



The University System of Georgia's African-American Male Initiative

"Creating A More Educated Georgia"

Donors' Briefing: Improving Post-Secondary Success Among Males of Color



September 27, 2012



**BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA**

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September 27, 2012

Dear Colleagues:

Welcome to the University System of Georgia's African-American Male Initiative Donors' Briefing: Improving Post-Secondary Success Among Males of Color. Thank you for dedicating your time to participate in this conversation about efforts to expand access and increase college matriculation and graduation among males of color and other under-represented student populations.

This meeting is inspired by the tireless efforts of our colleagues throughout Georgia and across the nation, like you, working to ensure post-secondary educational attainment for a greater share of students.

We are excited about your engagement, especially the opportunity to learn from your experiences and identify the building blocks of a community of practice. We also look forward to sharing lessons from our on-going activities and to hearing new ideas about advancing promising practices.

Our hope for this gathering and beyond is that, collectively, we will begin a conversation about what is working, for whom it is working, and why it is promising. These three queries will guide our dialogue together.

We have planned an agenda that will facilitate rich exchanges about how to strengthen efforts that show promise of increasing educational attainment among under-represented populations. To this end, the meeting will open with a national overview of programs that support under-represented students, particularly males of color. Throughout the day, we will alternately discuss key operational components of the University System of Georgia's African American Male Initiative (AAMI) model and other approaches that have earned your attention.

We are keen to use this meeting as a launching point for building a community of practice among stakeholders invested in this vital work. An evening reception will afford us additional time to initiate and deepen connections with the committed colleagues who have joined together for this important convening. We also hope that your schedules will allow you to stay for the next couple of days to participate in AAMI's 10th Anniversary Conference on September 28 and 29 – which marks a momentous milestone for our program.

Again, thank you for committing yourself to this conversation.

Sincerely,

Arlethia Perry-Johnson
Vice President for External Affairs, Kennesaw State University;
and Project Director, University System of Georgia's
African-American Male Initiative

Sincerely,

Loren Harris
Principal, Thinking Man Consulting

UNIVERSITY SYSTEM OF GEORGIA'S AFRICAN-AMERICAN MALE INITIATIVE:

Donors' Briefing: Improving Post-Secondary Success Among Males of Color

Thursday, September 27, 2012 | 11 a.m. – 4 p.m. | Hyatt Regency Atlanta

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| 11:00 to 11:15 a.m. | Welcome/Greetings/Opening Remarks: Mr. Loren Harris, Principal, Thinking Man Consulting Ms. Arlethia Perry-Johnson, Vice President, External Affairs, Kennesaw State University; and Project Director, University System of Georgia's African-American Male Initiative Mr. Elridge McMillan, Regent Emeritus, Board of Regents of the University System of Georgia Mr. Thomas W. Dortch, Jr. Chairman, National Black College Alumni Hall of Fame; and Chairman Emeritus, 100 Black Men of America, Inc. |
| 11:15 to 11:40 a.m. | Setting the Stage: A Snapshot of the National Context Dr. John Lee, Vice President, Office of Access and Success, Association of Public and Land-Grant Universities |
| 11:40 to Noon | The University System of Georgia's African-American Male Initiative Ms. Arlethia Perry-Johnson |
| Noon to 1:00 p.m. | Lunch, Introductions and Networking Greetings: Dr. Daniel S. Papp, President, Kennesaw State University Introductions and Icebreaking: Mr. Loren Harris |
| 1:00 to 2:00 p.m. | AAMI Operations: The Model at Work Mr. Loren Harris and AAMI Campus Program Directors Dr. John Hershey, Director, GHAME (Georgia Highlands African- American and Minority Male Excellence) program, Georgia Highlands College Mr. S. Gordon Moore, Jr. Managing Partner and Director, OMED Educational Services Georgia Institute of Technology; and Project Director, GT PRIME (Providing Resources to Ignite Male Excellence) – Georgia Institute of Technology |

