

***Jann H. Adams, Ph.D.***

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**Education**

Ph.D. Indiana University, Bloomington, Indiana, Clinical Psychology

B.A. Oberlin College, Oberlin, Ohio, Psychology

**Professional Experience**

***Morehouse College, August 1990 – Present***

**Associate Vice President for Leadership Initiatives/Vice Provost**

**July 2017 - Present**

**Lead Director, Andrew Young Center for Global Leadership (AYCGL)**

**Director, Institute for International and Experiential Education, AYCGL**

Primary responsibilities include planning, implementation, and oversight of the *Andrew Young Center for Global Leadership*, including the development of multiple student and faculty initiatives to advance leadership and social justice training and research at the College. Utilizing a collaborative leadership model, the transformed AYCGL is home to four interdependent institutes: The Institute for Research, Civic Engagement, and Policy; the Leadership Studies Program; the Institute for Social Justice Inquiry and Praxis; and the Institute for International and Experiential Education.

As director of the Institute for International and Experiential Education, responsibilities include developing and implementing strategic plan to internationalize the curriculum, enhance infrastructure for and implementation of education abroad programming, enhancement of experiential education in the curriculum and through co-curricular programming, and oversight and management of three scholarship programs (Oprah Winfrey Scholars Program, SMASH Scholars Program, P&G Scholars Program).

***Major Accomplishments:***

- Established Leadership Initiatives Advisory Committee to support collaborative strategy for planning, implementation, assessment and communication related to all leadership initiatives.
- Collaborated with interdisciplinary team of faculty and administrator to design new structure and programming for the Andrew Young Center, including four interrelated institutes: Institute for Research, Civic Engagement, and Policy, Leadership Studies Program, Institute for Social Justice Inquiry and Praxis, and the Institute for International and Experiential Education.
- Led recruitment and selection of faculty directors and implementation of early programming of four interdependent institutes.
- Designed and implemented collaborative leadership model for Andrew Young Center
- In collaboration with AYCGL directors provided faculty development opportunities, including Faculty Fellows Program and Social Justice Innovation Awards
- In collaboration with Morehouse College Office of Advancement developed multiple proposals to support Andrew Young Center.
- Re-established Office of International Education as a component of the Institute on International and Experiential Education. Developed strategic plan, implemented new processes to support study abroad, tracking and assessment, hired director, and implemented programs to increase student and faculty participation, and the number of students studying abroad.
- Implemented experiential education to support integrative and experiential learning at Morehouse and to provide service experiences for students participating in service-focused scholarship programs.

- Co-lead of MARCH Program (November 2023). Policy advocacy program in Washington, DC.
- Co-lead of planning for Our House faculty celebration (February 2023 and 2024).
- Implemented scholarship programs: Oprah Winfrey Scholars Program (2018-present), SMASH Scholars Program (2020 – present), and P&G Scholars Program (2020 - present).

#### **Director, Oprah Winfrey Endowed Scholarship Programs**

**May 2018 - Present**

The OWSPs provide financial support, leadership development, and service opportunities for students with demonstrated financial need, strong academic potential, and commitment to community service. The OWSP seeks to develop community and global leaders through social justice-focused leadership development and service experiences during the academic year and an international service and leadership experience. Responsibilities include designing and implementing all programming, assessment and reporting for the program.

#### ***Major Accomplishments:***

- Established Oprah Winfrey Programs advisory board and hold quarterly meetings to establish policy re: selection, program implementation, and reporting.
- Designed Programming, including student selection, service programming, and activities, assessment, tracking and reporting.
- Program implementation, including selection of scholars, online tracking system, implementation of community service activities and program activities.
- Planned and implemented Oprah Winfrey South Africa Leadership Program, including travel to South Africa as well as implementation of leadership development program at Morehouse College for South African high school students during summer 2019.
- Hosted Ms. Oprah Winfrey (October 2019) resulting in \$13,000,000 gift to College.

#### **Associate Provost for Faculty Affairs**

**January 2015 – July 2017**

##### **Office of Academic Affairs**

Responsibilities included development of faculty policies, faculty development, and implementation of course and faculty performance evaluations, management of faculty hiring and onboarding, development and implementation of faculty and chair training, and implementation of faculty meetings. Responsibilities included day-to-day support of chairs, program directors and faculty to enhance the academic program and student learning outcomes, as well as oversight of general education curricular reform, new (non-traditional) academic initiatives, education abroad, and enhancement of the intellectual engagement of faculty through support for research and other professional development.

