Ambra Green, Ph.D. was selected as the 2016 recipient of the Lydia Donaldson Tutt-Jones Memorial Research Grant in support of her research titled Examining Teacher Instructional Practices Used in Classrooms with High Achieving African American Students. The purpose of her research is “...to determine to what extent teachers are using evidence based practices during classroom instruction for African American high achievers...” She indicates that her research “...is innovative and adds to theory, research, practice, and policy in that it addresses the academic achievement of African American high achievers through the use of evidence based practices and quantitative analysis of teacher (Continued on page 6)

Cyrell Roberson & Dante Dixson

Grantees Dante Dixson and Cyrell Roberson completed their research titled Psychosocial Keys to African American Achievement? Examining the Relationship Between Achievement and Psychosocial Variables in High Achieving African Americans while doctoral candidates in School Psychology at the University of California, Berkeley. Results “...indicate that in this study, grit, ethnic identity, other group orientation, growth mindset, and future orientation are not predictors of academic achievement and play less of a role than previously hypothesized...” (and) underscore the need to conduct more research using high achieving African American samples. “Read More on Page 9
Hello AASF Family,

If, like me, you feel that time is passing much too quickly, it might be because of age. In a recent news article, the Daily Mail (Macrae & Dobson, 2016) reports on a group of Brazilian scientists that studied how accurately people in different age groups estimate the passage of time. The researchers concluded that the oldest participants in the test group perceived time as passing 25% more quickly than it actually did. As we get older, we don’t want to linger. The study—reinforces my belief that time —how we save it or spend it—is our most precious commodity.

If someone asked you to come up with a list of the top ten words or phrases to describe your view of the world in the year 2016, what would be on the list? On my list would be public displays of social unrest. Whether Europe, the Middle East or in the United States, throughout this year I observed a lot of individuals using their time to publicly express dissatisfaction with the status quo.

While it is certainly exhilarating and feels empowering when you are surrounded by hundreds or thousands of people who share your views and you are all speaking loudly and publicly in one voice, from my experience, the feeling is like that of being at a moving concert or sermon: the aggressive public demand for behavior change approach to problem solving is very interesting, but certainly not as effective as in the years of social protest long past.

We know from everyday life experiences and formal research cited in books such as Howard Gardner’s Changing Minds (2004) how difficult it is to make significant changes in behavior. Human beings often have a hard time making individual changes that are good for them, so what happens in a group situation? Does the unified emotional release that occurs in a public demonstration supplant the need for measured action? Alternatively, does the fact that public demonstrations often don’t lead to significant change lead to greater frustration?

In today’s social media driven world, how can one be sure that the stranger shouting with you at a gathering is an advocate of your position and not one with an agenda of their own? These observations and questions led me to think about an alternative approach to problem solving based on psychologist Albert Bandura’s concept of self-efficacy and to seek out a few important examples of this approach at work.

A fact sheet published by the American Psychological Association notes:

“Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control

Yvonne Julian-Hargrove, MBA is retired from a distinguished career in Sales and Marketing with The Dow Chemical Company. She obtained her Bachelor of Arts degree in Chemistry, with Honors, from the Illinois Institute of Technology and MBA in Operations Management from Golden Gate University. She is Chair of AASF’s Board of Directors. Contact Yvonne at Chair@BlackSuccessFoundation.org.
AASF Board of Directors unanimously voted to add another new member, welcoming Michael Simanga, Ph.D. aboard this summer. Dr. Simanga is a Lecturer in African American Studies at Georgia State University and is a renowned expert in his specializations and research interests are Activism, African American Art and Culture,
(Continued from page 2)

over one’s own motivation, behavior, and social environment.” (Carey & Forsyth, 2016)

Along with these professional descriptors of self-efficacy, I share a wonderful and often-quoted passage from author and literary scholar Zora Neale Hurston that says the same thing in a very poignant and powerful way.

“I am not tragically colored. There is no great sorrow dammed up in my soul, nor lurking behind my eyes. I do not mind at all. I do not belong to the sobbing school of Negroidhood who hold that nature somehow has given them a lowdown dirty deal and whose feelings are all hurt about it. Even in the helter-skelter skirmish that is my life, I have seen that the world is to the strong regardless of a little pigmentation more or less. No, I do not weep at the world — I am too busy sharpening my oyster knife.”

