as vice president for Administration at Clark Atlanta University, I taught for the next five years. Next, I served as provost and vice president for Academic Affairs from 1996 to 2003 and in 2004, I resumed my position as professor in the department of biological sciences. I have remained there to the present.

I have liked the variety of positions that I was fortunate to have held. Without that variety, it is very unlikely that I would have remained at CAU all of these years.

Christopher Hickey: The first part of your question is easy. Teaching was not originally my goal; making art was. But in my second year of graduate school, I had the opportunity to teach two courses and discovered that I really enjoyed it. And, if my students and supervising professor were to be believed, I was good at it. With regard to research and scholarship, I believe that my consistent level of productivity is directly related to the fact that I still define myself as an artist first and a teacher second. This does not mean that I value teaching less than research, but rather that I believe that research informs and invigorates good teaching and best practices.

Why CAU? That is where it gets interesting. I am from the Midwest and was very unfamiliar with colleges and universities in the South. Just before receiving my M.F.A. from the University of Nebraska, I sent letters of introduction and resumes to nearly every college or university in the U. S. and Canada that offered a B.A. or B.F.A. in Art. Soon after mailing my letters, I received a call to come to Atlanta for an interview at what was then Clark College. I was 25-years-old and completely naïve to the legacy of HBCUs and the important role that they play in higher education. I had the good sense to realize that at Clark College, my work would play a small part in helping our students gain access to careers and further studies where African Americans are underrepresented. It added dimension and purpose to my desire to teach. I am proud of our work.

Administrators, staff, faculty and students come and go, but the core mission of educating a predominantly African-American student body for entry into the larger society stands as a continuum and something that motivates me still.

“The environment and support at Clark College and CAU have allowed me to write and receive grants totaling more than $20 million.” Dr. Isabella Finkelstein
CAU MAGAZINE: Each of you has been part of CAU for several decades. How has CAU evolved as an academic enterprise during your tenure with the institution and what makes CAU a unique environment in which to educate students?

Counts-Spriggs: Each of the parent institutions of CAU had a long and glorious history — one that has set the stage for future African-American students. The consolidation occurred during my doctoral studies, thus, I have seen the ups and downs, heard the discourse and listened to what the dream is for the future of the university. In spite of the challenges, the university continues to rebound through the energy of its students and the never-ending commitment of its faculty. The students are the future, but the faculty are the lifeline of the university. Throughout my tenure, the institution continues to reinvent itself. The university continues to be reactive vs. proactive in addressing the ever-moving changes within our society. However, it is my belief that the university’s rich heritage has been the glue that has kept the engine moving up the hill. We (the university) recognize our great past and encourage our students to know from whence they come as a people and that they play a major role in being responsible for the future of the university.

Finkelstein: At the time of consolidation two faculties from an undergraduate college and a graduate university were combined. The undergraduate faculty and graduate faculty in biology had always interacted, however, when we became a single institution, we worked as a unit. As CAU has evolved, we have increased the undergraduate enrollment in biology. The research opportunities for our students have increased dramatically. Faculty with research laboratories teach undergraduate students. For example, Dr. Shafiq Khan, the director of the Center for Cancer Research and Therapeutic Development, teaches a section of freshman biology. It also makes possible the development of innovative programs such as the PRISM-D Program (1990-2005) directed by Dr. Melvin Webb. PRISM-D students earned a B.S./M.S. degree in five years. To date, more than 40 of these students have earned Ph.D. degrees or professional degrees.

Harris: The consolidation in 1988 brought into existence a comprehensive institution in the City of Atlanta that had a combined 200 plus years experience in educating young people, mostly of African-American decent. By this time of the consolidation, the ability of this institution to educate young people of any race or ethnic group had already been demonstrated by the parent institutions. CAU is still an evolving institution in the 22nd year of this new existence. Here are some things that are happening and have happened as it develops some unique qualities on its way to zenith. Consider this:

- At one point early in its history, CAU had accumulated $50,000,000 in research grants, more than any other institution in the City of Atlanta. We still have a large number of grant activities funded by several federal agencies.
- CAU still has a Carnegie classification as a “Research University/High Research Activity” institution.
- In addition to the publication of faculty research, the university has several faculty members who have authored books.
- CAU now has a Study Abroad Program with an international reputation.
- We have a Career Planning Placement Center that has a variety of career placement activities such as assisting student and graduates in finding employment. The Center assists students in finding internships as well as paid summer research and educational programs to broaden their educational experiences.
- CAU shares some unique features with the other member institutions of the Atlanta University Center and the City of Atlanta. For example, Atlanta is the home of Martin Luther King, Jr. and he attended college at an AU Center school. The AU Center and this city played a major role in the “sit-ins” and is where much of the civil rights activities were planned.

Hickey: I believe the evolution of Clark Atlanta University has been profound. The students that we see in the Art Department seem more confident and have a level of sophistication that students in the 1980s did not have. This is not to say that we did not have great students in the 80s, we did! They just did not have access to information the way students do now. Thanks to today’s media profusion, current students have a visual and auditory savvy that was not present or even possible 25 years ago. Both are pluses for our Art Department students.

One element that makes CAU a unique environment is related to the consolidation itself. We were able to take two very independent institutions with long and storied traditions and find a way to merge them into a single entity. For those of us that were around prior to consolidation and have been here during the entire life of the new institution, we see a creation that is constantly evolving. Many people might have found this aspect very challenging. But evolution is not change for its own sake — it is change with purpose. I know for a fact that the Art Department is stronger now than at any other time during my tenure.

CAU MAGAZINE: What is CAU’s most significant contribution to the academic community?
**Counts-Spriggs:** The training of African-American students as future leaders throughout society in various industries is significant for our university.

**Finkelstein:** CAU is one of two HBCUs that offer both graduate and undergraduate degrees over a wide range of disciplines. Undergraduate students have the opportunity to do research in research laboratories that greatly enhance their training. Graduate students have the opportunity to teach and mentor undergraduate students. The established Centers of Excellence, such as the Center for Cancer Research and Therapeutic Development, have greatly enhanced both undergraduate and graduate education and opportunities for faculty.

**Harris:** Several examples of CAU’s contributions come to mind. For example, until fairly recently, CAU was the only accredited School of Library and Information Services in the State of Georgia. The university has a highly-rated School of Business Administration. Each school of the four schools in the university has one or more Centers of Excellence devoted to research and the dissemination of information to the public. There are five centers and/or programs just in the School of Arts and Sciences:
- The Center for Cancer Research and Therapeutic Development
- The Center for Environmental Justice
- CREST/Center for Functional Nanoscale Material (CFNM)
- Center of Advanced Materials for the Purification of Water with Systems
- The Water Quality Research Program

**Hickey:** I believe CAU continues to be an advocate for social change. The culture of America is not post racial. We need to remain a viable option in the academic community as an agent of social awareness and equality.

**CAU MAGAZINE:** How have 21st century educators had to adjust their teaching approach to prepare today’s college students for a career in a very competitive, global marketplace?

**Counts-Spriggs:** Simply engage and interact with the rapid pace of technology. In the 1950s, Benjamin Bloom categorized six levels of reasoning skills required in classroom situations. As teachers, we must attempt to move students up the taxonomy as they progress in their knowledge and levels of education. Educators are more challenged to create critical thinkers as opposed to students who simply recall information. It has become more challenging for faculty to enable students to become critical thinkers as we address the diversity in their learning styles. However, creating critical thinkers is now more of the norm in educating today’s students than not, and faculty members are increasingly being challenged to be more effective in bridging critical thinking skills with a student’s ability to recall information.

**Finkelstein:** Clark Atlanta University has equipped many classrooms with new technology for the delivery of course information. Faculty must use this to enhance the teaching of our students. Innovative techniques must be used to reach students with different learning styles. We must convince students with low confidence levels that they can be successful. Clearly our interactions with our students must not stop in the classroom if we are to be successful.

**Harris:** In my view, the continuing advances in technology in every area of endeavor and the resulting information explosion are the two major change agents of the 21st century. Faculty have to make adjustments and make use of these agents in training today's college student. This adjustment requires professors keep abreast of technological advances that are used as information delivery systems in the classroom; they have to adapt to the use of these systems.

**Hickey:** The new century is only 10 years old but in that span of time technology has had a profound impact on the way information is communicated. I do not know many faculty who have not been frustrated by the fact that students seem to be biologically attached to their cell phones! These developments pose challenges, but I am quick to point out to students that there is also tremendous power in their ability to use technology in their lives in a seamless way. Students use their hand-held devices to text, take photos, create video, surf the web, play games, use it for a global positioning system and sometimes actually make a conventional call (like the rest of us over the age of 40). They do this with complete ease and mastery. I believe our challenge is to try to stay aware of
these changes. I think as instructors, we have to remain nimble and open to opportunities provided by technological developments. We must use these innovations to improve teaching and learning in ways that make sense and not for the novelty of it. For instance, we routinely use blogs in our art courses to aid in the transmission of information, to aid in communication and to direct students to web resources.

I would also argue that to stay competitive in preparing today’s students that departments need a healthy mix of new and experienced faculty. Tenure is not only important to the assurance of academic freedom; tenured faculty serve as experienced advisors and bring a level of stability to degree programs. However, it is hard to overstate the importance of new knowledge, pedagogical approaches and a fresh perspective provided by junior faculty. And they tend to bring with them a more current technological sensibility that is ever more critical to communicating with our students (and even prospective students) successfully.

CAU MAGAZINE: What should HBCUs like CAU do to ensure that their students can compete globally?

Counts-Spriggs: CAU is on the path to do just that. The university’s present initiative to institute an international program is on the right path to building a more global student. Students are eager to explore various parts of the globe. What’s missing is building stronger language skills to prepare them for a more global economy and society. Let me be clear, I recognize that language skills are best learned during the early stages of human development. However, for many of our students their first exposure to language is upon their enrollment into the university. Thus, the university may have to adjust how foreign languages are taught and focus on engaging students in language communities to help build their comfort level to learn something new. But for the most part, we are moving in the right direction.

