

KIMBERLEY EDELIN FREEMAN
Howard University School of Education
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EDUCATION

- 2002 - 2005 Advanced Studies Postdoctoral Fellow
Brown University
- 1998 Doctor of Philosophy, Education and Psychology
University of Michigan, Ann Arbor, Michigan
University of Michigan Rackham Merit Fellow and Spencer Foundation Dissertation Fellow
- 1995 Master of Arts, Psychology
University of Michigan, Ann Arbor, Michigan
- 1992 Bachelor of Arts, Psychology
Spelman College, Atlanta, Georgia
Magna Cum Laude

PROFESSIONAL WORK EXPERIENCE

- 2014-2021 Chairperson, Department of Human Development and Psychoeducational Studies
2019 Professor of Educational Psychology
2013 Interim Chairperson, Department of Human Development and Psychoeducational Studies
2011 Associate Professor of Educational Psychology
2005 Assistant Professor of Educational Psychology
School of Education, Howard University
- 2005 - 2007 Co-Project Director, Learning Communities for STEM Academic Achievement (LCSAA)
Graduate School, Howard University
- 2003 - 2005 Visiting Assistant Professor of Industrial/Organizational Psychology
Department of Organizational Sciences and Communication, George Washington University
- 2005 - Research and Evaluation Consultant
Kimberley Freeman Consulting
- 1999 - 2002 Executive Director
1997 - 1999 Research Scientist
Frederick D. Patterson Research Institute, Fairfax, VA.

RESEARCH AND SCHOLARLY ACTIVITIES

Selected Publications

Ireland, D., & Freeman, K.E. (accepted) An examination of black undergraduate women's intersectional experiences and academic motivation in computing education. *Transactions on Computing Education*.

Freeman, K.E., Winston-Proctor, C., & Grant, O. (2022). Pathways into the profession of African American science and mathematics teachers from historically black colleges and universities: Teacher characteristics, HBCU preparation, and job demand. In T. Bristol & C. Gist (Eds.),

Handbook of research on teachers of color and indigenous teachers (pp. 255-263). Washington, DC: American Educational Research Association.

Freeman, K.E., Winston-Proctor, C.E., Gangloff-Bailey, F., & Jones, J.M. (2021). Racial-identity rooted academic motivation of first-year African American students majoring in STEM at an HBCU. *Frontiers in Psychology, 12*:669407. <https://doi.org/10.3389/fpsyg.2021.669407>

Freeman, K.E., Ricks, E., Ireland, D., Gangloff-Bailey, F., & Grant, O. (2021). Cultivating the motivation of African American students. In D. Meyer & A. Emery (Eds.), *Teaching motivation for student engagement*, pp. 101-124. Charlotte, NC: Information Age Publishing.

Gangloff-Bailey, F., & Freeman, K.E. (2019). Hip hop music in the classroom: A motivational tool for African American students' success in school? In P. Robinson, A. Allen, A. Bryant, & C. Lewis (Eds.), *Global perspectives on issues and solutions in urban education*. Charlotte, NC: Information Age Publishing.

Ireland, D., Freeman, K.E., Winston-Proctor, C., DeLaine, K., McDonald-Lowe, S., & Woodson, K. (2018). Unhidden figures: A synthesis of research examining the intersectional experiences of black women and girls in STEM education. *Review of Research in Education, 42*, 226-254.

Alqahtani, S., Elbedour, S., Freeman, K., Reed, G., Woodson Reed, K., & Merrick, J. (2018). Cyberbullying in colleges and universities: A survey of student experiences and attitudes about cyberbullying. *International Journal of Child and Adolescent Health, 11*(1), 73-97.

Winston, C.E., Winston, M.R., Freeman, K.E., & Boyd, A.J. (2014). *Expanding understanding of the educational and workforce experiences of women of color in science: What is the utility of integrating narratives of diverse experience with systems level historical analysis?* Manuscript Published in the Proceedings of Narrative Matters: Narrative Knowing/ Récit et Savoir at American University of Paris and University of Paris Diderot/ Université.

Burrell, J.O., Winston, C.E., & Freeman, K.E. (2013). Race acting: The varied and complex affirmative meaning of "Acting Black" for African American middle school students in a mathematics and science charter school. *Culture and Psychology, 19*(1), 95-116.

