

Jennifer A. Fredricks, Ph.D.

Union College
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Education

Ph.D., Combined Program in Education and Psychology, 1999
 University of Michigan, Ann Arbor, MI
Dissertation: Girl Friendly Family Contexts: Socialization in Math and Sports

Masters, Developmental Psychology, 1998
 University of Michigan, Ann Arbor, MI

Bachelor of Arts, 1992
 Columbia University, New York, NY
 Psychology Major, Economics Concentration

Academic Appointments

Full Professor, Department of Psychology, Union College, 2017-present

Assistant, Associate, Full Professor, Department of Human Development, Connecticut College, 2000-2017

Administrative and Professional Experience

Dean of Academic Departments and Programs, Union College, August 2017-December 2022

Key Responsibilities

- Oversee hiring of all faculty (e.g., tenure track, visitor, lecturers, adjuncts)
- Support diversity, equity, and inclusion efforts around faculty hiring, development, and retention
- Ensure that all departments have appropriate staffing and resources
- Strategically manage 24-million-dollar salary and 4 million dollars in teaching, research and travel budgets
- Chair the Academic Affairs Committee Subcouncil on new courses and academic programs
- Appoint, supervise, and mentor 21 department chairs and 21 interdisciplinary directors
- Oversee all reappointment, lecturer, and visiting renewals
- Oversee all faculty development efforts (e.g., research, pedagogy, mentorship)
- Design and conduct new faculty orientation and new chairs orientation
- Plan and organize external reviews of departments and programs
- Administer internal and external grants for curricular development and innovation
- Administer internal research grants and fellowships
- Institutional liaison for the Accreditation Board of Engineering and Technology (ABET); Faculty Resource Network; Consortium for Faculty Diversity

- Serve on committees related to faculty tenure, promotion, and review; academic affairs; construction and renovation of academic facilities; enrollment; strategic planning; and Middle States Accreditation
- Supervise 4 directors (Director of Leadership in Medicine Program, Director of Makerspace, Director of Faculty Development, Director of Interdisciplinary Programming) and 2 administrative assistants

Key Accomplishments

Hiring and Diversity

- Revised search guidelines to support inclusive hiring
- Developed and ran trainings for search committees to support inclusive hiring
- Led over 90 tenure track faculty, visiting faculty, and lecturer searches
- Increased hiring of faculty from underrepresented groups (over ½ of faculty since 2018)
- Created a guide on support services and resources in the campus and local community to foster an inclusive and welcoming environment
- Increased mentoring supports for faculty of color and associate level faculty
- Received grant funding to support hiring diverse faculty and inclusive pedagogy
- Led efforts to increase the length of senior lecturer contracts from 3 to 5 years

Facilities

- Oversaw construction of \$100 million dollar science and engineering building
- Oversaw renovations of laboratory spaces in Biology, Biomedical Engineering, Computer Engineering, Chemistry, Electrical Engineering, Geosciences, Mechanical Engineering, Psychology, and Neuroscience
- Oversaw both the shutdown of and return to research labs during COVID

Faculty Development: Pedagogy

- Led the faculty transition to online teaching during COVID
- Led the transition to an online faculty activity reporting system
- Worked with advancement to secure gifts to support faculty teaching and research
- Supported the development of a summer faculty development institute to support innovative pedagogy that has been attended by over ½ of Union faculty
- Planned and facilitated the development of a two-week summer faculty development institute to support transition to online learning that was attended by 90 Union faculty and over 60 faculty from other institutions
- Created new faculty orientation programming, which included the development of a new three-day faculty boot-camp focused on pedagogy

Faculty Development: Research

- Developed and implemented a new award for faculty excellence in research
- Developed and implemented a new course release program to support faculty research
- Worked with Communications Office to increase publicity for faculty research
- Developed and supported a biyearly writing retreat
- Developed and implemented a new parental leave policy

Faculty Development: Mentoring and other supports

- Increased funding for faculty travel
- Increased mentoring supports for faculty (e.g., new faculty, faculty of color, associate level faculty, and faculty at different stages of the review process)

Curriculum

- Co-chaired General Education task force which developed a new general education program that strengthens emphasis around justice, equity, identity, and difference, and interdisciplinary approaches to global challenges
- Oversaw resources to support the implementation of the new general curriculum (e.g., visiting positions, course development, faculty development)
- Oversaw development of new minors in data analytics, digital studies, financial and actuarial mathematics, and music technology
- Supported development of new majors in Civil and Environmental Engineering
- Led development of 20 new interdisciplinary grand challenges and experiential learning courses to support strategic plan
- Worked with the Director of Makerspace to integrate making into the curriculum
- Oversaw 10 departmental and interdisciplinary program external reviews

