

**BOARD OF TRUSTEES
UNIVERSITY OF THE DISTRICT OF COLUMBIA
UDC RESOLUTION NO. 2023 - 24**

SUBJECT: TENURE APPROVAL FOR AFIYA FREDERICKS, PH.D., COLLEGE OF ARTS & SCIENCES

WHEREAS, pursuant to D.C. Code §38-1202.06(3), the Board of Trustees is authorized to establish or approve policies and procedures governing admissions, curricula, programs, graduation, the awarding of degrees, and general policy making for the components of the University; and

WHEREAS, Dr. Afiya Fredericks, Assistant Professor of Psychology in the Division of Social and Behavioral Sciences of the College of Arts and Sciences (CAS) of the University of the District of Columbia (University), has petitioned the University to be granted tenure in the department in which she is qualified; and

WHEREAS, Dr. April Massey, Dean of CAS, in conjunction with the Division Chair, Department and College Promotion and Tenure Committees, has conducted a thorough review of Professor Fredericks' academic background and records of achievement in teaching, scholarship, and university and community service and have recommended her for promotion from Assistant Professor to the rank of Associate Professor and for tenure; and

WHEREAS, they judged Professor Fredericks to be an outstanding professor with outstanding skills and expertise in her field who meets the criteria by which University of the District of Columbia faculty are evaluated, based on the 8th Master Agreement, noting her rankings as outstanding in her teaching effectiveness; her research and scholarly works; and wide community engagement make her an asset to UDC; and

WHEREAS, the Chief Academic Officer and the President have affirmed the recommendation of tenure for Professor Fredericks from Dean Massey and the Division and College Promotion and Tenure Committees, and the President has forwarded the recommendation for tenure to the Board of Trustees.

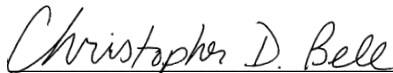
NOW THEREFORE BE IT RESOLVED, that the Board of Trustees of the University of the District of Columbia approves the award of tenure to Dr. Afiya Fredericks, College of Arts and Sciences, at the rank of Associate Professor.

Submitted by the Academic & Student Affairs Committee:

May 31, 2023

Approved by the Board of Trustees:

June 8, 2023



Christopher D. Bell

Chairperson of the Board

LAWRENCE T. POTTER, JR., Ph.D.
CHIEF ACADEMIC OFFICER

CONFIDENTIAL MEMORANDUM

TO: Ronald Mason, Jr., J.D.
President

FROM: 
Chief Academic Officer

DATE: April 30, 2023

RE: Recommendation: Professor Afiya Fredericks for tenure and promotion to the rank of
Associate Professor

President Mason:

Guided by the *Eight Master Agreement* and criteria established by the College of Arts and Sciences for promotion and tenure, I have reviewed the portfolio and supporting documentation submitted by **Dr. Afiya Fredericks for tenure and promotion to the rank of Associate Professor**.

As Chief Academic Officer, my review aims to evaluate evidence of significant and relevant achievements in scholarship/creative work, teaching, and service. In addition, I review the self-narrative to ensure alignment between established standards and evidence provided within the portfolio. I conduct my review of each applicant after the files have been reviewed by the Chair, DEPC, CPC, Dean, and URC (in cases where an appeal is filed). Based on a holistic review of recommendations and the file, I make an independent recommendation to you for consideration.

Professor Fredericks arrived at UDC in August 2020 as an Assistant Professor of Psychology. Professor Fredericks was approved by contract for a three-year credit toward her tenure clock, allowing her to apply for promotion/tenure after two years at UDC. **Professor Fredericks received one Distinguished (most recent) and one Outstanding rating in the past two years.** Because she was granted three years' credit, these ratings are interpreted as sufficient to meet the intent of the 8th *Master Agreement* for eligibility purposes.