#### ***Major Accomplishments:***

- Developed, gained faculty approval of, and implemented new commencement participation policy and process.
- Enhanced intellectual engagement of faculty, including implementation of faculty “Research Café”, featuring pedagogical and research presentations. Implemented competitive process for engaging faculty in summer research experiences.
- Enhanced training for faculty and department chairs. Led department chair training sessions and created internal and external opportunities for development of leadership skills. Enhanced training opportunities offered by the Faculty Development Center to enhance pedagogical innovation and use of technology.
- Led modification of faculty performance evaluation processes and procedures. Collaborated with departments to conduct faculty performance benchmarking as first step in enhancing faculty performance evaluations and faculty development.
- Managed external faculty searches and internal searches for new administrative positions, including Division of Science and Mathematics chair, director of science training, chair of Health Sciences, and director of General Education.

- Responsible for oversight of multiple curricular enhancements, including significant efforts to enhance curricular innovation (January term and hybrid courses), and new study abroad programming
- Devised strong communication strategy with faculty to ensure dissemination of information and opportunities, and support faculty applications for research and development opportunities.
- Led successful transformation of nontenure-track (NTT) faculty positions to eliminate term limits and enhance evaluation process for NTT faculty at the college.
- Collaborated with director of General Education to develop and implement process to plan, propose, engage faculty, vote on, and implement new General Education curriculum (implementation fall 2018).
- Collaborated with director of nontraditional initiatives to implement inaugural January term (j-mester 2017) and hybrid courses at the college.
- Wrote and submitted NIH MBRS-RISE Program application in May 2015. Program is funded for period of May 2016 through April 2021.

**Vice President for Administration, AVP for Academic Affairs      Sept 2011 – December 2011**  
**AME University, Monrovia Liberia**

During the fall semester of a 2011-2012 academic year sabbatical, worked as executive in charge of day-to-day management of the University. Responsibilities included management of student admissions and enrollment, student affairs, human resources and oversight of security and maintenance of campus facilities. Worked closely with the Dean of Academic Affairs to implement academic policy, oversee all academic functions and work to enhance faculty development and research opportunities.

**Associate Dean, Division of Science and Mathematics      July 2007 – June 2012**

Responsibilities included development of strategic plan and management of multiple programs in the Division of Science and Mathematics.

***Major Accomplishments:***

- Developed divisional strategic plan.
- Developed and implemented umbrella evaluation of all curricular and program activities.
- Developed leadership program with special emphasis on development of women in the academy.
- Implemented division-wide implementation of Morehouse Peer Led Team Learning (PLTL) Program over 6-year period to enhance STEM retention, persistence and graduation rates.

**Chair, Department of Psychology      Feb 2003 – June 2007**

Responsibilities included administration of department and teaching courses in Psychopathology, Social Psychology, and Directed Studies.

***Major Accomplishments:***

- Led curriculum redesign, departmental SACS reaccreditation effort.
- Enhanced faculty development activities and faculty evaluation procedures.
- Established annual departmental and collaborative Atlanta University Center psychology symposium.

**Assistant, Associate and Full Professor, Department of Psychology      Aug 1990 – Present**

Primarily responsibilities in teaching and research engagement. Primary areas of teaching were Psychopathology and Clinical Psychology. Primary research interests in the areas of John Henryism coping style in African Americans, child sexual abuse and sexual harassment of African American women, and pedagogical and science based interventions to enhance academic success and Ph.D. pursuit among undergraduate STEM students. Awarded rank of Full Professor in August 2013.

***Major Accomplishments:***

- Maintained an active research laboratory from 1990 – 2010 with a focus on training undergraduate researchers and preparing them for graduate and professional school.
- Served as Principal investigator (PI) for NIMH-MIRDP research grant examining association between personality, and other variables in stress reactivity and risk for hypertension (1992-1998).
- Served as Project director for NIH MBRS-RISE research training program (2004-2013), PI for NIH MARC-U\*STAR honors research training program (2011-2016). PI for UPENN Models of Success Program 2011-2013).
- Developed, wrote and submitted currently funded NIH MBRS-RISE Program proposal in May 2015.

**Assistant Professor, Department of Psychology  
Clark Atlanta University**

**July 1988 – July 1990**

Taught in departments of Psychology and graduate program in Counseling. Served as primary supervisor for graduate students enrolled in Counseling and Human Development Program Internships I and II. Additional responsibilities included serving as director of undergraduate internship and as primary supervisor for graduate teaching assistants responsible for the instruction of General Psychology.

