“A Change is Gonna Come….”

A popular song from the 1960s promises, “A Change is Gonna Come.” Those of us who recall its debut can attest to the fact that the song’s promise is not an empty one: change is a constant.

As provost of this great university, I am afforded a tremendous vantage point on how faculty and staff are enthusiastically embracing and shaping tomorrow. Of course, many university administrators will boast the same; however, few have the opportunity to actively “rethink” a university and the manner in which it anticipates and prepares students for the future. Our strategic plan creates the perfect framework for this undertaking, and I count this as one of Clark Atlanta’s most fortuitous blessings.

While a doctoral student here 30 years ago, my classmates and I wrestled with the issues of the day, and today as contributors in diverse fields of endeavor, we continue to apply what we learned in addressing concerns that impact our communities, locally, nationally and globally. This is our calling and our duty. However, I believe all would agree that in the past 30 years, the world has changed significantly. Traditional paradigms — family, the economy, the environment and diversity — are far more complex now than they were only three decades ago. Therefore, emerging leaders require contemporary, transformative perspectives.

As one of the nation’s foremost research institutions and a leader among the nation’s Historically Black Colleges and Universities, our duty is now twofold. Not only must we equip students with new perspectives, but we must divorce ourselves from outdated paradigms and model new, more relevant methods of investigation, discovery and service. This issue of Clark Atlanta magazine shares a glimpse into how we are doing just that.

In the pages that follow, you will meet just a few of the individuals who envision this pioneering spirit, from alumni “game changers” in industry, healthcare, government, religion and the arts, to faculty and students who are keenly focused on changing the game in their respective disciplines. Included among this group is our own President Carlton E. Brown, a long-time game changer in the higher education arena. His leadership has ushered in a new era of positive change, redirection and forward movement here at CAU. You’ll also learn more about four Clark Atlanta University programs that are revolutionizing how our students encounter and embrace a new world in a new day and time.

As exciting as this Summer 2011 Clark Atlanta Magazine is, it pales in comparison to the current atmosphere of empowered exploration that pervades our campus. So, this issue also serves as an invitation to visit us and see for yourself the undaunted creativity, curiosity and renewed sense of purpose that undergirds this institution. In a world that will continue to change constantly and dramatically, Clark Atlanta University continues to position itself as a repository for change agents.

We are, quite simply, re framing the future.

Take care and peace be with you.

Joseph H. Silver Sr., Ph.D.
Provost and Vice President for Academic Affairs
Verizon Wireless and CAU Establish Domestic Violence Research Academy

Clark Atlanta University recently announced the establishment of the Clark Atlanta University Domestic Violence Prevention Leadership Academy to address issues, causes and the prevention of domestic violence. Funded by a $50,000 grant from Verizon Wireless, the academy will uniquely address existing gaps in research and programming models to produce trained professionals who will define and implement a model that is comprehensive, flexible, prevention-focused and responsive to the real-world needs of today’s college students. The initiative was formally announced during the announcement of the Verizon Wireless Domestic Violence Prevention Academy, which included the presentation of $50,000 to support the inaugural class of five graduate research fellows. Pictured is the late Chiquita Tate, Esq., (CAU ’96), who was honored posthumously during the event.

Acclaimed Poet, Author Participates in Exclusive CAU Interview

Critically acclaimed author Sapphire shared her perspectives on literature and discussed her debut novel *Push* during a special event called “Lunchtime Literati: A Conversation with Sapphire.” Her novel was adapted into the 2009 major motion picture, *Precious*, and won two Oscars in 2010 for “Best Supporting Actress” and “Best Adapted Screenplay.”

The Domestic Violence Prevention Leadership Academy is under the purview of CAU Whitney M. Young, Jr., School of Social Work. Directed by Dr. Joyce Dickerson, a nationally renowned domestic violence educator and researcher, it will initially train five fellows to conduct domestic violence research and develop an evidence-based framework to be used as a model domestic violence prevention program.

School of Education’s Counseling Programs Affirmed

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) affirmed in January the School of Education’s Community Counseling and School Counseling programs’ two-year accreditation. This recognition positions the School of Education among the nation’s elite higher education institutions that provide counselor education and community counseling programs.

The review team also stated that the field supervision component surpassed CACREP requirements, a clear indication of their strong emphasis on providing students with extensive field and clinical experience.

The review was executed under the leadership of Dr. Joseph H. Silver Sr., provost and vice president for Academic Affairs; Dr. Susan Davis, dean of the School of Education; and Dr. Sean Warner, dean of the School of Education. The accreditation process was chaired by Dr. Jill M. Thompson.

The process, which was strengthened by a collaboration between retired and current faculty, also included testimony from CAU’s P-12 partners and site supervisors.

Clark Atlanta University Hosts Internet Videoconference on “Teaching About the Holocaust”

CAU’s School of Arts and Sciences, School of Education and the United States Holocaust Memorial Museum hosted in February “Teaching About the Holocaust,” an on-campus regional Internet videoconference for teachers.

“The collaboration supports Clark Atlanta University’s long, deeply-rooted tradition of pursuing justice and human rights,” said Dr. Sean Warner, dean of the School of Education. “The conference underscores our pursuit of diversity and exposing the university community to diverse experiences and views.”

The event sought to provide educators with teaching guidelines, an overview of Nazi racial ideology, and a review of cutting-edge digital and electronic resources available at the Robert W. Woodruff Library. It also featured an historic panel discussion and several mini-sessions on the topic.

“The university is committed to the free exchange of ideas and culture,” said Dr. Shirley Williams-Kirksy, dean of the School of Arts and Sciences. “Events like this help us to continue to expose our students, faculty and staff to information that advances their knowledge and understanding of world history and events.”

L-R: Andrea Arceneaux, moderator; Dr. Shafiq Khan, director of CAU’s Center for Cancer Research and Therapeutic Development; Ambassador Andrew Young; Anton Gomm, regional director, U.S. Department of Health and Human Services; Rear Admiral Clara L. Cobb, regional health administrator, U.S. Department of Health and Human Services; and Dr. Carlton E. Brown, president of Clark Atlanta University.

University provost and vice president for Academic Affairs Joseph H. Silver, Ph.D. (left) and CAU president Carlton E. Brown (right) pose with Verizon Wireless Executive Director of Public Relations Sheryl Sellaway during the announcement of the Verizon Wireless Domestic Violence Prevention Academy, which included the presentation of $50,000 to support the inaugural class of five graduate research fellows. Pictured is the late Chiquita Tate, Esq., (CAU ’96), who was honored posthumously during the event.
Good Works International, LLC; H.H.S. regional director Anton Gunn; Admi- ral Clara Cobb, H.H.S. regional health administrator; CAU president Carlton E. Brown; and CCRTD director Dr. Shaﬁq Khan.

Panelists provided attendees with facts and information about what the healthcare reform legislation means to patients and consumers and provisions that specifically target college students.

The Scottish Rite of Freemasonry Donates $4,000 to Clark Atlanta University Scholarship Fund

The Scottish Rite of Freemasonry, South- ern Jurisdiction, donated $4,000 to CAU’s Annual Fund for student scholar- ships in February. The 2011 Annual Fund campaign, “Stand Up For CAU,” encour- ages annual gifts to the university from alumni and friends to enhance school- specific and other university programs. Annual Fund gifts have an immediate and direct impact on ﬁnancial aid, aca- demics and other student resources. The campaign has established 27 funds to support CAU’s four schools and units across campus.

“We are delighted to continue supporting educational institutions and various youth and service groups that offer long-learning opportunities for our community and build responsible, pro- ductive citizens,” said Deputy Primus T. James of the Orient of Georgia. For more information about CAU’s Annual Fund, call 404-880-8710 or visit www.cau.edu.

A Conversation With Grammy Award-Winning Rapper/Artist Lupe Fiasco

During a recent meeting of the Clark Atlanta University Board of Trustees, three long-time faculty members announced their plans to retire at the close of the 2010-2011 academic year. The retirees have a combined total of 138 years of service to Clark Atlanta and its students.

L-R: Dr. Winifred Harris (CC ‘55, AU ’57), Howard Hughes Professor of Biological Sciences, 54 years of service; Juanita P. Baranco, chair, CAU Board of Trustees; Dr. Isabella Finkelestein, professor of Biology, 41 years of service; Dr. Alexa Benson Henderson, dean of Undergraduate Studies, 43 years of service; Carlton E. Brown, president; and Dr. Joseph H. Silver, Sr., provost and vice president of Academic Affairs.

A Women’s Health and Wellness Initiative Launched To Address Women’s Healthcare

A Women’s Health and Wellness Initiative was launched in March that aims to address the health and wellness of women at HBCUs. The CAU Sustainable Health Education Resources and Outreach (SHERO) project was developed by The Wright Group and its nonproﬁt arm, Giv- ing Chance. The Wright Group also serves as the funding source for a project with the U.S. Department of Health and Human Services’ Ofﬁce on Women’s Health.

The primary goals for the CAU-SHERO initiative are to:

• develop, expand and implement educational and awareness pro- grams or activities for CAU female students that will focus on their over- all physical and mental health and wellness;

• develop CAU’s capacity to document, track and evaluate the health needs of college-age women and address those needs with a proactive plan;

• provide training assistance to campus police and residential staff to increase awareness and knowledge about how to respond to gender-related violence against female students; and

• establish on-campus student-inclu- sive activities and a task force to pri- oritize speciﬁc health and wellness needs for college women and make recommendations to CAU on policies and procedures related to the develop- ment of a continuum of care ser- vices that are gender-speciﬁc.

“The CAU-SHERO project aims to build CAU’s institutional capacity to address women’s health and wellness needs on a larger scale,” said Dr. Marilyn Lineberger, director of CAU’s Counsel- ing Center. “This three-year initiative brings together the university, commu- nity groups and individuals to encourage wellness, healthy life choices, and behav- ioral changes in women.”
The Ninth Biennial Aldridge-McMillan Faculty and Staff Achievement Awardees Announced

The Ninth Biennial Aldridge-McMillan Awards were presented at the annual Faculty and Staff Recognition Luncheon during Founders Week in March. The award was established by Trustee Delores Aldridge and Trustee Emeritus Eldridge McMillan to recognize employees who have gone above and beyond the normal scope of their responsibilities.