Chair: Strongly Recommended
DEPC: Strongly Recommended
CPC: Strongly Recommended
Dean: Recommended (1 of 5)

TEACHING: In the words of the **Chair** and the **DEPC**, Professor Fredericks is a “dedicated teacher” who has taught approximately 252 students and seven different psychology courses during AY2020-21 and AY2021-22. The **Dean** praises Dr. Fredericks, saying that her “translation of mindset theory to the classroom as both a strategy for learning and tool for teaching has resulted in **documented gains for her students** across content knowledge and satisfaction with the classroom experience.” **Dean Massey** further notes that Professor Fredericks’ approach is “evidence-based” and “[supports] a cycle

of continuous improvement for her teaching.” Students are clearly the beneficiaries of Professor Fredericks’ dedication in the classroom; her average course-end evaluation score for two years was 3.79/4, and here are just two examples of comments that speak to her impact as a faculty member:

“Dr. Fredericks has a special gift of motivation and a perfectly balanced approach between tough love and empathy. She has made my experience at UDC and should [be] the first professor students meet. I pray that UDC has the resources to sustain her career because she is a true gem and major asset to the Psychology Department.”

“I feel I could be successful in any class I take with you because of your patience with and dedication to your student’s growth. You are a tremendous asset to this University, thank you!”

Professor Fredericks presents evidence of teaching effectiveness and commitment to personal growth as a teacher. During the pandemic, she took several online courses (with CAL and the United Negro College Fund), through which she learned design concepts, best practices, and methodologies to improve student engagement and learning in an online environment. She also adapted to the pandemic by having mandatory office hours, conducting socioemotional learning (SEL) check-ins at the beginning of every class, providing meaningful, individualized feedback, and using apps like [Hypothes.is](https://www.hypothes.is/) to engage students in active reading and critical thinking. In short, Dr. Fredericks meets or exceeds the standard for promotion in this domain.

SCHOLARSHIP: Professor Fredericks’ narrative illustrates that her teaching and scholarly activities are interconnected. Her research focuses on understanding how best to create classroom environments that cultivate inclusive learning spaces where students can engage, learn, and feel they belong. Dr. Fredericks effectively narrates how she embeds her research in her pedagogy and, more importantly, how she shares research concepts with her students, effectively pulling back the curtain on the theory behind the practice. As she points out, “generates new ideas for me to test in my research and bring back to the classroom.” Since arriving at UDC, Dr. Fredericks has published four (4) peer-reviewed journal articles (in journals such as *Psychological Science*, *American Journal for Applied Psychology*, and the *Journal for Research on Educational Effectiveness*); she is also revising a 5th article after having received comments from the journal. In addition, she has one book chapter in press, and two book chapters accepted for publication.

Impressed by her scholarly and grant-related productivity in two years at UDC, the **Dean** states that Professor Fredericks “has distinguished herself as an internationally recognized scholar on growth mindset. Her success as a researcher and elite status as a grant person (NSF CAREER) have positioned her as a sought-after research partner to giants in the field.” Indeed Dr. Fredericks’ publications and grants are impressive, and her research exhibits substantial promise. Dr. Fredericks documents success in the scholarly domain through summaries of her publications and manuscripts and recent citation statistics from ResearchGate: 5723 views on one publication, for instance, just two months after its release date. Dr. Fredericks has also become prominent at UDC for her grants, fellowships (CASBS and NSF QRM), research internships (CASL), and research partnerships (with Carol Dweck, in particular). In just two years, she secured nearly 3M in grant funding, becoming the University’s first NSF CAREERS awardee and only 1 of 15 HBCU CAREERS awardees ever.

SERVICE: Dr. Fredericks’s service to the larger community comes in the form of lectures and workshops on mindset, for which she has become an in-demand speaker. From H.G. Woodson School in DC to Google Play, March of Dimes, and the International Baccalaureate Program, Dr. Fredericks has been a visible and impactful presence in nearly 20 community service opportunities. Within her field, Dr. Fredericks has served as a peer reviewer for *Teaching and Teacher Education Journal* and was invited to judge research presentations for the Annual Biomedical Research Conference for Minority Students (ABRCMS). These opportunities have been documented in Dr. Fredericks’ narrative as having impacted the classroom, for she has brought “rubrics strategies back into the classroom to support my students improve their research writing and presentation skills.” Within the College, Dr. Fredericks has served on the DEPC Committee and the Psychology program Hiring Committee. Moreover, in the absence of the Psychology coordinator, she was a co-director for the program, leading department meetings, submitting budget and course assignments to the division chair, and informing students through monthly emails about research and other opportunities to gain experience in the field.