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| 2:00 to 2:30 p.m. | <p>Executive Perspectives: Impacting Retention, Progression and Graduation in the University System of Georgia</p> <p>Dr. Houston Davis, Executive Vice Chancellor and Chief Academic Officer, Board of Regents of the University System of Georgia</p> <p>Dr. Daniel S. Papp, President, Kennesaw State University</p> <p>Dr. Gary McGaha, President, Atlanta Metropolitan State College</p> <p>Dr. Archie Ervin, Vice President for Institute Diversity, Georgia Institute of Technology</p> |
| 2:30 to 3:15 p.m. | <p>Donors' Dialogue: Philanthropic Strategies for Expanding Post-Secondary Educational Opportunity</p> <p>Led by: Ms. Tina Gridiron Smith, Program Officer, Lumina Foundation for Education;</p> <p>Dr. N. Jean Walker, Vice President of Education, United Way of Metropolitan Atlanta</p> <p>Dr. Melinda Spencer, Chief of Staff, Office of Academic and Student Affairs, Georgia Gwinnett College; and Member, AAMI Grant Selection Committee</p> |
| 3:15 to 3:45 p.m. | <p>Student Voices: Representative Young Men of the USG's AAMI GHAME Program, Georgia Highlands College (GHC);</p> <p>Mr. Clint Richards, Sophomore, Early Childhood Education, GHC-Cartersville Campus</p> <p>Mr. Wesley Barrett, Freshman, General Studies, GHC-Marietta Campus</p> <p>Mr. Victor Williams, Sophomore, Communications, GHC-Douglasville Campus</p> <p>The Leadership Academy, Georgia Perimeter College</p> <p>Anthony Smith, Sophomore, General Studies</p> <p>Dearris Thicklin, Freshman, Theatre</p> <p>Yovan Griffith, Sophomore, Nursing</p> <p>Jozeif Walker, Freshman, Engineering</p> <p>GT PRIME (Providing Resources to Ignite Male Excellence) Program, Georgia Institute of Technology</p> <p>Mr. Jacob Tzegaegbe, Master's Degree Candidate, Civil Engineering</p> <p>Mr. Kerry Edwards, Jr., Junior, Industrial Engineering</p> <p>Mr. Marlin Holmes, Senior, Aerospace Engineering</p> |
| 3:45 to 4:00 p.m. | <p>Questions, Next Steps and Closing</p> <p>Ms. Arlethia Perry-Johnson</p> |
| 4:00 to 5:00 p.m | Registration Opens for AAMI's 10th Anniversary Conference |
| 5:00 to 6:30 p.m. | <p>AAMI Welcome Reception:</p> <p>Donors' Convening Participants, AAMI Campus Delegations, and Special Guests</p> |

UNIVERSITY SYSTEM OF GEORGIA'S AFRICAN-AMERICAN MALE INITIATIVE: *Laser-Focused On Black Males' College Graduation*

Colleges and universities in the United States are struggling to enroll and retain African-American male students. However, Georgia's public colleges and universities have dramatically increased their enrollment, retention and graduation rates thanks to the University System of Georgia's African-American Male Initiative (AAMI®) — an innovative project launched in 2002 by the Board of Regents of the University System of Georgia (USG) — and the results are quite impressive.

When the University System of Georgia launched AAMI as a quantitative and qualitative research study in Fall 2002, there were just three programs at USG institutions focused specifically on the educational achievement and attainment of African-American males. Ten years later, there are 36 programs on 26 of the USG's 35 campuses, engaging young Black men in college life and focusing their sights on earning a college degree.

Data collected by the University System of Georgia's Office of Research and Policy Analysis reflect significant increases in the enrollment, retention and graduation of African-American males within the USG. In fact, African-American male enrollment has climbed by 80.73 percent during the nine-year period for which data is available — from 17,068 students in fall 2002, to 30,847 in fall 2011 — an increase of 13,779 Black male students. Aided by the infusion of a generous grant from the Lumina Foundation for Education in 2009, the enrollment of African-American males in the University System increased from 23,255 students in fall 2008 to 26,760 in fall 2009 — a total of 3,505 new Black male students, representing an unprecedented 15.07 percent increase over the previous year. The following year, Black male enrollment in the USG increased by another 7.01 percent, from 26,760 students in fall 2009 to 28,637 in fall 2010, representing 1,877 additional Black male students.

Continuing the upward trend, Black male enrollment increased by another 7.72 percent in fall 2011, to 30,847 students, up from the fall 2010 enrollment of 28,637 — representing an additional 2,210 Black male students.

As Black male enrollment within the USG swells, the six-year graduation rate (the national benchmark) for African-American first-time freshmen is seeing an impressive gain as well. The graduation rate for the cohort of Black male freshmen that entered in fall 1997 — the cohort of students who entered before the 2002 launch of AAMI — was 28.95 percent. The six-year graduation rate for the fall 2005 cohort, which graduated by spring 2011, had risen to 40.35 percent — an 11.40 percent increase in the bachelor's degree graduation rate for African-American males since AAMI's inception.

Perhaps most importantly, the number of bachelor's degrees conferred annually to African-American males at USG institutions has jumped by 58.11 percent, from 1,294 Black male students awarded bachelor's degrees in fiscal year 2003, to 2,046 students awarded degrees in fiscal year 2011 — an increase of 752 additional bachelor's degrees being awarded annually to Black male students.