**Funded Research and Training Grants**

**Director, NIH, Morehouse College MBRS-RISE Program**

**July 2004 – June 2014**

**July 2016 – June 2017**

The Morehouse College MBRS-RISE Program is currently funded through June 2021.

Wrote and submitted original and renewal applications, and served as project director until May 2017. Responsibilities included oversight of all program activities designed to increase the numbers of Morehouse STEM majors pursuing the Ph.D. in biomedical sciences. Supervised and supported 12 participants in developmental and advanced academic year and summer research training, ethics training, a summer laboratory techniques course, group and individualized mentoring.

**Director, NIH, MARC-U\*STAR, “Leaders in Science” Program**

**August 2011- May 2016**

Responsibilities included oversight of all program activities, including curriculum revision and enhancement of the research culture in the Division of Science and Mathematics, training of “MARC” scholars during the junior and senior year of matriculation to include advanced research training during the academic year and summer, presentations of research at professional meetings, leadership development and service of ten honors “scholars”.

**Director, Models of Success Program, Morehouse College**

**June 2011 – Nov 2013**

In collaboration with the University of Pennsylvania, this program sought to enhance educational infrastructure in the Division of Science and Mathematics. As part of the program, the University of Pennsylvania highlighted two “model” science programs, the Division’s Peer Led Team Learning initiative and the Morehouse College MBRS RISE Program, as examples of academic infrastructure building.

- Implemented program that provided international research experiences of STEM undergraduate students at the Institute of Biomedical Sciences, University of Sao Paulo, Sao Paulo, Brazil.

**Principal Investigator, NIMH-MIRDP Grant**

**August 1992 – July 1998**

**John Henryism, Personality and Risk for Cardiovascular Disease**

Funded research program examining the longitudinal impact of John Henryism, a efficacious coping style characteristic of African Americans, and other personality variables on cardiovascular reactivity to stress, elevated blood pressure and hypertension in African Americans.

## **Professional Affiliations**

### **Faculty Member, AAC&U, Faculty Institute on Integrative Learning      July 2013 - Present**

Responsible for leading workshops and supporting teams of faculty and administrators in development of high impact integrative learning approaches on their campuses. Area of expertise is leading institutional change to enhance integrative learning, introducing, implementing and assessing high impact learning experiences at liberal arts colleges.

### **Participant, Senior Leadership Academy      Nov 2016 – July 2017** **Council of Independent Colleges**

Engaged in professional development activities designed to enhance preparation for higher education leadership roles. Includes gaining knowledge and skills in identified areas including: Finance, development, budget management, etc.

## **Professional Licensure and Clinical Training**

### **Licensed Clinical Psychologist, State of Georgia      January 1998 - Present**

### **Post-doctoral Clinical Training, Ramey & Associates      Aug 1997 – July 1998**

Completed psychology postdoctoral internship. Provided therapy to individuals, families and groups. Completed assessments of adults and children.

### **Clinical Psychology Pre-doctoral Internship      October 1987 – Sept 1988** **Veterans Administration Medical Center, Atlanta, Georgia**

Responsibilities included serving in three primary rotations; Inpatient Substance Abuse Treatment, Neuropsychology and Inpatient Psychiatry, and Health Psychology. Provided outpatient psychotherapy to individuals, couples and groups with a variety of diagnoses. Conducted psychological and neuropsychological assessments. Attended training seminars and workshops. Received extensive supervision on psychotherapy and assessment cases.

## **Publications**

### **Refereed Journal Articles**

Edmondson, B.S., Cox Edmondson, V., Adams, J., and Barnes, J. (2019). We Challenge You to Join the Movement: From Discourse to Critical Voice. *Journal of Educational Management*, <https://doi.org/10.1177/1052562919856643>.

Adams, J.H., Younge, S., Wilson, U., Leggon, C., and Pearson, W. (2013). *The Undergraduate STEM Research Experiences of African American Males at a Historically Black College*. *Journal of Women and Minorities in Science and Engineering*, 19(2), 165-183.

Clark, R., & Adams, J.H. (2004). *Moderating Effects of Perceived Racism on John Henryism and Blood Pressure Reactivity in Black Female College Students*. *Annals of Behavioral Medicine*, 28(2), 126-131.