The recipient of the Aldridge-McMillan Staff Achievement Award was Mrs. Cynthia Williams, senior staff assistant in Human Resources, who was recognized for exemplary customer service.

The Aldridge-McMillan Faculty Achievement Award for Teaching recipient was Willie Todd, a professor in the English Department. Todd also is the award-winning playwright of the theatre production Black Voices.

The Aldridge-McMillan Faculty Achievement Award for Overall Achievement went to Dr. Isabella T. Jenkins for 45 years of service to Clark Atlanta students. Jenkins is the associate dean for Undergraduate Academic Services and director of the university’s Honors Program.

Founders Day Convocation

Dr. Isabella T. Jenkins

Carl Ware (CC ’65) served as the keynote speaker for the School of Business Administration’s Dean’s Executive Lecture Series in March. Ware shared a significant and pivotal point in his career as an executive with The Coca-Cola Company when the company decided to disinvest in South Africa during apartheid.

During his hour-long lecture, “Standing on Principle: Business Lessons from Coca-Cola’s Disinvestment and Re-entry in South Africa,” Ware offered a vivid and moving account of the challenge of his work with anti-apartheid activist Bishop Desmond Tutu, other activists and South African business leaders, to devise a strategy for The Coca-Cola Company to disinvest its business interests in the country while taking into account business and humanitarian considerations. Among the many factors facing the company were how disinvestment would affect shareholders, the potential loss of tens of thousands of jobs held by black employees and how the company could return to South Africa once apartheid ended.

Ware described a four-pronged strategy that prevented job losses by issuing a license to a new company in South Africa named National Beverage Services and created an independent trust to help black South Africans’ continuing fight against apartheid. He also discussed Coca-Cola’s work with Nelson Mandela after South Africa’s transition to democracy to develop business strategies to grow the country’s new economy.

Ware, who announced plans to donate portions of his corporate and political papers to the university’s archives, left business students with five lessons on business and leadership that included the importance of building strong relationships, communication and consultation in difficult circumstances and long-term thinking.

Alumni Carl Ware’s Lessons on Business and Leadership

Each April, students participating in CAU School of Business’ CEO academy “Take a Millionaire to Lunch.” The daylong symposium affords students an opportunity to hear first-hand the experiences and perspectives of millionaires who have excelled at entrepreneurship, wealth-building and wealth generation. The program was created by First Year Coordinator Dennis Kimbro, Ph.D. During this year’s April 4 lunch, the first year class of 2011 dined with four business leaders. From left to right are: radio personality Frank Ski; author, activist and commentator Jeff Johnson; Operation Hope founder and CEO John Hope Bryant; and author and entertainer Tyrese Gibson. That’s a lot of food for thought.

Trustee Ware, President Brown and Dean McKinley-Floyd exit Davage Auditorium following the lecture.
current information age to instill best practices among faculty and students, while also giving them an opportunity to enhance their world views through cross cultural and academic exchanges.

“The Clark Atlanta University-African University College of Communica-
tions exchange agreement is unique in that it represents a relationship between two relatively young universities with similar and noble missions and a strong emphasis on communication, business and technology,” said Brown. “Through the exchange, our students and faculty will be able to interact with their coun-
terparts from the distant corners of Africa, sharing ideas and learning differ-
et languages in a multi-cultural context. AUCC students and faculty will be able to avail themselves of all that CAU and Atlanta University Leaders Present Selected Correspondence of Dr. W.E.B. DuBois and University President Rufus E. Clement

President Carlton E. Brown, Provost Joseph H. Silver, Sr. and Noran L. Moffett, associate dean of the School of Education presented a pictorial review of primary letters exchanged between renowned scholar, author and educator Dr. W.E.B. DuBois, a member of Atlanta University's faculty, and Dr. Rufus E. Clement, the sixth and longest-serving president of Atlanta University, during the March 2011 American Association of Blacks in Higher Education Conference in Atlanta.

The letters were written between 1937 and 1940 and provide a revealing glimpse into the sometimes-complex relationship between administrators and faculty at colleges and universities. The research project examined the relation-
ship between DuBois and Clement, the implications for Atlanta University and the development the Atlanta University Center's vision for higher education.

“This research project affirmed that there is a need to examine the differ-
ence between being a professor and an administrator, and further revealed that there is often a lack of understanding of the demands of one another's role,” said Moffett, who hopes to take a sabbatical to write a book on Clement, who served as Atlanta University’s president from 1937 until his death in 1967.

The researchers’ findings offer a contemporary contextual review of the implications for relationships among administration and faculty, trustee boards and alumni relations in a higher education environment. Brown, Moffett and Silver also pre-
sented “Transformational Leadership at an HBCU in the 21st Century: A Review of Contemporary Practices to Advance the Academic Enterprise through the implementation of a revised, Mission, Vision and Strategic Plan.”

During their presentation, Brown and Silver shared their perspectives on the faculty-university relationship and transformational leadership in an inter-
view format, with Moffett posing topical issues to the two administrators.

“As an administrator, one must pro-
vide all faculty with the tools to use their talents and creativity, and when there is a special and talented faculty member, the institution should do whatever it can to assist that faculty member maximize his or her work,” said Silver. “However, the faculty member and the institution should benefit from the faculty mem-
ber’s success. Faculty must work in a pattern that builds the infrastructure of the institution, includes students in research and scholarship, and works in a way that creates a funding stream for the institution. When these actions are taking place, the administration is more than obliged to support faculty members in their work.”

CORRECTION

The editors wish to make a correction to information in the news brief, “Robert W. Woodruff Library Celebrates Completion of Phase I Renovation,” published on page 5 of the Winter 2010/2011 issue of Clark Atlanta Magazine. The article erroneously stated an estimated $75 million cost for renovation of the second phase of the library’s upgrades. The figure is actually $7.5 million.

STAND UP FOR CAU!

SUPPORT CLARK ATLANTA’S 2012 ANNUAL FUND CAMPAIGN

When you support Clark Atlanta University’s annual fund, you put a college education within reach for deserving students. You also strengthen the University’s academic enterprise.

Make Your Stand...Your Way!

General annual fund gifts received through June 2012 will support CAU’s scholarship program. But the University also has established 27 unique annual funds. Now you can designate your gifts to specific schools or units such as athletics, library services, or even student organizations. Share your support...you way!

Stand with Your Pack!

This year, you can support CAU and take a stand for the institution with individuals in your stakeholder group!

PROWL with CAU’s Athletics and Booster Supporters!

CLASS is in session for Alumni and School Supporters!

ROAR with CAU’s Parents and lift up your voice!

CUBS is a way to Celebrate the University’s Best Students!

PANTHER week is just for CAU Faculty and Staff!

For information about your group, go to www.cau.edu. Join in and let the fun begin! Giving is simple, with three convenient options!

Mail it to: Office of Annual and Special Giving, 223 James P. Brawley Dr., SW, Atlanta, GA 30314

Call Nicole Blount, director of Annual and Special Giving, 404-880-8710, to discuss personalizing your gift options!

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Stand Up For CAU today!

CLARK ATLANTA UNIVERSITY SUMMER 2011
International Education: No Longer an Option, But an Imperative


Glenn S. Johnson, Ph.D., associate professor in the Department of Sociology and Criminal Justice and research associate in CAU’s Environmental Justice Resource Center, and Angel O. Torre, M.C.P. and Geographic Information System/Toxic Release Inventory training specialist for the Environmental Justice Resource Center, are co-authors of a new book with Robert D. Bullard, Ph.D., Ware Professor of Sociology and director of the Environmental Justice Resource Center, titled Environmental Health & Racial Equity: Building a Fair, Just, Sustainable, & Livable Communities (Washington, DC: American Public Health Association, April 2011). The book is a first-rate account of events, individuals, and organizations that have shaped the environmental justice movement over the past two decades and is designed to assist funders, government, and nongovernmental organizations in identifying near-and long-term needs and collaborative opportunities.

Alexa Benson Henderson, Ph.D., dean for Undergraduate Studies, authored a review of the book Knights of the Razor: Black Barbers, Economic Development (CCRTD), published a manuscript titled “Loss of PTEN permits CXCR4-mediated tumorigenesis through ERK1/2 in prostate cancer cells” in Molecular Cancer Research, a journal of the American Association for Cancer Research. The manuscript was co-authored by Mahandranauth A. Chetram, a third-year Ph.D. student, and Dr. Valerie Odero-Marah, assistant professor in the Department of Biological Sciences and the CCRTD.

Christopher Hickey, professor of art and chair of the Art Department, recently had two illustrations chosen for inclusion in national competitions. The American Illustration competition, which chose one of Hickey’s illustrations, is highly competitive and represents the best illustrations in the United States for 2009. Approximately 600 images were selected from more than 8000 entries. The Society of Illustrators West International Competition in Los Angeles chose one of Hickey’s illustrations in January 2011.

In addition, Hickey exhibited two drawings in the Simply Drawn 2010: An Exhibition of Monochromatic Drawings national competition at the Roswell Visual Arts Center in Roswell, Georgia. Hickey’s drawing, “Pears with Postcard,” was one of six drawings singled out for recognition at the exhibitions’ opening. A third drawing was chosen for inclusion in the 4th Annual National Juried Exhibition, sponsored by the Atlanta Fine Arts League and was exhibited at the Abernathy Arts Center in September 2010.

By Paul M. Brown, Ph.D.

From the embryonic stages of international education at Clark Atlanta University, study abroad would have been defined as an interesting cultural and academic endeavor for foreign language majors who wanted to improve their linguistic proficiency, mostly in French and Spanish. Over the years, however, it has evolved into an imperative for all majors. There are myriad opportunities for both undergraduate and graduate students majoring in every discipline to take courses in their area of specialization in English- and non-English-speaking countries around the world, and receive academic credit for it at their home institution. These measures also help CAU remain relevant and keep pace with global university norms.