"The goal of AAMI is to increase the recruitment, retention, and graduation of African-American males within the University System through strategic interventions," said Arlethia Perry-Johnson, AAMI's founding project director. "Black men are quite capable of academic achievement, but they need direction regarding the road map to college, which many perceive as common knowledge. For many Black males, the road map often is not clear; nor is the road without obstacles. So we focus our efforts on removing the obstacles and providing the essential resources — with many devoted USG

faculty, staff and administrators working diligently and tirelessly to enhance educational outcomes for these young men.”

Issues of Inclusion

The impetus for AAMI was the significant gender gap that existed among African-American students enrolled in University System of Georgia institutions. According to fall 2002 USG enrollment data, African-American women accounted for 68 percent of the USG’s black enrollment — 35,873 black females compared to 17,068 black males. So Board of Regents’ officials raised several pertinent questions that led to the landmark 2002 study: were high-school-aged black males presented with equal opportunities for higher education? Were their educational experiences unique at certain stages of the secondary or post-secondary ladder? What were the barriers to African-American male enrollment and retention in Georgia’s public colleges and universities?

The Board of Regents decided to tackle those questions, which enabled Perry-Johnson, then serving as an associate vice chancellor at the regents’ office, to assemble a 52-member task force comprised of academics, educators, civic and business leaders to identify the barriers to college attendance for African-American males.

“When the USG’s enrollment data was analyzed, there was a disproportionate African-American female-to-male ratio of nearly 2-to-1,” Perry-Johnson stated. “Being educators, we wanted first to understand why that was occurring. So we launched this initiative with a comprehensive quantitative and qualitative research study, and then moved quickly to implement programs that leveraged what we learned.”

The research suggested that many college-aged African-American males felt alienated from mainstream campus life. Most colleges and universities failed to engage black male students in educationally enriching experiences inside and outside the

classroom. There was no sense of inclusion, of being able to talk to staff and peers who could relate to their unique experiences, so they dropped out.

The USG task force’s report, submitted in May 2003, prompted the Board of Regents to authorize funding for the African-American Male Initiative. From 2003 through 2008, the board invested significantly in pilot programs serving black male middle school, high school and college students throughout Georgia. In addition, many USG institutions implemented self-funded efforts in support of AAMI’s goals.

In July 2006, the Indiana-based Lumina Foundation for Education’s McCabe Fund awarded a two-year \$100,000 grant to AAMI which was used to support programs at three USG institutions.

That funding also enabled AAMI to more strongly partner with the USG’s Office of Strategic Research and Policy Analysis, dedicating a research associate to work directly with that office on the program’s data-collection efforts. In October 2006, the program moved its home from the Board of Regents’ offices to the campus of Kennesaw State University, with strong support from KSU President Dr. Daniel S. Papp. Papp was highly involved in AAMI’s initial implementation during his tenure as a senior vice chancellor at the Board of Regents, serving as ex officio of the AAMI task force. The program now is administered in the office of KSU’s Vice President of External Affairs, the role Perry-Johnson now holds.

In 2009, when the Lumina Foundation awarded its second grant to AAMI, the funding was for \$500,000 over two years. That generous grant has enabled AAMI to significantly expand its programming and reporting capabilities, to launch a retention initiative in partnership with the Student African-American Brotherhood (SAAB), and to document impressive outcomes. That same year, AAMI further honed its efforts to focus specifically on undergraduate efforts that yielded impressive results.

Collaborations and Partnerships

AAMI thrives on building partnerships, both with the USG campuses and with external organizations. One of the program's recent collaborations is the partnership between AAMI and the national office of SAAB. SAAB is devoted to increasing the number of African-American and Latino males that graduate from college by setting examples of excellence in academics and leadership. With a portion of its Lumina funding, AAMI launched SAAB chapters at eight USG institutions to enhance participation by African-American and Latino males in campus life and leadership activities.

AAMI officials worked with SAAB officials to identify participating campuses through a data-analysis process that benchmarked the retention and graduation rates of Black males at all USG institutions relative to the national benchmark for the same types of institutions with similar admissions profiles. The initiative has been successful with many of the participating campuses and with the young men that it serves to engage, with one of the USG's AAMI-SAAB chapters being honored for its success at the 2012 SAAB national convention.

Sharing Best Practices and Outcomes

In December 2007, AAMI program officials convened the inaugural AAMI Best Practices Conference at Kennesaw State University to share the outcomes, challenges and successful strategies that enhance educational results for Georgia's African-American male students. The 2007 conference marked AAMI's five-year milestone, and featured an awards banquet, nationally recognized speakers in the field of Black male educational attainment, and 11 specialized workshop sessions tailored to the needs of the staff and student conferees. Networking breaks provided additional opportunities for conference attendees to meet and exchange information with their USG colleagues. The success of that inaugural conference prompted AAMI

student participants and campus officials to rally for similar future gatherings.