Finkelstein: The discipline of biology has changed dramatically over the past 20 years. For example, the general biology textbook has new additions every two years to try to keep pace with new discoveries. Our courses must reflect these new discoveries so that our students will be able to compete globally.

Harris: Again, I would say that technology must play a critical role in preparing students to be globally competitive. The information that a computer can now put at our finger tips in a few minutes would have, in days past, required days if not weeks or months to gather. In some fields, information is accumulating so fast, such that students today must be speed readers in order to be able to keep pace in class. In addition, the world is growing smaller day by day. Within one day, one can travel around the globe. Therefore, we have to include in our curriculum courses that address geography, geo-politics, cultural differences, religious differences and additional foreign language courses that train our students to be multilingual.

Hickey: Regardless of their major, students in the 21st century will need more than ever to be able to communicate through the spoken and written word. Our students need access to technology — and not just basic technology, but current and cutting-edge technology — that they need to be proficient with in order to compete. They need to be aware of local and national issues and develop a level of empathy and awareness for international events. Today’s marketplaces and technologies are overlapping and changing dynamically every day. As educators, we need to be trend spotters and early adapters, and encourage interdisciplinary collaborations that our students will experience and contribute to in the real world.

"I believe CAU continues to be an advocate for social change. The culture of America is not post racial. We need to remain a viable option in the academic community as an agent of social awareness and equality.” Christopher Hickey
The CEO Academy
Innovative School of Business Program Gives Future Leaders Competitive Edge

During his economics class at Atlanta University — now Clark Atlanta University — the scholar and educator, W. E. B. Du Bois, was asked by an inquisitive student for the surest route to economic prosperity. “What I am about to share,” Du Bois replied, “you would do well to write on your heart and place in your purse. Many a ruined man dates his downfall from the moment he began buying what he did not need. If you are in debt, part of you belongs to your creditor. To whom you give your money, you give your power.”

More than one half century later, those words still resonate and Clark Atlanta University’s School of Business Administration holds DuBois’ words, ideals, and principles dear. Why? Because much is at stake. As a nation within a nation, the issue of wealth building and economic development lies front and center within the black community.

As one of the oldest programs housed at a historically black college or university, the School of Business has energy few schools can match. You can feel it in the culture. You can sense it in the university’s caring and gifted faculty. You can touch it as faculty and staff nurture every student. And you can see it on the faces of the members of the CEO Academy.

The CEO Academy is designed to address the need for business students to build stronger relationships with corporate executives — high-ranking executives from Fortune 100 firms such as Target, Turner Broadcasting, The Coca-Cola Company, Georgia Power, KPMG and Wells Fargo — all brought together to bridge the gap between theory and real-world application.

From the moment impressionable first-year business students set foot on campus they are embraced, held to a higher standard, exposed to the best and brightest in the business world, and branded. As one of the facilitators of the Academy, it’s my responsibility to ensure every first-year student leaves not only with a solid foundation in business fundamentals, but with a broader perspective on leadership, strategy, team building, and life-long learning as well — skills and competencies that they will carry long after their undergraduate matriculation comes to a close.

Why the CEO Academy? Just about every business program prides itself on producing sharp, effective leaders and more than a handful carry out this task admirably. Thanks, in part, to the School of Business’ rich history and legacy, the key is collaborative learning. It is their greatest differentiator and arguably their greatest strength. But don’t take their word for it. Just take a look at the class of 2012.

Dr. Dennis Kimbro is a professor in the Clark Atlanta University School of Business.
Dr. Joseph Howard Silver Sr., a Clark Atlanta University alumnus, became the new provost and vice president for Academic Affairs at Clark Atlanta University, on Jan. 4, 2010.

Before joining his alma mater, Silver had served as the vice president of Atlanta-based Southern Association of Colleges and Schools since 2006. He brings a great wealth of knowledge and experience to CAU with an impressive track record of top-level positions in academia and administration.

He has served as vice president for Academic Affairs and professor of political science at Savannah State University. Moreover, Silver has also served assistant vice chancellor for Academic Affairs at the Board of Regents of the University System of Georgia.

Silver holds a Bachelor of Arts degree in history and government from St. Augustine’s College in Raleigh, N.C. He holds a master of arts degree in political science and a doctorate in political science from Atlanta University. He has also studied at Oxford University in England and Stanford University.

Dr. Joseph H. Silver Sr. initially had no aspirations to become Clark Atlanta University’s newest administrator. In fact, when he learned that he had been “nominated” as a candidate for the position of provost and vice president for Academic Affairs, the veteran administrator and higher education executive initially decided he would support his alma mater from the sidelines.

Although he was attracted to the challenges and the opportunities that CAU offered to someone with his particular blend of talents, experience and expertise, he was happily ensconced in his role as vice president of the Southern Associations on Colleges and Schools (SACS). However, upon further reflection, the executive with a deep passion for historically black institutions and a penchant for strategic planning concluded that CAU offered him four compelling reasons to reconsider his decision.

First, as a graduate of Atlanta University, the prospect of becoming provost of his alma mater was very attractive. Second, Silver believed that his particular set of skills were good match for CAU’s unique challenges and opportunities. Third, he was aware that President Carlton E. Brown was assembling a leadership team to take the university to its next level of achievement as a higher education institution.

However, whereas these opportunities together presented Silver with compelling reasons to join CAU, another strong impetus for his decision to move from the sidelines to the frontline was the prospect of once again working alongside Brown to implement the kind of strategies that result in transformational change. Brown and Silver worked together at Savannah State University during Brown’s tenure as president.

“We are extremely pleased that Dr. Silver is rejoining the CAU family,” said Brown. “He will provide the vision and
strategic planning to enhance our academic programs, which will ensure that our students will continue to be competitive with other graduates anywhere in the world.”

Since becoming provost, the North Carolina native has literally immersed himself in several tasks such as uncovering faculty needs, identifying opportunities to strengthen the academic enterprise and focusing on building stronger ties between the administration and faculty, staff, students and alumni. However, first on Silver’s agenda is a major priority that he describes as absolutely essential to the institution’s future: leading the university’s strategic planning process, which will set the agenda for the institution’s advancement toward its vision over the next three years.

“I firmly believe that success derives from two critical areas: the institution’s mission and purpose, and the institution’s strategic plan,” said Silver. “We must refocus on the mission and we must, as a collective body, contribute to development of the university’s strategic agenda. This will give us our priorities. Only then can we develop a strategic plan that links us back to building greater financial strength and creating a culture of excellence.”

A FOCAL POINT: STRATEGIC PLANNING

Silver actually began groundwork for strategic planning two months before he officially joined CAU by visiting the campus and hosting a series of what he describes as stakeholder “listening sessions,” with faculty, staff and students.

“I needed to hear the voices of the community because I knew this would give the strategic planning process more legitimacy,” said Silver. “This gave me a good perspective on how stakeholders viewed challenges, risks and opportunities at the university. It also helped me to begin creating an avenue of trust and communication among Academic Affairs and our stakeholders, which is critical to strategic planning. People have to believe that their engagement is not an exercise in futility but will be valued and appreciated. This is how you build cooperative relationships and bring an elevated level of respect for the process.”

CAU’s new strategic plan will be a three-year agenda that Silver describes as “stretching us beyond what we might think we are capable of, yet a plan with objectives that are quite achievable.”

Without a doubt, leading a university’s strategic planning process is a tremendous undertaking as the plan serves as a roadmap for the university’s future success. After conferring with the president to receive the charge from him as well as the Board of Trustees as to the scope and parameters of the new strategic plan, Silver then plans to engage the university community to introduce the planning process.

He is leading a process that includes holding focus group discussions with representatives from all internal and external stakeholders to help define the “core values,” define and propose priorities, conduct a mini SWOT analysis and conduct an environmental scan to determine the planning environment and any outside considerations that might impact the plan. The process also includes a survey to determine what stakeholders think should be the priorities for the university and the convening of subcommittees to process data and to provide feedback on broad issues.

“Once those priorities were agreed upon, we will have a very focused agenda and our ‘marching orders’ are extremely clear,” stated Silver. “The strategic plan will allow the university to discuss, define and adopt a set of priorities that will be mission driven, inclusive of those within the academic enterprise.”

STRENGTHENING THE ACADEMIC ENTERPRISE

Silver typically begins his workday by arriving in the office at 7 a.m. and can be found on campus well after dark. However, if he finds the 12-hour days to be demanding and exerting, they are equally stimulating and invigorating as he channels his team’s energies on what he unabashedly refers to as the “core” of the institution: the academic enterprise.

Silver accepts that everyone may not share this view but he is unapologetic about his belief that the strength of the academy lies at the heart of CAU’s ability to provide the best learning environment for students. He is confident in his belief that
every effort faculty and staff undertakes must be focused on ensuring that the academy exists in the most qualitative way possible.

“The academic enterprise as the core function of Clark Atlanta University must drive the quality of what we do, everything that we do,” stated Silver. “My plans include structuring a faculty-staff driven effort on a collective scale with students as the central focus.”

During his Jan. 4 inaugural address to faculty and staff, Silver outlined his “three-legged strategy” for strengthening CAU’s academic enterprise as being the university-wide convergence of efficiency, effectiveness and accountability in every aspect and at every level of the institution.

Silver has embarked on this goal by first engaging faculty in discussions on topical areas such as how well CAU is preparing students for a global marketplace, examining whether the link between the mission and the curriculum is strong enough, the need to focus on whether the programs offered are sufficient to prepare students for long-term success and to be the impactful people that the world needs.

Together, they are also examining how faculty needs and elements of the academy relate to the university’s mission and strategic priorities, while identifying ways to improve and enhance outcomes.

“When this is done, the academic enterprise will be strengthened, as will be each part of our mission,” said Silver. “Teaching, research, service, undergraduate education, graduate education and internationalization will be addressed in a quality manner.”

BUILDING A MISSION-DRIVEN CULTURE
Silver shares Brown’s vision of CAU attaining its rightful place of leadership in American higher education. Both are committed to addressing the university’s endemic challenges and putting into place the structure needed to shepherd CAU to greatness.