The university’s new strategic plan has been revamped to infuse global education in a more purposeful fashion, both from an intellectual and pragmatic standpoint, into the curriculum on a university-wide scale in order to prepare our students to succeed in the global job market and serve as honest, socially responsible and respectful citizens. A key lesson learned from the first economic recession of the century was the social, cultural and economic interconnectedness of all nations; we’re all fingers of the same hand.

The prophetic statements by Dr. Martin Luther King, Jr. that “whatever affects one directly will affect others indirectly” and “we must learn to live together as brothers or perish as fools,” have become all the more poignant as we witness country after country undergo civil discord within their borders as an indirect effect of the economic downturn.

The social networks — Facebook and Twitter — have revolutionized instantaneous communication to a point where one can convey messages with total anonymity to distant corners of the earth at breakneck speed. One can no longer say that technology is bringing the world closer; the world is now “in our face.” One can’t avoid, not ignore, the events occurring around the world because when a tsunami devastates the Japanese coast and the humanity that resides there, the ramifications can be felt in a tangible and practical way thousands of miles away: When Arab political autocrats fall, gas prices rise. All this tells us that we must reach out and deal in good faith with our neighbors and respect — permeate the global education motif, we perceive our moral core values — integrity, social responsibility and moral regimes fall, gas prices rise. All this tells us that we can no longer sit idly chewing on the same patriotic rhetoric about American supremacy and superpower status. We can no longer sit idly chewing on the same patriotic rhetoric about American supremacy and superpower status. The educational mission of Clark Atlanta University’s International Education/Study Abroad Program.

Michelle Kassorla, Ph.D., lecturer for WISE English, began publishing a Twitter novel (@mynovel) in March as an academic experiment to research how the form would affect the way she composes. Kassorla is also publishing a blog (mynovel.wordpress.com) about her Twitter novel that chronicles its development and her impressions of the process as the novel unfolds. In addition, she is documenting what she learns as a writer.

Susan N. Kossak, Ph.D., associate professor in the Whitney M. Young, Jr., School of Social Work, recently wrote a book about her experiences mentoring a Clark Atlanta University student who broke free from negative cycles and used her life experiences as the impetus for her growth. The book, Reaching Out, Reaching Out: Reflections on Reciprocal Mentoring, features conversations between Kossak and her mentee, Johnnetta McSwain, on a variety
of relevant topics, including the roles of both mentor and mentee, bound-
aries and trust, readying oneself for change, and embracing success. This
book offers a helpful guide to mentor- ing, and tells the inspirational story of the powerful transforma-
tions that occurred when two people from seemingly different worlds
reached within themselves, reached out to one another, and found them-
selves believing in each other — and themselves — more than they ever
thought possible.

F. S. J. Ledgister, Ph.D., chair, Department of Political Science, pub-
lished the following book reviews:

Trade, Climate Change and Sustain-
able Development: Key Issues for Small States, Least Developed Coun-
tries and Vulnerable Economies, Mus-

“Shades of History” a review of A Black Soldier’s Story: The Narrative of Ricardo Batrell and the Cuban War of Independence, Mark A. Sanders (ed. and trans.), in the Caribbean Review of Books, No. 25, January 2011.

“Last One Standing,” a review of The Challenges of Modern Jamaica, by Patrick E. Bryan and Edward Seaga’s

Ledgister had a book chapter titled “Racist Rantings, Travelers’ Tales, and a Creole Counterblast: Thomas

Lydia McKinley-Floyd, Ph.D., dean of the School of Business, had a paper titled “Using Taguchi Methods in a Marketing Study to Determine Features for a Smartphone” accepted for publication in the Academy of Marketing Studies Journal. J.S. Sutterfield, associate professor of business, School of Business and Industry at Florida A&M University, co-authored the paper.

Ronald E. Mickens, Ph.D., Distin-
guished Fuller E. Callaway Professor in the Department of Physics, has delivered eight invited presentations, including “An Exactly Solvable SIR Model Having Population Dynam-
ics,” in the American Mathematical Society’s Special Session on Structured Models in Ecology, Evolution and Epidemiology in January 2011.

Mickens published two abstracts in the Bulletin of the American Physi-
cal Society (Vol. 54, 2010) and three abstracts in Abstracts of Papers Presented to the American Math-
ematical Society (Vol. 32, 2011). The abstracts summarized the contents of scientific talks he gave on math-
ematical epidemiology, nonlinear oscillations, and aeroacoustics. Six of Mickens’ manuscripts were

either published or accepted for pub-
lication in the journals Mathematics and Computers in Simulation, Differ-
ence Equations and Applications, and Journal of Biological Dynamics. He also wrote a review of Damn Near White — An African American Family’s Rise from Slavery to Bittersweet Success (University of Missouri Press, 2010).

At the request of one of his pub-
lishers, Mickens has is preparing to write a third edition of his book Diff-
ereence Equations: Theory and Appli-

Alice E. Stephens, Ph.D., film-
maker and associate professor in the

Department of Mass Media Arts, will present her latest scholarly research, “Imaging the African Diaspora: Exploring and Teaching Global Con-
nections,” at the 4th International Global Studies Conference in Rio de Janeiro in July 2011. Stephens won the associate producer for the award-
winning short film “Say Grace Before Drowning,” the grand-prize winner at the 2010 Bronze Lens Film Festi-
val of Atlanta, Georgia. The film was shot in Atlanta and can currently be viewed on HBO on Demand.

Michael D. Williams, Ph.D., associ-
ate professor and director in the Phys-
ics Department, is currently serving his third-consecutive term as chair of the

Chapters, Groups, and Divisions Committee of the American Vacuum Society. It is a standing committee that acts as an advocate for the organi-
ation’s chapters, technical groups and divisions. Williams reports directly to the American Vacuum Society’s presi-
dent and board of directors.

Although they represent six diverse fields of endeavor — higher education, healthcare, government service, business, religion and the arts — each shares a common mission: liberating the generations. And while their approaches are unique, what unifies this cadre of exemplars, in addition to their love for CAU, is the manner in which they have transcended traditional boundaries — too often constrained by role and position — not only to fashion their own successes, but to create opportunities for others. In a world that sometimes eclipses vision and creativity under the shadow of conformity, and buries potential under the weight of socioeconomic disparities, these six bring powerful intellect, refreshingly unique perspectives, undaunted resolve and a commitment to serve others to the game.

They aren’t simply winning the game in their respective vocations, each has forever changed it for the better.

### Faculty Forum

**Making Moves**

Six CAU Game Changers Share their Strategies for Success

The game of chess has long been regarded as the domain of great thinkers. Its strategies alone warrant great focus and concentration. The ironies of the game confound, one opponent advancing to capture another’s king, with the movement of each player’s icons limited by assigned roles and positions. The knight, for example, always moves in an “L” pattern. Yet, chess is much more about advancing a mission than it is the move of an individual icon. Not the past-time of the faint-hearted, the game requires a certain dauntlessness as much as it does brainpower.

These six CAU leaders possess both.
Leaders Help Others to Reach Their Potential

Education is About a Student’s Total Development

By doing so, Brown says, CAU creates game changers. Part of that process is teaching students to realize that education “is about their total development as human beings. It is a test of their character and ability to use opportunities to lead and to learn to be part of a team trying to accomplish important things,” he says.

Brown believes that while alumni have the virtue of hindsight, soon-to-graduate students will hopefully take a moment to reflect on who they were as freshman, how Clark Atlanta helped them grow, and to imagine who they will become.

Responding to global demands for excellence, President Brown says Clark Atlanta also is being transformed. Its goal is to be a multi-disciplinary leader that empowers internal and external actors, alumni and the Atlanta community to help the university reach its goal.

Every graduation is about travel, growth and the end of preparation for a person who walks through the gates as an alumnus or alumna. He or she, Brown says, will overcome the challenges ahead using the leadership values and beliefs learned at Clark Atlanta University.

“We attract students who know or find out that their education is about more than taking classes and getting credits. It is much deeper and provides multiple opportunities for leadership.”

In 2000, Kimberly Hairston received her master’s degree in business administration from the Clark Atlanta University School of Business. The former self-described “Jersey girl” had applied to CAU for specific reasons. “I heard that it was a small business school with a reputation for graduating world-class talent and I wanted to be part of that group,” she says.

Hairston is the global and U.S. Nexxus marketing director at the personal care and household product giant Alberto Culver. Previously, she led the company’s Global Multicultural Portfolio Hair Care Team and developed its five-year strategic plan, which identified potential markets in Africa and Latin America. Prior to that, she worked for Coca-Cola.

CAU’s business school possessed many attractions for Hairston. Its record of graduating more black MBAs than any other university was impressive. Earning her MBA at half the cost at other universities was unbeatable, but the game changer was exposure. Senior executives from corporations such as Turner Broadcasting and SC Johnson are regular visitors and mentors. Hairston says she developed a relationship with Candace Matthews, who is now the chief marketing officer at Amway, and “she is still my mentor.”

Hairston recalls Alice Cayson, the assistant placement director for the MBA program, as a key supporter of students — then and now. “Cayson arranged interviews, nurtured us and championed our cause and ensured that we met the best companies and had the best workshops,” she says.

During her two years at CAU, Hairston says she also learned about the “dual relationship” alumni have with the university. As students they question executives in the classroom; they then return as alumni to provide answers. This reciprocity is indicative of a CAU network that raises and fulfills student expectations. By graduation, Hairston says 90 percent of her classmates had received offers from top companies.

Clark Atlanta also reinforced her definition of leadership. Students competed to excel, but because they shared a common goal, they also formed study groups to learn together. Hairston says there is a difference between being in service to others and being in power over others. “When I think about great leaders, I know that my leadership is manifested when members of my team get promoted. I can’t be a great leader unless others around me are demonstrating greatness as well,” she says.

More than a decade later, Hairston, who is a member of the alumni club and serves on the business school’s advisory board, delights in returning for speaker sessions with students.
Why Giving Back is a Natural Instinct

r. James K. Bennett says the greatest honor he has ever received is the Native Citizen Award. It wasn’t bestowed by a medical organization for the breakthrough prostate cancer treatment used at the Atlanta practice he founded or for one of his many peer-reviewed articles. Leaders of his hometown of Elberton, in northeast Georgia, wanted to recognize Bennett’s community service and his medical career.