Faculty Director, Holleran Center for Community Action and Public Policy, Connecticut College, 2011-2017

Key Responsibilities

- Provide leadership for a certificate program in community action and public policy
- Hire, supervise, and mentor faculty and staff
- Plan, administer, and strategically control budget
- Increase financial support for center through grant writing and fundraising
- Train and support faculty in community-based learning and research
- Represent and advocate for the center at college and community events
- Expand connections with external constituents to strengthen civic engagement and community-based learning
- Promote integrative learning, community-based learning and research, social entrepreneurship, and activism in college, state, and nationally

Key Accomplishments

Student Success and Diversity

- Developed a yearly retreat for all incoming certificate students to address issues of community learning and social location
- Revised application procedures with the goal of increasing diversity of center participants
- Increased scaffolding and advising supports for students' senior research projects
- Increased support for local and global social entrepreneurship projects

Faculty Development and Community Learning

- Provided grant support for 6-8 faculty per year to revise or develop new courses in community-based learning
- Planned and facilitated a new all-campus faculty and staff seminar (8 sessions) on community learning pedagogy, community partnerships, and engaged scholarship
- Participated in two national grants on community-based learning

Alumni Development

- Raised funds to create a new position in alumni development
- Collected quantitative and qualitative data from alumni about the impact of participation
- Networked with alumni to increase internship opportunities for students locally, nationally, and internationally
- Created alumni steering committee

Community Partnerships

- Developed new partnerships with schools, local and state government, health providers, arts organizations, women's prison, and local non-profits
- Developed new internships sites in local and state government and with women's empowerment program in Africa

Priorities, Planning, and Budget Committee, 2013-2016, Chair, 2015-2016*Key Responsibilities*

- Chair a 15-person college-wide budget committee of senior administrators, faculty & staff
- Participate in all presidential cabinet meetings related to a wide range of strategic and operational issues
- Advise president on institutional and financial priorities, including tuition increases, financial aid, staff and faculty salary increases, and benefits allocation
- Decide on above level budget requests submitted by different divisions
- Attend finance committee trustee meetings
- Present data on financial outlook and budget parameters to faculty

Key Accomplishments

- Developed new criteria for allocating above level budget requests that support inclusive excellence and strategic planning
- Facilitated discussions about managing cost of higher education
- Encouraged greater transparency in budgeting for all divisions

William T. Grant Distinguished Fellow, CT Voices for Children, 2015-2016*Key Responsibilities*

- Monitor and advocated for key educational legislation in state
- Collect, analyze, and report on educational data
- Write policy-related reports and legislative briefs for educational policymakers
- Meet with legislators and state educational administrators
- Participate in state and regional task forces related to educational policy

Department Chair, Department of Human Development, Connecticut College, 2009-2012*Key Responsibilities*

- Mentor and support full-time and adjunct faculty
- Manage course budgets
- Oversee tenure track, visitor, and adjunct hiring
- Coordinate course scheduling and manage enrollments
- Prepare third year reviews, tenure, and promotion files
- Represent department at campus and community events
- Strengthen relationships with external constituents

Key Accomplishments

- Collaborated with colleagues to enhance teaching and research opportunities for students
- Strengthened the relationships between Human Development and other departments
- Increased the number and diversity of Human Development majors and minors
- Developed additional field site placements with social service and educational organizations
- Hosted highly successful alumni event honoring two long-time members of the department
- Led departmental retreat on grading and academic rigor
- Fundraised for departmental initiatives
- Networked with alumni to increase internship opportunities for students

Faculty Liaison, Children's Program, Laboratory Preschool at Connecticut College
2009-2012

Key Responsibilities

- Work with Program Director and Associate Director to ensure that the goals of Children's Program are in synchrony with mission and values of Human Development Department
- Meet regularly with Program Director and Associate Director to discuss budget, curricular, and staffing issues
- Advocate for the Children's Program in college and broader community
- Participate in state and national program accreditation reviews
- Report to the Human Development department on any issues or concerns

Key Accomplishments

- Strengthened Children's Program as a site for both teaching and research
- Developed new partnerships between Children's Program and psychology, sociology, and dance departments
- Revised curriculum and assignments related to community learning placements
- Supported the Program Director in creating an extended day preschool program

Additional Leadership Experiences

2022	HERS Next Stages Next Steps (August, 2022)
2022	Institute for Management and Leadership in Education, Harvard Graduate School of Education (June, 2022)
2022	University of Michigan, Leading for Equity, Diversity, and Inclusion in Higher Education, online course
2019	Seminar on the Leadership of Faculty, Harvard Graduate School of Education
2014-2015	HERS Leadership Institute, Wellesley College
2014-2015	Leadership Institute for Women in Psychology