(p. 829)

The following examples demonstrate the use of the success strategy of self-efficacy as an effective, powerful tool in individual and community development:

Alcoa, a small town near Knoxville, Tennessee is home to Allan W. (Wade) Houston, Sr., a Kentucky native who became one of the first African American basketball players at the University of Louisville. Other notable residents of Alcoa include The Hill Family of distinguished entrepreneurs and educators. Observing that the houses in their neighborhood were at risk of falling into extreme disrepair or abandonment, members of The Hill Family do not look outside of the community for resolution. Instead they develop a plan to purchase the properties and insure their ongoing maintenance and upkeep. One family member, Jackie Hill, is taking an even bigger step to improve the Alcoa community. The former manufacturing executive at Eastman Kodak seeks to replicate her success strategies by running for the elected office of Blount County Clerk.

Literacy as a cornerstone of education and success in life is an ongoing topic in the African American community. AASF supporter Tracy Webster is actively developing the concept of self-efficacy in her local Nashville community by providing volunteer tutoring for adults seeking to improve their life skills, and by fundraising for adult literacy programs. The successful attorney devotes 50% of her professional time to these important activities.

Other professionals, like barber Ryan Griffin of Ypsilanti, Michigan, promote self-efficacy among African American youth through a literacy development program in the barber shop where he works. Young clients at The Fuller Cut receive a discount for reading aloud during their haircuts. (Wanshel, 2016) See page 15

Food science manufacturing technology, one of the fastest growing industries around the globe, is a field in need of knowledgeable, trained employees. (Bureau of Labor Statistics, 2016) When AASF supporters Teresa Holliday and

(Continued on page 5)
Jerry Roberts noted that they were among the few executives in the food industry, they decided to do something about it. Instead of simply appealing to companies to hire more workers, they joined the Board of Tuskegee University’s Food and Nutritional Sciences Department. As successful contributors to the administration of Board activities, they not only assist the University in assuring that student preparation meets industry standards, they mentor individual students. Ms. Holliday was recently elected Chair of this Board.

The Tailor Shop, a top-rated sewing business in my adopted hometown of Greenville, South Carolina was established through the hard work of entrepreneur Lila Brockman, who turned her passion into a thriving concern. However, to quote Lila from an interview in Greenville’s Town Magazine: “I didn’t realize I was getting old until after I got old.” The dilemma of what to do with the business was resolved when her son, Eric Brockman, took the bold leap of leaving the construction industry to take over The Tailor Shop. With his "passion for making things right," Eric Brockman has continued a family tradition while developing a valuable community asset. (Trotter, 2016)

As always, I hope these profiles of success strategies in action have provided you with food for thought, inspiration, and motivation to learn more about achievement in our community.

I wish you a happy upcoming holiday season and please mark your calendars for AASF **Success Summit 2017 and 1st Golf Tournament** in the beautiful city of Orlando, Florida!

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**References**


behaviors in real-world settings. Current research in the area of African American achievement assesses teacher contributing factors from mostly qualitative analysis with minimal reports of student outcome data...”

Dr. Green is an Assistant Research Professor in the Department of Special Education at the University of Missouri-Columbia. A native of Texas, Dr. Green attended Texas State University in San Marcos, Texas where she received her Bachelorette degree in Interdisciplinary Studies with a focus in Special Education and a Master’s of Education degree in Special Education with certifications in Behavior Disorders, Learning Disabilities, and Positive Behavior Supports supported through the Woodrow Wilson-Rockefeller Brothers Fund for Aspiring Teachers of Color Fellowship. She completed her Ph.D. at Mizzou in the Department of Special Education with concentrations in behavior disorders, positive behavior supports, and a cognate in educational leadership and policy analysis.

Prior to relocating to Missouri to pursue her Ph.D., Dr. Green was a middle school special education teacher in central Texas. Dr. Green’s research foci includes the disproportionate representation of minority students, particularly African Americans, in discipline and special education referrals, categories, and placements.