Summary Evaluation

Dr. Fredericks is a highly qualified, valued, nationally recognized faculty member. She presents excellent evidence in each domain with effective framing narratives. Her external letters of support come from three well-regarded authorities in the psychology and STEM fields. First, **Dr. Camile McKayle**, Provost and Vice President for Academic Affairs at the University of the Virgin Islands and Co-PI of the Center for the Advancement of STEM Leadership (CASL). Dr. McKayle lauds Professor Fredericks' "impressive body of work" and recommends her "strongly." Second is **Dr. Kali Trzeźniewski**, Professor of Extension in the Department of Human Ecology at the University of California Davis, who says she is "impressed with Dr. Fredericks' knowledge, passion, and teaching ability" and recommends her for both promotion and tenure. Third is **Dr. Lorraine Fleming**, Professor of Civil Engineering at Howard University, who writes that UDC "is privileged to have such a talented, hardworking, caring, and competent young professional among its faculty. I recommend the granting of tenure and the promotion to the rank of associate professor for Dr. Afiya Fredericks."

Therefore, I concur with all recommendations and external reviewers in supporting Professor Fredericks to be tenured and promoted to Associate Professor. The portfolio is well organized and thorough—one of the best I have seen at UDC.

The electronic dossier is available for review. Send an email request to the Office of the Chief Academic Officer at CAO@udc.edu.

I, Ronald Mason, Jr., President of the University of the District of Columbia, APPROVE X DENY

the recommendation to promote Professor Afiya Fredericks to the rank of Associate Professor with tenure, and
recommend her for approval to the Board of Trustees.


Signature

5/11/23

Date

cc: Professor Afiya Fredericks
Albert Pearsall, President, UDCFA
Lorinnsa Bridges-Kee, Vice President of Human Resources

Afiya Fredericks, PhD

EDUCATION

Ph.D., Developmental Psychology 2014
Howard University, Washington DC
Dissertation: Fostering Academic Success for America's Future Leaders: An Investigation of Incremental Beliefs and Self-Efficacy Interventions and their Effects on the Mathematics Performance of Black Caribbean American Elementary Students

M.S., Developmental Psychology 2011
Howard University, Washington DC
Thesis: The Effects of Belief Change and Teacher Expectations on Academic Performance

B.A., Psychology 2009
University of the Virgin Islands, St. Thomas, VI

PROFESSIONAL EXPERIENCE

Assistant Professor of Psychology, University of the District of Columbia 2020 - Present
Director of Professional Learning Implementation & Research, Mindset Works, Inc. 2018 - 2020
Adjunct Lecturer, Howard University 2015-2019
Program Implementation Manager, Mindset Works, Inc. 2014 - 2018

COMPETITIVE FELLOWSHIPS & AWARDS

Faculty Scholar of Promise Award, University of the District of Columbia, DC 2022
Center for Advanced Study in Behavioral Sciences Fellow, Stanford University, CA 2022-Present
NSF Quantitative Research Methods Fellow, University of Maryland College Park MD 2021-Present
Visiting Researcher, Center for the Advancement of STEM Leadership, Washington, DC 2020 – Present

GRANTS

CAREER: Exploring the Role of STEM Faculty Beliefs & Classroom Culture on Undergraduate Minoritized Students Experiences Achievement and Persistence in STEM.

NSF CAREER—HBCU-UP, EHR Core (Funding Rate < 5%)

PI: **Afiya Fredericks**

Total: \$1,595,570

Project Duration: 5 years (2022– 2027)

IUSE: Use-inspired research on optimal measurement of inclusive teaching practices in STEM learning environments.

NSF IUSE—ECR-EHR Core Research

PIs: David Yeager (University of Texas Austin), Eric Smith (University of Texas Austin), **Afiya Fredericks**, Kali Trzesniewski (University of California Davis)

Total: \$1,298,725; Share: \$421,936

Project Duration: 3 years (2022—2025)

Student perceptions of mindsets matter: Exploring the experiences of Women STEM students in the Higher Education Classroom.

UDC College of Arts & Sciences Summer Startup Award

PI: **Afiya Fredericks**

Total: \$1,950

Project Duration: (Summer 2022)

Mindsets & Leadership in Broadening Participation in STEM.