Teaching

Fall 2023-Spring 2024	Professor Psychology Department, Union College
Winter/Spring 2021	Professor, Educational Psychology Internship; Union College
Winter 2000	Lecturer in Quantitative Answers to Social Science Questions Honors College, University of Michigan, Ann Arbor, MI
Fall 1999	Lecturer in Educational Psychology and Human Development School of Education, University of Michigan, Ann Arbor, MI
Fall 1997	Graduate Student Instructor in Educational Psychology and Human Development, School of Education, University of Michigan, Ann Arbor, MI
September 1996- April 1997	Teaching Assistant in Developmental Psychology, University of Michigan, Ann Arbor, MI

Grants and Fellowships

Funded Research Grants

National Science Foundation (Wang and Fredricks- Co P.I.s - \$399,999)

“Assessing Student Engagement in Math and Science in Middle School: Classroom, Family, and Peer Effects on Engagement”, 2013-2015

American Educational Research Association (\$35,000)

“Participation in Structured and Unstructured Activities in After School Hours: Self-Selection and Adolescent Adjustment”, 2009-2011

Institute of Educational Studies: National Center for Educational Evaluation and Regional Assistance (Colskey & Fredricks- Co P.I.s) (\$115,115)

“Measuring Student Engagement in Middle and High School”, 2009-2010

Funded Fellowships

Jobs of the Future/Nellie Mae Foundation, Student at the Center Distinguished Fellowship, 2016-2017 (\$20,000)

William T. Grant Distinguished Fellowship (\$141,103)- 2015-2016

“Increasing Student Engagement: Integrating Research, Policy, and Practice,”

National Academy Postdoctoral Fellowship (\$50,000)- 2003-2004

“Academic, Psychological, and Behavioral Consequences of Extracurricular Participation

Institutional Grants-Union College

Howard Hughes Inclusive Excellence Learning Community, 2022-2027 (\$505,000)

Howard Hughes Inclusive Excellence Learning Community, Principal Investigator, 2021-2022 (\$30,000)

C3 Consortium Faculty Diversity Grant, 2019-2021 (\$210,000)
 Mellon Foundation (\$800,000)
 “Our Shared Humanities Grant, Union College, Principal Investigator”, 2017-2019

Institutional Grants- Connecticut College

Jeryln Foundation (\$75,000), 2016-2017

Curricular Revision Fund (\$28,000)- “Supporting Community Learning”, 2014-2015

J Dominion Foundation (\$7,500) - “Community Learning Projects”, 2014-2015

Jeryln Foundation (\$75,000), 2015-2016

Jerlyn Foundation (\$150,000), 2013-2014

Academic Awards

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| 2011 | Nancy Batson Nisbet Rash Research Scholar for outstanding scholar at Connecticut College |
| 1999 | Rackham One Term Dissertation Award |
| 1998 | First recipient of the Susan Lipschutz award for outstanding female graduate student at University of Michigan |
| 1997 | Willard Olson Award for innovative or unusual contribution to research on child development |

Peer-Reviewed Journal Articles

Fredricks, J. A., & Cotter, D. (Revise and resubmit). Staying or Leaving STEM: A qualitative study of female and students of color at a predominately white institution. *Journal of Research on Science Teaching*.

Arief, G., & Fredricks, J. A. (in preparation). Peer support and its role in achievement goals and 21st century competencies: A short longitudinal study in school-organized co-curricular activities. Invited paper to *British Journal of Educational Psychology*.

Fredricks, J.A. (2023). Increasing student engagement: classroom practice, intervention programs, and state policy. *Standards: The Journal of the National Association of State School Boards*, 23, 1-7.

Fredricks, J.A., Parr, A., Amemiya, J., Wang, M.T., & Brauer, S. (2019). What matters for urban adolescents’ engagement and disengagement in school: A mixed methods study. *Journal of Adolescent Research*. 34(5), 491–527.

Wang, M.T., Fredricks, J. A., Ye, F., Hofkens, T., & Schall, J. (2019): Conceptualization and assessment of adolescents’ engagement and disengagement in school: A multidimensional perspective. *European Journal of Psychological Assessment*, 35, 592-606.

