

**NOMINATION COVER SHEET**  
**2008 Virginia Outstanding Faculty Awards**

**1. NAME** Full (Legal): Faye Zelicoffer Belgrave

Preferred First Name: Faye

**2. INSTITUTIONAL INFORMATION**

Institution: Virginia Commonwealth University

Rank/Position Title: Professor

Year Rank/Title Attained: 1997

Years at Institution: 9

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**3. PROFESSIONAL INFORMATION**

Academic Discipline: Psychology

Specialization/Field: Social Psychology

Type of Terminal Degree: Ph.D.

Year Awarded: 1982

Awarding Institution: University of Maryland

**4. PERSONAL INFORMATION**

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**Please check only ONE box:**

- RESEARCH/DOCTORAL INSTITUTION NOMINEE:
- MASTERS/COMPREHENSIVE/BACCALAUREATE INSTITUTION NOMINEE:
- TWO-YEAR INSTITUTION NOMINEE:
- RISING STAR NOMINEE:
- TEACHING WITH TECHNOLOGY NOMINEE:

**President of Chief Academic Officer**

Signature: \_\_\_\_\_

Printed Name: Eugene P. Trani, President, Virginia Commonwealth University

## **Virginia Commonwealth University Mission Statement**

### **Adopted as part of VCU 2020**

The University provides a fertile and stimulating environment for achieving excellence in learning, teaching, scholarship, research, clinical practice, creative expression and in public service. Essential to the life of the University is a faculty actively engaged in scholarship and creative exploration — activities that increase knowledge and understanding of the world and inspire and enrich teaching.

The University is dedicated to excellence in instruction in an atmosphere of free inquiry and scholarship so that its students may realize their full potential as informed, productive citizens with a lifelong commitment learning and service.

The University serves the local, state, national and international communities with excellence through its scholarly activities, its diverse educational programs and its public service activities. The University also contributes its intellectual and creative expertise in the development of innovative approaches to meet the changing needs of our society.

## **Dr. Faye Z. Belgrave: Summary of Accomplishments**

**Dr. Faye Z. Belgrave** has been on the VCU Department of Psychology faculty since 1997, following nine years in the Psychology Department at George Washington University. She is the Director of the Social Psychology division within the department's General/Experimental Psychology program. This nomination packet for Dr. Belgrave includes letters from students who have taken her courses, graduate students whose research she has mentored, and colleagues whose career she has enhanced. Two themes stand out in the comments of all of these supporters. One is that, regardless of the setting in which she is working or the relationship with the person writing the letter, Dr. Belgrave is a model for those around her: a model of a teacher, a mentor, a scholar, and a human being. Dr. Robyn Diehl Lacks, a new Assistant Professor in VCU's Wilder School of Government and Public Affairs, expresses this best when she writes "I can merely hope to attempt to become half the teacher, instructor, guider and advisor that Dr. Belgrave has been and continues to be to me."

Dr. Belgrave's generosity also stands out—she has generously provided her time, advice, mentorship, and opportunities to many, many colleagues and students. In this way her influence as a teacher is both broad and deep. Dr. Aashir Nasim, Assistant Professor of Psychology at James Madison University (now Associate Professor at Virginia State University), after describing the effect that Dr. Belgrave's generous mentoring has on his life and career, says "I actually thought that I was a unique case—that Dr. Belgrave made a special concession for me. I quickly discovered that I was wrong. At our first meeting in 2003 at the Center for Cultural Experiences in Prevention (CCEP), I discovered that every one – undergraduate students, graduate students, and staff and faculty – had a story about how Dr. Belgrave gave so much of herself and her time to provide nurturance and guidance for them. My story was just another patch on the old quilt that is woven together to create a rich and lasting story – a historical narrative of sorts."

The task for this section of the nomination packet is to organize the Dr. Belgrave's accomplishments around the four areas of scholarly endeavor described by Ernest Boyer: teaching, discovery, integration of knowledge, and service. This is both easy and difficult to do. It is easy in that Dr. Belgrave has achieved at a stellar level in each of these four areas. It is difficult, however, because throughout her career Dr. Belgrave has demonstrated seamless integration between these areas, so that all of her activities share all of these facets of scholarship. Her research is intimately related to her mentorship of students and service to the community; her courses involve significant scholarship, development of students, integration of knowledge, and development and strengthening of community

### **Teaching**

Dr. Belgrave is an excellent classroom teacher. She has taught many courses at the undergraduate and graduate level, and her median instructor rating, using the standard VCU course evaluation form on a 5.0 scale, has been 4.5 or above for every course. Her courses are invariably rated as either appropriately demanding or very demanding; thus, she receives very positive evaluations while teaching courses that significantly challenge the students. Students describe her as always being well-prepared for class with the most up-to-date material in the area, providing extensive and timely feedback to students on all assignments ("I cannot figure out how she has the time to do this" reported one student in her class), provoking critical thinking and productive discussion, and being "tough but fair." Her courses have the capacity to stimulate passion for the subject matter; more than one student reports changing their major or

area of research study because of her course; one wrote that “her Social Psychology class was a life-changing experience.”