Like Brown, Silver is attracted to institutions in which he can use his experience and managerial expertise to affect change and make a difference. By holding stakeholder listening sessions, he learned that there exists opportunities to create an environment that results in a Clark Atlanta University that better carries out its mission.

“We must first and foremost create a culture of excellence before we can be considered a great institution,” said Silver. “Excellence in teaching, service, research, and customer service must drive everything that we do here. We must reach excellence by achievements of our faculty, by the students we recruit and mold, and by the product that we produce in each of our entities. This is how we will achieve greatness. The brain power and the people power are here. We can do it.”

From Silver’s vantage point, creating a culture of excellence means uncovering the structural issues that impede the ability of faculty and staff to get their jobs done as effectively as possible. He is in the process of leading a mapping process to discover the impediments and find solutions to them.

He is also working with President Brown to lead a university-wide effort to refocus attention on the mission as a guidepost for creating a culture of excellence that inevitably leads to greatness.

“We must be a mission-driven institution,” added Silver. “If every department and division is student centered and we all have a goal of excellence in all that we do, the mission will be achieved and we would have succeeded in achieving leadership in higher education.”

SILVER’S LEADERSHIP STYLE: RECOGNIZING THE HUMAN QUOTIENT
One needs to only spend a few minutes with Silver to learn that he believes deeply in the importance of investing in people and in the human quotient needed to build a culture of excellence.

According to President Brown, this is one of the leadership qualities that Silver has used to successfully engage people in other settings and one that he will undoubtedly use to effectively build a collaborative climate at CAU.

Silver, who describes himself as an administrator as well as an academician, is a firm believer in the critical role that the human quotient plays in organizational transformation and has set about creating an environment of mutual respect, trust and communication among faculty and administration.

“We (the administration) hold the livelihood, vulnerabilities and successes of people in our hands,” said Silver. “I want to make decisions that leave the person whole. I take this responsibility very seriously.”

There is another reason why Silver places a premium on engaging people; he knows that greatness can only be achieved by a collective effort of faculty, staff, students, alumni and friends.

“I know that the work that I do here can have impact and an imprint on CAU. Reality tells me that we need every stakeholder associated with the institution to help us achieve the vision, and together we will get there.”
Dear CAU Family:

Three years ago this month, I attended my first Clark Atlanta University Board of Trustees meeting. As I reflect on my time here, the enthusiasm of that first meeting and my subsequent arrival at CAU continues to energize me. Clark Atlanta has achieved so much during its 21-year history by continuing to advance the institution toward greater effectiveness and excellence.

Last year, we celebrated the 20th Anniversary of the consolidation of Clark Atlanta University and held the formal inauguration of Dr. Carlton E. Brown as our third president. We continued to watch our students excel in the classroom and in academic, performing, and athletic competitions, and members of our talented faculty continue to be published and quoted widely in their areas of expertise. This also positions the university in a national and international context. We also continue to be proud of our alumni as they succeed in their chosen professions and careers. It is always a pleasure to read a newspaper, magazine, or newsletter and see where someone from CAU has excelled.

We would also like to thank all of the alumni, faculty, staff, and students for their support of the Tom Joyner School of the Month fundraising initiative in October 2009. The main thrust of the effort was to provide scholarship support for our students, which we achieved. Several students benefited from the success of this effort by receiving scholarships from the dollars raised. Not only did we exceed our fundraising goal, the initiative was very successful in broadening our donor base and raising public awareness of CAU.

The Division of Institutional Advancement and University Relations is pleased to be involved in the university’s new strategic planning process, which takes place over the next several months. Strategic planning will provide a roadmap for CAU’s future and, in doing so, serve as support for Institutional Advancement’s long-term goals and objectives. A new strategic plan also will allow us to develop a focused, realistic institutional advancement plan including institutional priorities for our work in alumni relations, fundraising, and marketing and communications, which will also include a focus on university branding.

We have been pleased to work with President Brown and members of the faculty, deans and alumni to intensify our outreach to the philanthropic community. Together, we have visited more than 200 business, philanthropic and community leaders while also developing closer ties to the United Methodist Church and the UNCF. We continue to engage and re-engage alumni and we are so pleased that our efforts are resulting in greater alumni involvement and support.

As you will see from the features and information in this magazine, there is much of which to be proud and we encourage you to continue supporting Clark Atlanta; contributions of your time, talent, and treasure will make a tangible difference for many years to come. With continued support from our alumni, faculty, staff, the business and philanthropic community, we will be well positioned to continue strengthening our institution and its core, the academic enterprise.

We need your support and participation. If you know of someone who is not engaged or hearing from the university, please let us know. We need all of our family to participate. Great things are happening and we want everyone to be involved. There is no better time than now to invest in Clark Atlanta University.

Sincerely,

Aristide J. Collins Jr.
Vice President for Institutional Advancement and University Relations
The Office of Alumni Relations: The Concierge

The Office of Alumni Relations serves as the concierge to Atlanta University, Clark University, Clark College and Clark Atlanta University alumni. As part of the Division of Institutional Advancement and University Relations (IA&UR), the Alumni Relations staff works cooperatively and collaboratively to advance the overall goals of IA&UR and the university. Moreover, the mission of Alumni Relations is to encourage alumni to support Clark Atlanta University and to help them build a life-long bond with the institution. Programs and activities rise above generational lines by offering opportunities to serve as mentors, recruiters, ambassadors, financial contributors and in any aspect that embraces the thought pattern of being stakeholders of the university.

The lifeline for keeping alumni connected to CAU is one of the major responsibilities of alumni relations. Gay-linn E. Gatewood-Jasho, director (CC ’81, CAU ’94), Tanya Mitchell Cobb, project coordinator (CAU ’96, ’99) and Gloria Bivins, senior staff assistant, comprise the Office of Alumni Relations. The Office of Alumni Relations has its own history encompassing service to all alumni. The staff constantly looks for ways to distribute alumni information on a consistent basis while embracing all modes of communication: face-to-face interactions; electronic blasts; social networking sites; and the covenant printed reunion communications, newsletters and university magazine.

“Being on the frontline in the Alumni Office enables me to assist with coordination and support on all levels,” said Bivins. “Greeting alumni and campus guests; facilitating requests for alumni and the Pre-Alumni Council; and processing acknowledgment letters are my main functions. I am always delighted to associate a name with a face when alumni visit our office – it is the highlight of my day.”

Each Alumni Office staff member views herself a part of what Gatewood-Jasho affectionately dubs the “three-legged stool,” with a role of service to the diverse alumni constituency and CAU’s internal and external communities.

“Alumni Relations is a bridge to the university,” said Gatewood-Jasho. “In addition to the Office’s motto, there are three thoughts, when defined, that take to mean the word ALUMNI. Though the phrases are independent in thought, when combined, they make the connection to the existence and purpose of alumni relations.”

**ALUMNI:**
*Appreciating Legacy - Understanding Mission - Navigating Illumination*

**Appreciating Legacy**
Appreciating the legacy encapsulates the recent traditions of the consolidated institution. Clark Atlanta University is unique when it comes to expressing its heritage because by name it is less than a quarter of a century in age. However, Clark Atlanta has moved into its own right with stellar recognition. Alumni of the undergraduate parent institutions of Clark University and Clark College and the graduate and professional alumni of Atlanta University play an intricate part in the alumni world of Clark Atlanta University. Alumni who graduated under the banner of Clark Atlanta University walk the same path of excellence as the two parent institutions.

Partnerships are another key connection for the department. The Clark Atlanta University Alumni Association, Inc. also received its birthright during the consolidation. Although each has a defined role, the Office of Alumni Relations and the Clark Atlanta University Alumni Association work in concert with each other.

The Association is a dues-paying membership organization, and commonly working together, both the Office of Alumni Relations and the Clark Atlanta University Alumni Association provide a beneficial and rewarding opportunity to the university and its alumni by strengthening their commitment to each other and by keeping the Clark Atlanta University family strong and connected.1

“It is a joy for me to be a member of the alumni relations team as we plan special projects and programs that involve the participation of all of our alumni,” said Cobb. “My position provides me the opportunity to be with our alumni and mentor current students. This is an amazing journey for me, full of history, pride, loyalty and love. It is all about what we do for CAU.”

**Understanding Mission**
Understanding the mission of the Office of Alumni Affairs is significant. Service is always first with “friend raising” integrated throughout each interaction. The ability to meet alumni where they are, in terms of their relationship with

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1 Extracted from the Institutional Assessment Report submitted to The United Methodist Church General Board of Higher Education Ministry on Black Colleges of the University Senate Quadrennial Report 2009.
STAYING CONNECTED

Alumni receive CAU Magazine and the Connections newsletter. If alumni have an active e-mail address, they will receive current information on a regular basis via a subscription to CAU’s electronic mailing list. Alumni also have the option of joining the Office of Alumni Relations Fan Page on Facebook. Additionally, they can share their joys, hopes, ambitions, concerns, and suggestions by contacting the staff at alumni@cau.edu. Alumni are encouraged to visit the Clark Atlanta University Web Site as well as the alumni page at www.cau.edu frequently to find up-to-date information about the university and their classmates.

Last, understanding the mission of the Office is to recognize that the mission can transform. The Office of Alumni Relations continues to ensure that alumni have a voice at their alma mater.

“I am always ready to assist in communicating individual and collective needs of my fellow alumni,” said Gatewood-Jasho. “Our Office is committed to always being respectful to traditions and cultures of the parent institutions and most importantly, to Clark Atlanta University. As always, we are here to be of service to alumni. The Office of Alumni Relations supports the Clark Atlanta University ‘alumni bridge of knowledge’ and as such each of us is exemplary in our own right and we represent the best that our alma mater has educated. Moreover, if we work toward the hopes that our parent institutions realized in the founding of Clark Atlanta University, we will all benefit from the abundant possibilities of our alma mater.”