- Fredricks, J.A., Hofkens, T., Wang, M. T., Mortenson, E. & Scott, P. (2018). Supporting girls' and boys' engagement in math and science learning: A mixed methods study. *Journal of Research in Science Teaching*, 55, 145-317.
- Fredricks, J.A., Smith, C., Natzager, N., & Riley, A. (2017). Measuring youth participation, program quality, and social and emotional skills in afterschool programs. *Advances in Child and Family Policy and Practice. Vol 1.*, 23-43.
- Fredricks, J., & Filsecker, M., & Lawson M. (2016). Student engagement and learning: theoretical and methodological advances. *Learning and Instruction*, 43, 1-4.
- Fredricks, J.A., Wang, M., Schall, J., Hofkens, T., Snug, H., Parr, A., & Allerton, J. (2016). Using qualitative methods to develop a survey of math and science engagement. *Learning and Instruction*, 43, 5-15.
- Wang, M.T., Fredricks, J.A., Ye, F., Hofkens, T., & Schall, J. (2016). The math science engagement scale: development, validation, and psychometric properties. *Learning and Instruction*, 43, 16-26.
- Macro, J., Marco, A., Campos, J. & Fredricks, J. (2016). University students' engagement: development of the University Students Engagement Inventory (USEI), *Psicologia: Reflexão e Crítica*, 29, 21.
- Simpkins, S., Fredricks, J.A., & Eccles, J.S. (2015). Parent beliefs to youth choices in academics and leisure: Mapping the sequence of predictors from childhood to adolescence. *Monographs of the Society for Research in Child Development*, 2, 1-151.
- Fredricks, J.A., Bohnert, J.A., & Burdette, K. (2014). Moving beyond attendance: lessons learned from assessing engagement in afterschool contexts. In J. Mahoney & G. Warner (Eds.), *A practical guide to bridging science and practice in after-school programming: learning from multiple successful programs around the nation. New Direction for Youth Development*, 44, 45-58.
- Wang, M.T. & Fredricks, J. A. (2014). The reciprocal links between school engagement and youth problem behavior during adolescence. *Child Development*, 85, 722-737.
- Fredricks, J.A., & Simpkins, S. (2013). Organized out-of-school activities and peer relationships: theoretical perspectives and previous research. *New Directions for Child and Adolescent Development*, 140, 1-17.
- Simpkins, S., Fredricks, J.A., & Eccles, J.S. (2012). Charting the Eccles' expectancy value model from parents' beliefs in childhood to youths' activities in adolescence. *Developmental Psychology*, 48, 1019-1032.
- Fredricks, J.A. (2012). Extracurricular participation and academic achievement: Testing the over-scheduling hypothesis. *Journal of Youth and Adolescence*, 3, 295-306.
- Fredricks, J.A., & Simpkins, S. (2012). Promoting positive youth development through organized after-school activities: Taking a closer look at participation of ethnic minority youth. *Child Development Perspectives*, 6, 280-287.

Fredricks, J.A. (2011). Engagement in school and out of school contexts: A multidimensional view of engagement. *Theory into Practice, 4*, 327-335.

Bohnert, A., Fredricks, J.A., & Randall, E. (2010). Capturing unique dimensions of youths' organized activity involvement: Theoretical and methodological considerations. *Review of Educational Research, 4*, 576-610.

Fredricks, J.A. & Eccles, J.S. (2010). Breadth of extracurricular participation and adolescent adjustment among African American and European American youth. *Journal of Research on Adolescence, 2*, 307-333.

Fredricks, J.A., Hackett, K., & Bregman, A. (2010). Participation in Boys and Girls Clubs: Motivation and stage environment fit. *Journal of Community Psychology, 38*, 369-385.

Fredricks, J.A., Alfeld, C., & Eccles, J.S. (2010). Developing and fostering a passion in academic and non-academic domains. *Gifted Child Quarterly, 54*, 18-31.

Fredricks, J.A. & Eccles, J.S. (2008). Participation in extracurricular activities in the middle school years: Are there developmental benefits for African American and European American youth. *Journal of Youth and Adolescence, 9*, 1029-1043.

Fredricks, J.A., & Eccles, J.S. (2006). Is extracurricular participation associated with beneficial outcomes: Concurrent and longitudinal relations? *Developmental Psychology, 42*, 698-713.

Fredricks, J.A., & Eccles, J.S. (2006). Extracurricular involvement and adolescent adjustment: Impact of duration, number of activities, and breadth of participation. *Applied Developmental Science, 10*, 132-146.

Fredricks, J.A., & Eccles, J.S. (2005). Developmental benefits of extracurricular involvement: Do peer characteristics mediate the link between activities and youth outcomes? *Journal of Youth and Adolescence, 6*, 507-520.

Fredricks, J.A., & Eccles, J.S. (2005). Family socialization, gender, motivation, and competitive sports involvement. *Journal of Sport and Exercise Psychology, 27*, 3-31.

Fredricks, J.A., Blumenfeld, P.C. & Paris, A. (2004). School engagement: Potential of the concept: State of the evidence. *Review of Educational Research, 74*, 59-119.

Fredricks, J.A., & Eccles, J.S. (2002). Children's competence and value beliefs from childhood to adolescence: Growth trajectories in two "male-typed" domains. *Developmental Psychology, 38*, 519-533.