As a result, AAMI convened its second Best Practices Conference in April 2011, at Macon State College in Macon, Georgia, to mark the culmination of the \$500,000 Lumina Foundation grant. Among many conference highlights, noted actor, author and philanthropist Hill Harper facilitated a 90-minute "Open Forum for Black Males," during which he challenged the attendees to push themselves to their highest possible levels of performance. An interactive workshop provided students strategies for building career paths by taking advantage of student leadership, internship and graduate school opportunities. Additional workshops addressed other critical issues for African-American male students, including sessions on enhancing their self-image, interpersonal and social skills; and also a workshop on balancing athletics and academics. AAMI program officials also engaged in insightful discussions about creating and sustaining successful campus programs.

In September 2012, AAMI convened its third conference, in partnership with the National Black College Alumni Hall of Fame Foundation, Inc. The conference marked the historic 10-year anniversary of AAMI's launching back in September 2002 — providing the organization's officials and participating campus programs an opportunity to reflect on the pioneering initiative's impact, challenges and future strategic directions. The three-day gathering, held in Atlanta, attracted nearly 300 African-American male students, AAMI program directors, and key stakeholders of the statewide initiative. Conferees were afforded many opportunities to share experiences and concerns, learn new skills, and hear unique perspectives on a wide range of topics related to Black males' academic success. Participants heard from outstanding keynote speakers from business, higher education, sports and entertainment that emphasized the value of academic achievement in their careers and

personal lives. The convening also again featured an Awards and Recognition Banquet, where best-practice contributors and key advocates of the AAMI program were recognized.

“The University System of Georgia has done pioneering work in identifying and addressing the educational challenges faced by black males, and our work is frequently benchmarked,” Perry-Johnson said. “We convene these conferences to share the vital information we have learned with our USG colleagues and with others engaged in this important work. Our goal is to demonstrate what works, so that others may replicate, expand and — most importantly — fund these important programs.”

A National Model

AAMI has garnered significant national attention. The program is widely credited with being the first-ever statewide effort specifically focused on increasing post-secondary educational attainment among Black males. Peers in the higher education community have sought to learn from and adopt AAMI’s trailblazing model as awareness has increased nationally of the ethnic and gender disparities prevalent on U.S. college campuses. Program officials have responded to scores of benchmarking and research requests, hosted visits from numerous higher education and organizational entities, made presentations at national conferences and been featured in numerous state and national media outlets. The program positions the University System of Georgia’s work in improving educational outcomes for Black males as a national model and as a potential demonstration project.

Program Assessment

Over the past decade, AAMI has matured and reached a pivotal developmental point. At this juncture, the need to conduct an assessment of the program’s groundbreaking work since

its inception is vital. To aid with the review effort, during fiscal year 2012 AAMI program officials contracted a consultant to undertake a pre-evaluation assessment aimed at formally documenting AAMI’s program theory and logic model. The consultant’s report — based on visits to 12 campuses engaged in the AAMI project, interviews with more than 50 AAMI stakeholders and participants, and an exhaustive review of AAMI program reports, data and literature — establishes a firm foundation for a future independent program evaluation. Funding support is being sought for this endeavor.

While AAMI’s targeted recruitment and retention programs have produced heartening results, the USG’s statewide initiative must continue tackling the dearth of Black male college graduates and their disproportionate status relative to their male and female peers. In particular, AAMI must address the clear retention challenges that have developed with the increasing enrollment of Black male students. What is abundantly clear to AAMI and USG officials is that the educational plight of African-American males can be reversed with the commitment of appropriate resources. Doing so has become an economic imperative for our nation, and we look forward to continuing our partnerships with those who share this mission.

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The Leadership Academy – Georgia Perimeter College

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Anthony Smith
Sophomore, General Studies

Dearris Thicklin
Freshman, Theatre

Jozeif Walker
Freshman, Engineering

GT PRIME (Providing Resources to Ignite Male Excellence) Program, Georgia Institute of Technology

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Senior, Aerospace Engineering

Mr. Jacob Tzegaegbe
Master's Degree Candidate, Civil Engineering

BIOGRAPHIES

Houston D. Davis, Ph.D. *Executive Vice Chancellor and Chief Academic Officer University System of Georgia*

Dr. Houston Davis serves as the Executive Vice Chancellor and Chief Academic Officer of the University System of Georgia. The system is comprised of Georgia's 35 public universities and colleges, the Skidaway Institute of Oceanography, the Georgia Public Library System, and statewide information technology services including PeachNet. The USG institutions enroll approximately 318,000 students and employ approximately 41,700 faculty and staff members to provide teaching and related services to students and the communities in which they are located.