UDC College of Arts & Sciences Summer Startup Award

PI: **Afiya Fredericks**

Total: **\$4,310**

Project Duration: (Summer 2021)

SCHOLARLY PRODUCTS (*denotes undergraduate student mentee)

Peer-reviewed Journal Publications

- Mbilishaka, A., Vixamar-Owens, D., **Fredericks, A.**, & Massey, A., (In-Press). Dialogues in Leadership Herstory: Exploring the Experiences of Black Women Faculty in a Leadership Development Program. *Consulting Psychology Journal*.
- Porter, T., Molina, D., Cimpian, A., Roberts, S., **Fredericks, A.**, Blackwell, L., & Trzesniewski, K. H. (2022). Growth mindset intervention delivered by teachers benefits middle school students' achievement. *Psychological Science*. Accepted for publication
- Molina, D., Porter, T., Oberle, C., Haghighat, M., **Fredericks, A.**, Budd, K., Roberts, S., Blackwell, L., & Trzesniewski, K. H. (2022). How to measure quality of delivery: Focus on teaching practices that help students to develop proximal outcomes. *Journal of Research on Educational Effectiveness*. Accepted for publication
- Fredericks, A.**, Engerman, K., & McKayle, C. (2021). Providing the Opportunity to Learn: Unpacking the Role of Mindsets and Leadership in Broadening Participation in STEM at HBCUs. *American Journal of Applied Psychology*, 10 (5) 110-119
- Burrell, J. O., Fleming, L. N., **Fredericks, A** & Moore, I. (2015). Domestic and International Student Matters: The College Experiences of Black Males Majoring in Engineering at an HBCU. *The Journal of Negro Education*, 84(1), 40-55.
- Vixamar-Owens, D., Burtin, A., **Fredericks, A.**, & Foster, A. Supporting Historically Resilient Learners in Transition throughout the Pandemic and Beyond. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*. Revise & Resubmit
- Fredericks, A.**, & Vixamar-Owens, D. It's All about The Connections: Cultivating a Growth Mindset-Oriented Learning Environment to Support Positive Student Learning Experiences During Emergency Remote Instruction. Completed Manuscript

Book Chapters

- Fredericks, A.**, Vixamar-Owens, D., Wright, M*, Hussein, M.*, & Barnes, L*. (in-press). Student perceptions of mindsets matter: Exploring the experiences of Women STEM students in the Higher Education Classroom.
- Fredericks, A.**, (Provisionary Accepted). Forging Ahead without a Clear Plan: Developing through Dialogues. In Massey, A. (ed.), Herstory: Dialogues in Leadership with Women in Higher Education.
- Fredericks, A.**, Vixamar-Owens, D., & Hill, K. (Provisionary Accepted). From challenges to opportunities: Navigating the pandemic as early career Black women faculty. In Bissessar, C. (ed.), Female Academics' Resiliency during the COVID-19 Pandemic - Intercultural Perspectives

Conferences and Invited Scholarly Presentations

- Fredericks, A. (2022, December). 'What about Educators?: Leveraging Growth Mindset to Cultivate More Inclusive Learning Environments'. Invited keynote speaker for University of California-Davis 7th annual Scholarship of Teaching and Learning Conference.
- Molina, D., & **Fredericks, A.** (2022, November). *Leveraging young people's experiences in college and career preparation programs to support long term success across diverse settings*. Presentation at Annual American Evaluation Association Conference