Of course, teaching involves more than lecturing to students in the classroom. Dr. Belgrave’s greatest strength is integrating teaching into her research and scholarship, and serving as an excellent teacher across a variety of venues to mentor junior faculty, graduate students, and undergraduate students in research and professional development. One particularly noteworthy avenue of mentoring has been Dr. Belgrave’s help with the professional development of less experienced faculty colleagues at VCU, Drs. Kevin Allison (now Associate Dean of the College of Humanities and Sciences) and Micah McCreary, both Associate Professors with histories of federal funding, have been co-investigators on Dr. Belgrave’s grants; she has also co-authored a book with Dr. Allison. More recently, Drs. Shawn Utsey (now Chair of the VCU Department of African American Studies) and Rosalie Corona have joined our faculty and have gravitated to Dr. Belgrave. She generously has provided them with academic and professional mentoring, and has already co-authored two papers with each of them. In fact, *all* of Dr. Belgrave’s journal article publications going back to 2002 include as a co-author either a junior faculty colleague or a VCU graduate student, and oftentimes both. Outside of psychology, she has worked with faculty in grant preparation and included them as co-investigators on grants: Drs. Jill Rowe in African American Studies, Sara Brubaker in Sociology, and Melissa Bradner in the School of Medicine. Dr. Belgrave has also mentored junior faculty members outside of VCU. One post-doctoral scholar on the faculty position at Penn State University recently received a competitive R21 grant from NIH under Dr. Belgrave’s mentoring; another mentee just received a prized R01 from NIH.

Dr. Belgrave is able to attract high-level graduate students to collaborate with her and has developed many graduate students into top-rate researchers and academicians. She also includes undergraduates in her research in significant ways. She not only interacts informally with the undergraduate students that she mentors, but she has an excellent system of research mentorship and academic advising. Several of her undergraduate students in the past years have won research awards for their work with her. Dr. Belgrave’s teaching and mentorship has been recognized with the following awards from both her colleagues at VCU and from national professional organization in her field:

- She was honored in 2000 by the APA by being selected to receive the **Dalmas A. Taylor Distinguished Contribution Award** for her research and professional contributions to psychology, specifically mentioning mentoring. Such APA divisional honors are highly prestigious given the size and scope of the APA, one of the largest professional organizations in the world.
- In 2001 she won the **Award for Outstanding Teaching** within the VCU Department of Psychology.
- In 2003 she was selected as presenter and mentor for the **American Psychological Association (APA) Minority Fellowship Program Research Forum** for junior faculty.
- In 2005/2006, she received the **College of Humanities and Sciences Distinguished Teaching Award**.
- In 2007 she received the **Virginia Commonwealth University Distinguished Teaching Award**.
- In 2007, she was invited to write a chapter for the Associations of Ethnic Minority Psychologists (CNPAAEME) and the APA Office of Ethnic Minority Affairs on training and teaching students about African Americans.

## Discovery

Dr. Belgrave is, as well, a distinguished scholar. Her research area is applied social psychology, especially aimed at studying the experiences of African-American youth and families within urban community environments, and health care issues among African-Americans. Throughout her career, Belgrave has written, published, and spoken extensively on ways to improve treatment and services to African American and other ethnic minorities. Her most recent research and writing has focused on reducing health disparities by developing and evaluating effective means of preventing HIV infection and substance abuse among African American women. She is well known for incorporating cultural- and gender-specific elements into prevention methods to tailor interventions for specific populations. She has published two books, 47 refereed articles, 12 book chapters, and 11 technical reports.

Dr. Belgrave is prolific not only in terms of publication. Over past six years Belgrave has been the Principal Investigator of nine federal and local grants that have provided funding to implement prevention programs for African American adolescents and young adults. She has also been the co-investigator/evaluator on at least three other grants. During this period she has been awarded nearly **\$6.5 million** in federal funding and another **\$1 million** in other funding.

The excellence of her scholarly activities has been recognized nationally:

- The **Dalmas A. Taylor Distinguished Contribution Award** from the American Psychological Association mentioned above is for all of her professional contributions—including research, teaching, and service.
- Dr. Belgrave also received an Award for **Outstanding Research on Ethnic Minority Issues** from the American Psychological Association, Minority Fellowship Program, (1993).
- She has received the **Distinguished Psychologist Award** (2002) and the **Distinguished Scholarship Award** (1994) from the Association of Black Psychologists.

Additionally, Dr. Belgrave has:

- Co-authored *African American Psychology: From Africa to America* (SAGE publisher 2005), the first text-book on African American psychology that considers both historical and contemporary influences on the psychology of African Americans. The textbook has been very successful and authors are currently writing the second edition.
- Served on federal review panels and advisory boards providing expertise on issues relative to African Americans and women for the Center for Disease Control, National Institute of Mental Health, National Institute of Drug Abuse, Substance Abuse and Mental Health Administration, Department of Education, and American Psychological Association.
- Developed a paper on cultural issues in substance abuse prevention issues among African Americans commissioned by the National Institute of Drug Abuse
- Was invited to be a senior advisor for the American Psychological Association's Task Force on Resiliency among Black Children. A comprehensive report came out of this task force.

## Knowledge Integration

Dr. Belgrave founded and heads the community-based Center for Cultural Experiences in Prevention that has become a magnet for involving undergraduate and graduate students, as well as professional staff members and faculty colleagues, in her research. Psychology is a varied field that has been balkanized in many ways, yet this Center has become a venue in which psychologists from many subfields (social, developmental, clinical, and counseling psychology) come together with scholars from other disciplines and community agencies to work on common problems around culture, ethnicity, health, disease prevention, and the positive development of youth. The main focus is to employ the scholarship of people from diverse cultures and disciplines in the service of prevention of health problems in adolescents, and in turn to discover and share additional knowledge that can further this cause. In this way, Dr. Belgrave's Center is a center for integrating scholarship, multidisciplinary teaching, and service to the community.