Additional research emphasizes prevention and intervention through culturally relevant systemic approaches as a means to mitigate the overrepresentation of marginalized groups. A related strand of research focuses on equity policies at the local, state, and federal levels.

The Lydia Donaldson Tutt-Jones Memorial Research Grant provides $5,000 to graduate students or professionals to encourage the study of African American high academic achievers. It honors the memory of Lydia Donaldson Tutt-Jones, an African American high achiever known for her “Can do!” attitude who rejected the belief years ago that good Black teachers could not be found and drove in her car to recruit teachers from around the country to work with students in the Fort Lauderdale area public school system. The deadline for the 2017 grant is Friday, June 2.

For more information about AASF’s research grant program, visit the website at http://blacksuccessfoundation.org/lcdtj%2oresearch%2ogrant.htm, call 954.792.1117 or email AASF at Grant@BlackSuccessFoundation.org.

Lydia Donaldson Tutt-Jones

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Dr. Detris Adelabu
Interim Dean of Arts and Sciences and Professor of Human Development Wheelock College

AASF grant recipient Detris Adelabu, Ph.D., continues to advance the science of Black Success by conducting cutting-edge research about African American high achievers:


Also Read About
Dr. Adelabu’s AASF-supported research:

Gender Differences among the Psychosocial Constructs that Shape Academic Achievement for High Achieving African American Adolescents

For more information about all of Dr. Adelabu’s important research, contact her:

Detris Adelabu, Ph.D.
Email: dadelabu@wheelock.edu
Phone: 617-879-2184

Dr. Simanga is an activist cultural worker, artist and scholar in African American art and culture as expression of identity, forms of resistance and transformation. He has written, edited and published fiction, poetry, drama, essays and memoir about the African American experience, including:

Congress of African People: History and Memory (Palgrave Press 2014)

Co-Editor, Brilliant Fire! Amiri Baraka: Poems, Plays, Politics for the People (Third World Press 2014)

We Declare Our Right to Be a Human Being, in By Any Means Necessary: Malcolm X, Real Not Reinvented (Third World Press 2012)

Co-Editor, 44 on 44: Forty Four African American Writers on the Election of the 44th President, Barack Obama, edited with Lita Hooper and Sonia Sanchez (Third World Press 2012)

Dr. Simanga has also produced, presented and directed more than 200 artistic projects including plays, exhibitions, concerts, readings and festivals. He has also produced music with Cassandra Wilson, Sonia Sanchez and others.

Welcome Michael to the AASF Board!
LDTJ MEMORIAL RESEARCH GRANT PROGRAM

AASF SCIENTIFIC RESEARCH
ON AFRICAN AMERICAN HIGH ACADEMIC ACHIEVERS
AASF grants have supported these research studies:

The Psychosocial Keys to African American Achievement —
Cyrell Roberson & Dante Dixson, University of California, Berkeley

The Psychosocial Blueprint for African American Achievement —
Micah Johnson, University of Florida

Overcoming Obstacles: A Study of African American Students with Disabilities Achieving Academic Success —
Brandy Gatlin, Florida State University

Strategies African American Mothers Use to Promote a Positive Racial Identity in their Elementary-age Daughters Attending a Predominantly White School —
Chasity Bailey-Fakhoury, Wayne State University

Gender Differences among the Psychosocial Constructs that Shape Academic Achievement for High Achieving African American Adolescents —
Dr. Detris Adelabu, Wheelock College

African American Students Defy the Achievement Gap: A Phenomenological Study — Dr. Gloria Brown, Walden University

An Ethnographic Study of Academically High Achieving, Economically Challenged African American Young Men Who Attend An Ivy League University —
Dr. John Young, Teachers College-Columbia University

Effective Parenting Practices Among African-American Parents of “At-Risk” Youth—
Dr. Cirecie West-Olatunji, University of Florida

Chronicles of Success: Black College Students Achieving in Mathematics, Science, and Engineering—
Dr. Ebony McGee, University of Illinois-Chicago

Effective Schools, Effective Students: Breeding Animosity: The "Burden of Acting White" and Other Problems of Status Group Hierarchies in Schools —
Dr. William “Sandy” Darity, University of North Carolina-Chapel Hill

(Study Not Completed)