Wynn, M.E., Winston, C.E., & Freeman, K.E. (2012). The cultural historical complexity of human personality adaptation: What is the nature of African American adolescents' implicit theories of intelligence? *SAGE Open, 2*, 1-11.

Freeman, K.E., Edwards, L.E., & Rockcliffe, F. (September 2011). *Hopes and dreams for equality and excellence in District of Columbia Public Schools (DCPS): Research report of qualitative findings from the DCPS hopes and dreams campaign*. Washington, DC: District of Columbia Public Schools.

Freeman, K.E., & Taylor, O. (Eds.) (2008). Learning communities and the higher education of African Americans [Special issue]. *Journal of Negro Education, 77* (3).

Freeman, K.E., & Taylor, O. (2008). Introduction and overview. *Journal of Negro Education, 77*, 184-189.

Freeman, K.E., Alston, S., & Winborne, D.G. (2008). Do learning communities enhance the quality of students' motivation and learning in STEM? *Journal of Negro Education, 77*, 227-240.

- Freeman, K.E. (2007). Policies and programs in the nation's African American high schools: Are they evidence-based? In C. Kaestle & A. Lodewick (Eds.), *To educate a nation: Federal and national strategies of school reform*, 225-251. Lawrence, KS: University Press of Kansas.
- Freeman, K. E. (2004). The significance of motivational culture in schools serving African American adolescents: A goal theory approach. In M. Maehr & P. Pintrich (Eds.), *Advances in motivation and achievement: Vol 13. Motivating students, improving schools* (pp. 65-95). Stamford, CT: JAI Press.
- Freeman, K. E., Gutman, L. M., & Midgley, C. (2002). Can achievement goal theory enhance our understanding of the achievement motivation and performance of African American young adolescents? In C. Midgley (Ed.), *Goals, goal structures, and patterns of adaptive learning* (pp. 175-204). Mahwah, NJ: Lawrence Erlbaum Associates.
- Freeman, K.E., Alfeld, C., & Vo, O.Q. (August, 2001). *African American Teachers: Just the Facts*. Fairfax, VA: Frederick D. Patterson Research Institute of the United Negro College Fund.
- Patrick, H., Anderman, L. H., Ryan, A. M., Edelin, K., & Midgley, C. (2001). Teachers' communication of goal orientations in four fifth-grade classrooms. *Elementary School Journal*, 102, 35-58.
- Freeman, K.E. (2000). African American men and women in higher education: "Filling the glass" in the new millennium. *The state of black America 2000*. New York: National Urban League.
- Midgley, C., Maehr, M., Huda, L., Anderman, E., Anderman, L., Freeman, K., Gheen, M., Kaplan, A., Kumar, R., Middleton, M., Nelson, J., Roeser, R., & Urdan, T. (2000). *Manual for the patterns of adaptive learning scales*. Ann Arbor, MI: The University of Michigan.
- Nettles, M.T., Perna, L.W., Freeman, K.E. (1999). *Two Decades of Progress: African Americans Moving Forward in Higher Education*. Fairfax, VA: Frederick D. Patterson Research Institute of the United Negro College Fund.
- Perna, L.W., Freeman, K.E., & Nettles, M. (1999). The use of affirmative action in the college admissions process for African Americans. *Review of African American Education*, 1, 61-82.
- Midgley, C., & Edelin, K. (1998). Middle school reform and early adolescent well-being: The good news and the bad. *Educational Psychologist*, 33, 195-206.

Selected Presentations

- Freeman, K.E. (2024). Broadening HBCU participation in extramural research. Paper to be presented at the annual meeting of the American Educational Research Association, April 2024.
- Freeman, K.E., Richardson, R., Rice, D.W., & Winston-Proctor, C. (2024). Exploring identity-based motivation in mathematics among undergraduate HBCU students. Paper to be presented at the annual meeting of the American Educational Research Association, April 2024.
- Freeman, K.E., Knobloch, N., & Richardson, R. (2023). Development of motivation among African American undergraduate students in STEM: A mixed methods research synthesis. Paper presented at the annual meeting of the American Educational Research Association, April 2023.
- Freeman, K.E., Rice, D.W., Winston-Proctor, C., & Richardson, R. (2022). Transforming professional development of undergraduate students at three HBCUs: Psychological science broadening