Dr. Belgrave has also demonstrated the integration of scholarship with teaching and service through curriculum development. In recent years she has developed a graduate course in Program Evaluation. This course, like all of her other activities, seamlessly integrates teaching, scholarship, and service. The course teaches graduate students from many disciplines the state-of-the-art evaluation methods that Dr. Belgrave employs in her grant-funded prevention research. This involves a variety of classroom teach methods including lecture, discussion, exercises, and guest presentations from experts on special topics such as conducting systematic observations, process evaluations, developing community partnerships, and analyzing qualitative data. In addition, a major feature of the course is that the students serve as an evaluation consultant to two or more community based organizations, such as the Richmond Public School System, Richmond Behavioral Health Authority, Richmond Midnight Basketball League, the Milk and Cookies Program for Incarcerated Families, or the Boys and Girls Club. The tasks of the class are to (1) develop a theoretical framework or conceptual model of the program within the organization; (2) identify indicators of program need; (3) use qualitative methods to assess program need and implementation (through systematic observations and interviews if feasible) and (4) write a comprehensive, fundable evaluation plan of process and outcome. Thus, Dr. Belgrave has designed a class in which students learn cutting-edge research methods by conducting a work of original scholarship that has significant real-world benefit for a community organization. It should go without saying that this course format requires considerably more work on the instructor's part than a standard lecture course; this is just another small example of Dr. Belgrave's commitment to integrating truly meaningful applied scholarship, student development, and community service.

As a final example of knowledge integration, Dr. Belgrave recently co-authored, with Dr. Kevin Allison, a textbook titled *African American Psychology: From Africa to America* (Sage Publications, 2006). This book is a work of significant scholarship that provides a broad, integrative perspective that combines relevant theory and research from the American and Africentric psychological literature. As noted by Dr. Arthur Jones of the University of Denver, "There is no book out there right now like this... there is nothing as comprehensive. This would be a very helpful resource... The main strength is the comprehensive scope, which I find very exciting". Dr. Vernessa Clark of Virginia State University, concurs that "None of the other books on African American Psychology provides such a thorough review of issues", and Dr. Harvette Grey, Past President of the Association of Black Psychologists, says simply "This is the book that we have been waiting for—it is a must read." It is a textbook that will significantly contribute to the resources available nationally for graduate and undergraduate courses in African American Psychology, Psychology of Ethnic and Racial Minorities, and Race and Ethnicity. As

Dr. Shawn Utsey, a colleague of the authors in the Department of Psychology at Virginia Commonwealth University, states, “Drs. Belgrave and Allison are to be commended for what can be considered the first comprehensive textbook on African American psychology ever.”

## Service

Dr. Belgrave’s scholarship is firmly rooted in community collaborative projects. These projects employ her scholarship to address significant needs in the community, and serve as “laboratories” in which she mentors students to discover new knowledge through community-based research projects initiated through her Center and through the Program Evaluation course. She has taken her considerable skills and expertise well beyond the classroom and into the community. She has forged true partnerships with numerous community organizations and has delivered her expertise and service to promote multicultural advancement through both program development and scientific studies of the effectiveness in the communities of those programs. She has not only contributed to the multicultural awareness within the communities surrounding VCU, but she has also contributed to multicultural advancement throughout the world through the knowledge dissemination activities of her Center.

Over the past six years, Dr. Belgrave has worked with community-based agencies to implement prevention programs that target drug use, risky sexual activity, and other risky behaviors. These programs have been done in collaboration with local agencies including the Richmond Public Schools, the Boys and Girls Club, Planned Parenthood, and faith-based organizations. More than a thousand adolescents and young adults have participated in these programs. Note that the agencies with which she works are both public and private and span a full range of ideologies; she is able to bring them together around the common goal of promoting positive development in urban youth and young adults. Evaluations of these programs indicate that there have been many positive benefits such as increased ethnic pride and identity; increased respect; increased drug refusal efficacy, and decreased risky behaviors.

In recognition of her tireless service in addressing substance abuse challenges, Dr. Belgrave was presented the **Addie Jane Key Prevention Award for 2007** by the Center for Substance Abuse. The purpose of this award “is to recognize the contributions of people whose vision, leadership, and activities facilitate community mobilization, empowerment, and organization to reduce alcohol, tobacco, illicit drug use, and related public health and safety issues such as HIV/AIDS. This award recognizes prevention professionals who inspire their communities to work together for the common good to address social problems.”

Some of the other ways in which Dr. Belgrave has contributed her extensive knowledge and the products of her discovery to the community at large include:

- Developing a cultural curriculum called “Sisters of Nia”, which has been used for more than 10 years throughout the city of Richmond to instill respect, pride and androgynous gender behavior in adolescent African-American girls in order to help reduce problem behavior. This innovative curriculum helps these adolescents reconnect with their African ancestry and enhance their sense of ethnic identity. This curriculum has been disseminated at many local conferences, meetings, and to many professionals within the Richmond metropolitan area and nationally.
- Conducting, over the last six years, multiple needs assessments for the City of Richmond, as well as for public and private agencies and organizations throughout the area. Unlike many community research projects, these needs assessments are true collaborations between Dr. Belgrave, her graduate students and Center staff, and the

community agencies themselves. These needs assessments are especially useful when private or governmental agencies need ready statistics for strategic planning, grant preparation, and the like.