Before beginning his role in Georgia in May 2012, Davis served as the Vice Chancellor for Academic Affairs for the Oklahoma State Regents for Higher Education and served as the state of Oklahoma's liaison on the national Complete College America initiative. Prior to joining OSRHE in 2007, he served as Associate Vice Chancellor for Academic Affairs for the Tennessee Board of Regents, on faculty and in academic leadership for Austin Peay State University, in fiscal and academic affairs for the Tennessee Higher Education Commission, and as a regional counselor for the University of Memphis. In addition to his past professional duties, he served in the role of Director for the National Educational Needs Index project, a Lumina funded initiative measuring educational, economic, and population pressures in the 50 states that influence policy and planning at local, regional, and national levels. He was selected as a part of the 2005 class of the National Center for Higher Education and Public Policy Associates program, a mid-career honor and leadership opportunity for professionals engaged in policy impacting higher education.

He is involved in research projects and writing in the areas of higher education governance,

economic development, and accountability issues in higher education and serves on several national advisory groups on higher education policy, degree completion, academic preparation, and accountability. He received his Ph.D. from Vanderbilt University with other degrees from the University of Memphis and Tennessee State University.

Thomas W. Dortch, Jr. *Chairman and CEO, TWD, Inc.*

Thomas W. Dortch, Jr., is Chairman and Chief Executive Officer of TWD, Inc., a full service business development firm that works with non-profit agencies, community and faith based organizations, private corporations, academic institutions and governmental agencies in the specialized areas of leadership development, organizational development, and capacity building.

In 1990, he became the State Director and served as Chief Administrator for United States Senator, Sam Nunn. Mr. Dortch was the first African-American to serve in this capacity. Some of Mr. Dortch's other accomplishments include: President of South West Investment Group (SWIG), Chief Executive Officer of Atlanta Transportation Systems, Inc., Chairman and CEO of Cornerstone Parking, Chairman of Lancor Parking Management, LLC, Managing Partner of FAD Consulting, LLC, establishing the National Black College Alumni Hall of Fame Foundation, Inc., co-founding the Georgia Association of Minority Entrepreneurs (GAME) to fill a void as an advocacy organization for minority business development, and co-founding the Greater Atlanta Economic Alliance as a capacity building and business development organization for the construction and transportation industries.

Mr. Dortch is the recipient of numerous awards and honors that celebrate his efforts, a partial list includes: listed in the 2001 – 2004 May Editions of Ebony Magazine as one of The 100 Most Influential African Americans; listed in Spring

2001 – 2007 publications of Atlanta Business Chronicle as one of The 100 Most Influential Atlantans; 2008 Community Service Professional of the Year Award; Board of Trustees, Leadership Atlanta; Board Member, Grady Memorial Hospital; Chairman of the Board, Friendship Force International; Chairman of the Board, Fulton/DeKalb County Hospital Authority Board of Trustees; 2010 was inducted into Atlanta Convention & Visitors Bureau's Atlanta Hospitality Hall of Fame; and 2011 Chairman of The Board, The Atlanta Business League.

Mr. Dortch earned a B.A. Degree in Sociology and Pre-Professional Social Work from Fort Valley State University in 1972, and a Masters of Art Degree in Criminal Justice Administration from Clark Atlanta University in 1986. He also attended Georgia State University as a Ford Fellow in the Urban Administration Program.

Archie W. Ervin, Ph.D.
Vice President, Institute Diversity
Georgia Institute of Technology

Dr. Archie Ervin currently serves as Georgia Tech's Vice President for Institute Diversity. As the inaugural Vice President for Institute Diversity, Dr. Ervin is charged with ensuring the GT vision for "inclusive excellence" throughout Georgia Tech. Dr. Ervin's overarching operational responsibility as Vice President is to provide Institute level leadership and oversight for Georgia Tech's diversity, equity and inclusion agendas. The Vice President for Institute Diversity is a member of the President's Cabinet where he helps to set institutional priorities, policies, programs and initiatives to enhance gender, racial, ethnic and social diversity in its faculty, staff and student communities. The Vice President for Institute Diversity (VPID) oversees the Georgia Tech ADVANCE Professorships, the Center for Women, Science and Technology, Office of Minority Educational Development (OMED), and the Office for Hispanic Initiatives (OHI). Dr. Ervin also provides leadership for developing externally funded grants to address

issues of access, retention, and academic success for historically underserved student communities and female faculty members.

Jonathan Hershey, Ph.D.
Dean, Humanities Division; Professor of English
Georgia Highlands College

Dr. Jonathan Hershey is Dean of the Humanities Division and Professor of English at Georgia Highlands College. He serves as Director of GHC's AAMI program, which is called GHAME (Georgia Highlands African American and Minority Male Excellence), and also directs GHC's Student African American Brotherhood (SAAB) chapter, Brother 2 Brother. He won the Leadership Award from AAMI in 2011, and GHC's Brother 2 Brother was named the National SAAB Chapter of the Year in 2012.