- Fredericks, A.** (2022, July) *Combatting the STEM 'Culture of Genius': Leveraging Science to Cultivate More Inclusive Learning Environments*. Invited Keynote at the Florida-Caribbean Louis Stokes Regional Center of Excellence Center of Excellence Mindset for STEM Virtual Conference.
- Barnes, L.*, Vixamar-Owens, D., & **Fredericks, A.** (2022, July). *Exploring the Mindset Experiences of Women STEM Students in Higher Education*. Presentation at the Mindset for STEM Virtual Conference
- Fredericks, A.** (2022, May). *Talking about Growth: Leveraging the Science of Mindsets to Support Student Success*. Guest speaker for the University of the Virgin Islands Boost Program Students
- Fredericks, A.** (2022, May). *From Challenges to Opportunities: Leveraging Evidence-Based Practices to Support Student Resilience*. Guest speaker for the University of the Virgin Islands Emerging Caribbean Scientist (ECS) Students
- Fredericks, A.** (2022, April). *Growth Mindset: Leveraging the Power of Science to Harness Resilience and Success*. 2-day Professional Development for Washington & Lee University Faculty and Staff
- Vixamar-Owens, D., Burtin, A., **Fredericks, A.**, & Foster, A. (2022, February). *Engaging the Whole Learner: Exploring the Experiences of Secondary and Higher Education Learnings in Transition*. Panel conducted at the Critical Questions in Education Conference presented by the Academy for Educational Studies, Charleston, SC
- Fredericks, A.**, & Vixamar-Owens, D. (2021, September). *Cultivating a Growth Mindset-Oriented Learning Environment to Support Students' Socio-Emotional Needs and Learning during Emergency Remote Instruction*. Paper presented at the Centre of Excellence in Teaching and Learning Second Biennial Conference, Guyana, WI.
- Fredericks, A.** (2021, September). *My Journey towards a Growth Mindset*. Guest Speaker for Psychology New Student Orientation Class at Howard University
- Fredericks, A.** (2021, May). *Growth Mindset: Creating a Culture of Learning and Improvement*. Professional Development for the University of the Virgin Islands College of Liberal Arts & Social Sciences Professors
- Fredericks, A.** (2021, April). *My STEM Growth Mindset Journey*. Presentation to Highschool students at the St. Croix Educational Complex
- Fredericks, A.** (2021, January). *Cultivating a Growth Mindset-Oriented Learning Environment*. Professional Development for the University of the Virgin Islands College of Liberal Arts & Social Sciences Professors
- Fredericks, A.** (2020, October). *My Journey towards a Growth Mindset*. Guest Speaker for Psychology New Student Orientation Class at Howard University

TEACHING EXPERIENCE (Undergraduate)

University of the District of Columbia (Assistant Professor of Psychology)

Beyond the Psychology BS: Experiential Career Prep (enrollment 1)	Summer 22
Independent Study (enrollment 2)	Spring 22
Principles of Psychology (enrollment 30)	Spring 21
Theories of Personality (enrollment 26)	Spring 21
Developmental Psychology (enrollment appr. 12 - 38)	Fall 20, Spring 21, Summer I & II, Fall 21, Spring 22
Experimental Psychology Lab (enrollment appr. 11-24)	Fall 20, Fall 21, Spring 22
Experimental Psychology Lecture (enrollment appr. 11-24)	Fall 20, Fall 21, Spring 22

Howard University (Adjunct Lecturer)

Introduction to Psychology (enrollment 90)	Fall 19
Foundations of Psychology (enrollment 7)	Fall 19
Independent Research Study (enrollment 1)	Spring 16
Research Methods and Statistics I (enrollment appr. 60 -80)	Fall 15, Spring 16
Research Methods and Statistics II (enrollment appr. 40 – 45)	Spring 15, Fall 15, Fall 16

SERVICE

Departmental

- Guest Lectured and held study session on Spearman's Rho for Statistics I course (Spring 2022)
- Department Chair Duty Support through hosting department meeting and sending Psychology Opportunities to Psychology Students (AY 21-22)
- Planned and Presented for the Psychology Life Series, A Series of presentations preparing students for life during and after their Psychology BS Degrees (AY 21-22)
- Planned and Co-presented a Summer Research Opportunities Presentation for Psychology majors (2021, Spring)
- Presented at Psychology Departments' Back to School Psychology Bootcamp (2020, November).

College

- CAS Day of Giving Presenter (2022, March)
- DSBS DEPC Committee (AY 21-22)
- DSBS Hiring Committee (Spring, 2022)
- UDC CAS Meeting Opening Plenary—Taraboletti, A., Kalunga, R., **Fredericks, A.**, Waters, S., Wendt, J., & Levere, M. *Are you teaching content or just covering material?*. (2021, January).
- UDC CAS Fall End of Semester Meeting Concurrent Session—**Fredericks, A.** & Essack, M. *Growth Mindset*. (2020, December)