The 1976 summa cum laude graduate, who earned his degree in biology, credits his forebears for inspiring him to be his family’s first college graduate. Bennett, always a good student, attended his first integrated school in the 10th grade. Faced with an opportunity to attend an all-black university or Georgia Tech, which had offered a full scholarship, he chose the black college experience.

CAU was a critical starting block. Bennett says CAU reinforced the self-esteem instilled in him by his parents and grandparents and gave him the confidence “that wherever I went I would be a success.”

Bennett gained key mentors at CAU. In the biological sciences they included Dr. Winfred Harris, who later became university provost, and Dr. Isabella Finkelstein. She brought Bennett into her family where he says, “I spent so much time that her daughters thought of me as their brother. She took a special liking to me because of my drive to go into medicine and was one of the professors that helped me mature.”

A network of Atlanta’s black physicians and local leaders, who visited campus frequently to meet students, also had a major impact. Bennett says many of them were still involved in the civil rights struggle, and they engaged him and other students in transformative conversations. The elders counseled them to foster community involvement, give back and shed any sense of entitlement.

Superbly prepared, Bennett graduated from CAU and entered the four-year Duke University Medical School program, which he completed in three years and then did an intern-ship in surgery and a residency in urology at Emory University School of Medicine.

More than 30 years later, Bennett is affiliated with Morehouse and Emory Medical Schools, hosts a radio show spreading the healthy lifestyle gospel and speaks fervently to black men about reducing their prostate cancer risk. He also was the only non-medical school principal investigator in a renowned minimally invasive study to evaluate the efficacy of an investigational drug that is activated by laser lights. This technique may eradicate prostate cancer without any side effects.

Such accomplishments will make your hometown, and your alma mater, proud.

The Path to Independent Thinking Leads Through CAU

ongressman Hank Johnson, the third-term U.S. Representative for Georgia’s Fourth District, says his constituents have a consistent concern. They want “jobs, jobs and jobs.” Fortunately, Johnson says, Clark College’s faculty prepared him for law school, to excel as an attorney and to one day become a politician.

“The college helped shape my belief that I’m here to serve and to pursue fairness in everything I do,” he says.

That preparation contained different elements. The tangible one, he explains, is supplied by the inter-active network of Clark graduates nationwide, especially in Atlanta, that gives him a built-in support system everywhere he goes. The intangible assist that Johnson says he acquired as a political science major was learning how to become an independent thinker, a quality that helped launch his legal and political careers and provided him with the impetus to become a leader, not a follower.

The Clark-inspired command skills, he says, taught him to think outside the box, as he did in an early critic of the second Iraq war, and to conceive legal solutions that other House members may not. During the current legislative session alone, Johnson says, he has proposed legislation to protect the unemployed, to level the playing field for consumers and small businesses, and to increase public awareness of where rare earth minerals, essential for high-tech and military products and applications, are mined domestically and globally.

The former civil and criminal lawyer has three key professional memories. He was co-chair of Barack Obama’s presidential campaign, helped pass healthcare reform and was chairman of the House Judiciary Subcommittee on Courts and Competition Policy. There, he says, “I shaped judicial and anti-trust policy to improve our court system and protect consumers.”

Johnson, a second-generation Clark College graduate, stays in touch with the campus through his mother, a loyal alumna. Unsurprisingly, after his years at Clark, the congressman cites traits established at the college that he knows will assist students who want to enter politics. He says the new generation of leaders must have the traditional virtues of patience, critical-thinking and the ability to compromise, but that they should combine them with a clear vision of what must be accomplished and have the commitment to continue until their goal has been achieved.
A Time of Temporal and Spiritual Growth

The Rev. Dr. Mark K. Tyler loves to study African Methodist Episcopal church history. In his position as the 52nd pastor of Philadelphia’s Mother Bethel AME Church, the foundation and congregation of the AME denomination established by Richard Allen in 1794, his avocation meshes with his calling.

In 1991, Tyler received his Bachelor of Arts degree in religion with a minor in communications from CAU. He also earned a Master’s of Divinity, in 1994, from Payne Theological Seminary. Twelve years later, he received a Ph.D. in Educational Leadership from the University of Dayton School of Education and Allied Professions.

Prior to his appointment at Mother Bethel, Tyler was a senior pastor in Camden, New Jersey; West Chester, Pennsylvania; and Oxford, Ohio. He was director of Church Vocations at New Brunswick Theological Seminary and an adjunct professor there teaching such classes as Preaching in the Urban Context, American Christianity in Black and White, and, unsurprisingly, AME Church History.

Tyler says that his Clark Atlanta University experience clarified God’s call and that campus leadership opportunities bolstered his simultaneous spiritual growth. The former president of the student body association and his CAU Alpha Phi Alpha Fraternity admits that while “those experiences were not spiritual they gave me the skills that would prove to be critical later.”

The Oakland, California, native recalls that particular CAU faculty members guided his spiritual formation through their classes and wisdom. They also gave students the confidence to succeed regardless of the discipline that they explored. Among Tyler’s mentors were Mrs. Marjorie Kimbrough, the late Dr. Grant S. Shockley and Dr. Henry Love Whelchel, Jr., a religion and philosophy professor. Tyler is still in contact with Whelchel 20 years after graduation, and says “I check with him on all major decisions.”

Since 2008, when Tyler became the pastor of Mother Bethel, he has led a congregation that is concerned with the spiritual but lives in a less-spiritual world. Tyler says that means using material expressions of success as concrete expressions of spirituality. For example, the church’s feeding ministry is one way to express physically what God has called us to do.

“It is tied to the fact that we read in the Bible that we show our lives to one another by what we do for each other, and that love is not work — it is an action,” he says.

The Education of a Writer: No Sloppy Thinking Allowed

Award-winning writer, essayist, novelist and playwright Pearl Cleage loves historically black colleges and universities for a variety of intellectual and emotional reasons. So, it’s not surprising that she attended three of them.

Attendance is too weak a word to describe Cleage’s loyalty to Howard University, Spelman College and Atlanta University, which she attended in that order. She says the power trio of institutions, which are united in developing first-class, pragmatic community-oriented leaders, made her the person she is today.

The current artist-in-dialogue at the Alliance Theater in Atlanta, where she’s working on a new play, recalls stepping onto Howard’s campus. It was 1966, and the university’s rich civil rights history appealed to the Detroiter. She was also eager to explore the black Diaspora as displayed in the array of students and faculty from different cultures and countries at the university.

Howard, she says, “was an activist’s dream. We also were always picketing somewhere: the Supreme Court, the Congress, the White House, and there was a really fertile artistic community nearby. I found myself in a place where artistic work bled naturally into the political work going on around me,” she says.

Cleage spent three years at Howard, before going to Spelman where she received her Bachelor of Arts degree in drama. In 1972, she entered Atlanta University’s Master of Arts program with a concentration in literature.

It was a heady place where she met professors such as Richard Long, David Dorsey and Caroline Gerald whom she admired, and civil rights veterans whom she emulated. “They didn’t allow students to rely on sloppy thinking about events,” Cleage said.

“We were instructed to discuss them with the same rigor, discipline and commitment as our studies. These individuals made so many of us serious about what we did in the classroom and outside.”

That seriousness led Cleage to leave AU before receiving her degree. She joined the campaign that elected Maynard Jackson as Atlanta’s first black mayor.

Cleage says the challenge facing CAU now is that everyone knows it is a great school. Consequently, the university population will diversify as more non-blacks apply. But just as Harvard University maintained its traditions after accepting students who weren’t WASPs, Clark Atlanta University should maintain its traditions when non-blacks matriculate. After all, says Cleage, CAU trains students just as well as the Ivy League, and instills a greater sense of service in them.

Frank McCoy is a New York-based editor and writer for BET News.
Facing Page: Commencement Orator Susan L. Taylor, founder of National CARES Mentoring Movement, addresses the graduates.

This page, top: Valedictorians Robert S. King (right) and Lilly Odonkor (left) lead the graduates into Commencement Convocation. Center: Dr. Brown addresses the convocation (left); Faculty enter the convocation (right).

Bottom: The 50th Year Class enters the convocation (left). Trustees pose with orator Susan L. Taylor following the ceremony. Left to right: Trustees Thomas W. Dorch Jr., Ingrid Saunders Jones and Chairwoman Juanita Baranco; President Carlton e. Brown, Ms. Taylor; Alumni Trustee Devin P. White and Student Delegate A. Philanda Moore.

Left: Legacies Alumnae Eleanor Rogers Gittens, Ed.D. (CU, ’41) and (left) and Pearlie Craft Dove, Ed.D. (CU, ’41; AU, ’43) celebrate their 70th reunion with Marshall Sandra Foster, Ph.D.
As schools originally created to educate former slaves, Clark Atlanta University’s parent institutions could ill afford to educate students who would simply perpetuate the status quo. From its very beginnings, this university has always engaged in transformative learning, instruction that not only engages students to see what was and what is, but also models and challenges students to see the world differently, to reimagine the present in order to optimize the future. Over the years, Clark Atlanta has been blessed with visionaries, from activist and social reformer W.E.B. DuBois to legendary educator Pearlie C. Dove, Ed.D., who’ve done just that. That tradition continues today.

As the times change, so does the need for Clark Atlanta University to stay ahead of them, pushing the edge to anticipate solutions that impact how we live. Inherent in this pursuit is the same conventional wisdom that prevailed over a century ago: educate to transform. Of course, this requires that faculty embrace the precept that tomorrow will be different from today. It sounds simple, but painting a picture of the unseen is no easy task. In the pages that follow, you will see how Clark Atlanta’s four schools are recasting intellectual and social approaches to issues that emerging leaders will be called to anticipate, manage and lead: family life, diversity, unemployment and environmental justice. You’ll see just how Clark Atlanta University is reframing the future.

CAU Admissions Ambassador
Elmer Jones
Clark Atlanta University has launched a major effort to reassert its leadership in social services as its Whitney M. Young, Jr., School of Social Work readies to open a new Families and Children’s Research Center later this year.

The center’s main goals will be to become one of the nation’s top producers of professionally trained social workers and to become an engine of cutting-edge research on African-American families and children facing social problems resulting from poverty. With so many families hurting from the economic and emotional toll inflicted by the recent recession, the need for such an institution is very well timed.