- Serving on the Richmond Metro Area Commission on Substance Abuse (convened by Councilwoman Delores McQuinn and Richmond Behavioral Health Authority (2002-2004)), on the Board of Directors for CASA (Court Appointed Services Advocate (1999-2001), on the Board of Directors for Richmond Basketball League (2005 – present), and on the Executive Committee for Friends of Prevention – the coalition of prevention agencies within Richmond.
- Hosting (along with her Center) local conferences pertaining to improving health outcomes, especially among constituencies such as African Americans and ethnic minorities that are often less-well served.
- Training professionals from community agencies in how to integrate culture into curricula, and training more than 50 individuals representing several agencies in HIV prevention efforts.

This section has focused on Dr. Belgrave's public/community service, since it is so intimately related to her teaching, scholarship, and professional identity. However, it would be negligent to fail to note that she has done more than her fair share of institutional/academic service within the Department of Psychology and the larger VCU community, including chairing and serving on search committees, directing the Social Psychology program, and serving on University-level committees. In addition, she has engaged in significant professional service within the academic community. The following are selected from only her present service commitments. The variety and extent of the service in which she has been engaged highlight the esteem in which she is held by her colleagues nationally:

- Committee on Minority Issues, Division of Health Psychology, APA, 1990-present
- Associate Editor: *Cultural Diversity and Ethnic Minority Psychology*, 2006-present
- Reviewer, Substance Abuse and Mental Health Services Administration, (1994-present).
- Ad hoc Reviewer, National Institute of Mental Health and National Institute for Drug Abuse (1992 – present)
- (Senior) Member American Psychological Association Task Force on Black Children's Health (2006-present)
- Member of SAMHSA's Advisory Board to evaluate the Minority Fellowship Program (2006-present)
- Member of the National Institute of Drug Abuse, Scholar's Group (1993-present).
- Member, task force on Compliance and Health Care Utilization, of ethnic minorities, Division of Health Psychology (1992-present).
- Member of Psychosocial Writing Committee, Cooperative study of Sickle Cell Disease, NIH (HLBI), 1989-present. The National Writing Committee prepares papers based on data collected in a national sample of patients with sickle cell disease (1989-1998).
- Coordinate Mentoring Program for the *Journal of Black Psychology*, 1989-present. (Mentoring Program is designed to increase publications by African American psychologists).

## **Dr. Faye Z. Belgrave: Personal Statement**

I am grateful to be at an institution that prioritizes teaching and encourages the integration of teaching, knowledge, and service. I have had the opportunity to teach and train many graduate and undergraduate students through the research, and services we provide within the local Richmond community. In 2001, my colleagues (Kevin Allison and Vivian Lucas) and I founded the Center for Cultural Experiences in Prevention (CCEP) within the Department of Psychology. In the vision statement then, I wrote that I wanted the CCEP to “(1) provide culturally congruent prevention services; (2) train and teach students, community partners, and others to implement prevention and intervention programs; (3) have a strong research program involving students, staff, faculty, and community partners; and (4) disseminate information to a variety of audiences.” I believe the mission of the CCEP and my philosophy is strongly aligned with VCU's mission to be a "fertile and stimulating environment for learning, teaching, research, creative expression, and public service."

It is difficult if not impossible for me to separate teaching, research, and service since they all occur simultaneously. I will provide a few examples of this integration. Over the past several years, I have been fortunate to receive funding from the Substance Abuse Mental Health Services Administration (SAMHSA) to implement and evaluate community based prevention interventions. Project Gumbayaya (means women speaking passionately about the same thing) demonstrates an integration of teaching, knowledge, and service. The goal of Project Gumbayaya is to implement and evaluate a culturally relevant evidenced based HIV prevention program for African American adult females (18-34). This group has the highest incidence of new HIV infections. We began by training students and individuals from local community organizations as peer educators. Once trained, peer educators facilitate small groups of 10-15 women for five sessions and one booster session. These sessions have been conducted with over 15 community partners including homeless and emergency shelters, substance abuse treatment facilities, health clinics, work sites, faith based institutions, and historically Black colleges and universities. Both VCU students and individuals from partnering community organizations serve as peer educators. Undergraduate and graduate students also participate in research by collecting pre, post, and follow-up data, observing sessions, and interviewing participants. Since we begin this program four years ago, we have trained 53 individuals as peer educators, and have provided HIV prevention services to over 500 women in the local Richmond and Petersburg communities. An important component of our program is to develop capacity within local community agencies to implement their own programs. Another component is to provide each collaborating community partner with an evaluation report based on data for their specific site. These evaluative reports are written by our graduate students. Evaluation reports are used by our partner agencies in strategic planning and grant writing purposes. Students and colleagues have made several presentations to local agencies and at professional conferences about HIV among African American women and I have been invited to speak on this topic. Students also co-author papers using data from this study.

In another example from a completed SAMHSA grant, “Culturally Enhanced Prevention Services,” we worked with 13 Boys and Girls Program sites to implement and evaluate a culturally tailored HIV and substance abuse prevention program for African American girls 11-13 years of age. Several of our graduate students completed their thesis and dissertations, and many papers have been published from the data collected for this project. Again, consistent with our goals to develop capacity and sustainability, our partners at the Boys and Girls Club along with other community partners were trained in how to deliver this culturally tailored intervention. Our graduate students helped to develop and deliver the training. In March 2007, I was honored by SAMHSA with the Addie Jane Key Prevention Award (given annually to an individual for outstanding contributions in the prevention field).