Navigating Illumination

Navigating towards illumination, as an academic enterprise with a proud legacy, occurs every time a new graduating class becomes a part of the alumni base. As the base continues to grow, Clark Atlanta alumni impact the world locally, nationally and internationally, serving as individual and collective points of light exemplifying the caliber of education received at CAU. As alumni participating in the growth process of Clark Atlanta University, the responsibility and opportunity to increase the value of one’s degrees begins by speaking positively and finding ways to support the institution with one’s time, talent and financial gifts. In this manner, accomplishments and challenges can be met with perspicuity.

Gatewood-Jasho noted, “The Office of Alumni Relations is the gatekeeper for all alumni programs and activities. We want alumni to call on our staff to help them stay connected to CAU by providing us with up-to-date contact information as well as their professional and personal accomplishments. We welcome alumni to campus during Homecoming, Founders Week, and Reunion Weekend or anytime they come to the campus. Lastly, but never least, the staff welcomes alumni to support the university financially because each gift, no matter what the amount, will make a difference.”
Dr. Carlton E. Brown was inaugurated as the third president of Clark Atlanta University on Friday, Nov. 13, 2009. During inauguration week, the undergraduate and graduate Student Government Association collaborated to present the “Tribute to Carlton E. Brown,” on Wednesday, Nov. 11. The School of Education held the “Rededication of Clement Hall,” ceremony on the campus of CAU on Thursday, Nov. 12. The week’s activities culminated with the investiture of Brown on Nov. 13 at the Georgia World Congress Center in Atlanta.

Page 26: (1) Emma Hutchinson Elementary School Chorus performs during the Rededication of Clement Hall (2) Dr. Noran L. Moffett speaks during the Rededication of Clement Hall (3) Board of Trustees Chair Juanita P. Baranco speaks during Inauguration Day (4) Baranco administers the Oath of Office to Carlton E. Brown as T. LaVerne Ricks-Brown looks on (5) President Brown gives address during the Rededication of Clement Hall

Page 27: (6) President Brown delivers inauguration address (7) CAU students with President Brown during their tribute to the president (8) Members of CAU’s Philharmonic Society join Glynn Halsey, director, President Brown and Mrs. Ricks-Brown, during the inauguration ceremony (9) Dr. Isabella Finkelstein leads the recessional on Inauguration Day as President Brown follows
Mixing Art and Academia: The Story of Ana Rector

Michelangelo once stated, “A man paints with his brains and not with his hands,” and when looking at the achievements of Clark Atlanta University senior and artist Ana Marie Rector, this has to be the case.

Just as Michelangelo painted the masterpiece known as the Sistine Chapel, Rector has created her own masterpiece in undergraduate academic accomplishments. Boasting a 3.85 GPA, this Art History major knows the value of listening to one’s inner voice.

“I’m an artist at heart,” she said. That voice also aided in her decision to come to CAU. “I definitely wanted to come to Atlanta. I knew that for sure,” the Kansas City native remembered.

After meeting the orientation guides and receiving a scholarship, it was a done deal and she was on her way to CAU, where her success was immediate. In fact, she was inducted into the Honors Program while a freshman.

“My academics have been the core of everything that I have done at CAU,” Rector stated.

After being Ms. Honors Program during her sophomore year and Honors Program vice president during her junior year, she now is Honors Program president and loving every minute of it.

She is also an intern for Georgia’s Office of the Secretary of State and the co-founder and art director for the natural clothing line Slim Apple, a line of organic cotton and recycled matter t-shirts.

“Through the clothing line, we’re basically focused on promoting a more conscious and simplistic way of life,” said Rector.

The Southeast Region of Whole Foods Market picked up Slim Apple and is now selling it in their Buckhead, Sandy Springs and Alpharetta stores in Georgia. For more information about the line, visit www.slimappleart.com.

In addition to her studies, running her own company and the internship, some of Rector’s other accolades and activities include being on the Dean’s List since her freshman year, serving as an intern for Discovery Channel, a museum ambassador...
at Spelman College, a field researcher at the University of Cape Town in Cape Town, South Africa and a UNCF Mellon Mays Undergraduate Fellow.

Rector does not credit just herself for all of her many accomplishments but stated, “I have to look to God, really, because it has been a struggle. These four years have not been easy.”

In addition to her mother and a like-minded group of supportive friends deemed “The Perfect Eight,” two professors have played a role in her success: former professor Marcia Jones and Dr. Isabella Jenkins, associate dean for Undergraduate Academic Services and Honors Program director.

She credits Jones with helping her to get in tune with her creative side. “She was very influential in me addressing that inner artist and being okay with it,” remembered Rector.

Jenkins, on the other hand, “whips you right in shape,” she laughed as she reflected on her First Year Seminar class in 2006.

“She lets you know that this is the real world,” said Rector.

What she appreciates about Jenkins is the reason many students choose to attend an HBCU. “I only had her for that one class, but I knew I could always go back to her office just to talk or even if I needed something, I knew I could count on her,” she said.

Jenkins also shares fond sentiments for Rector. “We have a motto in this program: ‘You are only limited by the limits of your creativity.’ Ana Rector is a shining example of that motto,” said Jenkins. “One of my inspirations for staying here as long as I have stayed is students like Ana.” As much as Rector is grateful for her relationship with “Dr. J,” as she and other honor students so affectionately call her, she is also grateful for the other relationships that she has built at CAU.

“I think the relationships and friendships that I have established over these four years are invaluable. I’ve had a chance to meet a lot of great people and a lot of people that are going to become great. Clark Atlanta is raising up a good group of leaders here, the Class of 2010 in particular. We are such a group.”

Rector plans to stay in Atlanta after graduation and go to graduate school to major in some form of art. “I just want to stay in the creative world,” she said.

THE RECTOR FILE

SCHOLARLY ACCOMPLISHMENTS

Summer Scholar at the Schomburg Center for Research in Black Culture, New York, NY (June-July 2009)
Field Researcher for the University of Cape Town, Cape Town, South Africa (January 2009)
Peer Teacher Assistant for Clark Atlanta University. (August 2007-January 2009)
Mellon-Mays Undergraduate Fellow at Rice University (November 2009); Duke University, Durham, North Carolina (November 2008); and Emory University, Atlanta, Ga. (June 2008)

ACTIVITIES AND ACCOLADES

Honors Program: President (2009-2010), Vice President (2008-2009), Miss Honors Program (2007-2008)
CAG Signs and Wonders Ministry: Sign Language Interpreter (2008-Present)
Artist Guild Scholarship Recipient (2007-2008)
DreamMakers Youth Foundation: Weekly Tutor at Peyton Forest Elementary (2007-Present)
Golden Key National Honor Society (2008-Present)
UNCF Mellon Mays Undergraduate Fellowship (2007-Present)
Sigma Delta Pi National Collegiate Hispanic Honor Society (2007-Present)
Clark Atlanta University Dean’s List and Scholar (2006-Present)
One-on-One with the Student Government Association Graduate President and Miss Clark Atlanta University

CAU Magazine contributor Anastasia Semien recently sat down with Student Government Association Graduate President Lauren Evette Williams and Miss Clark Atlanta University Megan Holston to learn more about their perspectives on leadership, responsibility and how students can prepare to meet the challenges and opportunities that await them now and in the future.

ANASTASIA SEMIEN: Today’s college graduates are going to be entering a very competitive, global marketplace. What is important for students’ successfully transitioning from the classroom to the global marketplace?

MEGAN HOLSTON: I think the most important asset we can have going into the real world is work experience. Be sure to apply for internships and jobs during college that will be beneficial to what you are trying to accomplish after college.

LAUREN EVETTE WILLIAMS: The most important thing to students’ transitioning is realizing their self-worth and harnessing their professional power. We constantly hear about a competitive global market, but competition isn’t a scary thing if you know who you are and who you are competing against. As students at one of the most prestigious African-American institutions, we have a lot to offer in the global marketplace from our individual majors, to our vast personal backgrounds, to our talents and skills. I believe that knowing that gives college students an edge in the

walk, look, and act like you; this, however, will not always be the case in the real world. The real world is full of diversity and many definitions of diversity. Many students get shell shocked after leaving a nurturing black environment. It is essential that HBCUs prepare their students to successfully operate in the real world.

A.S.: What is most urgent for HBCUs like CAU to do to prepare students to succeed?

M.H.: I think one thing that CAU can do to prepare students to succeed is understand that all students are different, and understand that there is no cookie cutter way to reach out and get students involved and interested in the university. You have to be flexible and a great listener.

L.E.W.: HBCUs like CAU must push their students to work in a diverse environment and provide opportunities for them to do so. Attending an HBCU is a wonderful experience with students, teachers and staff that talk, 

A.S.: What should students be doing now to prepare to meet the greatest challenges and the greatest opportunities in their profession or in graduate school?

M.H.: Students most definitely can be preparing by acting as if they are already in certain positions in the business world or graduate school. For example, when a person is in a pageant they are always told to treat every practice
as though it is the day of the show. What they are really conveying is that one must constantly be prepared so that you can perform at a maximum level in any given situation.”

L.E.W.: Students should be networking and meeting as many people as they can. The broader one’s network is, the more successful one will be in graduate school or in a professional career. Developing a supporting environment of mentors, colleagues, and friends is essential in the beginning of any journey.

A.S.: President [Carlton] Brown always talks about increasing the prestige of the CAU brand. What can students who are not in leadership roles do to aid in this process?

M.H.: Students can start by branding themselves, and it turn, that helps the CAU brand. If you are a diligent, hard-working, poised, and focused student, that also represents the CAU brand.

L.E.W.: CAU students can do a few things: (1.) Speak positively about the institution whenever they have the chance to; (2.) Exhibit the CAU brand positively on their social media sites; (3.) Support school-sponsored programs and initiatives; (4.) Work hard in classes to gain high academic scores to increase their academic breadth and wealth; (5.) Go above and beyond in assignments; and, last, (6.) Take advantage of opportunities and events outside of the classroom to network, present on behalf of the school, or to simply attend.