Clark, R., Adams, J., & Clark, V. (2001). *Effects of John Henryism and Anger-Coping on Mean Arterial Pressure Changes in African American Females*. *International Journal of Behavioral Medicine*, 8(4), 270-281.

Adams, J.H., Aubert, R. & Clark, V. (1999). *The Relationship Among John Henryism, Hostility, Perceived Stress, Social Support and Blood Pressure in African American College Students*. *Journal of Ethnicity and Disease*, 9(3).

Clark, V., Moore, V. & Adams, J.H. (1998). *Cholesterol Concentrations and Cardiovascular Reactivity to Stress in African American College Volunteers*. Journal of Behavioral Medicine, 21(5), 505-515.

### **Book Chapters**

Adams, J., Bright, D., Jackson, J., and Simmons, O. (2021). A Holistic Model for Black Student Success in STEM: The Case for a Comprehensive and Holistic Approach in Building the Pipeline. A Social Justice Perspective to Education in New Zealand, South Africa and the United States of America. Springer Publishing.

Chubin, D., Didion, C., Beoku-Betts, J. & Adams, J. (2012). *Promising Programs in Science: A Cross-National Exploration of What Works to Attract and Sustain Women*. In C. Didion, L. Frehill and W. Pearson (Rapporteurs) Blueprint for the Future: Framing the Issues of Women in Science in a Global Context Workshop. National Academies Press.

Adams, J.H. & Haynes, J.K. (2012). *Implementation of Peer Led Team Learning and a Leadership Initiative and Establishment of a New Faculty Track as Examples of Institutional Change - Morehouse College* (Georgia). In D. Harward & A. Finley (Eds.) Transforming Undergraduate Education: Theory That Compels and Practices that Succeed. Rowman & Littlefield Publishers, Inc.

Brogdon, M.G., Adams, J.H., & Bahri, R. (2003). *Psychology and the Law*. In W.T. O'Donohue, R. Laws, & C. Hollin, Eds., Handbook of Forensic Psychology. Basic Books: Westview.

Adams, J. H. (1997). *Sexual Harassment and Black Women: A Historical Perspective*. In W. O'Donohue (Ed.), Sexual Harassment: Theory, Research and Treatment. New York: Allyn & Bacon.

Adams, J.H., Trachtenberg, S. & Fisher, J. (1992). *Feminist Scholarship Concerning Child Sexual Abuse*. In W.T. O'Donohue & J.H. Geer (Eds.), The Sexual Abuse of Children: Theory, Research and Therapy. New York: Lawrence Erlbaum.

### **Non-refereed Articles**

Adams, J.H. (2009). *Peer Led Team Learning at Morehouse College: Impetus for a Conference*. Progressions: The Peer-Led Team Learning Project Newsletter, Volume 11, Number 1, Fall. Online at <http://www.pltl.org>.

Adams, J. (1996). *The relationships among John Henryism and personality in predicting elevated blood pressure in African American college students*. In Proceedings of the 1995 Second National Conference of Minority Institutions Research Development Program.

Adams, J. (1996). *Needs Assessment and Program Development in Violence Prevention*. In Proceedings of the National Conference on Strategies by HBCUs to Prevent Violence in African American Communities.

Adams, J. (1994). *John Henryism, social support, suppressed anger and blood pressure in African Americans*. Psych Discourse, 25(3), 11.