A recent example (summer 2007) is a partnership between the Christian Children's Fund (CCF) and three faculty from VCU's College of Humanities and Sciences to develop an internship experience for VCU students. The intern was selected for a CCF project called Weaving the Safety Net, a program for vulnerable children affected by HIV in Kiambu and Thika Kenya. I was on site in Kenya for two weeks to train and supervise our intern while also providing evaluation consultation to our Kenyan partners. I was chiefly responsible for directing an evaluability (a pre-evaluation) assessment involving our Kenya partners, other CCF staff, and VCU intern and faculty. The final product is a comprehensive evaluability assessment report. Our expectation is that this report will not only be used for improving services to children affected by HIV in Kenya but serve as a model for collaborative internships and international partnerships.

Integration of teaching, scholarship, and service is also done in my Program Evaluation seminar. This seminar comprised of both psychology and non-psychology graduate students provide evaluation consultation to local community partners. Our students work closely with our partners to help them clarify goals and objectives, develop logic models, assess program fidelity, and to support other evaluation needs. A final product of this collaboration is a proposal that the agency can use to submit for funding. Our most recent partners have been Richmond Midnight Basketball League (a youth serving organization that enhances academic and vocational success through organized recreational activities), the Milk and Cookies Program (a program for children whose parents are incarcerated), Richmond Behavioral Health Authority (the local substance abuse and mental health authority), Family Resource Center (provides a clothing closet, and GED and computer training), and Capital Area Health Network (provides dental and medical services for low-income residents). Students in the program evaluation class have also conducted a comprehensive prevention needs assessment for the City of Richmond in collaboration with community partners. The Needs Assessment is a practical and usable document that is used by more than a dozen prevention agencies in the City for strategic planning. Our community partners have been extremely appreciative to VCU students and my students and I have benefited from this experiences.

I hope the reader has gotten a feel for how I integrate teaching, research, and service. Our students have had experiences as peer educators, tutors, mentors, data collectors, and authors of papers that have been professionally published and presented. Our community partners have products that are usable, and have been trained to implement their own prevention programs. Our students have learned the rewards of service, community and academic collaboration, and that these are not distinct processes from learning and research. These experiences have led many of my students to seek careers in the prevention field and/or careers working with children. Students become not only learned and productive scholars but good and kind citizens. They not only support each other at VCU but are likely to spend time in community service activities outside of VCU (i.e., mentoring youth, working with youth ministry, hosting health fairs, etc.).

Regarding service, I believe that being an African American woman provides me with a unique perspective whether I am on a national federal advisory committee, an NIH review panel, or serving on a VCU personnel committee. My perspective is to acknowledge diversity, help others to understand and recognize how our culture and context shape who we are, and appreciate the value of every person. I hope my presence helps to "keep it real"; remind my colleagues to be open and impartial in their evaluation of people and ideas; advocate for students; and convey the sentiment that "what is good for one person is good for all."

## Dr. Faye Z. Belgrave: Abbreviated Curriculum Vitae

### EDUCATION

1982	University of Maryland, Ph.D.	Psychology (Social)
1974	University of Nebraska, MA	Psychology (Social/Personality)
1972	North Carolina A & T State University, BS	Psychology

### EMPLOYMENT

1997-present	Professor of Psychology, Department of Psychology, Virginia Commonwealth University, Richmond, Virginia. (Faculty, Department of African American Studies, Institute for Alcohol and Drug Studies) (2001- present, Director and Founder, Center for Cultural Experiences in Prevention, Department of Psychology; (2005-present Director, Social Psychology Program).
1997- 1999	Visiting Professor, University of California, San Francisco, Center for AIDS Prevention Studies, San Francisco, California. (summers)
1988-1997	Associate Professor of Psychology & Director of Applied Social Program, Psychology, George Washington University, Washington, DC, (1988-1992, Assistant Professor).
1987-1988	Senior Research Associate, National Rehabilitation Hospital, Washington, D.C.
1985-1987	Research Psychologist, U.S. Army Research Institute, Alexandria, Virginia.
1983-1985	Research Associate, Center for Sickle Cell Disease, Howard University, Washington, D.C.
1982-1983	Visiting Assistant Professor, Department of Psychology, University of Virginia, Charlottesville, Virginia.

### SELECTED REPRESENTATIVE PUBLICATIONS

- Belgrave, F.Z.*, (in press). Education and Training on People of African descent. In P. Arredondo (Ed) Education and Training of Ethnic Minority Students. P. Arredondo (Eds.), Washington, D.C. American Psychological Association.
- Nasim, A., *Belgrave, F.Z.*, Jagers, R., Wilson, K., & Owens, K. (2007). The protective function of culture on the relationship between peer deviance and alcohol use among high-risk African American adolescents. Journal of Drug Education, *37*(3), 327-355.
- Lisbeth, S.J., *Belgrave, F.Z.*, Bradford, J., White, M., & Honnold, J. (2007). Family, cultural, and gender role in the context of HIV risk among African American women of unidentified HIV status: An exploratory qualitative study. AIDS Care, *19*(3), 307-317.
- Corneille, M, Ashcraft, A, & *Belgrave, F.Z.* (2005). What's Culture Got to Do With It: Deconstructing drug and HIV prevention programs for African American youth. Journal of Health Care for the Poor and Underserved, *16*, 38-47.
- Belgrave, F.Z.*, Reed, M.C., Plybon, L.E., & Corneille, M. (2004). The impact of a culturally enhanced drug prevention program on drug and alcohol refusal efficacy among urban African American girls. Journal Drug Education, *34*, 267-279.
- Belgrave, F.Z.*, Reed, M.C., Plybon, L.E., Butler, D.S., Allison, K.W., & Davis, T. (2004). Sisters of Nia: A cultural program for African American girls. Journal of Black Psychology, *30*, 329-343.
- Thomas, D.E., Townsend, T.G., & *Belgrave, F.Z.* (2003). The influence of cultural and racial identification on the psychosocial adjustment of inner-city African American children in school. American Journal of Community Psychology, *32*, 217-228.
- Belgrave, F.Z.* (2002). Relational theory and cultural enhancement interventions for African American adolescent girls. Public Health Reports, *117*, 76-81.
- Jarama, S.L, & *Belgrave, F.Z.* (2002). A model of mental health adjustment among African Americans with disabilities. Journal of Social and Clinical Psychology, *21*(3), 323-343.

