

## Brief Biography of Jerome Taylor, Convener *Math and Science Acceleration Team* November'06

**R**AISED IN NORTH CHICAGO, IL, Jerome Taylor, PhD, completed his undergraduate education at the University of Denver and his doctoral training at Indiana University of Bloomington (IND). In graduate school his research focused on examining how population density affects brain neurochemistry (acetylcholinesterase) and neuroendocrinological activation (hypothalamic-pituitary-adrenal axis). After completing his doctorate in clinical psychology, he was awarded a fellowship for postdoctoral training in child and adolescent psychology at the Menninger Clinic of Topeka, KS. Subsequently, he has served as director of the Clinical Psychology Center and as chair of the Graduate Program in Social Psychology at the University of Pittsburgh (Pitt) where he has held faculty appointments in Psychology, Education, and Africana Studies. In Psychology, he chaired more than 25 dissertation committees of black students—the record number of black PhD's supervised by any faculty member in the history of Pitt's Department of Psychology. These former students now serve as tenured professors, department chairs, college deans, provosts, and presidents and as successful civic leaders, elected politicians, agency heads, and clinical practitioners.

On the clinical side, he has developed 33 prevention and intervention programs for children, families, neighborhoods, and communities. Agencies within and outside the state have been trained to use these programs. On the methodological side he has drawn heavily on psychometric theory in introducing 24 assessment instruments for children, families, neighborhoods, and communities and on structural equation methods in developing, testing, and revising alternative models of health and illness outcomes and disparities. Assessment instruments he has developed are being used locally, nationally, and internationally.

He is the convener of our ***Math and Science Acceleration Team*** which consists of 21 local and national scholars and practitioners who propose Curricular, Axiological, and Normative reforms—as detailed in *Pennsylvania CAN*—to accelerate closure of racial achievement gaps in math and science across grades K-12. He also chairs the ***Committee on Common Causation*** which includes an interdisciplinary team of 22 scholars from five predominately white and four historically black institutions. Here he has collaborated with members of the committee in publishing studies on how three foundational constructs—axiological, cultural, and spiritual—affect a wide range of health outcomes and disparities: *social* (academic underachievement, teenage sexuality, and juvenile delinquency), *emotional* (depressive, anxious, and aggressive symptoms), and *physical* (type 2 diabetes and cardiovascular disease).

His work has been recognized locally in Pittsburgh (University Chancellor's Distinguished Public Service Award), and at national and international levels (highest award for research and development activities from the international Association of Black Psychologists). The Center for Family Excellence, which he directs, has been recognized as one of the best managed non-profit organizations in the region (Alfred W. Wishart Jr. Award) and its violence prevention program has been rated as the best in the Commonwealth of Pennsylvania. Organization and agency heads and staff from as far away as Japan and the Czech Republic have visited the Center to examine how we do what we do with children, families, and communities at risk. Dr. Taylor has been invited to present papers describing his research and development activities at institutions of higher learning that are predominately black (*e.g.*, Howard, Hampton, Florida A & M) and predominately white (*e.g.*, Princeton, Yale, Oxford in England).