### **Presentations**

- Adams, J.H. (July 2017). Leadership Effective Integrative Learning Interventions. Presented at the Association of American Colleges and Universities 2017 Institute on Integrative Learning and Signature Work, Loyola University at Chicago, Chicago, IL.
- Adams, J.H. (July 2017). Service-Learning Experiences: Strategies for Effective Implementation. Presented at the Association of American Colleges and Universities 2017 Institute on Integrative Learning and Signature Work, Loyola University at Chicago, Chicago, IL.
- Adams, J.H. (July 2016). Leadership of Effective Integrative Learning Interventions. Presented at the Association of American Colleges and Universities 2016 Institute on Integrative Learning and the Departments, Loyola University at Chicago, IL.
- Adams, J.H. (July 2016). Implementing Integrative Service-Learning Experiences: Best Practices to Achieve Learning Outcomes. Presented at the Association of American Colleges and Universities 2016 Institute on Integrative Learning and the Departments, Loyola University at Chicago, Chicago, IL.
- Adams, J.H. (July 2015). Application of Integrative Learning Models: Identifying Challenges, Building Solutions. Presented at the Association of American Colleges and Universities 2014 Institute on Integrative Learning and the Departments, University of Delaware, Newark, DE.
- Adams, J.H. (July 2015). Effective Strategies in Leading, Designing and Institutionalizing Integrative Learning Interventions. Presented at the Association of American Colleges and Universities 2014 Institute on Integrative Learning and the Departments, University of Delaware, Newark, DE.
- Adams, J.H. (July 2014). From Theory to Practice: Case Studies of Integrative Learning. Presented at the Association of American Colleges and Universities 2014 Institute on Integrative Learning and the Departments, Fullerton, CA.
- Adams, J.H. (July 2014). Implementing Integrative Learning: Effective Faculty and Administrative Leadership. Presented at the Association of American Colleges and Universities 2014 Institute on Integrative Learning and the Departments, Fullerton, CA.
- Adams, J.H. (June 2014). Engaging Undergraduates in STEM: Evidence Based Strategies that Impact Student Outcomes. Presented at the Capstone Institute at Howard University STEM Summer Professional Development Institute, Greensboro, NC.
- Adams, J.H. (November 2013). Cultivating STEM Students: Peer Led Team Learning as a Tool to Enhance Retention in the Sciences. Presented at the Educating All Students National Convening on Minority Serving Institutions, Princeton, NJ.
- Adams, J.H. & Younge, S. (November 2013). Morehouse College Models of Success Summer International Research Experience. Presented at the Educating All Students National Convening on Minority Serving Institutions, Princeton, NJ.
- Adams, J.H. (October 2013). The Case for Integrative Learning: Theory and Application. Invited lecture at The Eddie Gafney Lecture Series, Morehouse College, Atlanta, GA.
- Ghee, M. & Adams, J.H. (October 2013). Education, Science and Social Justice: Addressing the Underrepresentation in Science, Leveraging Partnerships with HBCUs to Impact the Pipeline. Presented at the 39<sup>th</sup> Annual Mid-South Sociological Association, Atlanta, GA.

Ghee, M., Adams, J.H., Barabino, G. (July 2013). Best Practices to Evaluate Multi-institutional Enrichment Programs. Presented at the Twentieth International Conference on Learning, University of the Aegean, Rhodes, Greece.

Adams, J.H. (July 2013). Implementing Integrative Learning from Bench to Bedside: Case Studies in Integrative Learning. Presented at the American Association of Colleges and Universities Institute on Integrative Learning, Portland, Oregon.

Adams, J.H. (July 2013). Navigating Integrative Learning: Even Faculty and Administrators Can Do It. Presented at the American Association of Colleges and Universities Institute on Integrative Learning, Portland, Oregon.

Leggon, C., Pearson, W. & Adams, J. H. (November 2012). The Top Producing Historically Black Colleges and University Baccalaureate Institutions of African American Doctoral Scientists and Engineers: Selective Years from 1990-Present. Presented at the Mid-South Sociological Association Meeting, Mobile, Alabama.

Adams, J. Barabino, G. & Ghee, M. (August, 2012). Promoting Higher Education Internationalization through International Research Collaborations, Partnerships and Innovative Teaching: International Undergraduate Research Experiences for U.S. and International Students. Paper presented at the annual meeting of the International Education Association of South Africa, Cape Town, South Africa.

Adams, J. (July 2011). Learning and Diverse Sites of Engagement: Access and Assessment: Peer Led Team Learning at Morehouse College, The Case for Facilitated Learning. Paper presented at The Eighteenth International Conference on Learning, Port Louis, Mauritius.

Chubin, D., Didion, C., Beoku-Betts, J. & Adams, J. (April 2011). Promising Programs in Science: A Cross-National Exploration of What Works to Attract and Sustain Women. Paper presented at the Blueprint for the Future: Framing the Issues of Women in Science in a Global Context Workshop sponsored by the National Academies' standing Committee on Women in Science, Engineering, and Medicine (CWSEM), Washington, DC.

Adams, J., (July, 2010). Peer Led Team Learning Across Science Disciplines. Panel Moderator at National PLTL Conference at Morehouse College. Sponsored by SUNY and Morehouse College.

Adams, J., (November, 2009). Institutionalizing PLTL at the College or University. Presentation at National PLTL Conference entitled "Expanding Peer Led Team Learning in the Sciences and Mathematics: Strategies for Successful Implementation." Sponsored by Morehouse College.

Adams, J., (June, 2007). Survival Skills for the New Assistant Professor. Panel Presentation at Emory University School of Medicine. Sponsored by the Office of Postdoctoral Education, Emory University School of Medicine.