Bianchi, F.T., Zea, M.C., *Belgrave, F.Z.*, & Echevery, J. (2002). Racial identity and self-esteem among Black Brazilian men: Race matters in Brazil too! Cultural Diversity and Ethnic Minority Psychology, 8(2), 157-169.

*Belgrave, F.Z.*, Marin, B.V., & Chambers, D. (2000). Cultural, contextual, and intrapersonal predictors of risky sexual attitudes among urban African American females in early adolescence, Cultural Diversity and Ethnic Minority Psychology, 6(3), 309-322.

Bowleg, L., *Belgrave, F.Z.*, & Reisen, C. (2000). Gender roles, power strategies, and precautionary behaviors: Implications for heterosexual women's HIV/AIDS protective behaviors. Sex Roles, 42(7/8), 613-635.

### **BOOKS**

*Belgrave, F.Z.* & Allison, K.W. (2006). African American Psychology: From Africa to America. Thousand Oaks, CA: Sage Publications. [Textbook]

*Belgrave, F.Z.* (1998). Psychosocial aspects of chronic illness and disability among African Americans. Auburn Publisher.

### **CURRENT GRANTS**

Principal Investigator. Pathways to tobacco smoking among African American youth. Funded by the Virginia Tobacco Settlement Foundation (2006-2009, \$720,000). Study of factors that protect against tobacco use conducted in collaboration with several Virginia urban and rural school systems.

Principal Investigator. Culturally Enhanced Prevention Services. Funded by SAMHSA, (2004-2008, 1 million). Community based HIV and substance abuse prevention intervention for middle-school youth conducted in collaboration the Richmond Public School and City of Richmond.

Principal Investigator. Project Gumbayaya. Funded by SAMHSA, (2004-2008, 1 million). Community based HIV prevention intervention conducted in collaboration with 13 partners in the local Richmond community

### **SELECTED HONORS/AWARDS**

Distinguished Teacher Award, Virginia Commonwealth University, 2007.

Addie Jane Key Prevention Award. Substance Abuse and Mental Health Services Administration, 2007.

Distinguished Teacher Award. College of Humanities and Sciences, Virginia Commonwealth Univ. 2006.

Distinguished Psychologist Award, The Association of Black Psychologists, 2002.

Dalmas A. Taylor Distinguished Contribution Award. American Psychological Association, 2000.

### **SERVICE**

Professional: Serve on several NIH, and other federal grant review panels (CDC, Education) and advisory boards; Reviewer for several psychology journals; Associate Editor of Cultural Diversity and Ethnic Minority Psychology; current and former member of APA tasks forces; senior advisor to APA task force on resiliency among Black children.

Department, College, University: Served on several P&T committees (department and college); chaired and served on search committees, university task forces, etc.

Local: Board of Directors for Richmond Midnight Basketball League; former Board Member for CASA, Richmond Metro area Substance Abuse Commission; Friends of Prevention Coalition,

### **TEACHING/ADVISING**

Courses Taught: Social Psychology, African American Psychology, Evaluation Research, Health Psychology, Social Cognition, and Attitudes and Persuasion.

Mentorship: mentored and advised dozens of graduate and undergraduate students through thesis, dissertations, research projects, co-authored papers, and involved them in community research and service.

## **Dr. Faye Z. Belgrave: Excerpts from Letters of Support**

**Dr. Eugene P. Trani, President, Virginia Commonwealth University.** The University Distinguished Teaching Award is the institution's highest honor for teaching; it is recognition of an individual's outstanding contribution to the intellectual life of our students. As this year's recipient, Dr. Belgrave embodies the values and the mission of Virginia Commonwealth University. Dr. Belgrave possesses considerable intellectual and collegial generosity that makes a tremendous difference in the lives of those around her. As a teacher and a mentor, she has helped numerous students and colleagues realize success they might not have imagined. As a scholar, she has consistently performed at the highest professional level as evidenced by awards from the American Psychological Association and the Association of Black Psychologists. And because her teaching and scholarship are so firmly rooted in community collaborative projects, she and her students have worked tirelessly to promote positive development in urban youth.