A native of Birmingham, Alabama, Dr. Jonathan Hershey received his Bachelor of Arts and his Master of Fine Arts Degrees in English and Creative Writing from the University of Alabama. He earned his Ph.D. in English-Creative Writing from Georgia State University.

In 2004, he received the Governor's Award in the Humanities, and that same year he was named Child Advocate of the Year by the Rome-Floyd County Commission on Children and Youth. He won the Heart of the Community Award of Honor in 2005, and in 2011 won the Martin Luther King Jr. Commission Community Service Award. Through GHC's partnership with the 100 Black Men of Rome-NWGA, he helped create the Foundation Camp, a summer camp for boys, now in its 7th year. He was selected to be a scholar in the 2011-2012 cohort of the USG's Executive Leadership Institute.

Loren Harris
Principal, Thinking Man Consulting

After more than a dozen years as a nationally recognized leader in private philanthropy Loren Harris founded Thinking Man Consulting, a social enterprise that counts among its current and former clients the W.K. Kellogg, C.S. Mott, Robert Wood Johnson, Open Society and Lumina foundations — several of the nation's largest private foundations.

Since founding the firm, Harris has crafted grant making strategy for foundations focused on improving life outcomes among vulnerable males and led an effort that increased Black males participation in the 2010 U.S. Census. In 2011, Harris expanded his leadership in the sector as he was named Senior Fellow with Public/Private Ventures, one of the nation's most venerable social research and evaluation nonprofits.

In 2009, Mr. Harris completed his tenure with the Ford Foundation as the Program Officer responsible the Ford Foundation's Youth funding in the United States. While at Ford, Mr. Harris was the creative visionary behind: the book, *Be A Father to Your Child*, the writing of the Ford Foundation's two-edition report series on America's masculinity crisis, *Why We Can't Wait* and *Momentum*, the 2025 Campaign's website, the launch of The National Black Programming Consortium's Masculinity Project. A primary interest of his grantmaking at Ford was advancing strategies to reduce race and gender disparities in youth outcomes, with a specific focus on males of color.

Prior to joining Ford, Mr. Harris served as Associate Program Officer for the Charles Stewart Mott Foundation. During his five years with Mott Loren designed and implemented the Fathers at Work Initiative — a multi-million dollar national demonstration project that improved fathers attachment to the labor market and financial support of their children. Fathers at Work was developed and implemented with the aim of reducing poverty through support

for interventions that helped fathers and other marginalized groups overcome multiple barriers obtain well-paying, unsubsidized employment.

On several occasions Loren was presented with awards recognizing the important contribution of his grant making in support of fathers and families.

Before joining the Mott Foundation Loren managed a STRIVE replication site in New York City that specialized in connecting young people to employment. Mr. Harris holds a BA in U.S. History from Queens College in New York and a Masters in Public Administration from Fairleigh Dickinson University. He also studied Social Work at the University of Michigan.

John Michael Lee, Jr., Ph.D.
*Vice President, Office of Access and Success,
Association for Public & Land-Grant Universities*

John Michael Lee, Jr. has just assumed his current post, after serving as Vice President, Office of Access and Success: Advancement of Public Black Universities and Hispanic Serving Institutions at the Association for Public and Land-Grant-Universities. John's research interests include student access, participation and success in higher education, student recruitment, retention and graduation, student development, minority serving institutions (HBCUs, HSIs and Tribal Colleges), higher education diversity and education policy. He has published several peer-reviewed journal articles to include "Investigating Black Students' Disinclination to Consider and Attend Historically Black Colleges and Universities" (2010) and the "United States v. Fordice: Mississippi Higher Education without Public Historically Black Colleges and Universities" (2010).

John is the author of the book *American Higher Education without Public Historically Black Colleges and Universities* (2011) and he has written chapters in two books including, "Educational Experiences of Young Men of

Color” in J. A. Bank’s (Ed.) *Encyclopedia of Diversity in Education* (2012), and “African American Graduate Education at HBCUs: Trends, Experiences and Outcomes” in R. T. Palmer, A. Hilton and T. Fountaine’s (Eds.), *Inside the Experiences of Black Students in Graduate and Professional Education at Historically Black Colleges and Universities (HBCUs)* (2012).

John earned a Ph.D. in higher education administration from the Steinhardt School of Culture Education and Human Development at New York University, an MPA with a concentration in economic development from the Andrew Young School of Policy Studies at Georgia State University, and a bachelor of science in computer engineering from the FAMU-FSU College of Engineering at Florida A&M University. John is a member of several professional associations including the American Educational Research Association (AERA), the National Council on Measurement in Education (NCME), the Association for Institutional Research (AIR) and the Association for the Study of Higher Education (ASHE).