Fredricks, J.A., Alfeld-Liro, C., Eccles, J.S., Hruda, L.Z., Patrick, H., & Ryan, A. M. (2002). A qualitative exploration of adolescents' commitment to athletics and the arts. *Journal of Adolescent Research, 17*, 68-97.

Patrick, H., Ryan, A.M., Alfeld-Liro, C., Fredricks, J.A., Hruda, L.Z., & Eccles, J.S. (1999). Adolescents' commitment to developing talent: The role of peers in continuing motivation for sports and the arts. *Journal of Youth and Adolescence, 28*, 741-763.

Krajcik, J., Blumenfeld, P., Marx, R., Bass, K., Fredricks, J., & Soloway, E. (1998). Inquiry in project-based science classrooms: Initial attempts by middle school students. *The Journal of the Learning Sciences*, 7, 313-350.

Journal Special Issues

Fredricks, J.A., Filsecker, M., & Lawson, M. (2016). (Eds.). The role of engagement in achievement, adjustment, and school completion. *Learning and Instruction*, 43.

Fredricks, J.A., & Simpkins, S. (Eds.) (2013). Organized out-of-school activities: Settings for peer relationships. *New Directions for Child and Adolescent Development*, 140.

Books

Liem, G.A., Fredricks, J.A., & Zi Yang, W. (Eds.). (In preparation). *Student engagement: A sociocultural perspective*. Information Age Publishing.

Fredricks, J.A., Reschly, A., & Christenson, S. (Eds.). (2019). *Handbook of student engagement interventions: Working with disengaged youth*. San Diego, CA: Academic Press.

Fredricks, J.A. (2014). *The eight myths of student disengagement: Creating classrooms of deep learning*. Thousand Oaks, CA: Corwin Press.

Selected Book Chapters

Fredricks, J. (in preparation). Family socialization of student engagement: the role of culture, ethnicity, and socioeconomic status. In Liem, G.A., Fredricks, J.A., & Zi Yang, W. (Eds.). (In preparation). *Student engagement: A sociocultural perspective*. Information Age Publishing.

Fredricks, J. (2024). Measurement of task engagement. In J. Egbert & P. Panday-Shukla (Eds). *Task engagement across disciplines: Research and practical strategies to increase student engagement*. Routledge.

Fredricks, J. (2024). Social indicators. In J. Egbert & P. Panday-Shukla (Eds). *Task engagement across disciplines: Research and practical strategies to increase student engagement*. Routledge.

Fredricks, J. (2022). Measuring student engagement with observational methods. In S. Christenson, A. L. Reschy, & C. Wylie (Eds, 2nd edition), *Handbook of research on student engagement (2nd edition)* (pp. 597-616). New York: Springer.

Fredricks, J. (2022). The measurement of student engagement: Methodological advances and comparisons of new self-report measures. In S. Christenson, A. L. Reschy, & C. Wylie (Eds, 2nd edition.), *Handbook of research on student engagement (2nd edition)* (pp. 617-627). New York: Springer.

Fredricks, J.A., Reschly, A., & Christenson, S. (2019). Interventions for student engagement: overview and state of the field. In J. Fredricks, A. Reschly, & S. Christenson (Eds.), *Handbook of student engagement interventions: Working with disengaged youth* (pp. 1-11). San Diego, CA: Academic Press.

Fredricks, J.A., Fieffel, Y., Wang, M. T., & Brauer, S. (2019). Profiles of school disengagement: Not all disengaged students are the same. In J. Fredricks, A. Reschly, & S. Christenson (Eds.), *Handbook of student engagement interventions: Working with disengaged youth* (pp. 31-43). San Diego, CA: Academic Press.

Fredricks, J.A., Liu, Hsieh, T., Liu, Y., & Simpkins, S. (2019). Spilling over: How participation in after-school organized activities predicts student engagement. In J. Fredricks, A. Reschly, & S. Christenson (Eds.), *Handbook of student engagement interventions: Working with disengaged youth* (pp. 231-243). San Diego, CA: Academic Press.

Fredricks, J.A., Reschly, A., & Christenson, S. (2019). Conclusion: status of student engagement interventions. In J. Fredricks, A. Reschly, & S. Christenson (Eds.), *Handbook of student engagement interventions: Working with disengaged youth* (pp. 375-389). San Diego, CA: Academic Press.

Fredricks, J.A., Hofkens, T., & Wang, M. (2019). Measuring student engagement: an overview of methods, challenges, and new directions. In A. Renninger & S. Hidi (Eds.), *The Cambridge handbook of motivation and learning* (pp. 689-712). Cambridge, Cambridge University Press.