- participation research training curriculum design. Paper presented at the annual AACU Transforming STEM Higher Education Conference, November 2022.
- Schmidt, J., Lira, K., DeCuir-Gunby, J., Freeman, K.E., Gray, D., Kumar, R., & Terrell, M. (2022). Developing an equity-focused educational psychology infrastructure. Invited session at the annual meeting of the American Educational Research Association, April 2022.
- Richardson, R.S., Freeman, K.E., Davis, A., Knobloch, N., & Lilley, K. (2022). Development of motivation among African American undergraduate STEM students: A research synthesis. Paper presented at the annual meeting of the Southeastern Psychological Association, March 2022.
- Ireland, D.T., Freeman, K.E., & Kilgore, A. (2021, August 12-14). Intersectional identities and academic motivation of black undergraduate women in computing. Poster presented at the annual meeting of the American Psychological Association, virtual, August 2021.
- DeLaine, K. & Freeman, K. E. (2020, Apr 17 - 21). African American Adolescents' Achievement Goal Orientations, Academic Efficacy, and Teacher-Related Perceptions within a Mathematics Context [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/v9kfacl> (Conference Canceled)
- Middleton, K. & Freeman, K. (2019, August). Best practices in early childhood program administration: Evaluating effectiveness using mixed methods. Presentation at the Inaugural SIIA Training Workshop, Sav-la-Mar, Jamaica.
- Freeman, K.E. (2018). Pathways into the profession of African American science and mathematics teachers from historically black colleges and universities: Teacher characteristics, HBCU preparation, and job demand. Handbook of research on teachers of color Fall Convening: Charting research on domains of inquiry across the field. University of Houston, Houston, TX.
- Gangloff-Bailey, F. & Freeman, K.E. (2018, Nov 12-13). Relationships among hip-hop racial socialization, racial identity, and achievement motivation of African-American college students. Paper presented at the annual meeting of the American Educational Research Association, New York, April 2018.
- DeLaine, K. & Freeman, K.E. (2017). Exploring racial identity and achievement goal orientations among African-American undergraduates. Poster presented at the annual meeting of the American Psychological Association, Washington, DC, August 2017.
- Ireland, D.T. & Freeman, K.E. (2017). Interfering identities and psychological cost among black undergraduate women in computing. Poster presented at the annual meeting of the American Psychological Association, Washington, DC, August 2017.
- Freeman, K.E. (2017). Disrupting the crisis in black education. Invited keynote address for Black History Month presented at the National Science Foundation, Arlington, VA, February 2017.
- Ireland, D.T. & Freeman, K.E. (2016). A closer look: Relating social identity and achievement motivation among black undergraduate women in computing. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, April 2016.
- Grant, O. & Freeman, K.E. (2016). A quantitative study exploring the relationship among teacher preparation program, teacher efficacy, and teacher commitment. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, April 2016.
- Freeman, K.E., Winston, C.E., & Delaine, K. (2015). Factors influencing the motivation and behavior of African American adolescents in an urban middle school: A social-cognitive qualitative analysis.

Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April 2015.

- Winston, C.E., Winston, M.R., Freeman, K.E., & Boyd, A. (2014). Expanding Understanding of the Educational and Workforce Experiences of Women of Color in Science: What is the Utility of Integrating Narratives of Diverse Experience with Systems Level Historical Analysis? Narrative Matters Conference 2014: Narrative Knowing/ Récit et Savoir, Paris, France, June 2014.
- Freeman, K.E. (2013). Can historically black colleges and universities take a leadership role in producing science and mathematics teachers for the nation?: Crossroads and critical considerations. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April 2013.
- Freeman, K.E., Winston, C.E., & Anderson, A. (2012). "Use-Inspired Research" on the Psychology of Success in STEM at an HBCU: Racial identity, motivation and achievement trajectories. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, CA, April 2012.
- Freeman, K.E., & Winston, C.E. (2011). An education research response to Obama's call for recruiting an army of new teachers for America: Pathway stories of African American secondary teachers from HBCUs. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April 2011.
- Rouland, K., Freeman, K.E., & Winston, C.E. (2011). What works in STEM teacher education: A case study of success at a historically black university. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April 2011.
- Freeman, K.E., & Winston, C.W. (2010). Empowering black school contexts and science achievement: Intersections of cultural pride, identity, motivation and success. Paper presented at National Association for Multicultural Education Conference, Las Vegas, NV, November 2010.
- Freeman, K.E., & Winston, C.W., & Kizzie, K. (2010). Is there value-added from attending HBCUs for students' motivation and achievement in STEM? Paper presented at the annual meeting of the American Educational Research Association, Denver, CO, May 2010.
- Freeman, K.E. (2010). The psychological features of historically black colleges and universities: "What works in promoting motivation and achievement in STEM among women and men. Paper presented at the biennial conference on Psychological Features of Highly Effective Schools, Northern Caribbean University, Mandeville, Jamaica, March 2010.
- Freeman, K.E., & Winston, C.W. (2010). HBCUs and the production of African-American science and mathematics teachers: Exploring the achievement motivation and identity of highly-talented STEM majors at the start of college. Paper presented at the annual meeting of the American Association for the Advancement of Science, San Diego, February 2010.
- Anderson, A., Freeman, K.E., & Winston, C. (2009). The relationship between race-related factors and academic self-efficacy in science for African-American middle school students. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 2009.