A.S.: What professor or class has had the most profound effect on shaping who you are today, and why?

M.H.: The class and professor that helped the most in shaping who I am today would have to be Honors English with Ms. Gwen Morgan. Her real-life teaching methods and humor definitely taught me how to make things interesting – even when they are not.

L.E.W.: All of my professors from the Public Administration Department at CAU have had a profound effect on my experience because of the attention that they bring to each of the students in the program. Our program is small, and therefore they make sure to identify strengths and weaknesses in each student and bring out the best in them. I experience this every day at CAU. I have been pushed to do things that I never thought possible, and this is mainly because of the things I have achieved at CAU.

A.S.: Past CAU professor W.E.B. Du Bois spoke of the “Talented Tenth” which many have translated to mean educated blacks Americans. Do you feel that your generation is living up to that name? If yes, how so? If no, what can they do to change this?

L.E.W.: There is no simple way to answer this question. I feel that my generation is trying to live up to this term as we continue to obtain a college education, open businesses, and bring advancements back to our communities. I think that my generation can try harder to not only be educated in their fields, but to be “masters” of their fields. The number of African Americans (and especially African-American males) in graduate school is terribly low. So it seems that many people have gotten the message about education, but to most, education stops with a bachelor’s degree. Having a master’s degree not only makes you educated, but to most, education stops with a bachelor’s degree. Having a master’s degree not only makes you educated, but also makes you an “authority” on a certain subject area or field. It is this mastery that brought Du Bois to this term and ideological conclusion, and it is this mastery that will take my generation and those that follow even further into a successful future.

M.H.: I feel like our generation is most definitely living up to Du Bois’ definition of the ‘Talented Tenth.’ We have to remember that the ‘Talented Tenth’ doesn’t include everyone. So, those students who continue to go above and beyond are living up to the name. However, we can most definitely work towards making our talented 10 percent into the talented 20 or 30 or 40 percent!
MONTY ROSS: Mentor to Young Filmmakers

Award-winning filmmaker and producer Monty Ross (CC ’80), who partnered with director, producer and writer Spike Lee over the years on films like “She’s Gotta Have It,” “Malcolm X,” and “Do the Right Thing,” has made it his mission to shepherd more filmmakers of color into the business.

“It’s always been my goal to work with young people as I’ve gotten older,” said Ross. “I want to see the next generation go beyond what Spike and I produced. And the only way they can do that is to work around the film set and be part of the process.”

Ross puts forward the effort to ensure young filmmakers are given an opportunity to prove themselves because it is one way to make certain the industry remains fresh and innovative. “The market is young and we need young people to be engaged, to get out there and make their films and tell their stories, and have the courage to do that,” said Ross. “For the young filmmaker, it helps to hear someone say ‘you can go out there and do the same things I did, and here are some doors that are opened for you,’” said Ross, who was intern coordinator for Lee’s 2006 film “Inside Man.”

Ross wants to engage young filmmakers not only with internships but also in the classroom – a one-two punch that could result in more successful directors and producers of the likes of Bryan Barber (CAU ’96), director of the Out-Kast movie “Idlewild,” and numerous music videos. But for that to happen, Ross concedes there needs to be a launching pad for up-and-coming filmmakers. That said, the New York resident would like to help establish a film studies program at Clark Atlanta that would serve as an innovative bridge between college and the working world – that both educates and provides practical experience for new filmmakers.

“Once, I got my degree at Clark, I found out in the world, it’s a whole different paradigm than what you learn in school,” recalled Ross. “The benefits of school are that you learn about networking and follow up, but actually getting out there and negotiating contracts, and learning how the business works, those kinds of things . . . the only way to learn is by doing it.”

Ross’ film studies program concept would bring in seasoned CAU alumni and industry professionals to work closely with the students whose task it would be to research and analyze case studies and profitable business models for film and production companies like Tyler Perry Studios and
Rainforest Films, both based in Atlanta, as well as Lee’s 40 Acres and a Mule Filmworks in New York. The students would break down each case study and business model by budget, characters, and contract and distribution deals – while also cultivating relationships with the same film and production companies that they research.

“Again, the vision is to create a launching pad to give young people the opportunity to create by giving them the academic means, utilizing case studies, and the financial means to then go out and build the structure for independent film making at Clark Atlanta.”

Ross continued, “By and large, the goal of the film studies program would be to have students at CAU develop film projects that meet Hollywood standards and in turn attract producers who want to invest in a film by CAU students because those students not only understand what goes on in front of camera, and can write a good story, but can also produce a good story.

“For years, I wanted to bring the creative and business aspects of filmmaking together at Clark . . . so that in the Southeast, Clark Atlanta can compete with programs already set up at Emory University, Georgia Tech, Georgia State and the Savannah College of Art and Design.”

Ross and Gay-linn E. Gatewood-Jasho (CC ’81, CAU ’94), director of CAU’s Office of Alumni Relations, were classmates. “As an alumnus, Monty has always kept his alma mater in the forefront of all that he has done as a producer and in his professional life as a whole,” said Gatewood-Jasho. “He serves as a resource to students in the Mass Media Department. As an alumnus, he finds it very easy to share his passion for his trade and he remembers who gave him his start.”

Spurred on by his desire to share and broaden his experiences as a filmmaker, Ross completed a film program feasibility study for DeKalb County in metro Atlanta, and lent his expertise to setting up the City of New York’s production assistant training program.

He is constantly seeking out projects that allow him to document stories about unsung heroes who are often get overlooked. For the past year, Ross has been working on a documentary about his father-in-law titled “The Music Within: The Roland Williams Story,” that profiles Williams, a faculty member in the 1970s at the University of Massachusetts at Amherst, and his inspiring relationships with a host of well-known African-American icons including music producer Quincy Jones, actor Bill Cosby, musician Billy Taylor and educator Betty Shabazz.

“Spike and I said that we were going to learn this business together and it was a partnership that started at Clark Atlanta University,” said Ross. “I want to continue that sense of partnership at Clark Atlanta so that in the future the next generation can benefit from what we’ve learned.”

—Monty Ross

L-R: Spike Lee, Monty Ross, Aristide J. Collins Jr., vice president of Institutional Advancement and University Relations, CAU; and Dr. Herbert Eichelberger, interim chair, Department of Mass Media Arts, CAU.
Tharon Johnson's behind-the-scenes work has played a large role in the elections of several notable Georgia Democrats, and at just 31, he has many more years to continue making an impact and imprint on the political landscape in Georgia and the nation.

Equipped with no less than three Blackberrys and an appointment book that would exhaust most people in a matter of hours, Johnson is currently serving as the senior advisor to newly-elected Atlanta Mayor Kasim Reed. As Reed's campaign manager and chief campaign strategist, Johnson was instrumental in helping the new mayor to win a highly contested race, which included a headline-grabbing runoff election that captured national attention.

Many may be surprised to learn that the young CAU alumnus (CAU '01) also served as campaign manager for civil rights icon and veteran Congressman John Lewis’ re-election campaign in 2008 as well as two other highly contested Georgia congressional elections in 2004 and 2006, and six other campaigns across the state.

"Education through politics is my passion," said Johnson. “I literally love the work that I do, because I can truly see that I am making a difference and that I am helping to lead change.”

Johnson was born in Atlanta and raised in Athens, Ga., by his mother Martha Nunally. He credits his values to the many people who have made powerful and positive impacts on his life. He gives his mother particular credit for peaking his interest in politics and shaping the man he has become.

“I would remise if I didn’t also emphasize how much my professors at CAU helped hone my passion for politics and change,” said Johnson.

He came to CAU as an undergraduate student in 1996 on a partial scholarship for athletics and academics. Johnson took full advantage of the many opportunities that CAU had to offer. He played football, held internships, joined the student chapter of the NAACP and became active in the pre-alumni council. He became very involved in social and political issues which he says were the groundwork for his career. He also pledged Alpha Phi Alpha Fraternity, Inc. “Fly” Alpha Phi Chapter in his sophomore year.

“During my junior and senior year, I became very interested in helping people,” he said. “I felt that government was a good vehicle to shape policy and create laws that advance people's lives.”

It was while he was a student that CAU professors, classmates, mentors and Johnson’s family saw something special in him and encouraged him to follow his passion.

“I was told by many people that, ‘You have an ability to see things as they are and to see things as they should be,’” Johnson reflected.

In the summer of Johnson’s senior year, he took an internship with the City of Atlanta’s Department of Parks and Recreation, marking his first real experience with government and organized politics.

“One of my responsibilities was to pick up and drive under-
privileged students who needed tutoring and mentoring from school to the recreation centers,” he said. “This experience changed my life and enhanced my love for Atlanta.”

After graduating from CAU in 2001 with a bachelor’s degree in history, Johnson moved on to work for the City of Atlanta Mayor’s Office of Community Affairs until 2002 when per the usual course of politics, a new administration took office and he was released.

“I was unemployed, when I got a call in 2002 that would mark a turning point in my career,” said Johnson. The call was from Alisha Thomas-Morgan, whom he had met while he was a student at CAU and she was a student at Spelman College.

She asked him to work as her campaign manager as she sought to run for State Representative. There were challenges – immense challenges. First, if elected, she would be the first African-American state legislator representing Cobb County in Georgia. Second, she was competing against three Caucasian males deeply rooted in Cobb County politics. The campaign had no money and no one believed they could win. However, today Thomas-Morgan is serving her fourth term and is the youngest woman serving in the state legislature – a historical achievement for both Johnson and Thomas-Morgan.

From there, he would go on to work with Michael Thurmond on his campaign for re-election as Georgia’s Labor Commissioner.

“People took notice of me after that win,” Johnson says, recalling that the election was won with 51 percent of the vote in a climate that was less-than-friendly towards statewide Democratic candidates. They succeeded in building bipartisan support for Thurmond across the state and Johnson subsequently worked for Thurmond for two years at the Georgia Department of Labor.

Not one to shy away from a challenge, Johnson next signed on as deputy campaign manager for John Barrow’s congressional campaign. Barrow, from Johnson’s hometown of Athens, Ga., was attracted to Johnson’s strategic approach and successes in other elections.