Pathway to College Completion: The Impact of Group Mentoring on College Completion and Quality of Life Among Disadvantaged, High Achieving Students of Color—
Dr. Diann Cameron Kelly, Fordham University

The Relationship Between Future Orientation and Academic Achievement Among African American Adolescents —
Dr. Zena Mello, Pennsylvania State University

Psychosocial Development of African American Women: From Welfare to Professional Careers—Dr. Reva Thomas,
California School of Professional Psychology—Alameda

An Investigation of the Ways Emotional Intelligence Influences the Academic Success of High Ability African American Students —
Dr. Linda Long, University of Georgia

The Identification of Factors that Facilitate Academic Success of Students from African Descent in American Schools, Colleges and Other Institutions of Higher Learning —
Dr. Luretha Lucky, Florida International University
2015 LDTJ GRANT RECIPIENTS

Dante Dixson & Cyrell Roberson
Doctoral Candidates
Department of School Psychology
University of California, Berkeley

Psychosocial Keys to African American Achievement?
Examining the Relationship Between Achievement and Psychosocial Variables in High Achieving African Americans

Abstract
Grit, growth mindset, future orientation, ethnic identity, and other group orientation are five psychosocial variables that have been shown to predict academic achievement in adolescent populations. In a sample of 105 high achieving African American high school students (cumulative GPA ≥ 3.0), we examined the relationship of grit, growth mindset, future orientation, ethnic identity, and other group orientation to academic achievement, controlling for age, gender, and socioeconomic status. Grit, growth mindset, future orientation, ethnic identity, and other group orientation were not significantly or meaningfully correlated to academic achievement within this sample of high achieving African American students. However, socioeconomic status correlated significantly with academic achievement (with a medium effect size). These findings suggest that current interventions focused on grit, growth mindset, future orientation, ethnic identity, and other group orientation may not be as effective as previously thought.

For more information about this research, contact:

ddxson.ucberkeley@gmail.com

dante.dixson@wayne.edu
(313) 577-1721

cyrell.roberson@gmail.com

Learn about the research studies supported by AASF grants at http://blacksuccessfoundation.org/reports/
RESEARCH NOTES (Continued)

Understanding the Relationships among Racial Identity, Self-Efficacy, Institutional Integration and Academic Achievement of Black Males Attending Research Universities

Karl W. Reid

In: The Journal of Negro Education Vol. 82, No. 1, The 32nd Annual Charles H. Thompson Lecture The Declining Significance of Historically Black Colleges and Universities: Relevance, Reputation, and Reality in Obamamérica (Winter 2013), pp. 75-93

Abstract

This study asserts that African American males with higher grade point averages (GPAs) in college are also academically and socially integrated into campus and hold racial identity attitudes and self-efficacy beliefs that facilitate their level of institutional integration. The statistical study of 190 African American males attending five research universities reveals that successful African American males report a heightened sense of self-efficacy and were more satisfied with opportunities to interact with faculty. Black males with higher GPAs in college also report higher levels of faculty and social integration, though the relationship is moderated by their racial identity attitudes. Recommendations for improving educational outcomes of Black males attending predominantly White research universities are made.

Full Article: http://www.jstor.org/stable/10.7709/jnegroeducation.82.1.0075

African American Career Aspirations

Examining the Relative Influence of Internalized Racism

Danice L. Brown and Daniel Segrist

In: Journal of Career Development, April 2016, Vol. 43, No. 2, 177-189
Published online: May 18, 2015

Abstract

The present study examined the relative influence of aspects of internalized racism on the career aspirations of a sample of African American adults. Participants (N = 315), ranging in age from 18 to 62 years, completed measures of internalized racism and career aspirations online. A hierarchical multiple regression analysis was conducted to examine the relative influence of internalized racism. Regression results indicated that participants who devalued and dismissed an African worldview and its themes had lower career aspirations.