Gary A. McGaha
President, Atlanta Metropolitan State College

Dr. Gary A. McGaha is the third President of Atlanta Metropolitan State College. The Office of the President is the executive head of the institution and of all its departments, exercising such supervision and direction to promote the efficient operation of the institution. The President is responsible to the chancellor for the operation and management of Atlanta Metropolitan State College and for the execution of all directives of the Board of Regents.

Prior to his presidency at Atlanta Metropolitan State College, President McGaha served as assistant to the president and assistant professor of community health and preventive medicine at the Morehouse School of Medicine. Before this, Dr. McGaha’s administrative experience in higher education was at Kentucky State University

in Frankfort, KY., where he served as associate vice president for academic affairs, chair of the Department of History and Political Science, and administrative assistant to the president and assistant professor of political science.

Dr. McGaha obtained a Doctor of Philosophy degree at the University of Mississippi. He received his Masters Degree from Bowling Green State University in Bowling Green, Ohio, and his Bachelor’s Degree from Mississippi Valley State University, both in political science.

Elridge W. McMillan
***President Emeritus,
Southern Education Foundation;
Regent Emeritus, Board of Regents of the
University System of Georgia; and
Scholar-in-Residence,
Atlanta Metropolitan State College***

Elridge W. McMillan is nationally recognized in the fields of higher education policy, research, governance, curriculum development, access and equity. McMillan’s leadership has impacted significantly on major educational policy change, particularly in the areas of access and equity, in the southern region of the United States. As the first African-American president of the Atlanta-based Southern Education Foundation, President Emeritus McMillan led the foundation to take an active role in promoting equity and quality in education in the South, primarily for blacks and disadvantaged citizens.

The first African-American chair (1986-1987) of the Board of Regents of the University System of Georgia, McMillan was the longest-serving member of the board, having served for more than 34 years since his initial appointment in February 1975. He continues his efforts to make educational equity a priority. Before joining the Southern Education Foundation, McMillan was chief of the Education Branch of the Office for Civil Rights for Region IV of the U.S. Department of Health, Education and Welfare. He was previously program operations supervisor for the U.S. Office of Economic Opportunity, Southeastern Region,

and held various administrative and teaching positions with Atlanta public schools. McMillan received his bachelor's degree in English from Clark College (now Clark Atlanta University), and his master's degree in guidance and student personnel administration from Columbia University, in New York, where he also did post-graduate work. He holds honorary degrees from Clark College, Claflin College, Tuskegee University and Xavier University.

S. Gordon Moore, Jr.
*Executive Director, Student Diversity & Inclusion, Office of Institute Diversity
Georgia Institute of Technology*

Mr. S. Gordon Moore, Jr. serves as the Executive Director for Student Diversity & Inclusion at Georgia Institute of Technology in Atlanta, Georgia. Mr. Moore's office is a major contributor to the success that Georgia Tech has in being one of the leading producers of engineering degrees conferred to African Americans, Hispanics and Women for over a decade. He serves on the National Society of Black Engineers (NSBE) National Advisory Board. Mr. Moore has both a bachelor's (BS) and master (MS) degree in management (concentrations in marketing and organizational behavior) from Georgia Tech. He has completed both the Management Development Program (MDP) at Harvard University, the Management Development Certificate at Georgia Tech. He is currently working on a Doctor of Education (Ed.D.) degree at Nova Southeastern University (NSU). Mr. Moore is the 2007 recipient of the National Society of Black Engineers' Golden Torch Award (GTA) for Minority Engineering Program Director of the Year. He has received numerous keynote, guest, workshop, seminar, program, and event speaking honors. Mr. Moore has participated in international conferences, including the African-African American Summits in Zimbabwe, Senegal, and South Africa (where he had the distinguished honor meeting Nelson Mandela).

Daniel S. Papp
President, Kennesaw State University

Daniel S. Papp has served as president of Kennesaw State University, Georgia's third-largest university, since July 2006. Under his leadership, Kennesaw State has risen in academic stature. The University's first-year program has been recognized for 10 consecutive years by U.S. News & World Report as one of the best in the country. Since Papp became president, the University also has completed its transition to NCAA Division I and expanded its infrastructure.

Prior to assuming the presidency at Kennesaw State, Papp served as senior vice chancellor for academics and fiscal affairs of the University System of Georgia from 2000 to 2006. Previously, Papp was founding director of Georgia Tech's Sam Nunn School of International Affairs from 1990 to 1993, and director of Georgia Tech's School of Social Sciences from 1980 to 1990. He joined Georgia Tech's faculty in 1973 as an assistant professor of international affairs. He has twice been awarded the Army's Outstanding Civilian Service medal.