Following that win in 2005, Johnson became Barrow’s deputy chief of staff, the youngest and the only African-American staff person for a member of the Georgia delegation at that time.

In 2007, he went to work for Congressman Lewis as a district director. This position put him in contact with Lewis’ constituents as he served as the “face” of the congressman’s office. He later ran Lewis’ re-election campaign, during which the veteran congressman and civil rights luminary faced two challengers. Lewis’ re-election gave Johnson national recognition.

“I never thought twice about allowing Tharon to run my re-election campaign,” stated Lewis. “He proved himself to be a young man of strong intellect, initiative and character. My experience in the 1960s taught me that if you give young, conscientious people a chance to lead, amazing things can happen.”

Johnson’s experience and incomparable success (his candidates had never lost a race when he has served as either campaign manager or consultant) are what attracted then-Senator Kasim Reed when he sought Johnson out as campaign manager in his mayoral race.

In the first mayoral polls in April 2009, then-Senator Reed’s campaign was only at three percent.

“I drew on the spirit of the [CAU] motto, ‘I’ll find a way or make one’ to win the race,” stated Johnson. “I believed in Kasim Reed and believed he was what Atlanta needs in a mayor. When I saw that we were behind in the polls, everything I had learned in past experiences prepared me for that moment. I dug in, used my good instincts to advise my candidate and suddenly we started climbing in the polls.” Johnson implemented a three-pronged strategy: build name recognition, secure endorsements from key leaders and develop a platform that addressed issues important to Atlanta.

After a close election in November 2009, Reed was forced into a runoff. After a flurry of campaigning on the issues in what was at times, a contentious race, Reed won the runoff election by 714 votes.

“Tharon stepped in at a very critical time during the campaign and he brought with him a set of political skills and a level of maturity that far exceeded his age,” said Reed. “His impact on our overall strategy and operations was as immediate as it was consequential. Tharon’s role in the ultimate success of my mayoral election cannot be overstated. I am grateful he continues serve in my new administration.”

Reed was sworn in as the 59th mayor of Atlanta on Jan. 4, 2010, marking the 10th campaign victory for Johnson, who explained that he agreed to stay on as a senior advisor in Reed’s administration because he enjoys working with elected officials to help carry out their goals and vision.

“Tharon Johnson is well on his way to becoming one of the most influential alumni to navigate the sacred grounds of Clark University, Clark College, Atlanta University or Clark Atlanta University,” said Rick Robinson (CAU ’94, ’96). “His political acumen has allowed him to develop relationships with some of the highest-ranking politicians at the local, state and national levels. Tharon is to Mayor Kasim Reed what David Axelrod is to President Barack Obama.”

Johnson stated that two of the keys to his success are pushing himself beyond what others may see as obstacles or boundaries, and to always acknowledge those who helped him during his journey.□
Clark Atlanta University Bridges Gap Between Academics and National Security

With each passing day, the world becomes smaller as access to communication and information enables and empowers the population, from the local elder in a small village in Africa to the inhabitant of a bustling U.S. metropolis. To safeguard American interests within this global scenario, national security has received heightened priority within U.S. government agencies.
AN INTERNATIONAL PERSPECTIVE IS CRUCIAL WHEN IT COMES TO UNDERSTANDING THE GLOBAL CONSEQUENCES OF NATIONAL SECURITY. TO KEEP STUDENTS ON AN INTERNATIONAL TRACK, THOSE IN THE IC SCHOLARS PROGRAM TRAVEL OVERSEAS FOR SHORT EXCURSIONS THAT ENTAIL LANGUAGE AND CULTURAL IMMERSIONS AS WELL AS LONGER EXCURSIONS THAT INCORPORATE A SEMESTER ABROAD AT ANOTHER UNIVERSITY.

In keeping with this increased focus on international and national security issues, Clark Atlanta University’s Center for Academic Excellence in National Security Studies (CAENS) program was established in 2005 with funding by the Office of the Director of National Intelligence (ODNI) to broaden the academic experience of Clark Atlanta students interested in national security.

The key components of the program are:
- Intelligence Community (IC) Scholar Program
- Curriculum Development
- High School Outreach
- Faculty/Student Research in various areas of interest

Close to 50 students from Clark Atlanta, Morehouse, Spelman and Georgia Tech have gone through the Intelligence Community Scholar Program. However, with an emphasis on multi-disciplinary curriculum development, Roy George, chair of the Computer and Information Sciences Department and founder of CAENS Studies, pointed out an average of 400 to 500 students participate in various CAENS Studies seminars and events during the academic year.

“At the Center for Academic Excellence in National Security Studies, we expose students to a series of ideas that they might not be normally be exposed to at CAU such as lectures on political science, history, economics, physics, computer science and biology,” said George. “We introduce them to state-of-the-art ideas on how you might use these subjects to promote national security.

“Most programs at CAU tend to get discipline specific,” added George. “This program sets itself apart by being multi-disciplinary. We have 25 faculty members from all across CAU — foreign languages, computer science, English and so on — who are mentors and take part in creating and speaking at our seminars.”

A recent seminar assembled faculty from Clark Atlanta, Emory University and Georgia State to discuss the implications that history, religion, political science, international affairs and other topics have on national security. In the year prior, another colloquium gathered representatives from government agencies such as the Justice Department and the National Security Administration to delve into hot-topics.

Looking forward, George is focused on acquiring additional funding for CAENS that will permit students to get more involved in research with CAU faculty. “We hope to establish a formal program for students to conduct research in their area of interest,” said George, who also wants to steadily increase the number of scholars and faculty involved in the program over the next five years.

High school students are blended into CAENS Studies during the summer months at the Summer Institute. They are recruited from around metro Atlanta to participate in an intensive 10-day session, involving research on a global topic. The Institute’s most recent group of students developed proposals that addressed stemming from the food crisis in Haiti.

An international perspective is crucial when it comes to understanding the global consequences of national security. To keep students on an international track, those in the IC Scholars Program travel overseas for short excursions that entail language and cultural immersions as well as longer excursions that incorporate a semester abroad at another university. CAENS Studies students have traveled to more than 15 countries and regions in the last five years including Latin America, the Middle East, the Netherlands, Turkey, Spain, England, Greece and China.

“Traveling abroad develops a more well-rounded student,” George noted. “Many of our current students have traveled abroad, however, three years ago only 10 percent of our students had traveled abroad. We’ve made very good progress in this area.”

Because of a significant downturn in the economy, many CAENS IC scholars have sought jobs with the government after graduation. Roy indicated they are accepting positions with the FBI, Department of Energy, National Security Administration and other agencies. “Students who are majoring in the sciences to the humanities are going into national security, while other CAENS scholars have gone on to law school, medical school or graduate school. We strongly believe their experience [as CAENS IC scholars] strengthens their career prospects.”

But why is there a need to have more individuals of color in the national security arena? “The world is not a homogenous blend, so that should be a driver,” explained George. “From a practical standpoint, it’s important that every constituency be represented in the government. There are jobs within the government that are highly rewarding careers and it’s only right that our students have access to these jobs. Being involved with national security concerns should be an option for our students.”

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Clark Atlanta University has heightened its effort to support the victims of the earthquake that devastated Haiti on Jan. 12. Money and clothing are being collected at various drop-off points across the campus. Dr. Charles Mosley is chair of the university’s Haitian Relief Efforts Advisory Committee. Call 404-880-8999 to contribute and for more information.

The Sixth Annual National Symposium on Prostate Cancer will be held March 14-16, 2010, at CAU. Sponsored by the university’s Center for Cancer Research and Therapeutic Development, the symposium will host renowned cancer researchers with presentations on the cellular and molecular biology of prostate cancer. Visit www.ccrtd.cau.edu for details.

Clark Atlanta University Art Galleries presents a new installation, King Seppy’s Dream of the Tree of Life, by Grenadian Tailor Thaddeus LaCrette, through March 31, 2010. Comprising two complementary yet distinctly intriguing works, the installation is a spectacle of beaded regalia, multi-layered upon two life-size figures, King Seppy and Queen Enid, each exuding the consecration of love, creativity and life. Call 404-880-6102 for details and exhibition hours.

The Whitney M. Young Jr. School of Social Work will present the Second Annual Healing Properties of the Blues Fundraiser, featuring an interactive blues workshop by Dr. Sandra Foster and The SaNa Band, a live performance by Chick Willis, and a silent auction. The event will take place on March 27, 2010, from 6 p.m. to 10 p.m. in the auditorium of the Thomas W. Cole, Jr. Research Center for Science and Technology. Call 404-880-8399 for details and information.

Civil rights icon and former U.N. Ambassador Andrew Young introduced his film “Crossing St. Augustine,” as a part of the Dr. Martin Luther King, Jr. Holiday celebration. Students, faculty, staff, community residents and other civil rights participants packed Davage Auditorium to preview the film on Jan. 19. While leading a peaceful protest in 1964 in St. Augustine, Fla., Young and others were beaten by police. Hosted by CAU, the event was presented by the MLK March Committee and Peachtree TV.
■ Aristide J. Collins Jr., vice president for Institutional Advancement and University Relations, will be profiled in “Cambridge Who’s Who,” an exclusive membership organization that recognizes and empowers executives, professionals and entrepreneurs throughout the world. With 18 years experience in education, Collins is recognized for his dedication, leadership and excellence in the field.

■ Clark Atlanta University ranked third as the most popular HBCU in the AT&T Spirit of UNCF Voting Sweepstakes, held last fall. More than 100 HBCUs participated in the sweepstakes.

■ CAU President Carlton E. Brown served as one of the dais speakers at the recent Dr. Martin Luther King Jr. Commemorative Service at Ebenezer Baptist Church in Atlanta. The service was broadcast live and through the Internet. With the theme, “Reflections on the Beloved Community,” Brown said that at the center of Dr. King’s “dream” is the ongoing pursuit of “The Beloved Community.” Brown explained, “There is no better time to review and recommit to an understanding of the ‘Beloved Community’ than we have on this day of celebration and in light of the events of the world that are upon us.”