University

- UDC Teaching-Learning Roundtable Closing Plenary—**Fredericks, A.**, McSween, V. & Porter, T., *The Power of our Beliefs: Positioning Tomorrow's Leaders to Succeed Despite Challenges*. (2022, April)
- University of California Riverside-UDC Partnership Mentor (2021-Present)
- UDC Teaching-Learning Roundtable Concurrent Session—**Fredericks, A.** & Wendt, J., *Growth Mindset: Creating Freedom for Learning*. Concurrent (2021, May)
- Selected to represent my department in UDC Meeting of the Chairs (2021, March)

Community

- Invited workshop presenter for Google Fiber, Inc., *Growth Mindset: Leveraging Science to Support Well-being, Resilience and Success*. (2022, August)
- Invited 2-hour workshop facilitator for Braskem Inc., Human Resources Executives. *Leveraging the Science of Mindsets to Support Well-being, Resilience and Success*. (2022, June)
- Invited speaker for the Annual Biomedical Research Conference for Minoritized Scientists (ABRCMS) Graduate student and Post Doc Hub. *Am I Smart Enough? Leveraging the Science of Growth Mindset to Support Resilience in Graduate School and Beyond*. (2022, June)
- Invited Presenter for Hello Insight's Research Team. *Exploring the Relationships between Faculty Beliefs, Classroom Culture and Minoritized Students' Experiences, Achievement and STEM persistence* (May 2022)
- Reviewer for the Journal of Adolescent Research (2022, March)
- Invited Judge for the Annual Biomedical Research Conference for Minoritized Scientists (ABRCMS) (2021, November)
- Reviewer for the Teaching and Teacher Education Journal (2021, November)
- Invited Presentation to DCPS HD Woodson Highschool. *Introduction to Growth Mindset in the Highschool Classroom*. (2021, October)

- Invited Keynote speaker for the International Baccalaureate (IB) Conference. *Growth Mindset: Leveraging the Power of Science to Prepare Our Scholars for the Challenges Ahead* (2021, October)
- Invited Professional Development for the March of Dime's leadership team. *Leading with a Growth Mindset*. (2021, September).
- Invited Professional Development for Google Play employees. *Growth Mindset: Leveraging the Power of Science to Harness Resilience*. (2021, August).
- Invited speaker and facilitator for the Animal Training Academy. *Growth Mindset Book Study*. (2020, November).
- Invited Lecturer for American Institute for Research (AIR) BLAAC Diaspora Meeting. *Introduction to Growth Mindset*. (2020, October).

MENTORING

Student

Monique Wright—(Starting University of Maryland, College Park I/O Psychology MS Spring 2022)
 Natruea McCutcheon— (Starting Chicago School of Professional Psychology, Clinical Mental Health MS Fall 2022)
 Taylor Anne Robinson—(Starting Pathways to Psychological Sciences Program-UCR Summer 2022)
 Kemani Hunter—(Starting Pathways to Psychological Sciences Program-UCR Summer 2022)
 Madeleine Rosenstein—(Accepted into Physician Assistant Program Spring 2021)
 Antoinette Donofrio—(Currently in a Clinical/Community Psychology PsyD program at Point Park University)
 Allarie Monsanto—(Current High School Student gaining research experience in IB-UP Research Lab)
 Zachary Roberts—(Current student in IB-UP Research Lab)
 Robin Griffith—(Current student in IB-UP Research Lab)
 Kendra Williams—(Past student in IB-UP Research Lab)
 Tamisha Charles—(Past student in IB-UP Research Lab; Nominated for the PsiChi Honor Society)
 Diana Atenco-Gonzalez—(UDC Honors Graduate, now working in UDC admissions office)
 Kiara Johnson—(Doctoral Student in Educational Psychology, Ball State University)
 Lindsay Romano—(Doctoral Student in Teaching & Learning, NYU)
 Ashley Himbrick—(Completed Psychology, BS, UDC)
 Dominique Elliot—(Completed Psychology, BS, UDC)
 William Calhoun—(Completed Psychology, BS, UDC)
 Laquesha Barnes—(Manuscript Co-Author, Completed Psychology, BS, UDC)
 Nethmi Amarasinghe—(Manuscript Co-Author, Completed Psychology, BS, UDC)
 Kiara Hughes—(Completed Piano Performance, BM, UDC; Starting Music Therapy Program)
 Leshelle Moore—(Student at Howard University attended my presentation and wanted additional support)
 Judith Sigaran Soto—(Switched her major to Psychology after taking my Dev Psych Course)
 Sarah Ann Nestor —(Current Psychology Student, UDC)
 Chanelle Hawkins—(Current Psychology Student, UDC)
 SarahAnn Nestor—(Current Psychology Student, UDC)
 Aisha Dozier—(Current Psychology Student, UDC)
 James Lennox—(Current Psychology Student, UDC)