Papp is a Phi Beta Kappa graduate of Dartmouth College and received his Ph.D. in international affairs from the University of Miami. His academic specialties include international security policy and U.S. and Russian foreign and defense policies. He has authored or edited 10 books on these topics, including the biography of former U.S. Secretary of State Dean Rusk. He has published more than 60 journal articles and chapters in edited books.

Arlethia Perry-Johnson
*Vice President, External Affairs,
Kennesaw State University; and
Project Director, University System of
Georgia's African-American Male Initiative*

As Vice President of External Affairs at Kennesaw State University, Ms. Perry-Johnson serves as the chief external affairs officer for the university. In her role, she is responsible for oversight of Kennesaw State's Division of External Affairs, which encompasses the University Relations department and the institution's legislative, community and public affairs operations. She also is a member of the President's Cabinet, the administrative body of the university.

Prior to joining Kennesaw State, Ms. Perry-Johnson served as Associate Vice Chancellor for Media and Publications for the Board of Regents of the University System of Georgia. In her role as chief communication officer for the Board of Regents from 1995 to 2006, Ms. Perry-Johnson managed the media and publications staff; served as chief spokesperson; and worked daily with local, regional, national and international media, campus presidents, and a wide array of statewide constituents. She also developed and implemented communications strategies that impacted, positioned and marketed the state's 35 public colleges and universities.

During her tenure at the Board of Regents, she launched and served as project director of the University System's nationally recognized African-American Male Initiative (AAMI), aimed at enhancing Black male participation in college. She continues to lead that USG effort in her role at Kennesaw State, and in December 2007 and April 2012 convened statewide AAMI Best Practices Conferences. Perry-Johnson's higher education career was launched at Penn State-University Park, and has included management roles at Penn State, Rutgers University and Virginia Commonwealth University.

Ms. Perry-Johnson earned her B.A. in journalism and communications from Point Park University in Pittsburgh, Pa. In March 2012, she was named one of 25 "Women Making A Difference" by the national publication *Diverse Issues in Higher Education*.

Tina Gridiron Smith
*Program Officer
Lumina Foundation*

Tina Gridiron Smith serves as a Program Officer for Lumina Foundation. In this position she actively seeks to remove the postsecondary access and success barriers facing underserved student populations. As a California native, Tina has over ten years of experience as a student affairs professional at several colleges and universities, including UC Berkeley, Calif. State University, Chico, Cal Poly San Luis Obispo and Stanford University. Currently she serves as a board member for the national Grantmakers for Education and has enjoyed ten years of service in the field of philanthropy.

Tina received her bachelor's degree from the University of California at Berkeley, and two masters degrees from Stanford University.

Melinda Spencer, Ph.D.
*Chief of Staff, Office of Academic and
Student Affairs
Georgia Gwinnett College*

Dr. Melinda Spencer is the Chief of Staff for the Office of Academic and Student Affairs at Georgia Gwinnett College. Previously, she served as Chief of Staff for the Office of Academic Affairs with the Board of Regents of the University System of Georgia. Dr. Spencer has worked for more than twenty-five years in higher education administration, including positions at Northwestern University, Temple University, the University System of New Hampshire, and the University at Albany – SUNY.

Dr. Spencer holds a Ph.D. in Higher Education Administration from the University of Michigan, and a M.S. in Educational Leadership and Policy from The Ohio State University. Dr. Spencer has served as a reviewer of institutional AAMI grant proposals since 2009.

Dr. Walker brings with her a Doctorate in Educational Leadership from Mercer University, Specialist's and Master's Degree in Educational Administration and Supervision from Georgia State University, and a Bachelor's Degree in Elementary Education from Kent State University.

N. Jean Walker, Ph.D.
Vice President - Education
United Way of Metropolitan Atlanta

Dr. N. Jean Walker serves as UWMA's Vice President for Education. In June 2009, United Way of Metropolitan Atlanta unveiled a new strategic plan aimed at addressing four broad social challenges: Education, Income, Health, and Homelessness, in addition to six specific goals over the next five years. The specific goals for UWMA's education focus area are: Children enter school ready to learn and graduate prepared for careers, and youth avoid risky behaviors. The Education Network is one of the three critical pillars for building the vision of: "Atlanta is a place where individuals and families thrive."

Prior to joining UWMA's – Education Division, Dr. Walker served as Assistant Superintendent of Curriculum and Instruction with the Gwinnett County School System, one of the largest school districts in the state of Georgia serving 160,000 students, 122 schools and 22,800 employees. She assisted the organization in the successful implementation of strategic plans, facilitated and lead district personnel to realize the vision of the organization, and utilized research-based best practices to maximize student achievement and instruction. She also served as Area Superintendent / Executive Director for School Improvement for Gwinnett County Public Schools, as well as principal and assistant principal. Dr. Walker served as a teacher in DeKalb County and Warren, Ohio. Her career covers a wide range of K-21 experiences.