Full Article: http://jcd.sagepub.com/content/43/2/177.short

SUCCESS RESOURCE

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**Self-Will, Power, and Determination:**

_A Qualitative Study of Black Women Faculty and the Role of Self-Efficacy_

B. Afeni McNeely Cobham & Lori D. Patton

NASPA Journal About Women in Higher Education
Volume 8, 2015 · Issue 1
Pages 29-46 | Published online: 20 Mar 2015

**Abstract**

In the following study, the authors sought to understand how self-efficacy contributed to the career success of five tenured Black women faculty employed at two predominantly White institutions. Investigating the level of self-efficacy was significant in understanding the behavior, attitudes, and strategies of study participants. The findings suggest that a high level of self-efficacy was engendered among participants and facilitated perseverance toward their career goals. Specifically, participants relied on lessons and values instilled during their upbringing, their survival during difficult situations, and ability to seek support and resources.

Full Article: [dx.doi.org/10.1080/19407882.2014.987084](http://dx.doi.org/10.1080/19407882.2014.987084)

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**“I’m a Black Man and I’m Doing this Job Very Well”:**

_How African American Professional Men Negotiate the Impact of Racism on Their Career Development_

Tonya Harris Cornileus

doi:10.1007/s12111-012-9225-2
Published online: 13 June 2012

**Abstract**

This is a critical qualitative study grounded in the tripartite frame of Black masculinity, critical race theory, and career development theory. The study examines the impact of racism on the career development of African American professional men in corporate America. Fourteen African American men who hold mid-management or higher positions in their respective companies were interviewed for this study. Participants’ responses were analyzed using the constant comparative method. Findings reveal that African American professional men experience repressive structures due to gendered racism, which impacts their careers in ways that are different from their White male counterparts and African American professional women. The study also identifies facilitative structures African American men employ to negotiate the impact of racism on their career development. Four conclusions are discussed, and implications for practice and future research are offered.


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**CONDUCTING RESEARCH ABOUT BLACK HIGH ACHIEVERS?**

_E-Mail Your Abstract To AASF!_

Newsletter@BlackSuccessFoundation.org
Historically Black Colleges and Universities as Leaders in STEM


Excerpt

HBCUs continue to lead the nation in graduating Black STEM students...HBCUs were among the top 20 institutions to award the most Science & Engineering (S&E) bachelor’s degrees to Black graduates from 2008-2012. Founded to educate Blacks during a time of intense oppression and segregation, HBCUs remain critical in the effort to minimize racial disparities in STEM education achievement...

One of the greatest advantages that HBCUs have over their majority counterparts is diversity among the STEM faculty members. In particular, there are higher numbers of African American professors. Most colleges and universities nationwide have faculties that are predominantly White; the lack of Black faculty and faculty of color is particularly evident in the STEM fields. A lack of racial, ethnic, or gender diversity among faculty and students in STEM programs may be problematic for African American students, as it likely contributes to a culture discouraging African American students’ sense of belonging in STEM. Research on HBCUs and the STEM fields suggests that having a same-race, and often same-gender, faculty mentor, combined with the predominantly Black setting, can serve as a counter-narrative to Black students in STEM (Perna et al., 2009). Mentors may provide Black students with many advantages including strategies for coping with racism and sexism in the STEM pipeline and ultimately bolster student confidence (Hurtado et al., 2008).

Full Article:
https://www2.gse.upenn.edu/cmsi/sites/gse.upenn.edu.cmsi/files/MSI_HemsleyReport_final.pdf

The Association Between Self-Efficacy and Hypertension Self-Care Activities Among African American Adults


Abstract

Chronic disease management requires the individual to perform varying forms of self-care behaviors. Self-efficacy, a widely used psychosocial concept, is associated with the ability to manage chronic disease. In this study, we examine the association between self-efficacy to manage hypertension and six clinically prescribed hypertension self-care behaviors. We interviewed 190 African Americans with hypertension who resided in the greater metropolitan Charlotte area about their self-efficacy and their hypertension self-care activities. Logistic regression for correlated observations was used to model the relationship between self-efficacy and adherence to hypertension self-care behaviors. Since the hypertension self-care behavior outcomes were not rare occurrences, an odds ratio correction method was used to provide a more reliable measure of the prevalence ratio (PR). Over half (59%) of participants reported having good self-efficacy to manage their hypertension. Good self-efficacy was statistically significantly associated with increased prevalence of adherence to medication (PR = 1.23, 95% CI: 1.08, 1.32), eating a low-salt diet (PR = 1.64, 95% CI: 1.07–2.20), engaging in physical activity (PR = 1.27, 95% CI: 1.08–1.39), not smoking (PR = 1.10, 95% CI: 1.01–1.15), and practicing weight management techniques (PR = 1.63, 95% CI: 1.30–1.87). Hypertension self-efficacy is strongly associated with adherence to five of six prescribed self-care activities among African Americans with hypertension. Ensuring that African Americans feel confident that hypertension is a manageable condition and that they are knowledgeable about appropriate self-care behaviors are important factors in improving hypertension self-care and blood pressure control. Health practitioners should assess individuals’ self-care activities and direct them toward practical techniques to help boost their confidence in managing their blood pressure.