**Dr. Stephen Gottfredson, Provost and Vice President for Academic Affairs, Virginia Commonwealth University:** Dr. Belgrave has been recognized for her teaching as the recipient of the University Distinguished Teaching Award in 2007, and the College of Humanities and Sciences' Distinguished Teaching Award in 2006. Dr. Belgrave excels in all areas of the academic project: grant-writing, publication, teaching and research. Yet to think of her purely as an 'academic' would ignore her profound influence on the communities around her—the community of scholars and colleagues who benefit from her mentoring, the community of students with whom she shares the process of discovery, and the community of Richmond in which she works with community-based agencies to implement prevention programs that target drug and HIV prevention and other risky behaviors in youth. Dr. Belgrave's superior level of performance in every aspect of the academic mission marks her as extraordinary.

**Dr. Robert D. Holsworth Dean, College of Humanities & Sciences, VCU:** In her nearly eleven years at Virginia Commonwealth University and throughout her twenty-five year teaching career in higher education, Dr. Belgrave has not only been an excellent teacher but has affected the lives of her students far beyond the classroom. That excellence is exemplified by her recent receipt of VCU's University Distinguished Teaching Award, its highest teaching honor. Whether taking the time to inspire the first-year student deciding on a major, to work with a post-doctoral fellow on a grant application, or to mentor her junior colleagues and graduate students throughout their careers, Dr. Belgrave exhibits seemingly limitless intellectual and personal generosity and has enriched many lives. This dedication is matched by her excellence in scholarship which focuses on the experiences of African-American youth and families within urban community environments. Yet her scholarship, like her teaching, takes her into the community and she, more than almost any other faculty member in the College of Humanities and Sciences, has forged true community partnerships that affect the daily lives of our citizens. Through her work with community-based agencies to implement prevention programs that target drug and HIV prevention and other risky behaviors, she draws on her extensive knowledge to improve the lives of children and young people throughout the Commonwealth of Virginia.

**Dr. Scott Vrana, Chair, Department of Psychology, VCU:** Dr. Belgrave is an excellent classroom teacher, mentor of students and junior academic colleagues, scholar, and member of the VCU and greater Richmond communities. Dr. Faye Belgrave is an absolute exemplar in each of these areas. Dr. Belgrave's greatest strength is in seamlessly integrating within VCU and the local community her teaching, scholarship, and public service. Much has been documented about Dr. Belgrave's teaching abilities, research productivity, success at

grantsmanship, and community-related activities. However, I would like to offer a different perspective. Academics are often criticized (sometimes fairly) for focusing too narrowly and exclusively on their own research and career-building agenda, to the detriment of collegial service and collaboration in the larger educational enterprise. Based on my own observation as department member for seven years and department chair for one year, Dr. Belgrave's style is exactly the opposite: she truly creates community in everything she does, and puts the greater good ahead of her own. As impressive as her scholarly productivity and her academic credentials are, I guarantee they would be significantly greater if she focused more on her own career rather than spending so much time developing the talents and careers of her students and colleagues, and giving her time and expertise to the betterment of the VCU, Richmond, and national communities. While some might even question the wisdom of her approach to career-building, as department chair I am immensely grateful for it. Further, I suggest that if one wants to see the full extent of Dr. Belgrave's accomplishments as an outstanding faculty member, one need to look beyond her vita and other documentation and see her achievements reflected in the successes of the students, colleagues, and community agencies with which she has worked.

**Dr. Kevin Allison, Associate Dean for Community Engagement, Associate Professor of Psychology, VCU:** I can think of no person more deserving. Dr. Belgrave is a consummate scholar, rigorous in her work, engaging both students and the community in working effectively together to strengthen our knowledge base in areas where few scholars are producing well- and deeply informed work, that is, effective and culturally grounded interventions for urban adolescents and adults. Dr. Belgrave consistently promotes the development of her students, supporting their knowledge of content and effective research strategies and supporting their socialization as researchers. She is available to students and to other scholars, makes significant contributions to the careers of undergraduates, graduate students and of developing scholars. She offers this support, with contributions significantly above the level expected or demonstrated by most faculty at her level, and makes these contributions as a matter of course. Her contributions to the field, whether through her scholarship on effective interventions or her contributions to teaching as reflected in her books and texts is exceptional.

**Maria Cecilia Zea, Professor, Department of Psychology, George Washington University:** Dr. Belgrave is a leader among African-American scholars, and she has received a number of distinctions for her scholarship and mentoring of graduate and undergraduate students. Some of her former graduate students have tenured and tenure-track faculty positions at top universities. She has also mentored many undergraduate students of color and women, and has encouraged many of them to go on to graduate school. Because of her leadership in Ethnic Minority psychology and HIV/AIDS, Dr. Belgrave is often sought by the National Institutes of Health and SAMHSA to participate in study sections for R01s and training grants. In sum, she is an outstanding leader in the field. Dr. Belgrave has amassed an impressive number of publications in top peer-reviewed journals, and she has maintained a high level of productivity and an active program of research. She is the recipient of millions of dollars in federally funded grants to carry out her research. Dr. Belgrave has edited special issues for peer-reviewed journals; she is the sole author of at least two books; and she continues to present at conferences. Dr. Belgrave has stayed abreast of the latest findings in the field of HIV/AIDS, and her work is widely cited in the fields of ethnic minority psychology, rehabilitation, and HIV/AIDS. ...Dr. Belgrave frequently involved students in community-based projects where they applied their learning to prevention programs for African American children and adolescents who reside in high-risk communities...a very important and often neglected field in training at Psychology programs...I am certain she will continue to make a difference in VCU's scholarship, mentorship, and ability to recruit and retain faculty and students of color.