Peers

Sulare Rose, PhD | Assistant Professor of Speech Language Pathology, UDC | Provide Grant/Research Support
 Davis Dixon, PhD | Assistant Professor of Psychology, Howard University | Provided Grant/Research Support
 Dorshka Wylie, PhD | Assistant Professor of Mathematics, UDC | Supported her in submitting a full NSF Grant

Tove Larsson, PhD | Assistant Professor of Applied Linguistics, Northern Arizona University | Grant Prep Support
 Soyoung Park, PhD | Assistant Professor of Education, Western Kentucky University | Grant Prep Support
 Kethlyn Africa, PhD | Academic Consultant, BeMo Academic Consulting Inc. | Psychology Career Support
 Lyneia Richardson, PhD | Assistant Professor of Counseling Psychology | Psychology Career Support

CONTINUING EDUCATION TRAINING & CERTIFICATIONS

<u>Faculty Success Program (12 weeks)</u> National Center for Faculty Development & Diversity	August -October 2022
<u>Analytic Psychometric Short Course (3 days)</u> HBCU STEM-US Center Analytic Hub	July 2022
<u>Intro to Software and Data Management (5 hours)</u> University of Maryland, College Park	October 2021
<u>Intro to Regression (6 hours)</u> University of Maryland, College Park	October 2021
<u>Teaching Online for Faculty (4 weeks)</u> United Negro College Fund-Strategic Education Inc.	October 2021
<u>Quantitative Research Methods for STEM Education Researchers Summer Institute (1 week)</u> University of Maryland, College Park	August 2021
<u>Course Design Faculty Learning Community Course (6 weeks)</u> UDC Center for the Advancement of Learning	May-July 2021
<u>Blackboard Ultra Essentials Online Teaching Course (18-20 hours)</u> UDC Center for the Advancement of Learning	May 2021
<u>Dialogues in Leadership <i>Herstory</i> (40 hours)</u> UDC CAS Dean's Leadership Program	February – April 2021



FISCAL IMPACT STATEMENT

TO: The Board of Trustees

FROM: Managing Director of Finance *David A. Franklin*

DATE: June 8, 2023

SUBJECT: Tenure Approval for Afiya Fredericks, Ph.D., College of Arts & Sciences

Conclusion

It is concluded that there is no fiscal impact associated with the granting of tenure to Dr. Afiya Fredericks, Assistant Professor of Psychology in the Division of Social and Behavioral Sciences, in the College of Arts & Sciences (CAS) of the University of the District of Columbia (UDC). The proposed resolution is for the approval of tenure for Dr. Fredericks at the rank of Associate Professor.

The Chair, DEPC, and CPC of CAS have conducted thorough, independent reviews and prepared independent reports to the dean regarding tenure for Professor Fredericks. It was then considered at the Dean's, CAO's and President's levels. It has been recommended in the Board Resolution that Professor Fredericks be approved for tenure.

Background

Dr. Fredericks joined the CAS in August of 2020. Vetting of all dossier content was completed at the levels of the program, Department, and School. The CAO reviewed all recommendations and Dr. Fredericks' portfolio (which includes external reviews of her qualifications). All reviews validate the strengths of Professor Fredericks' tenure and promotion dossier and conclude that she is an outstanding teacher, scholar who has earned national and international recognition and praise for her work, and researcher (with over \$3 million in grant funding in just two years at UDC) making her a highly competitive tenure candidate. Additionally, she has demonstrated a strong record of service to the University community.

The recommendation of tenure for Professor Afiya Fredericks has been affirmed by the Dean, Chief Academic Officer, and President. The President has forwarded the recommendation and background information along with a resolution for the award of tenure to the Board of Trustees.

Financial Impact

This request has been approved based upon the information provided. There are no anticipated risks at this time.