Dr. Vilmala Pillari, dean of the School of Social Work, says the center will provide cutting-edge research on 21st century issues facing at-risk families.

CAU’s School of Social Work is Poised to Open New Families and Children’s Research Center

The center will provide cutting-edge research on 21st century issues facing at-risk families.

and current social workers on the latest techniques about how to assist children and adults who have been emotionally or physically abused, or are suffering through life crises.

“The center wants to break ground on new types of research that has not been done and offer services based on the research results,” says Pillari. “We will involve different groups like the clergy, law enforcement, sociologists, medical professionals, and others, so that we can establish a very multi-faceted center that actually helps these people.”

Pillari says the center’s primary focus will always be research, but she is adamant that the center also will become a resource center for people in the community who want and need specialized services, such as referrals to domestic violence assistance programs.

“This is a very ambitious and wonderful opportunity to make Clark Atlanta not just the best in Georgia, but the best in the country,” she says.

The center will be housed on the Clark Atlanta campus in Thayer Hall after its renovation is complete at the end of the summer. Three grants secured by the School of Social Work prior to the announcement that the center would be created are serving as the financial foundation for the new institution until more grant money can be obtained.

Dr. Margaret Spriggs and Professor Mary Ashong are administering the money that will be used to assess the families and children and their families.

The program is only in the formulation stages, but Spriggs says Thayer Hall’s upper-level training rooms and playground area on the lower level provide all the space the program will need. She is already developing successful programs from other states, and hopes that the funding for the Clark Atlanta visitation program she envisions can be secured within the next two years. This is the type of innovative program that can attract students to Clark Atlanta and catapult it into the forefront of research involving foster children and their families.

“Our undergraduate students would be used to assess the families and then our MSW students would be engaged in the family and one-on-one counseling that may need to be done,” says Spriggs. “What we are trying to do is develop a cadre of trained professionals to increase the number of people of color who are doing research on domestic violence and how it affects women, children and their families,” says Dickerson.

Ultimately, Dickerson’s goal is to open “Safe Haven,” a program that will be housed inside the center that will act as a centralized place in the community to address issues surrounding domestic violence. She envisions the center working in cooperation with the Atlanta Department of Public Safety and other units on the Clark Atlanta campus, such as the student health and university counseling centers, to provide services and other assistance to anyone in need.

“We hope to provide a number of services through the victim assistance program, which emphasizes understanding referrals for medical and legal advocacy, a 24-hour crisis hotline and translation services for international students,” says Dickerson.

Of course, all of these great programs rely on the ability of the center to apply for and win training grants, or to negotiate sponsorships. Pillari says a grant for $600,000 is currently pending, and she hopes to raise $10 million over the next few years to fund new research and all of the proposed programs.

“If someone would sponsor us with $5 million, we would name the center after them,” she says. Matthew Scott is the editor of Corporate Secretary magazine.
Why diversity training for teachers has become essential in our multicultural society

By David Lindsay

When Angel Gumbs earned a bachelor’s degree in finance in 1995, she never imagined that one day she’d be working in the field of education. But when the nation’s economic meltdown brought an end to her decade-long career in banking, Gumbs realized that her fondest work memories centered on her firm’s Junior Achievement activities at local schools. So the path forward was very clear: return to alma mater and teach.

Gumbs discovered that training for a second career in education was about much more than simply learning how to teach. Because American society is becoming increasingly multicultural, Clark Atlanta University trains its students to thrive in increasingly diverse classroom environments. Gumbs took the training a step further, eschewing the typical urban education track common to many Clark Atlanta students and taking to an uncommon student teaching position. She ultimately secured a completely unexpected job at one of the most diverse schools in the country.

Indian Creek Elementary, where Gumbs is a fourth-grade language arts instructor, serves a unique community in Clarkston, Georgia. Since the 1990s, the city has been a key U.S. location for international refugee resettlement organizations, making Clarkston home to hundreds of families escaping some of the world’s most dangerous, war-torn places. It also means the fourth-grade language arts class Gumbs began teaching last October is multiculturalism to the max, with students from across South and Southeast Asia, Africa and the Middle East.

The mix of cultures and ethnicities at Indian Creek may be broader than most, but the teaching profession today is more attuned to diversity issues than ever before. Colleges and universities know it’s essential to ensure their graduates can engage multiethnic and multicultural student populations. In fact, diversity training is actually a requisite component for Clark Atlanta’s School of Education’s accreditation.

The School of Education strives to do more where diversity is concerned. It operates under an organizing framework “to improve academic outcomes in diverse schools and communities.” Its mission statement emphasizes the development of educational professionals who serve “all students, particularly those belonging to culturally and linguistically diverse groups.” In addition to three specific classes devoted to cultural diversity issues in education, courses throughout the curriculum address the topic in any number of contexts, applying diversity education concepts to different subjects and to elementary, middle and high-school settings.

“Educational professionals know that a teacher who does not approach the job with diversity in mind is teaching in vacuum, and that’s counterproductive in our increasingly global society,” explains Dr. Noran Moffett, associate dean.

According to Dean Sean Warner, “classrooms are becoming increasingly multi-ethnic and teachers of any persuasion should realize if they don’t have an operational understanding of how their students see the world, they will not achieve optimal results in the way children perform.”

But how did schools of education get so big on diversity? Policy and data-driven changes in American education that came with desegregation get the lion’s share of credit. Policy and data-driven changes in American education that came with desegregation — such as mandatory standardized testing in public schools — “gave the profession more insight on diverse types of learning and cultural relativities that are unfamiliar to many outside the faith. Students are placed in multi-age grade groups and follow Quaker egalitarian traditions, such as addressing teachers and administrators by their first names. The school’s original Atlanta location was one of the first buildings in the city to host interracial meetings and educational activities. The school, located in the close-in suburb of Decatur, is one of the most diverse independent schools in the Southeast.

Gumbs says teaching at the Friends School was a “life-changing experience” that gave her the confidence of knowing that she could be a good teacher in any cultural environment. “I thought I could be a good teacher before, but after the Friends School, I knew I could be a good teacher anywhere I go,” she says.

Gumbs shared her positive experience at the Friends School with her teachers, and an increasing number of Clark Atlanta students now do their student teaching there.

Diversity issues in education, courses throughout the curriculum address the topic in any number of contexts, applying diversity education concepts to different subjects and to elementary, middle and high-school settings.

When we consider that learning is a highly social, and for some, emotional, activity,” says Warner, “and then we factor in the multidimensionality of students’ cultural and linguistic backgrounds, it makes for an exciting classroom as long as the teacher/educator manages these varying viewpoints in ways that help deepen learning.”

“At Indian Creek, she’s knee deep in an environment where diversity is so prevalent, it’s difficult to say whether there is one common culture in the school. And while Friends School students often came from well-to-do families, Indian Creek families often arrive in Clarkston with little more than the clothes on their backs — and little to no English. Students in Gumbs’s class collectively speak ten different languages.

A lack of English fluency cannot be considered a threat to successful classroom diversity, Moffett warns. Rather, it just speaks to the continuing need for language acquisition instruction.

Fortunately, the educational field is familiar with the distinction between cultural diversity and language fluency.

“When that actually one of the strong points in the No Child Left Behind legislation,” he notes. “It requires educators to measure and account for the level of English proficiency.”

Diversity, on the other hand, represents the cultural differences between students and can be an essential part of helping them succeed. Gumbs has even noticed that foreign-born students, depending on their country of origin and the circumstances behind their flight to America, can demonstrate an extremely high level of respect and reverence for an American public school education.

“When we consider that learning is a highly social, and for some, emotional, activity,” says Warner, “and then we factor in the multidimensionality of students’ cultural and linguistic backgrounds, it makes for an exciting classroom as long as the teacher/educator manages these varying viewpoints in ways that help deepen learning.”

“Do we consider human diversity a core element of education in society?” he adds. “Then diversity should be at the center of what we try to impart in teaching and learning.”

David Lindsay is an Atlanta-based writer for Porter Novelli.
Reframing Unemployment

Two CAU Schools Are Restructuring the Approach to a Restructured Economy

Economic development and training are at the heart of a new initiative.

Some solutions to the nation’s persistent unemployment problems may come out of research conducted at Clark Atlanta University this year as the university executes part of its strategic plan initiative by looking for ways to prepare students for what experts are calling a “restructuring of the U.S. economy.”

The consistently high unemployment rates that have plagued the nation over the past two years have hampered its overall economic recovery and pose an ongoing threat to the well-being of Georgia residents and the state’s economic growth. Many experts believe that unemployment rates may remain high even when economic growth begins to heat up because many of the unemployed will be unprepared to accept the new job opportunities that will be created. This restructuring of the economy is currently taking place as labor-intensive jobs in manufacturing and construction are eliminated in favor of “green” jobs and positions in professional services industries. Helping unemployed workers make the transition to those new jobs through retraining and education has provided CAU with an opportunity to be at the forefront of helping to solve the nation’s unemployment problem by providing models that other states can use successfully.

Thanks to a one-year, $500,000 grant from the Georgia Department of Labor, the Clark Atlanta University School of Business and School of Arts and Sciences are conducting research to create a database of information intended to help the state deal with many of the vexing problems surrounding unemployment and job creation. Much of the research will be released during a summit on the unemployment problem that the university will host this fall.

The findings are expected to include the identification of emerging growth industries within the state, the volume of jobs each growth sector is expected to produce, and an understanding of what skills will be needed for new jobs in those industries. The research will also look at creating curricula that supports the conclusions the research uncovers surrounding job skills development and retraining. That may include the creation of additional courses in entrepreneurship, which is seen as a growing trend for the future, or the development of certificates programs that are in tune with the projected needs of employers in the state and region over the next 10 years.

Bruce Strickland, a Clark Atlanta MBA alum who has returned to the business school to help design the new curriculum, says the grant and the summit “can be a dramatic step forward for CAU.” He sees it as a chance to position the university “as an engine for change within the broader economy that is particularly focused on the needs of disadvantaged minorities in the American community.”