**Lula A. Beatty, Ph.D. Chief, Special Populations Office/National Institute on Drug Abuse:**

I have known Faye for more than twenty years, first as a colleague at Howard University and now through my position as Director of the Special Populations Office with the National Institute on Drug Abuse (NIDA). I can attest to the considerable impact her mentoring and teaching have had on the development of many outstanding scholars and researchers....Faye Belgrave was recommended to us as a person highly knowledgeable about drug abuse and addiction prevention and preparing students, especially racial/ethnic minority students, for careers in research and service. We asked her to join our African American Researchers and Scholars group and she graciously accepted. She has served this group for about ten years and has been one of its strongest and most active members....She has been an excellent mentor to persons participating in our various researcher development activities, offering research advice and sharing her experiences with research grant development and implementation....She has been effective in demonstrating the integration of cultural concepts into research with African Americans and obtaining sponsored research as a female scholar from an underrepresented population group. In short, Faye has served as an incredible role model and mentor to many students and scholars interested in research careers.

**Aashir Nasim, Ph.D., Assistant Professor of Psychology, James Madison University:** Dr.

Belgrave is an outstanding mentor, teacher, and citizen of our community. To understand the full scope and magnitude of Dr. Belgrave's impact on my professional development, I must share a short story about myself....In the fall of 2003, I submitted a small grant to the Virginia Tobacco Settlement Foundation (VTSF) to examine the impact of cultural factors on smoking among adolescents. My proposal was extremely weak. However, a member on the scientific review team at VTSF recalled a similar grant application – a fundable project – proposing to examine many of the same factors I had proposed. An email was sent to Dr. Belgrave by the scientific review committee asking her if she would be willing to guide a junior researcher who had similar interests as her own, but needed some serious guidance and mentoring. From what I understand from others, Dr. Belgrave said “yes” instantaneously. I later discovered that the granting agency did not provide any additional funding for Dr. Belgrave for including me as a Co-Investigator on her grant. To put it simply, Dr. Belgrave saw some one who was interested in a topic that she happened to a high level of expertise in. To her, there was no question. Shortly after the VTSF small grant review, I received a phone call from Dr. Belgrave asking if I would be interested in working with her on a grant project very similar to my expressed interests. I could not believe it. After almost two years (2001 through 2002) of trying to make connections in the field, I finally had an entry point into prevention research. Now at 10 publications, 30+ research presentations, and \$250,000 in grant funding later, I have Dr. Faye Belgrave to thank for her mentorship and support. To this day, Dr. Belgrave continues to provide mentoring support as my supervisor on a fellowship I received from the National Institutes of Health to conduct prevention research. I could not have imagined being in the position I am today, if it were not for Dr. Belgrave wrapping her arms around me and providing encouragement and support at every step of the way.

## **Dr. Faye Z. Belgrave: Additional Documentation**

### **Additional Letters of Support:**

**LaShanda R. Jones, Ph.D., Post-doctoral research, University of Pennsylvania:** I have had the pleasure of experiencing Dr. Belgrave's excellence in a number of capacities: as an instructor, employer, mentor, and advisor...Dr. Belgrave is committed to the success of students both inside and outside of the classroom. In the classroom, she creates a learning environment that promotes critical thinking, knowledge development, synthesis of information, application of principles, and evaluation of all elements of the learning experience....She is the quintessential example of a scientist-practitioner-leader -- one who not only studies populations, but implements interventions at a community level to benefit those of whom she studies. As a mentor and advisor, she has offered invaluable counsel, encouragement, and leadership. She mentors students who report to her directly and has an open-door policy for anyone seeking benefit of her knowledge and support....Dr. Faye Belgrave is a role model for the highest standards of educational excellence.

**Raymond Tademy, Doctoral Candidate, Social Psychology, VCU:** I could easily write volumes on Dr. Belgrave's many superb qualities. As a 25-year Marine veteran, I've had the experience of being exposed to and led by a diverse range of extraordinary people. The key to identifying the best of those was determining whether or not they were examples of the standards of excellence and character they demanded of others...the person who has made noteworthy achievements while inspiring the respect and admiration of others is truly special. Add to this humility and a genuine concern for students and colleagues, and you have the epitome of what is expected of the best professors. Dr. Belgrave has these qualities and more. She leads by example, which is the greatest compliment any "Marine" can give to any "leader." The scholarship and character she demands of others is reflected in herself. For her, excellence is a non-negotiable standard and I personally believe this, in combination with her other wonderful qualities, makes her exemplary.

**Herman L. Johnson, Jr., Human Services Coordinator II, City of Richmond:** It gives me great pleasure to speak on the outstanding passion of Dr. Faye Belgrave which has been manifested through our monumental collaborative partnership over the last six years.... Dr. Belgrave was able to bring together, in the Richmond Public School setting, the Virginia League for Planned Parenthood-Postponing Sexual Involvement Program and the Richmond Public Schools-Life Skills Program to discuss the development of an enhanced program by integrating the two programs while adding cultural relevance... Dr. Belgrave and the Center for Cultural Experiences in Prevention staff that nurtured the project through its inception. The Prevention Education through Integration Project (also known as the Integrated Services Project) is the result of her desire to effectively create change in behavior and attitude among youth in the City of Richmond...Dr. Belgrave has been a pleasure to work with...always bringing proper collaborative perspective to our prevention efforts...[she] has made possible my vision of working partnerships between non-profit organizations and universities which has been encouraged by the federal government through the development of service grants like the one awarded for the Integrated Services Project. I could not speak more highly for such a deserving researcher and educator.