Fredricks, J.A. (2019). Gender and schooling: Progress, persistent barriers, and possible solutions. In A. Press and T. Oren (Eds.), *The Routledge handbook of contemporary feminism*. Routledge.

Simpkins, S., Fredricks, J., & Lin, A. (2019). Family and youths' organized afterschool activities. In B. Fiese, *APA handbook of contemporary family psychology*, Vol. 3, (pp. 235-348). Washington, D.C.: American Psychological Association.

Eccles, J.S., Fredricks, J., & Baay, P. (2015). Expectancies, values, identities, and self-regulation. In G. Oettingen & P. M. Gollwitzer (Eds.), *Self-regulation and adolescence* (pp. 30-57). New York: Cambridge University Press.

Wigfield, A., Eccles, J.S., Fredricks, J.A., Roeser, R. Schiefele, U., & Simpkins, S. (2015). Development of achievement motivation and engagement. In R. Lerner (Series Ed.) & C. Garcia Coll and M. Lamb (Volume Eds.), *Handbook of child psychology, 7th Ed. Vol. 3, Social, and emotional development* (pp. 657-699). New York: John Wiley.

Simpkins, S. D., Fredricks, J. A., & Eccles, J. S. (2015). Families, schools, and developing achievement-related motivations and engagement. In J. E. Grusec & P. D. Hastings (Eds.), *Handbook of socialization: Theory and research* (pp. 614-636). The Guilford Press.

Eccles J.S., Fredricks, J.A., & Epstein, A. (2015). Understanding intense interest and activity commitment. In K. Renninger, M. Niewsandt, & S. Hidi (Eds.), *Interest in K-16 mathematics and science learning related activities* (pp. 315-331). Washington, D.C.: American Educational Research Association.

Fredricks, J.A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In S. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pg. 763-783). New York: Springer.

Linnebrink, L.A., & Fredricks, J.A. (2008). Developmental perspectives on achievement motivation: personal and contextual influences. In J.Y. Shah & W. L. Gardner (Eds.), *Handbook of motivation science: The social psychological perspective* (pp. 448-464). New York: Guilford Press.

Fredricks, J.A., Blumenfeld, P.C., Friedel, J. & Paris, A. (2005). School engagement. In K. A. Moore & L. Lippman (Eds.), *Conceptualizing and measuring indicators of positive development: What do children need to flourish* (pp. 305 – 321)? New York: Kluwer Academic/Plenum Press.

Professional Development

Fredricks, J. (2018). *Strategies for stronger engagement*. Available at <https://studentsatthecenterhub.org/resource/strategies-for-stronger-engagement/>

Reports

Fredricks, J.A., & Leventhal-Weiner, R. (2016). Community-school models: Improving the well-being of children and families in Connecticut. Available at <http://www.ctvoices.org/sites/default/files/edu16communityschool.pdf>

Fredricks, J. and McColskey, W., with Meli, J. Mordica, J., Montrosse, B., and Mooney, K. (2011). *Measuring student engagement in upper elementary through high school: a description of 21 instruments*. (Issues & Answers Report, REL 2010–No. 098). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education. Available at <http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=268>

Blogs

Fredricks, J. (2018). *What are the keys to effective student collaborative learning?* Available at: <https://www.edweek.org/teaching-learning/opinion-response-teachers-must-encourage-students-to-make-meaning-together/2018/03>

Fredricks, J. (2017). *Do I have a voice: student ownership drives engagement among urban youth?* Available at <https://studentsatthecenterhub.org/resource/do-i-have-a-voice-student-ownership-drives-engagement-among-urban-youth/>

Fredricks, J. (2017). *Why relationships matter for urban students' engagement*. Available at <https://studentsatthecenterhub.org/resource/why-relationships-matter-for-urban-students-engagement/>

Leventhal-Weiner, R. & Fredricks, J. (2016). *Community-school models: Seizing opportunity*. Available at <http://www.ctvoices.org/blog/20160303/community-schools-seizing-opportunity>.

Fredricks, J. (2014). *Teachers really can engage all of our students*. Middle Web. Available at: <http://www.middleweb.com/19359/teachers-really-can-engage-students>.

Fredricks, J. (2014). *How does caring relate to our current focus on standards in education?* Available at: http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2014/12/response_supporting_student_engagement_by_building_community.html.

Selected Presentations

Fredricks, J. A., Walker, M., & Johnson, J. (February, 2019). *Building a foundation for the Integrative liberal arts at Union College: curriculum structure and its challenges*. Paper presented at AAC&U Creating a 21st Century General Education, San Francisco.

Fredricks, J.A. (August, 2016). *Use of educational research in public policy: Lessons learned from immersion in a policy setting*. Paper presented at the American Psychological Association, Denver.