Full Article:
Noteworthy

Admiral Michelle Howard

- 1st African-American woman to command a U.S. Navy ship
- 1st African-American woman to achieve 3-star rank
- 1st female graduate of the U.S. Naval Academy selected for flag rank
- 1st woman to become a 3-star admiral
- 1st African-American and 1st woman to serve as Vice Chief of Naval Operations
- 1st female 4-star admiral to command operational forces when she became both Commander of U.S. Naval Forces Europe and Commander of U.S. Naval Forces Africa

Admiral Michelle Howard

Admiral Michelle Howard is a 1978 graduate of Gateway High School in Aurora, Colorado. She graduated from the United States Naval Academy in 1982 and from the Army’s Command and General Staff College in 1998, with a Masters in Military Arts and Sciences.

Howard’s initial sea tours were aboard USS Hunley (AS 31) and USS Lexington (AVT 16). While serving aboard Lexington, she received the secretary of the Navy/Navy League Captain Winifred Collins award in May 1987. This award is given to one woman officer a year for outstanding leadership. She reported to USS Mount Hood (AE 29) as chief engineer in 1990 and served in Operations Desert Shield and Desert Storm. She assumed duties as first lieutenant on board the USS Flint (AE 32) in July 1992. In January 1996, she became the executive officer of USS Tortuga (LSD 46) and deployed to the Adriatic in support of Operation Joint Endeavor, a peacekeeping effort in the former Republic of Yugoslavia. Sixty days after returning from the Mediterranean deployment, Tortuga departed on a West African training cruise, where the ship’s Sailors, with embarked Marines and U.S. Coast Guard detachment, operated with the naval services of seven African nations.

She took command of USS Rushmore (LSD 47) March 12, 1999, becoming the first African American woman to command a ship in the U.S. Navy. Howard was the commander of Amphibious Squadron Seven from May 2004 to September 2005. Deploying with Expeditionary Strike Group (ESG) 5, operations included tsunami relief efforts in Indonesia and maritime security operations in the North Arabian Gulf. She commanded Expeditionary Strike Group Two from April 2009 to July 2010. In 2009, she deployed to CENTCOM theater, where she commanded Task Force 151, Multi-national Counter-piracy effort, and Task Force 51, Expeditionary Forces. In 2010, she was the Maritime Task Force commander for BALTOPS, under 6th Fleet.

Her shore assignments include: J-3, Global Operations, Readiness and executive assistant to the Joint Staff director of Operations; deputy director N3 on the OPNAV staff; deputy director, Expeditionary Warfare Division, OPNAV staff; senior military assistant to the secretary of the Navy; Chief of Staff to the director for Strategic Plans and Policy, J-5, Joint Staff, deputy commander, US Fleet Forces Command, Deputy Chief of Naval Operations for Operations, Plans & Strategy (N3/N5), and the 38th Vice Chief of Naval Operations.

Scholars Honored With Prestigious Awards


ADRIENNE CARTER-SOWELL, PH.D.

Adrienne R. Carter-Sowell, an assistant professor with a joint appointment in the department of psychology and Africana studies at Texas A&M University, received the 2016 Carolyn Payton Early Career Publication Award, sponsored by the American Psychological Association. The award recognizes a theoretically based, peer-reviewed publication that demonstrates creativity and distinguishes itself as making a major contribution to deepening the understanding of the psychology of Black women.