At the School of Business, there will be an emphasis on creating a database of information on unemployment trends and business data that will be available to the university’s academic partners and every economic development and community development agencies in the city, county, state and region. The database will provide a breakdown of employment statewide and for particular cities and will contain small-business data, including information on African-American-owned businesses. Strickland says they hope to track the growth rates of different industry sectors, how many jobs are created within each industry and the types of jobs that are created.

He also says the school will focus on creating new entrepreneurship courses specifically designed to capitalize on the trend that suggests future job growth will be fueled by entrepreneurs starting micro-enterprises and the small business sector overall.

“We are not just in the business of preparing our students for jobs with corporations as we look forward,” says Strickland. “We want to do a much better job of preparing our students to go out in the community with a vision to create businesses for themselves.”

Karina Strickland, a professor at the school of business and a CAU alumna, also points out that the entrepreneurship component is critical to dealing with unemployment because so many individuals in the black community have been incarcerated.

“When those people have to find work opportunities, entrepreneur- ship often is their only opportunity,” she says. She also suggested that no entrepreneurship effort would be complete without the creation of a business incubator program. “Creating a business incubator will serve the community, serve the emerging economy, provide workforce development agency support and support key CAU initiatives and programs,” she said.

While the School of Business will teach entrepreneurship skills to help the unemployed find work, the School of Arts and Sciences will create curricula that will teach some of the core skills that will be needed for the new jobs that emerge from a restructured economy.

“The skills and competencies that are going to be provided by the School of Arts and Sciences could very well mean teaching communication skills or maybe teaching leadership skills,” says Dean Shirley Williams-Kirksey.

Williams-Kirksey says that since many corporations are using academic institutions to help retrain their workers, there is a great opportunity for CAU to design programs that can help people gain employment.

“We are expanding to provide those applied associate’s degrees or certifications and customized training programs,” she says. “This is an anticipated growth area for us.”

Strickland says he hopes to renew the grant, which was awarded by former state labor commissioner Michael Thurmond. He also hopes to create programs that can duplicate the success Thurmond enjoyed with the Georgia Works program, which enables workers receiving unemployment benefits to gain part-time work experience at a major corporation while continuing to earn their benefits. Many workers went on to be employed full-time with the companies they worked for while in the program.

Georgia Works has become a model program for other states battling with unemployment, and Strickland believes that some of the curricula CAU designs can be a model for the rest of the nation as well.

“After this grant is concluded, we want to come full circle and begin implementing the curricula so that by the following year we should start seeing some of those courses and non-traditional programs also being implemented and helping people get back into the workforce.”

By Matthew Scott
Environmental Justice Resource Center Prepares Low-Income Workers for Careers in a New Green Economy

The center also builds community awareness of potential environmental hazards.

In a time when “green jobs” have become the policy answer to the nation’s roughly 8 percent unemployment rate, a training program run out of the Environmental Justice Resource Center (EJRC) Training Institute at Clark Atlanta University is already putting people to work while fostering grassroots awareness of the some of the most challenging environmental problems facing low-income communities.

The Worker Education Training Program, currently funded by a five-year grant from the National Institute of Environmental Health Sciences, trains unemployed people in environmental-related jobs such as green construction, hazardous waste removal and weatherization. Working through a network of community organizations located primarily in the Southeast, the program also places graduates of the program in a variety of jobs that can range from construction and weatherization to environmental clean-up, such as the Deepwater Horizon oil spill that leaked millions of gallons of crude oil into the Gulf of Mexico in 2010.

“When we train people who just want to get back to work. Some have been laid off and they come to us gain new skills,” trainer Michelle Dawkins explained. Dawkins has been with the institute for nine years and prepares trainees for careers in hazardous waste removal, which disproportionately affects low-income communities. EJRC’s training program plays a large role in making people aware of these and other environmental issues, while helping them develop vocational skills and “soft skills,” such as communication and basic computer literacy. At the end of the training, graduates receive certification and are linked to jobs through contractors or the EJRC.

“Trainees are often linked to the EJRC training program through social service agencies, such as Atlanta’s Center for Working Families, which provides job development skills to low-income people living within six downtown communities. The training EJRC provides always begins with raising awareness about environmental issues facing the trainees’ communities and challenges them to become active in addressing those issues.”

Dawkins recalls how a trainee returned to her community and used her cell phone to photograph steel drums filled with environmental waste and sent the pictures to her city council. “To me that’s one of the greatest indications of empowerment,” Dawkins said.

Each year, the program trains between 125 and 150 individuals and claims a placement rate of up to 90 percent, according to Gerald Scott, a master instructor, who links graduates to jobs with contractors. Placements are typically short-term, such as a hazardous waste clean-up or construction job solicited by a network of contractors that EJRC works with to fill positions. However, the training staff is finding more and more that graduates are also finding longer-term positions.

Christopher Flemister was referred to Clark Atlanta in 2003 by his probation officer.

“My goal was to learn a new trade,” recalls Flemister, a graduate of Harper Archer High School in Atlanta. “I was open to anything they were offering me. I just wanted to keep myself out of trouble.”

Flemister enrolled in the Youth Apprenticeship Job Training Program and since graduating, he has held several long- and short-term roofing positions in the Atlanta area. He feels that the most important aspect of the program has been the vocational skills he has acquired, which have enabled him to get steady work with area roofing companies. He typically finds his jobs through the EJRC or his worker’s union.

“They saw something in me and they teach you a lot,” he explained. “They’ve had a good influence on me.”

In addition, the environmental education Flemister received during his training has made him more aware of problems in his community.

“I learned a lot about asbestos and at the time I didn’t know what it was,” he recalls. “When I learned about it and how it affects people, I was like, ‘wow. It’s been around since I was born.”

Flemister’s training led him to educate his mother and elderly people in his community about the dangers of lead and asbestos in their homes. “Everyone needs to know what’s going on in our communities and more young people need to become more involved,” Flemister said.

The training program is well positioned to bolster President Obama’s environmental platform, which started with the 2009 revitalization of the Environmental Protection Agency’s Interagency Working Group on Environmental Justice. It was initiated during the Clinton-era, but waned during former President George W. Bush’s administration. The working group aims to address environmental discrimination issues, such as air pollution, economic vulnerability and natural disasters, the latter of which has been connected to global warming. A 2008 report by the Environmental Justice and Climate Change Initiative, for example, found that 71 percent of African Americans live in counties that are in violation of federal air pollution standards, compared to just 58 percent of whites. And in its 2011 budget, the administration earmarked $85 million for green jobs training programs that can be tapped by programs such as the Worker Education Training Program to develop individuals’ knowledge and skills to enter environmental careers, which are becoming increasingly available.

“We try to stay regional,” Scott explained. “But from time to time, we will get calls from other cities and when a situation arises, we respond to the call.” In recent years, Scott has referred graduates to contractors needing workers for environmental clean-up jobs in Georgia and Florida, and sent more than 70 graduates of the program to Louisiana to clean up the BP oil spill last year.

Directed by Dr. Robert Bullard, considered by many to be the “father of environmental justice,” the EJRC has become a major repository for information and advocacy on environmental justice issues. For more than a decade, the Training Institute has partnered with agencies in several states, including Georgia, Florida, Louisiana and Texas to increase employment opportunities for African Americans in environmental fields. The Institute also holds workshops and conferences and provides technical assistance on a wide range of topics including lead, asbestos, and environmental justice issues.

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Dawkins recalls how a trainee returned to her community and used her cell phone to photograph steel drums filled with environmental waste and sent the pictures to her city council. “To me that’s one of the greatest indications of empowerment,” Dawkins said. Each year, the program trains between 125 and 150 individuals and claims a placement rate of up to 90 percent, according to Gerald Scott, a master instructor, who links graduates to jobs with contractors. Placements are typically short-term, such as a hazardous waste clean-up or construction job solicited by a network of contractors that EJRC works with to fill positions. However, the training staff is finding more and more that graduates are also finding longer-term positions.

Christopher Flemister was referred to Clark Atlanta in 2003 by his probation officer. “My goal was to learn a new trade,” recalls Flemister, a graduate of Harper Archer High School in Atlanta. “I was open to anything they were offering me. I just wanted to keep myself out of trouble.”

Flemister enrolled in the Youth Apprenticeship Job Training Program and since graduating, he has held several long- and short-term roofing positions in the Atlanta area. He feels that the most important aspect of the program has been the vocational skills he has acquired, which have enabled him to get steady work with area roofing companies. He typically finds his jobs through the EJRC or his worker’s union. “They saw something in me and they teach you a lot,” he explained. “They’ve had a good influence on me.”

In addition, the environmental education Flemister received during his training has made him more aware of problems in his community. “I learned a lot about asbestos and at the time I didn’t know what it was,” he recalls. “When I learned about it and how it affects people, I was like, ‘wow. It’s been around since I was born.”

Flemister’s training led him to educate his mother and elderly people in his community about the dangers of lead and asbestos in their homes. “Everyone needs to know what’s going on in our communities and more young people need to become more involved,” Flemister said.

The training program is well positioned to bolster President Obama’s environmental platform, which started with the 2009 revitalization of the Environmental Protection Agency’s Interagency Working Group on Environmental Justice. It was initiated during the Clinton-era, but waned during former President George W. Bush’s administration. The working group aims to address environmental discrimination issues, such as air pollution, economic vulnerability and natural disasters, the latter of which has been connected to global warming. A 2008 report by the Environmental Justice and Climate Change Initiative, for example, found that 71 percent of African Americans live in counties that are in violation of federal air pollution standards, compared to just 58 percent of whites. And in its 2011 budget, the administration earmarked $85 million for green jobs training programs that can be tapped by programs such as the Worker Education Training Program to develop individuals’ knowledge and skills to enter environmental careers, which are becoming increasingly available.

“We try to stay regional,” Scott explained. “But from time to time, we will get calls from other cities and when a situation arises, we respond to the call.” In recent years, Scott has referred graduates to contractors needing workers for environmental clean-up jobs in Georgia and Florida, and sent more than 70 graduates of the program to Louisiana to clean up the BP oil spill last year.