Adams, J., (March, 2002). Interdisciplinary Research in Psychology. Symposium Chair. Panel Presentation at the Southeastern Psychological Association Annual Meeting, Orlando, Florida.

Adams, J., (October, 2002). Preparing For Graduate School: What Lies Ahead. Panel Presentation at the AUC Psychology Association Meeting, Atlanta, Georgia.

Adams, J., (October, 2002). Recognizing and Treating Mental Health Issues in Adults and Children. Presented at Literacy Action, Inc.



- Davis, J, Clark, R, Adams, J. & Clark, V. (2001). Relationship of Trait Anger and Anger Expression to Blood Pressure Reactivity in Females. Poster presented at Society of Behavioral Medicine Annual Meeting, Seattle, WA.
- Adams, J., Clark, V.R., Banks, P & Stahl, J. (March, 2001). Creating a Positive Undergraduate Research Training Experience. Symposium Chair. Panel Presentation at the Southeastern Psychological Association Annual Meeting, Atlanta, Georgia.
- Clark, V.R., McGuthry, K., & Adams, J. (March, 2000). Editing a Book of Experiments/Studies to be used in Social Science Courses. Panel Presentation at the Southeastern Psychological Association Annual Meeting, New Orleans, Louisiana.
- Adams, J. & Clark, V.R. (1999, August). John Henryism, Personality and Blood Pressure in African Americans. Poster presentation at the Annual Meeting of the Association of Black Psychologists, Charleston, South Carolina.
- Adams, J., Clark, V.R. (1999, March). Impacting the pipeline: APA's Historically Black College Initiative. Seminar and panel discussion presented at the Southeastern Psychological Association Annual Meeting, Savannah, Georgia.
- Adams, J. & Clark, V.R. (1999, March). Coping Behaviors, Perceived Stress and Blood Pressure. Poster presented at the Southeastern Psychological Association Meeting, Savannah, GA.
- Adams, J. (1999, January). Coping and Mental Health in African American Women. Workshop presented at the International Meeting of the Women's Missionary Society, African Methodist Episcopal Church, Mobile, Alabama.
- Clark, V.R. & Adams, J. (1998, March). Research Mentoring activities at small colleges. Presented at the Southeastern Psychological Association Annual Meeting, Mobile, Alabama.
- Adams, J. (1998, February). John Henryism, Coping and Stress Reactivity in African American College Students. Seminar presented at the Psychology Department SBA Series, Morehouse College, Atlanta, Georgia.
- Adams, J. (1996, August). Acquiring Funding for Research at Historically Black Colleges and Universities (HBCU6s). Symposium presentation at the American Psychological Association Annual Meeting, Toronto, Canada.
- Adams, J. & Daniels, I. (1996, March). Personality, Depression and Risk for Elevated Blood Pressure in African Americans. Paper presented at the annual meeting of the Southeastern Psychological Association, Norfolk, Virginia.
- Adams, J. (1995, May). The Relationships Among John Henryism and Personality in Predicting Elevated Blood Pressure in African American College Students. Paper Presented at the Second National Conference of Minority Institutions Research Development Program (MIRDP), Hampton, Virginia.
- Adams, J. (1995, April). The Relation Among John Henryism, Hostility, Perceived Stress, Depression and Elevated Blood Pressure in African American College Students. Paper presented at the Second National Conference of Minority Institutions Research Development Program (MIRDP), Atlanta, Georgia.

Adams, J. (1994, October). Violence Against Women: Needs Assessment and Prevention. Paper presented at National Conference on Strategies By HBCU.s to Prevent Violence in African American Communities, Charleston, South Carolina.

Adams, J. & Seidu, K. (1994, April). John Henryism, Perceived Stress, Hostility and Blood Pressure Among African American College Students. Poster presented at the First National Conference of Minority Institutions Research Development Program (MIRDP), Atlanta, Georgia.

Adams, J. (1993, October). The impact of domestic violence on women from ethnic and racial minority communities. Paper presented at annual conference of the Council on Battered Women, Atlanta, Georgia.

Seidu, K. & Adams, J. (1994, March). John Henryism and Perceived Stress among African Americans. Poster Presented at Southeastern Psychological Association Annual Meeting, New Orleans, Louisiana.

Adams, J. (1993, August). John Henryism, social support, suppressed anger and blood pressure among African Americans. Paper presented at the National Convention of the Association of Black Psychologists, Toronto, Canada.