Ricks, E., & Freeman, K.E. (2009). Motivation in high and low achieving African-American middle school students. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 2009.

Freeman, K.E., & Winston, C.E. (2008). Using mixed-methods to study success in STEM: The black excellence in science/math teaching (BEST) education research project. Invited address at the National Science Foundation Historically Black Colleges and Universities Undergraduate Program (HBCU-UP) National Research Conference, Atlanta, GA, October 2008.

Freeman, K.E., & Winfield, S. (2008). Do learning communities enhance students' learning and motivation in science and mathematics?. Paper presented at the annual meeting of the American Educational Research Association, New York, NY, April 2008.

Freeman, K.E., McGowan, J., Kwembe, T., Bacon, A., & Carroll, M. (2008). Learning Communities for STEM Academic Achievement: Improving STEM Teaching and Learning at Historically Black Colleges and Universities. Paper presented at the AAC&U Annual Meeting, Washington, DC, January 2008.

Freeman, K.E., & Taylor, O.L. (2007). Learning communities for STEM academic achievement: A promising pedagogical reform. Paper presented at the 14th national HBCU Faculty Development Symposium, Tuskegee, AL, October 2007.

Freeman, K.E., Alfeld, C., & Thomas, J. (2002). Closing the achievement gap: A multi-level examination of schools that work. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April, 2002.

Freeman, K.E., & Winston, C. E. (2001). The influence of race on math achievement: Is it race per se? Paper presented at the annual meeting of the American Educational Research Association, Seattle, April, 2001.

SPONSORED RESEARCH AND PROGRAMS

National Science Foundation

Broadening Participation Research Center for the Development of Identity and Motivation of African American Students in STEM **\$2,367,961** 7/20 – 6/24

Principal Investigators: Kimberley Freeman, Cynthia Winston-Proctor, David Wall Rice, Rashunda Stitt Richardson, Leshell Hatley

National Science Foundation

Planning Grant for the Howard University Institute of Psychological Science Excellence in STEM Workforce Development and Education of Women and Girls **\$218,956** 6/12 – 5/16

Principal Investigator: Cynthia Winston
Co-Principal Investigator: Kimberley Freeman

National Science Foundation HBCU-UP Education Research Grant

What Works in Producing African-American Science and Math Teachers at Historically Black Colleges and Universities? **\$1,181,858** 9/07 – 8/12

Principal Investigator: Kimberley Freeman
Co-Principal Investigator: Cynthia Winston

\$1,000,000 9/09 – 8/13

National Geospatial Agency: Office of the Director of National Intelligence*Intelligence Community Center of Academic Excellence, Virginia Tech-Howard University Consortium*

Principal Investigator: Mohamed Chouikha

Co-Principal Investigator: Cynthia Winston

Co-Principal Investigator: Kimberley Freeman

Thurgood Marshall College Fund/DOD New Research on HBCU Teacher Production Grant **\$10,000** 5/10 - 4/11*What Works in Producing African-American Science and Math Teachers at Historically Black Colleges and Universities?*

Principal Investigator: Kimberley Freeman

Co-Principal Investigator: Karmen Kizzie Rouland

Walter and Theodora Daniel Education Research Grant **\$5,000** 10/07 – 9/08*The Mathematics/Science Success and Adolescent Development Project*

Principal Investigator: Kimberley Freeman

Howard University New Faculty Start-Up Grant **\$23,000** 5/07 – 6/08*The Mathematics/Science Success and Adolescent Development Project*