Dr. Carter-Sowell is the director of the Science for a Diverse Society Research Group. She is a graduate of the University of Virginia and holds a master’s degree and a Ph.D. in social psychology from Purdue University.

Read this award-winning publication:


SAUNDRA YANCY MCGUIRE, PH.D.

Saundra Yancy McGuire, a professor of chemistry at Louisiana State University in Baton Rouge, has been selected to receive the Award for Encouraging Disadvantaged Students Into Careers in the Chemical Sciences from the American Chemical Society. The award, sponsored by the Camille and Henry Dreyfus Foundation, will be presented to Professor McGuire next April at the national meeting of the American Chemical Society in San Francisco.

Dr. McGuire joined the faculty at LSU in 1999. She is a graduate of Southern University in Baton Rouge and earned a master’s degree at Cornell University and a Ph.D. at the University of Tennessee.

McGuire is the author of “*Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation.*” “...I developed what we now refer to as the metacognitive approach to learning,” says McGuire...”Metacognition allows students to analyze their own learning and take control of their study behaviors. This approach has proved to be a remarkably successful way of helping students make the transition from being memorizers who regurgitate information to being critical thinkers who can solve novel problems.”

1st African American To Lead Wellesley College

PAULA JOHNSON, MD, MPH

Paula A. Johnson, MD, MPH, a cardiologist and Professor of Medicine at Harvard Medical School and Professor of Epidemiology at the Harvard School of Public Health became the 14th president of Wellesley College on July 1, 2016.

She is the first African American to serve as president of Wellesley College.

Dr. Johnson is an internationally renowned and innovative leader who served as chief of the Division of Women’s Health at Harvard Medical School and Boston’s Brigham and Women’s Hospital, where she founded and was executive director of the Connors Center for Women’s Health and Gender Biology. Her pioneering work at the Connors Center has transformed the study of heart disease, cancer, depression, and many other illnesses—changing the foundation and practice of medicine in the United States and around the world.

Dr. Johnson attended Harvard and Radcliffe Colleges, received her MD and MPH degrees from Harvard, and trained in internal medicine and cardiovascular medicine at Brigham and Women’s Hospital.

Read more about Dr. Johnson at http://www.wellesley.edu/news/14thpresident#duVbFyDcdLFzaCbw.99

Barbershop Discounts Haircuts for Readers

Barber Ryan Griffin in Ypsilanti, Michigan joined colleagues in other parts of the country by introducing a discount to youngsters who read aloud to their barbers while in the chair. Youth receive $2.00 back, and Griffin emphasizes that all the books depict positive images of African Americans.

Griffin has worked at the Fuller Cut in Michigan for 20 years, a barber shop owned and operated by Alex Fuller, who holds a cosmetology degree but has focused on barbering. Fuller opened his first shop in 1994, then purchased and renovated a building and brought in great barbers who have helped him build a successful business that continues to thrive.

Read More:

Fuller Cut Barbershop: http://www.thefullercut.com/about-us.html

Ryan Griffin cutting a boy’s hair while he reads aloud. Photo credit: The Huffington Post

Fuller Cut Owner-Alex Fuller

Ryan Griffin cutting a boy’s hair while he reads aloud. Photo credit: The Huffington Post

Fuller Cut Owner-Alex Fuller

Ryan Griffin cutting a boy’s hair while he reads aloud. Photo credit: The Huffington Post

Fuller Cut Owner-Alex Fuller

Read more about Dr. Johnson at http://www.wellesley.edu/news/14thpresident#duVbFyDcdLFzaCbw.99
NATIONAL ASSOCIATION OF BLACK STORYTELLERS

As long as we call the names, tell the stories of those who have passed on, they shall never be forgotten
~ African Tradition

National Association of Black Storytellers

The National Association of Black Storytellers, Inc. (NABS) promotes and perpetuates the art of Black storytelling—an art form which embodies the history, heritage, and culture of African Americans. Black storytellers educate and entertain through the Oral Tradition, which depicts and documents the African-American experience. A nationally organized body with individual, affiliate and organizational memberships, NABS preserves and passes on the folklore, legends, myths, fables and mores of Africans and their descendants and ancestors - "In the Tradition..."