Directed by Dr. Robert Bullard, considered by many to be the “father of environmental justice,” the EJRC has become a major repository for information and advocacy on environmental justice issues. For more than a decade, the Training Institute has partnered with agencies in several states, including Georgia, Florida, Louisiana and Texas to increase employment opportunities for African Americans in environmental fields. The Institute also holds workshops and conferences and provides technical assistance on a wide range of topics including lead, asbestos, and environmental justice issues.
Clark Atlanta University is cultivating the nation’s next generation of leaders. Here four students talk about the fields that send them running to work or school each day and how they are going to make an impact in their respective industries.

By Joyce Jones

At CAU
Stephon Tynes is Preparing to Become a Global Business Leader

Stephon Tynes, who will earn a bachelor’s degree in accounting and economics in 2013, did not assume that he would end up at an institution like Clark Atlanta University. The New Jersey native had a bit of a hard knocks life and was raised by his grandmother from the age of seven after his parents lost custody of their children.

“I was convinced that I was going to attend a technical school for auto mechanics,” he says. “But my counselor told me how smart I was and that going to college was a much better deal.”

When he began researching universities, Clark Atlanta was the first on to pop into his head and although he applied to and visited several schools, he knew almost immediately that CAU was the right choice.

“When I visited in April 2008, it felt like the right place to be. I knew this was my home,” he said.

Stephon, who studies Italian and is spending the summer in Morocco at Al Akhawayn University, runs a company that throws parties, that he started in high school with a group of his friends.

Stephon plans to not only become a leading entrepreneur, but to also be a role model for others, particularly those who grew up in similar circumstances and serve as a support system to them. And, he’s already thinking about his legacy.

“I want to be remembered as something great,” he says. “I hope to be in some student’s textbook one day.”

School Can be Both Innovative and Fun

Khalifah Abdullah hopes to impact the field of education in the classroom and in policy arenas.

Khalifah Abdullah, a rising senior in Clark Atlanta University’s School of Education, is a self-proclaimed California girl who graduated from a predominantly white high school in Los Angeles. The legacies of historic figures like the Rev. Martin Luther King, Jr., and W.E.B. DuBois, and the role models who subsequently followed in their footsteps are what attracted her to CAU and made her determined to continue their example.

Khalifah has always been a leader in the field of education. As a child, she challenged her siblings to tackle their school lessons and at day’s end checked on their progress. But it wasn’t until her matriculation at CAU that she discovered how truly passionately she felt about education and her potential impact on the field.

“I went to a high school that was 95 percent Caucasian and when you don’t see examples of what you can be, it’s hard to envision it,” she says. “So coming to CAU really did strengthen me, especially as an African-American woman, to really believe in myself and that there can be change if we seek it and become that change.”

During her junior year practicum, Khalifah was struck by the lack of creativity in the Atlanta Public Schools system, even though it was a beneficiary of President Barack Obama’s Race to the Top initiative. Teachers must still subscribe to strict standards to increase achievement scores that keep students stuck indoors for most if not all of the day and leave little room for innovative instructional techniques. So although today Khalifah still wants to make her mark in the classroom, she has expanded her goals to include attending law school so that she can also make an impact on education policy.

Until then, however, Khalifa has found other ways to leave her mark. As president of the Georgia Association of Student Educators, she has not only revived the organization but also has introduced innovative classroom techniques that converge instruction with recreation.

“The organization had lost its focus over the years and I worked to bring that back with more community-oriented activities,” she says.

Last winter, for example, the association developed a lesson plan for elementary school students that enabled them to apply mathematics and geometry lessons into a gingerbread house building activity.

“The students measured out the different pieces and after building the gingerbread house they measured the angles for each wall that they’d created,” Khalifah said. “It was really fun for them and showed that they can learn through recreational activities.”

The association provides mentoring to university students exploring careers in education. It also is developing plans to introduce children who live in shelters to the “fun” of learning.

Friends have questioned her commitment, asking why she doesn’t pursue a more lucrative paying field. But Khalifah firmly believes that schoolchildren, especially those in urban settings need the sort of extra guidance that she wants to provide.

“I feel like I can provide a safe haven because kids often spend more time with their teachers than their parents,” she says. “I want to make that impact and be the kind of role model that there weren’t a lot of when I was growing up.”

The New Jersey native who graduated from a predominantly white high school in Los Angeles. The legacies of historic figures like the Rev. Martin Luther King, Jr., and W.E.B. DuBois, and the role models who subsequently followed in their footsteps are what attracted her to CAU and made her determined to continue their example.
For as long as she can remember, Sabrina Goodson has always been concerned about the welfare of others. At the tender age of 13, she convinced officials at a local Atlanta community hospital that she was responsible enough to help care for newborn babies and their mothers, and has been volunteering ever since through a broad range of activities, including public broadcasting and theatrical fundraiser events, and helping at food pantries and senior citizen homes.

Despite her history of philanthropic activity, Sabrina earned her undergraduate degree in biotechnology from Howard University in 1988. But after years of not finding work in her field, she decided to enter a field that encompasses what she's done her entire life, “Sabrina says. "I've always been an active participant in helping to change environments or conditions for others, so I was interested in entering a field that encompasses what I've done my entire life," Sabrina says. She found a mentor who helped her explore her options and settle on social work. At Clark Atlanta, where she earned a master's degree in social work in June, Sabrina says, she was fortunate enough to have some wonderful instructors who shared a great deal about their academic and professional experience with students, and also helped usher us into the field.”

Sabrina was named a Verizon Wireless Hope Line Scholar, an initiative that deals with domestic and dating violence on college campuses.

“My idea was to research and support a model program that we could start at CAU and hopefully implement at colleges and universities across the nation,” she explains. She also served on a related task force that produced information on the issue for students.

Last fall, Sabrina and a small group of other students helped the university launch “The Call to True Beauty” program, which aimed to equip students across the Atlanta University Center and the local metropolitan area with information and resources that will empower them to avoid the cycle of dating and domestic violence. The program, which targets female students in particular, also will enable students to become advocates against violence in their own communities. Although Sabrina has graduated, she plans to continue her work on the task force and to help coordinate this year's program.

In the meantime, she is mulling the next steps that will lead to her becoming a licensed social worker specializing in helping people suffering from mental health disorders and substance abuse. The economy has left many people unemployed and subsequently struggling with despair or depression over how they will provide for their families and themselves. Those feelings often are a gateway to substance abuse. They are the very people whom Sabrina hopes to counsel in her role as a professional social worker.

"Sometimes when people are out of work and hope, they're unable to see that silver lining. They need someone trained to help them to put together the steps they need to take to get themselves back on track or to choose a new track," she says. "Sometimes you need someone to help you see your options because you can't see them through your cloud.”

While she settles into a new job herself, Sabrina isn’t sitting still.

"I've been in orientation for more than one month,” she says. “I have to keep myself busy.”

If the nation had about a million more people like Kelvin Suggs, the United States would be poised to lead the world in the critical fields of science, technology, engineering and math, all of which are desperately seeking to recruit a great deal more women and minorities. Increasing the number of minorities is crucial, as they will one day represent the majority of the country’s population.

Kelvin, who is pursuing a Ph.D. in chemistry at CAU, earned an undergraduate degree in physics at Morehouse in 2000, and then did a four-year stint in the Navy, followed by five years working in banking.

“As an undergrad, I did a seminar thesis on the physics of finance. So even though I was into science, I was always a conceptual numbers kind of person,” he explains. "Banking allowed me to problem solve, interact with people and generate a good income. It was a very good fit for me.”

Kelvin left banking to earn a master's degree in chemistry at Clark Atlanta. He is currently leading five different research projects in which he models systems that interact with polymers, metal and other materials. As he did last summer, he will teach a daily high-level physics and chemistry course to four exceptional high school students.

He says the class is very interactive so that the students aren't just memorizing information. He asks them probing questions to help them develop their problem-solving skills.

Last year, Kelvin worked with high school science teachers to help them redevelop their curriculums to include a research-based approach.

“I observed the teachers and then wrote up protocols to help them discuss different concepts in their science class and how to apply them to the real world,” he said. I also presented the students with problems and helped them develop ways to solve them.”

As if he didn't have enough in his petri dish, Kelvin also is helping the university develop a materials science degree program. "Essentially what we're working on is the theoretical side of nanotechnology. We take chemical systems and we try to understand the physics of those systems and do predictive calculations on those phenomena," he explains. "We attempt to explain what scientists see in their experiments and try to predict what they should be developing for future experiments and utilize different calculations to do that."

Recognizing the need for more minorities in the STEM fields, Kelvin says he's been working to identify former classmates whom he can urge to consider pursuing graduate studies at Clark Atlanta and scientific research careers. He says there's often a disconnect in the educational process that prevents people from realizing that they can have rich careers in science that enable them to contribute something substantial to the community, and he's hoping to change that.

Once he's completed his graduate studies, Kelvin says, “I hope to get lost in a lab somewhere. As long as I'm problem-solving, I'm happy.”
Shirley Greene encourages minority students to think big

By Frank McCoy

There is a Latin saying, Non Ministrari sed Ministerie, that exemplifies Shirley R. Greene’s approach to life. The phrase means not to be served, but to serve.

In June 2008, Greene has been the assistant director of admissions at the Harvard University Graduate School of Education (HGSE). But her interest in and dedication to ministering to others is a purposeful blend of national, educational and professional experiences that have transformed a small-town Georgia girl into an academic professional.

Currently, Greene’s responsibilities include oversight of the admissions process and committee work for five of the school’s 15 degree programs. She also serves as a member of the HGSE admissions committee, which selects the incoming class and helps create admissions policy. She also serves as a liaison between the admissions office and program faculty directors and staff, and other administrative offices. In addition, Greene helps set goals, standards and objectives for new student orientation and develops and facilitates recruitment of students of color.

Prior to this position, she spent two years at Clark Atlanta University as a special project associate. Harvard initially hired her in 2005.

In 1994, Greene received her MBA, with a concentration in finance and marketing, from Clark Atlanta University. It was the middle step of a natural progression up the academic ladder. Her two degrees are part of the benefits she received from attending historically black colleges and universities. The tangible benefits were vibrant professors and the creation of a lifelong social network whose members provide “a sounding board for me.”