Principal Investigator: Kimberley Freeman

\$6,000 9/06 – 6/07**Howard University Fund for Academic Excellence***The Scholarship of Teaching and Learning: Preparing Future Faculty to Examine Their Own Practice and Build New Knowledge for the Professoriate*

Principal Investigator: Kimberley Freeman

AWARDS AND DISTINCTIONS

2023	Howard University President's Medal of Achievement
2019	Howard University Provost Service Award
2018	Howard University Graduate School Faculty Exemplar Award
2017	Howard University Just-Julian Research Fellowship Award Research Mentor
2016	XQ: The Super School Project Semi-Finalist
2009	Emerging Scholar Award, Faculty Senate, Howard University
2007	"Future of the Academy" article, <i>Howard Magazine</i>
2002	Advanced Studies Postdoctoral Fellowship at Brown University
1999	University of Michigan School of Education Best Dissertation Award
1996-1997	Spencer Foundation Dissertation Fellowship
1995	Rackham Graduate School Dissertation/Thesis Grant
1995	Barbara Oleshansky Research Prize
1994/1995	AERA/Spencer Foundation Travel Fellowship
1994/1995	Sandra Johnson Memorial Award
1992-1997	Rackham Graduate School Merit Fellowship
1991	Golden Key Honor Society

PROFESSIONAL AND UNIVERSITY SERVICE**National and Local Boards**

Georgetown Day School, Board Nominating Committee

School District of Philadelphia, Accountability Review Council

Advisory Board, Bachelor of Science in Secondary Science Degree Program, Division of Education, Salish Kootenai College, Pablo, Montana

National and Local Boards service cont

External Advisory Board, Carnegie Mellon-Howard University NSF Integrative Graduate Education and Research Traineeship (IGERT) in Nanotechnology-Environmental Effects and Policy (NEEP)
Internal Advisory Board, NSF HU-ADVANCE IT, Howard University
Visiting Panel of National Board Research, National Board for Professional Teaching Standards
Quality Expert Advisory Panel, DC Public Charter School Association
Advisory Committee Member, Howard University Hospital Child Care Center
Advisory Board, National Black Graduate Student Association
Editorial Board, *Journal of Negro Education*

Journal, Book, Research Reviewer

Reviewer, *Frontiers in Education*
Reviewer, *Teacher's College Record*
Reviewer, *SAGE Open*
Reviewer, *Journal of Experimental Education*
Reviewer, *British Journal of Educational Psychology*
Reviewer, *Educational Policy*
Reviewer, *Routledge Books*
Reviewer, *Ethnic Studies Review*
Reviewer, *Review of Education Research*
Reviewer, *Management Learning*
Reviewer, *Journal of Negro Education*
Reviewer, *Handbook of Educational Psychology*
Reviewer, American Educational Research Association Annual Conference
Reviewer, National Science Foundation Grants Programs
Reviewer, Spencer Foundation Research Grants Programs

Other Education and Research Service

Editor, *In the Hopper* Newsletter, Georgetown Day School
Program Chair, American Educational Research Association Special Interest Group: Research Focus on Black Education
Advisory Council of Education Statistics, National Center for Education Statistics, U.S. Department of Education
National Postsecondary Education Cooperative (NPEC), National Center for Education Statistics, U.S. Department of Education
Advisory Committee, Black Education Leadership Summit: Focus on Achievement, Howard University
Commissioner, AERA Commission on Research in Black Education
Harcourt Scholars Selection Committee, Alfred Harcourt Foundation

University Committees

Graduate School Committee on Committees
Graduate School Douglass Fellowship Review Panel
Program Prioritization Task Force
School of Education Dean Search Committee
Faculty Development Committee, School of Education Lead
Middle States Accreditation Periodic Review Report Task Force
Faculty Grievance Commission
Graduate Education Committee
Presidential Commission on Academic Renewal (PCAR)
Independence Fund Appropriations Committee
General Education Work Group for the University-Wide Self-Study for Middle States Reaffirmation of Accreditation

Faculty Performance Evaluation System (FPES) Committee
Institutional Review Board (appointment declined)

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
AERA Special Interest Group: Research Focus on Black Education
AERA Special Interest Group: Motivation in Education
American Psychological Association (APA)
Society of STEM Women of Color (SSWOC)
Southeastern Psychological Association (SEPA)