Fredricks, J.A. Simpkins, S.A., & Eccles, J.S. (July, 2014). *Parents influence on math course-taking: mapping the sequence of predictors from childhood to adolescence*. Paper presented at the Gender and Stem Conference. Berlin, Germany.

Fredricks, J.A., Reiser, T., & Wilson, J. (2012, October). *Getting engaged: New London and Connecticut College*. Paper presented at the Eastern Regional Campus Compact Conference.

Eccles, J., Jacobs, J., Fredricks, J., Garrett, J., & Simpkins, S. (2005, August). *Developmental changes in expectancy and subjective task values*. Paper presented at the biennial Earli Conference, Cyprus.

Blumenfeld, P., Fredricks, J.A., & Paris, A. (2000, October). *Factors influencing school engagement*. Paper presented at the Economic and Social Research Council of the UK Conference. Conference Theme: Children: Making their Future, Research and Policy for the 21st Century, London.

Alfeld-Liro, C., Fredricks, J.A., & Eccles, J. S. (2000, April). *Exploring passion in academic and non-academic domains*. Paper presented at the annual meeting of the British Psychological Society, Winchester, England.

Selected Invited Talks

Fredricks, J. A. (December, 2023). *Engagement interventions: Research and practice implications*. Invited address at the University of Concepcion, Chile.

Fredricks, J.A. (July, 2019). *Increasing student engagement: Implications for research, policy, practice*. Invited address at the University of Concepcion, Chile.

Fredricks, J.A. (November, 2018). *Increasing student engagement*. Invited presentation at the Faculty Research Network, Orlando, Florida.

Fredricks, J.A. (November, 2016). *Engaging students: Creating classrooms of choice collaboration and deep learning. Learning and the Brain*: Invited paper at the Engaging and Empowering Minds Conference, Boston, MA.

Fredricks, J.A. (November, 2016). *Participation in school and community-based organized activities: Academic, behavioral, and psychological benefits*. Invited paper presented at the Engaging and Empowering Minds Conference, Boston, MA.

Fredricks, J.A. (July, 2015). *School and family contextual influences on engagement*. Invited paper, Santiago, Chile.

Fredricks, J.A. (March, 2014). *Engagement: definitions, measurement, outcomes, and policy implications*. Invited paper presented at the National Association of School Board Educators Engagement Study Group.

Fredricks, J. (2012, October). *Defining engagement: What it means for research and practice*. Invited paper presented as the Bill and Melinda Gates Foundation convening group entitled, Engagement and academic tenacity: Making the invisible salient and actionable.

Fredricks, J.A. (2011, March). *Preparing future faculty*. University of Connecticut Human Development Department.

Fredricks, J.A. (2011, January). *How measuring non-academic outcomes can guide school practice: What makes a difference?* Invited paper presented at the CBSE-ACER International Educational Conference 2011, New Dehli.

Fredricks, J.A. (2010, May). *The power of sports: Making a case for funders*. Invited paper presented at the Team up for Youth: Game plan for youth sports: igniting a practice of change, San Francisco.

Simpkins, S., Fredricks, J.A., Lippa, R., & Berenbaum, S. (2008, April). *Gender-typed activity choices and interests: Biology, socialization, and development*. Invited paper at the Gender Development Conference. San Francisco.

Eccles, J.S., & Fredricks, J.A. (2000, August). *Motivation and sports participation*. Invited keynote at the annual meeting of American Psychological Association, Washington D.C.

Selected College Talks

Fredricks, J. A. (February, 2024). *Why are students so disengaged and what can we do about it?* Paper presented as part of the psychology colloquium series.

Fredricks, J.A. (2012, May). *Increasing student engagement in the classroom*. Paper presented at the Connecticut College Honors and Awards ceremony.

Fredricks, J.A. (2011, October). *Beyond awareness: careers to spotlight change*. Connecticut College.

Fredricks, J.A. (2009, October). *How did a psychologist end up in a Human Development Department: Exploring links between psychology and public policy?* Paper presented as part of the Psi Chi Induction Ceremony at Connecticut College.