The intangible benefit was that CAU bred confidence, fed her desire and drive to succeed and instilled in her a pledge to assist others achieve similar goals.

“I learned that being accepted by institutions beyond [the HBCU bubble] is possible,” says Greene.

Among Clark Atlanta University’s distinctive advantages one stands out. Greene, 43, says the campus has professors who are known as “whetstones.” They are the individuals who sharpen students’ leadership skills and show them how to use those skills. They helped Greene understand that leadership comes in different guises.

“Leadership,” she says, “isn’t just standing up in the front of the class or shouting out the best idea. It is being thoughtful and willing to incorporate the ideas of others in your thinking.” Greene’s initial interest in academic administration was unexpected. One day a professor asked her what she wanted to do with her life, and Greene responded that she wanted to work at an institution of higher education.

“I have always had a passion for education, but it was a surprise to me when I said that,” she says.

Her acquisition of the requisite education and experience culminated at the University of Michigan, Ann Arbor, which awarded her the Ford Foundation’s $100,000 Matthew L. Kaplan Distinguished Dialogues Initiative award. In 2007, she received a Ph.D. in higher education administration, with a concentration in organizational behavior and management.

“The route to her doctorate was an unusual one. From 1986 to 1991, Greene served in the United States Navy and it was there that she found what would become her first alma mater. “I went to Spelman because an officer who had administered Morehouse College’s ROTC program came to talk to us about college.”

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Atlanta University was the value of being a servant-leader. That is some- one willing to do the work rather than simply telling others what they should do, and who can lead by example. She says that the military provides management tips, but CAU helped her create an outward focus on others, as well as an inward one on her profes- sional life.

“That is something I practice in my daily work,” she says.

She manifests that knowledge by encouraging prospective minor- ity students to consider HGSE. The school receives more than 3,000 applications annually for its 15 pro- grams, but admits approximately 600 master’s program and 50 doc- toral students. The competition is more intense in a weak economy, as corporate executives seek alterna- tive careers. Consequently, Greene says she often must work to con- vince excellent minority candidates that they are prepared to excel at Harvard.

“At CAU and other HBCUs students might not even consider apply- ing. I reassure them that it is a well-coming, supportive environment. I see a lot of different groups — His- panics, Native Americans and Blacks on campuses with similar challenges. The issue is getting that information out,” Greene says.

With their degrees in hand, she says, graduates discover that being an educator is more about commitment to the work, despite all the challenges one may face.

“Passion and dedication to stu- dents will keep you coming back for more,” Greene says.

Off the clock, the Dawson, Georgia native stays busy, volunteering at Har- vard’s W.E.B. Du Bois Society and for other groups. She is also a consultant to Statmats Inc., a higher-education marketing company. But she hasn’t stopped dreaming about the future, and one day she hopes to become a uni- versity president. ■
prevented future layoffs. The chapter was in deficit, had only eight members and was teetering on the verge of bankruptcy,” Taggart says. “I wanted to see how we could mobilize the group. There were a lot of hurt feelings about professors who had been let go and a lot of alumni just weren’t feeling the university. But we did a good job of getting people active and interested in their alma mater.”

Taggart, who relishes a challenge, set his mind to changing their mindset by developing a plan that he dubbed the Three Rs to recruit, retain and revitalize the alumni chapter. At the same time, he was trying to build his membership base to the university’s efforts to reprogram its brand and image.

The alumni group, which now boasts about 225 members, hosted a variety of events, from ice cream socials to wine tastings and photon-a-thons. Taggart used Facebook, LinkedIn and other social networking systems to reach out to prospective members. The chapter also partnered with the junior class to host a game night on campus, which gave alumni an opportunity to interact with students. During his tenure, the chapter partnered with the HBCU Alumni Alliance, which includes several local university alumni chapters, to raise scholarship money for their respective schools through a 5K run/walkathon. Clark Atlanta was the number-two fundraiser, Taggart says. In addition, he spearheaded a panel discussion titled “Hall to the Chiefs,” that enabled faculty and future students to hear from alumni who currently serve as chief operating officers, chief financial officers and chief administrative officers.

“Our goal was to get alumni involved and recognize how they could give back by donating their time, talent or treasure,” he says. “Financial contributions are wonderful, but alumni talent and career advice are priceless.” He reckons that the Atlanta chapter has donated approximately $8,000 to CAU, which is great progress given the challenge that all HBCUs face raising money. That hasn’t stopped Taggart from setting an ambitious goal of helping the national alumni association raise a million dollars. And, once again, he’s got a plan. Homecoming Week is one of the university’s biggest events, when hundreds of alumni return to campus. Taggart hopes to implement an innovative fundraising campaign that takes advantage of modern technology and not only makes it easy for students and alumni to make donations, but also encourages them to do so multiple times. It’s similar to campaigns that nonprofit organizations have used in the past to respond to natural disasters around the world, such as last year’s devastating earthquake in Haiti. Individuals would be able to use their mobile phones to give as little as $5, which Taggart hopes will help him reach his goal by the end of the five-day Homecoming period. The alumni association also would produce a document that includes the amount raised and photographs of the students who benefit from everyone’s largesse.

“That to me speaks volumes and in turn articulates the value about why you should be a member of the association and give back,” Taggart said. “I developed the Three Rs to teach people to really understand their role as an alum and why it’s important. Sometimes people don’t know, or they just forget.”

**ALUMNI FORUM**

There will always be an unexpected opportunity. In every unexpected challenge is a new greatness. Where these three intersect, you will find undaunted by challenging times. Steadfast in our resolve to change the times.

**UNIVERSITY SPORTS**

It’s About the TEAM

Three years ago when Carlton E. Brown became president of Clark Atlanta University, the Department of Athletics was in a state of transition. While the program was fully operational, “excellence” wasn’t a word anyone would have used then to describe it. So Brown went to work. He knew the value of a dynamic, high-vitality sports program. He knew the importance of athletics to a well-rounded academic enterprise. He knew what athletic scholarships and opportunities meant to students, many of them the first in their families to attend college.

He knew the great magic of pairing the right coaches with the best student athletes. And he knew that Clark Atlanta University needed to adopt a fresh approach to administering its program. And so, like any shrewd head coach, Brown began crafting his playbook and went about building the right team, one that would commit to excellence, character, academics and student-athleticism and quickly, precisely execute those principles. Three years later, results indicate that his playbook is as valuable as any to be found. The program is operating on a higher plane. Some might say it’s a whole new game. Of course, it all boils down to one smart play: first, put the right team in place.

**WOMEN’S CROSS-COUNTRY**

2009 SIAC Champions
2010 SIAC Runner-up
2010 East Division — Women’s Team of the Year
2010 SIAC Academic Team
2010 Competed in the NCAA Division II Regional Meet for the first time and finished 13th overall — Time: 2:09:31 in 6K.
2010 Two athletes received All-Academic Team honors by the NCAA United States Track & Field/Cross Country Coaches Association (USTFCCA)
2010 USTFCCA All-Academic Team

**MEN’S CROSS-COUNTRY**

2010 Two runners competed in the NCAA Regional Meet

**MEN’S BASKETBALL**

2009 SIAC Regular Season Champions
2010 SIAC Conference Tournament Runner-Up
2010 SIAC Pre-Season No. 1 Selection
2010 & 2011 Back-to-Back NCAA Division II Regional Tournament Appearances
2011 SIAC Conference Tournament Champions (First time in 46 years)
2011 Ranked as high as No. 8 in NCAA Division II South Region Poll
2011 NCAA All-Region Player
2011 Two CAU players were selected to participate in the HBCU All-Star Classic basketball game

**WOMEN’S BASKETBALL**

2008-2009 SIAC Regular Season and Conference Tournament Runner-up
2008-2009 SIAC Player of the Year
2009 NCAA Division II Regional Tournament Appearance
2009 Ranked No. 6 in the NCAA South Region Poll
2011 SIAC Freshman of the Year and NCAA All-Region Player
UNIVERSITY SPORTS

FOOTBALL
2010 NCAA Division II Defensive
   Rankings: No. 1 Pass Defense, No. 2 Tackles for losses, No. 11 Total Defense and No. 26 Total Sacks
2010 CAU Defensive Lineman selected as the 100% Wrong Club AUC Player of the Year
CAU players have been selected to participate in the HBCU Senior Bowl for the last three years.

WOMEN’S TENNIS
2010 Player of the Year – Keva Palmer
2011 SIAC Champions
2011 Player of the Year – Munashe Makuni
2011 SIAC All-Academic Team Award
2011 Regional Tournament Appearance

CHEERLEADING
2009 SIAC Cheer and Dance Competition Champions

WOMEN’S TRACK AND FIELD
2011 SIAC All-Academic Team Award

SOFTBALL
2010 Nationally ranked players
2011 Won 32 games and set a record for the most wins in a single-season
2011 SIAC Pitcher of the Year
2011 SIAC Freshman of the Year
2011 Nationally ranked players

BASEBALL
2011 SIAC Freshman of the Year

INDIVIDUAL COACHING HONORS
Head Coach Pamela Page –
   Women’s Cross Country
2009 SIAC Coach of the Year

Head Coach Darryl Jacobs –
   Men’s Basketball
2009-2010 SIAC Coach of the Year
2009-2010 Atlanta Tip-Off Club Georgia College Coach of the Year
2009-2010 Heritage Sports Radio Network Coach of the Year
Runner-up
2010-2011 SIAC Coach of the Tournament

Head Coach Autumn Williams –
   Women’s Tennis
2011 SIAC Coach of the Year
First tennis coach to win an SIAC tournament championship as a player and a coach.

For the past three years, CAU student-athletes have received All-Academic, All-Conference, and All-Region honors in all sports. This year, 41 percent of CAU’s student athletes maintained a GPA of 3.0 or higher.

Calling all alumni, partners, friends, and Panther fans: It’s time to come home!

Clark Atlanta University’s
Homecoming 2011
October 2-8, 2011 • CAU vs. Miles College, Oct. 8 @ 1:30 p.m. • We’re in it to Win it!

Watch for additional information on CAU Homecoming 2011 events and activities at www.cau.edu.
Address Change Service Requested