■ Members of the CAU drumline performed during “The Mo’Nique Show,” taped at Turner Studios in Atlanta in October. The student-musicians helped to introduce the new video game, the Black College Football Experience. CAU is one of the teams featured in the game.

■ To date, 17 CAU students have received scholarships from the Tom Joyner Foundation, ranging from $1,500 to $2,500. More scholarships are expected to be awarded in the fall. CAU was the Tom Joyner School of the Month for October 2009.

■ The Mighty Marching Panther Band was invited to the 2010 Honda Battle of the Bands Showcase, held Jan. 30, 2010, at the Georgia Dome in Atlanta. This was the sixth invitation to the Honda Battle, which included a $20,000 award to each of the eight participating bands. To help promote the Honda Battle prior to the event, the Panther Band performed on “Better Mornings” on CBS 46 and “Good Day Atlanta” on Fox 5.
A 21st Century Library for Atlanta University Center Learners

Woodruff Library’s Main Level Now Open; Phase I Renovation Complete in May 2010

On Jan. 15, 2010, Atlanta University Center (AUC) students and faculty glimpsed the first completed stage of the Woodruff Library’s newly renovated Main Level. With the input and approval of Clark Atlanta University, Morehouse College, Spelman College and the Interdenominational Theological Center, the AUC Woodruff Library began a construction and renovation project in May 2009. The project encompasses the total reconstruction of the library’s main level, and major renovations to its upper and lower levels.

With a new look, new furnishings and new technology designed to support Atlanta University Center teaching and learning excellence, the “WOODI Learning Commons” features:

- Colorful, contemporary and comfortable seating options based on student and faculty input.
- Additional power and connectivity for student computing.
- A “Technology Design Studio” with fully outfitted video and audio editing rooms, and presentation practice rooms.
- One-stop service at the new “Information Services Center.”
- Four new high-tech classrooms.
- Graphic print shop with color copying, binding, cutting, publication and large format production capabilities (scheduled to open in March 2010).
- “WOODI’s Coffee Counter” (scheduled to open August 2010).

By construction’s end in May 2010, CAU students will enjoy a new graduate study suite designed especially for graduate students in need of quiet study space, a new main reading room with the furnishings and feel of the “traditional library,” and a totally redesigned Archives Research Center reading room for researching the AUC’s historical treasures.

View the AUC Woodruff Library’s renovation web site at: www.auctr.edu/renovation-site/index.asp for more information on the “WOODI Learning Commons” and other planned improvements. □
STREAMLINE, EFFICIENT, CUSTOMER-FRIENDLY—key words for the Clark Atlanta University Process Renewal Initiative (CAuPRI), which has transitioned into Phase II. The focus of CAuPRI’s first phase, launched during the 2008-2009 academic year, was the improvement of processes that involved student services ranging from admission and registration to financial aid. Phase II continues the emphasis on student services, however, also engages additional departments including Graduate Studies and Human Resources in the initiative.

The purpose of Phase II is strengthening institutional management by refining processes and procedures related to administrative management, explained Lucille Maugé, chief compliance officer and executive team leader for CAuPRI.

“The first phase of CAuPRI was student-focused and student-driven. Now with Phase II, we want to make the university even more customer-focused and customer-friendly for our students, so that when they graduate they will continue to be a part of the university. To that end, we are working on those administrative areas that provide service to our students and their parents.”

A significant driver of CAuPRI is Banner, an integrated and relational database. This past January, the Office of Graduate Studies began use of Banner as it initiated a more proactive role in the graduate student admissions process. Specifically, Banner aids Graduate Studies in increasing communication with prospective students and allows the department access to prospective student documents online. Now, Graduate Studies will be alerted in Banner when they have new prospective students, which will in turn provide earlier lead time in determining whether these students meet admissions requirements.

“While the Office of Graduate Studies has had some involvement with Admissions, the advantage now is that we are able to look at prospective graduate student admissions information ourselves,” said Dr. Bettye Clarke, interim dean of Graduate Studies. “With everything now computerized, this will certainly benefit Graduate Studies.”

By engaging Admissions and Graduate Studies in this collaborative effort, CAuPRI’s goal is to increase student enrollment. In addition, CAuPRI’s objective for the Office of Financial Aid is to provide students with more financial aid choices by increasing the amount of scholarship and grant information available online.

“CAuPRI has allowed the Office of Financial Aid to automate more processes and increase Banner system productivity,” said Lakisha Sanders, associate director of Financial Aid. An example is the TEACH (Teacher Education Assistance for College and Higher Education) Grant. Under the federal grant program, $4,000 was awarded to CAU’s graduate students annually for tuition and books. However, after a CAuPRI analysis involving cross-functional meetings between the Registrar, the School of Education, Admissions and Financial Aid, it was determined the grant program would be expanded to include undergraduate students, with grants awarded starting spring semester 2010.

“Every undergraduate student who plans to teach and is eligible will receive a TEACH Grant,” said Sanders. “With CAuPRI it took three months to implement the undergraduate grant; without CAuPRI it could have taken as long as six months to nine months to move forward and implement the grant program,” Sanders said.

CAuPRI’s automation initiative for the Human Resources Department in Phase II will set in motion short-term and long-term projects that include putting all personnel forms online and mapping CAU jobs to outside sources (including other universities) to ensure Clark Atlanta is competitive in its salary ranges. “This will allow us to have a more efficient hiring and salary review process,” said Maugé.

CAuPRI was initially presented as a five-year initiative. We are now in the second year. At the end of five years we will have people aligned with processes and technologies so we can be a more effective, efficient and compliant organization.”

L-R: Dr. Sean Warner, dean, School of Education; Ms. Lucille Maugé, chief compliance officer and executive team leader for CAuPRI; and Dr. Bettye Clark, interim dean of Graduate Studies.
Cross Country

On Oct. 24, the Clark Atlanta University Lady Panthers captured the 2009 SIAC Women’s Cross Country Championship. The meet, which took place at Clayton County International Park, was highlighted by junior, Loneia Powell, who placed first at the race, finishing the 5K course in 20:33.23. CAU’s other top finishers included Fifth place Breanna Pleasant (21:49.91), Ninth place Janee Douglas (22:06.46), Tenth place Wendie Gardner (22:38.92) and Eleventh place Shkina Halbert (22:58.19). Head Coach Pamela Page was also named the 2009 SIAC Coach of the Year. The 2009 SIAC Title is the first in CAU’s Women’s Cross Country history.

Football

Despite ending the season 3-7 (3-6 SIAC), Clark Atlanta’s gridironers made their presence felt throughout the season; the end result was a post-season full of accolades.

Senior linebacker, Zimier McCloud not only made the 2009 SIAC All Conference Second Team Defense, he was also named 2009 Co-Defensive Player of the Year, sharing the honor with Tuskegee’s Justin Hannah. McCloud, who led the conference in tackles per game (10.2), played in both the annual East Coast Bowl in Petersburg, Va., and the inaugural Russell Athletic HBCU Bowl in Mobile, Ala. The Philadelphia, Pa. native was also recognized as the 2010 100% Wrong Club Defensive Player of the Year and named to the 2009 Football Gazette All-Super Region Two First Team Defense.

William Hollis of Pontiac, Mich. was also honored with several postseason awards. The junior linebacker was named to the 2009 SIAC All Conference Second Team Defense and the 2009 Daktronics All-Super Region 2 Second Team Defense. In his first year with CAU’s football team, Hollis led the conference in forced fumbles per game (.50) and fumble recoveries per game (.62), while ranking second in tackles per game (.98).

Senior offensive lineman, Alphonso Johnson was named to the SIAC All Conference Second Team Offense and joined McCloud in the Russell Athletic HBCU Bowl. Junior running back, Winston Thompson, was named to the Second Team Offense for both the SIAC All Conference Team and the Football Gazette All-Super Region Two Team. Senior defensive lineman, Marcus Winston, was selected as a member of the SIAC All Conference Second Team Defense and the Football Gazette All-Super Region Two Third Team Defense; while freshman punt returner David Grace was selected as a member of the All Conference Special Teams.

Volleyball

The 2009 season was one of transition for the Lady Panthers’ volleyball team. Led by second year Head Coach and former CAU volleyball standout, Crystal Braud, the Lady Panthers welcomed seven freshmen to their 12-woman roster, while returning key players Latisha Hunley, Shakira McCall, Krysta McGowan and Lachelle Surphen. The 23rd Annual SIAC Volleyball Championships took place November 11-13 in Frankfort, Ky. After two days of competition, CAU was eliminated by Claflin, ending their run at the SIAC title. The Lady Panthers closed out the season with a 9-18 (7-11 SIAC) record. Krysta McGowan, a senior outside hitter, was named to the 2009 SIAC All Conference First Team.

Basketball

The Lady Panthers have experienced some growing pains this season, but have not allowed losing their top scorers from last season to deter them from playing hard. Mauriecia Sewell, who leads the team in rebounding per game (8.4 rebounds per game), is ranked sixth in the conference in the same category.

The Panthers men’s basketball has dominated the SIAC thus far this season. Midway through the year, they have the top-ranked defense in the nation for Division-II, allowing an average of just 50.6 points per game. CAU also leads the conference in defensive rebounds per game (28.4).

In addition to team news, the SIAC selected Atlanta as the host city for its 2010 SIAC Men’s and Women’s Basketball Tournament, March 2-6 at Forbes arena on the campus of Morehouse College.
Catching up with CAU’s New Head Football Coach

Daryl McNeill Charts Course for the Panthers

DARYL MCNEILL HAS MORE THAN
25 years of coaching experience as an
offensive coordinator and head coach. He brings intensity, energy and a keen
understanding of football from all
aspects. He knows what it takes to get
players to perform.