Editorial Experiences

Associate Editor (2010-2012)

New in Science: Society for Research in Adolescence Online News

Editorial Boards

Journal of Research on Adolescence, 2011-2017

Journal of Youth and Adolescence, 2011-2017

School Psychology Review, 2015-2017

Educational Sciences, Education and Psychology section, 2023-present

Other Scientific Review

Social Sciences and Humanities Research Council of Canada

WT Grant Foundation

NAE/Spencer Dissertation Fellowships; NAE/Spencer Postdoctoral Fellowships

American Educational Research Association Annual Conference

American Psychological Association, Division 7 and 15

Child Trends Briefs
Society for Research in Adolescence Biannual Conference
Tenure Reviews: Murdoch University, University of Sydney, University of Boston: Lowell,
University of Kansas, University of Montreal, Swarthmore College, Loyola University,
University of Las Vegas, University of Pennsylvania: Altoona, University of South Carolina,
University of Pittsburgh
Research Chair of Canada

Mentorship Experience

Society for Research in Adolescence Young Scholars Senior Mentor
 American Psychological Association Division 15 Early Career Mentor
 Columbia College Women Mentor

Union College Service

Member, Search Committee, Developmental Psychology, 2023
 Member, Gideon Hawley Selection Committee, 2023-2024
 Member, Presidential Committee on Diversity, Equity, and Inclusion, 2020-2022
 Co-Chair, Committee on Staff/Faculty Recruitment and Retention, 2020-2022
 Member, Return to Research Committee, 2021
 Member, Presidential Committee on Race, Power, and Privilege, 2020
 Co-Chair, Committee Diversifying Faculty and Staff, 2020
 Co-Chair, General Education Task Force, 2018-2021
 Co-Chair, Search Committee, Director of Entrepreneurship and Social Innovation, 2019-2020
 Member, Search Committee, Vice President for Communication, 2019-2020
 Member, Search Committee, Chief Human Resources Officer, 2019-2020
 Member, Strategic Planning Academic Working Group, 2019-2020
 Member, Middle States Accreditation Steering Committee, 2018-2020
 Co-Chair, Middle State Accreditation: Standard 3, 2018-2020
 Co-Chair, Science and Engineering Project Committee, 2017-2020
 Co-Chair, Union Coalition for Diversity and Inclusion, 2017-present
 Member, Academic Affairs Committee, 2017-present
 Member, Faculty Review Board, 2017-present

Member, Enrollment Management Committee, 2017-present

Member, Academic Affairs Safety Committee, 2017-present

Member, Human Subjects Review Board, 2017-present

Connecticut College Service

Member, Dean of Faculty Review Committee, 2017

Member, NECHE Accreditation Self-Study, 2017

Member, Strategic Planning Implementation Committee, 2016

Chair, Priorities, Planning, and Budget Committee, 2015-2016; Member, Priorities, Planning, and Budget Committee, 2013-2015

Member, General Education Task Force, 2013

Member, Global Environmental Justice Grant, 2012-2013

Member, Search Committee, Dean of the College and Chief Diversity Officer, 2012

Member, Wabash National Study Summer Working Group, 2011

Chair, Dean of Faculty Review Committee, 2010

Member, Dean of Students Grievance Committee, 2008-2009

Member Committee on Faculty Resources, 2008-2010

Member, Search Committee, Gender and Women Studies Department, Faculty member, 2008-2009

Member, Search Committee, Human Development Department, Faculty member, 2006-2007

Member, Advisory Board, Center for Teaching and Learning, 2002-2007

Member, Dean of Faculty Grievance Committee, 2005-2006

Member, Graduate Studies Committee, 2001-2008

Member, Johnson Seminar Organizing Committee, Center for Teaching and Learning, 2001-2003

Member, Advisory Board, Women Studies Department, 2001-2003

Member, Task Force on Athletics Participation, 2001-2002

Member, Search Committee, Athletic Director, 2002-2003

Member, Search Committee, Men and Women Swim Coach, 2002

Faculty Representative to NCAA, 2001-2003

Professional Service

Program Co-Chair, Division 7, American Psychological Association (Developmental Psychology), 2014-2016

Dissertation Committee Member, Division 15, American Psychological Association (Educational Psychology), 2014-2017

Consultant, Nike Incorporated, 2011

Expert Witness, McLeary, Venema, and Network for Excellence in Washington Schools V. State, 2009

Research Advisor, Team-Up for Youth, San Francisco, 2008-2010

Advisory Board Member, Theory of Change, Girl Scouts Incorporated, 2005

Institutional Review Board, Department of Children and Families, State of Connecticut, 2004-2005

References

- 1) Michelle Angrist, VPPA at Union College, former supervisor
angristm@union.edu; cell phone, 518-330-9174
- 2) Jill Murphy, Professor of English and Director of Interdisciplinary Studies at Union College,
former direct report
murphyj@union.edu; cell phone, 518, 424-6690
- 3) Denise Snyder, Director of Learning Design and Digital Innovation at Union College,
colleagues- worked together on faculty development and diversity initiatives-
synderd2@union.edu; Cell phone, 518-928-7565
- 4) Rebecca McCue, Director of Community Engagement and Operations and Holleran Center
Operations, Connecticut College
ramcc@conncoll.edu; cell phone; 860-884-6601