Esteemed storytellers Mary Carter Smith of Baltimore, MD and Linda Goss of Philadelphia, PA are the founders of the National Association of Black Storytellers, Inc. They conceived the idea in 1982 to give more opportunities for African American storytellers to be heard and for more of the rich heritage of the African Oral Tradition to be shared and preserved.

For More Information:

National Association of Black Storytellers, Inc.

Street Address: 1601-03 E. North Avenue, Baltimore, MD 21213

Mailing Address: P.O. Box 67722, Baltimore, MD 21215

Phone: 410-947-1117 //http://www.nabsinc.org/
SUCCESS BOOKS CORNER

NOTABLE BOOKS FOR YOUR SHELF

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<td>UPA, 2014</td>
<td>272 pp.</td>
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<td><strong>The Wealth Choice:</strong> Success Secrets of Black Millionaires**</td>
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7027 W. Broward Boulevard, #313
Fort Lauderdale, FL 33317
954.792.1117

OR DONATE BY CREDIT CARD/PAY PAL
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MY DONATION IS TO SUPPORT

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□ Honor Tribute
to_____________________________________
for_____________________________________

□ Memorial Tribute in Memory
of_____________________________________
(Enclose Any Special Message & Name/Address
Where Tributes Are To Be Mailed)

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Shop at AmazonSmile
and Amazon will make
a donation to:

Every time you buy, the AmazonSmile
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AASF can receive United Way donations from
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AFRICAN AMERICAN SUCCESS
FOUNDATION in Broward County, Florida.

Buy Greeting and Holiday Cards on
Cards for Causes.com! Every time you shop,
the company donates 20% to AASF!
## Thank You! Friends of AASF

**Making the Mission Possible!**

<table>
<thead>
<tr>
<th>T C Adderly</th>
<th>Yvonne Julian</th>
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<tbody>
<tr>
<td>Amazon Smile Foundation</td>
<td>Pay Pal Giving Fund</td>
</tr>
<tr>
<td>Teresa Holliday</td>
<td>Charles Webster</td>
</tr>
</tbody>
</table>

## Honor Tributes

<table>
<thead>
<tr>
<th><strong>Karen Bird</strong></th>
<th><strong>Wanda Buckner</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy Spectacular</td>
<td>Happy Special Day!</td>
</tr>
<tr>
<td>50th Birthday!</td>
<td></td>
</tr>
<tr>
<td>Teresa Holliday</td>
<td>From Teresa Holliday</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Jhaelynn Elam</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Degree Graduation from Tuskegee University</td>
</tr>
<tr>
<td>From Yvonne Julian</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Teresa Holliday</strong></th>
<th><strong>Charles Webster</strong></th>
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<tbody>
<tr>
<td>President of Food &amp; Nutritional Sciences Advisory Board — Tuskegee University</td>
<td>Leadership Award Greater Ft. Lauderdale Alliance</td>
</tr>
<tr>
<td>From Yvonne Julian</td>
<td>From Yvonne Julian</td>
</tr>
</tbody>
</table>
FEELING POWERLESS? TAKE ACTION!

It’s easy to encounter negativity and oppressive situations that make you feel like you can’t get ahead. Naysayers can convince you that you have no power and that the deck is stacked against you — and it may be sometimes. But stop the hand-wringing. Dig deep for the lessons learned from the successes of your ancestors who overcame tremendous struggles — including many that were life-threatening — so that you can confront the hindrances getting in your way.

To shake those feelings of powerlessness, take action! Start with baby steps. Ask questions. Educate yourself about possible solutions.

Tackling even a very small part of a problem is empowering and is better than doing nothing at all. This will keep you from getting bogged down in resentment, and will connect you with folks who are moving ahead, not mired in hopelessness and despair.

Always remember that you do have power — the power to act. Whether you feel put upon in your personal life, your career, or in your community, identify one thing you can do to improve the situation and get busy!

Dr. E. Carol Webster, Your Success Psychologist, is Author of Success Management: How to Get to the Top and Keep Your Sanity Once You Get There, The Fear of Success: Stop It From Stopping You!, Success! Ezine, and is Editor of AASF’s Spotlight On Success. Dr. Webster is AASF’s Founder and President/CEO.