As head coach of Johnson C. Smith
University in 1996, McNeill led his
team to an impressive 7-3 record, the
first time in 15 years that the program
recorded a winning season. Under
McNeill’s leadership, Johnson C.
Smith graduated 70 percent of its stu-
dent athletes and had a retention of 64
percent. For his accomplishments,
McNeill was honored with the Black
College Sports Co-Coach of the Year
Award.

McNeill also had a successful stint
as a head coach at Savannah State Uni-

McNeill's arrival signals a new era at
CAU. His tireless work ethic, winning
attitude, and commitment to the uni-
versity are pillars, which have generated
excitement throughout the university.

Achievement and success are nothing
new to McNeill. Wherever he has been in
his coaching career, success has fol-
lowed. During his two-year stint as the
associate head coach and offensive co-
ordinator at Division I-AA North Carolina
Agricultural and Technical State Uni-
versity, McNeill led a resurgence of the
Aggie offense, as total offense improved
by a 50-yard average for the 2002 season.
Aggie quarterbacks finished the season
with a 112.70 rating, the best since 2000.

McNeill took Johnson C. Smith in
Charlotte, N.C. from a 0-10 mark in 2005
to 7-4 in 2006 and a berth in the Pioneer
Bowl; the school’s first appearance in a
bowl game since 1941. During the team’s
historic campaign, McNeill was voted as
the CIAA Coach of the Week twice while
several players garnered confer-
ence, regional, and national
honors.

He joined the North Car-
olina A & T coaching staff
after eight seasons (two
 tenures) as an assistant at
Mid-Eastern Athletic Confer-
ence rival South Carolina State
University, including the last
four as offensive coordinator.

McNeill also has served as
an offensive coordinator while at Ten-
nessee State University (1993-95) and
also at Savannah State (1988-89). He
was an assistant varsity coach and jun-
or varsity head coach at Jonesboro
High School from 1986-87.

McNeill is a 1982 graduate of South
Carolina State University, where he let-
tered in football for two seasons. He
holds a bachelor’s degree in business
administration as well as a master’s
degree in business education from
South Carolina State University.

DANIELLE WRIGHT: Talk about how you
got into coaching and what has kept you
wanting to coach.

DARYL MCNEILL: I come from a family
of educators. My parents, uncles, aunts
and cousins all work in the field of
education. My father was a high school
coach and athletic director for 35
years. I attended South Carolina State
University and majored in business.
Getting my master’s degree was some-
thing that was important to me. While
in graduate school, I was selected to
be the graduate assistant to the head
football coach and administrative
assistant to the athletics director and
head football coach. What has kept me
coaching is the life experience that I
have gotten from the players, parents
and all of the people who have
touched my life. God’s game plan is all I
follow.

D.W.: What are your expecta-
tions for the players regarding
athletics, academics and as
ambassadors of Clark Atlanta
University?

D. M.: My expectations of
all our student athletes are to first
graduate and secondly to become
model citizens. They will be great stu-
dents first, and then we will win foot-
ball games. You always want to conduct
yourself in a professional manner. I
won’t settle for anything less.

D.W.: What is your motto, or personal
philosophy?

D. M.: If you are good to football, foot-
ball will be good to you. What’s impor-
tant to you, you do. What’s not
important, you don’t do. I’m a builder.
I’m your best friend. I’m your favorite
uncle. I’m a football coach. That’s who
I am. Most players will tell you that
Coach McNeill has tough love for all
of them. Players don’t care about how
much you know until they know how
much you care.

D.W.: What is the most rewarding aspect
of your job?

D. M.: Graduating student athletes is
the most rewarding aspect of coaching
football. Thinking back to the first
time I met the students and reflecting
on how much they have grown. Boys to
men! □
Dr. Tamica Smith Jones

Dr. Tamica Smith Jones, a native of Atlanta, Ga., was appointed the director of athletics at Clark Atlanta University, effective Jan. 4, 2010, after serving as the interim director since December 2008 and the liaison to the Office of the President for athletics since January 2008. Jones came to Clark Atlanta in 2003 as the head volleyball coach and senior woman administrator. After a successful coaching career, finishing with the most wins in CAU history (57-40) and the 2004 SIAC Coach of the Year Award, she decided to support the Athletics Department and university in the area of athletics compliance in 2005.

Prior to her arrival at CAU, Jones served as senior associate athletic director and senior woman administrator, along with several other coaching assignments at Morris Brown College from 1999 to 2002. She began her career in intercollegiate athletic administration at Savannah State University, where she was appointed interim head women’s volleyball and basketball coach, while obtaining her master’s degree from 1997 to 1999. Jones earned her B.S. degree in Business Administration from Alabama A&M University in 1997, a master’s of Public Administration degree from Savannah State University in 1999, and her doctorate in Business Administration from Kennedy-Western University in 2005.

Jones oversees the university’s 11 intercollegiate sports teams (six women’s teams and five men’s teams) made up of nearly 200 student-athletes and 30 staff members. Since she assumed leadership, the Panthers have demonstrated immediate success in the classroom, community, and on the playing fields. Retention and graduation rates have steadily been on the rise. The department has improved overall fiscal soundness and compliance with applicable policies and procedures governing the athletics programs. Partnerships have been established throughout the metro-Atlanta community, which has increased community engagement (CAU received a 2008 NCAA Community Engagement Award and the 2009 NCAA Division II Game Environment Award of Excellence for the SIAC), enhanced the student-athlete and game day experiences, and improved facilities through sponsorship programs. Student-athlete leadership has soared through graduate assistantships and the emergent Student Athlete Advisory Committee.

Additionally, several CAU student-athletes and staff members have received conference and national recognition throughout the program. In spring 2007, the women’s tennis team was crowned Southern Intercollegiate Athletic Conference Champions. In fall 2008, the football team recorded its first winning season since 1978 (6-5). The 2008-09 men’s basketball team had its first consecutive winning season in 20 years (2007-08 and 2008-09). The women’s basketball team was the 2008-09 Southern Intercollegiate Athletic Conference Championship runners-up, receiving the sixth seed in the NCAA Division II Regional Championships, and in October 2009, the university won its first ever Women’s Cross Country Conference Championship. Notably, Jones has refocused the program on enhancing student-athlete welfare through staff accountability and responsiveness, while giving emphasis to a standard that ensures the successful completion of the degree requirements of CAU.

Jones is a member of several professional organizations such as National Association of Collegiate Women Athletics Administrators (since 2001) and is a graduate of the NACWAA/HERS Institute (2006). She is also a member of the National Association of Collegiate Directors of Athletics, and National Association for Athletics Compliance. She has served as the Southern Intercollegiate Athletic Conference SWA chair and Regional Committee designee for volleyball, presented for NCAA CHAMPS/Life Skills Continuing Education, facilitated at the NCAA CHAMPS/Life Skills Orientation, and participated in the NCAA Division II Leadership Action Academy. Her most distinguished achievements include the NCAA Leadership Institute for Ethnic Minority Females (Class of 2007); and NACWAA Executive Leadership Enhancement Institute (Class of 2009), a two-year appointment to serve on the NCAA.
Committee for Women’s Athletics, the NCAA Division II Athletic Directors Committee, which provided opportunities with NCAA selection committees such as the Fellows Program, the Postgraduate Scholarship Program, and the Leadership Institute for Ethnic Minority Males and Females. Most recently, Jones served as a panelist at the 2010 NCAA Convention’s Diversity Day Leadership Session “Leadership: Becoming the Best at What I Do.”

As an author (2006 self-published autobiography “A Ball and A Dream”), philanthropist, motivational speaker, life skills coach, business professional, and consultant, Jones, is a spirit-filled enthusiast who enjoys supporting student-athletes in their pursuit of higher education.

EDITOR: How do you feel about being one of the few female athletic directors in collegiate sports?

DR. TAMICA SMITH JONES: I feel good about it. I don’t think about it a lot because there have been females who have pioneered this road before me; so I just think about the task that’s at hand, which is much greater than gender. I just look forward to doing my job in excellence.

EDITOR: What would you say to young women who look to get into athletics and want to be just like you and be an athletic director?

JONES: I say it every day and I’ll say it again, they need to find a good mentor, model themselves after young ladies and women who have pioneered this road before me; so I just think about the task that’s at hand, which is much greater than gender. I just look forward to doing my job in excellence.

EDITOR: What is one initiative the Athletic Department is doing on the community service front?

JONES: We have really engaged our Student-Athlete Advisory Committee (SAAC), and they do several initiatives each semester. We were doing the minimum before we got really serious about our goals and mission at CAU and within our Athletic Department. One of the initiatives we are doing is mentoring young people. We have Boys and Girls Clubs around the corner from our campus; we’ve been working closely with Magnolia Park, a housing project community, and they come to our games and work with SAAC to enhance our partnership with them. We read to them, invite them out to different activities that we have and get them involved in our campus life.

EDITOR: How do you feel about the SIAC Basketball Tournament being in your own backyard this year?

JONES: It’s a dream come true. I’m a product of the SIAC – I played at and graduated from Alabama A & M; I’ve played in my hometown before and I know the excitement that Atlanta brings. Atlanta is a basketball city, and I think we’ll get a lot of production with our student athletes being able to play in our own backyard. Clark Atlanta and Morehouse have the best fans, and these two institutions have the opportunity to see their talent right here at home. I’m looking forward to this being even bigger than some of the tournaments you see in the HBCU sector for years to come.

EDITOR: Explain what leadership means to you and expand on some of the leadership qualities that an athletic director should possess.

JONES: I would start by saying some people watch things happen or talk about what has happened, but leaders make things happen. Leadership to me is the capacity to guide or direct towards a common goal, and in my case, the focus is always the university’s mission and how athletics complements it. As a leader, I know how influential I am in the lives of others; therefore, I strive to be precise and comprehensible, present a great deal of transparency, and ultimately deliver on all aspects of my responsibility. Leaders should reflect qualities such as accountability and responsiveness, while empowering others to act in response. As athletic director, I believe that my energy and passion should infuse the campus, conference, and community in a very distinct way. I have learned to link others to the mission through teamwork, service, and loyalty and I expect athletics staff to develop student leaders every day.