

FAIZA M. JAMIL

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College of Education
Clemson University
Clemson, SC 29634

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Current Position:

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| 2025 | Assistant Chair – Dept. of Education & Human Development
Clemson University, <i>Clemson, SC</i> |
| 2019 | Associate Professor – Education & Human Development
Clemson University, <i>Clemson, SC</i> |
| 2015 | Director – Contexts of Learning & Development Lab
Clemson University, <i>Clemson, SC</i> |

Academic Appointments:

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| 2021-2023 | Deans Fellow for Inclusive Excellence – College of Education
Clemson University, <i>Clemson, SC</i> |
| 2018-2020 | Program Coordinator – Learning Sciences Ph.D. Program
Clemson University, <i>Clemson, SC</i> |
| 2017-2019 | Co-Director – Center for the Recruitment and Retention of Diverse
Educators (CRe2DE)
Clemson University, <i>Clemson, SC</i> |
| 2013-2019 | Assistant Professor, Education and Human Development
Clemson University, <i>Clemson, SC</i> |
| 2012-2014 | Adjunct Instructor, Elementary Education
The College of New Jersey, <i>Ewing, NJ</i> |

Education:

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| 2013 | The University of Virginia, <i>Charlottesville, VA</i>
Ph.D., Educational Psychology-Applied Developmental Science |
| 2005 | The College of New Jersey, <i>Ewing, NJ</i>
M.Ed., Elementary Education |

1999

Bryn Mawr College, *Bryn Mawr, PA*
B.A., Psychology; Graduated with Honors

Research Interests:

Measurement of teacher effectiveness and psychological processes and their influence on children's development; teacher recruitment and retention; contextual drivers of educational equity

Research

Publications:

Scholarly Books

Jamil, F., & Siddiqi, J. (2023). *Public education in turbulent times: Innovative strategies for leadership and learning*. Palgrave MacMillan.

Peer Reviewed Articles

Jamil, F. & Wagner, R. (in preparation). Putting the “me” in research mentoring: A collaborative autoethnography.

Jamil, F., O'Hara, R., Stephan, A., Bennett, A., Hochstetter, N. (in preparation). Representation matters: Understanding the role of an ethnically diverse teacher workforce in closing opportunity gaps.

Jamil, F. M., Stephan, A. T., & Bennett, A. E. (2024). Exploring longitudinal associations between teacher expectancy effects and reading achievement among a US nationally representative sample of K–8 students. *The Elementary School Journal*, 125(1), 52-76. <https://doi.org/10.1086/731256>

Stephan, A. T., Hochstetter, N. D., Clark, V. E., & Jamil, F. M. (2023). From supportive to strained: A mixed methods exploration of emerging adults' characterizations of past and present grandparent-grandchild roles and relationships. *Emerging Adulthood*. Advance online publication. <https://doi.org/10.1177/21676968231171738>

Jamil, F., & Emerson, A., McKown, G., Stephan, A. (2022). The struggle is real: An investigation of preschool teachers' perceptions of students' challenging behaviors through reflective writing. *Early Childhood Education Journal*. 50, 1395–1405. <https://doi.org/10.1007/s10643-021-01267-1>

Bennett, A., & Jamil, F. (2022). Kindergarten teacher responses to a contextualized professional development workshop on STEAM teaching. *International Journal of Teacher Education and Professional Development (IJTEPD)*, 5(1), 1-15. <http://doi.org/10.4018/IJTEPD.304871>.

- Rapa, L. J., Bolding, C. W., & Jamil, F. M. (2022). (Re) examining the effects of open classroom climate on the critical consciousness of preadolescent and adolescent youth. *Applied Developmental Science, 26*(3), 471-487.
- Rapa, L. J., Bolding, C. W., & Jamil, F. M. (2020). Development and initial validation of the short critical consciousness scale (CCS-S). *Journal of Applied Developmental Psychology, 70*, 101164.
- Roberts, A. M., LoCasale-Crouch, J., Hamre, B. K., & Jamil, F. M. (2020). Preschool teachers' self-efficacy, burnout, and stress in online professional development: a mixed methods approach to understand change. *Journal of Early Childhood Teacher Education, 41*(3), 262-283.
- Jamil, F. M., & Hamre, B. K. (2018). Teacher reflection in the context of an online professional development course: Applying principles of cognitive science to promote teacher learning. *Action in Teacher Education, 40*(2), 220-236.
- Jamil, F., Linder, S., & Stegelin, D. A. (2018). Teacher beliefs about early childhood STEAM education: Promises & challenges. *Early Childhood Education Journal, 46*(4), 409-417.
- Jamil, F. (2018). A reflection on the evolution of a replication study. *Journal for Research in Mathematics Education, 49*(1), 111-115.
- Jamil, F., Larsen, R., & Hamre, B. (2018). Exploring longitudinal changes in teacher expectancy effects on children's mathematics achievement. *Journal for Research in Mathematics Education, 49*(1), 57-90.
- von Suchodoletz, A., Jamil, F., Larsen, R., & Hamre, B. (2018). Personal and contextual factors associated with growth in preschool teachers' self-efficacy beliefs during a longitudinal professional development study. *Teaching and Teacher Education, 75*, 278-289.
- LoCasale-Crouch, J., Jamil, F., Pianta, R. C., Rudasill, K. M., & DeCoster, J. (2018). Observed quality and consistency of fifth graders' teacher-student interactions: Associations with feelings, engagement, and performance in school. *SAGE Open, 8*(3).
<https://doi.org/10.1177/2158244018794774>
- Lee, D.M., Stefl, S.K., Linder, S.M., Lee, C.M., Jamil, F.M., High, K.A. (2017). How many hats do you wear: Building research capacity for STEM faculty development workshop. In *ASEE Annual Conference Proceedings*. Washington, DC: American Society for Engineering Education.
- Jamil, F. (2017). Math by the month: Spring showers bring many flowers. *Teaching Children Mathematics, 23*(7), 402-403.

Quigley, C. F., Herro, D., & Jamil, F. M. (2017). Developing a conceptual model of STEAM teaching practices. *School Science and Mathematics, 117*(1-2), 1-12.

Jamil, F. (2016). Math by the month: The power of pets. *Teaching Children Mathematics, 23*(1), 20-21.

Jamil, F., Sabol, T., Hamre, B., & Pianta, R. (2015). Assessing teachers' skills in detecting and identifying effective interactions in the classroom: Theory and measurement. *Elementary School Journal, 115*(3), 407-432.

Hamre, B., Hatfield, B., Pianta, R., & Jamil, F. (2014). Evidence for general and domain specific elements of teacher-child interactions: Associations with preschool children's development. *Child Development, 85*(3), 1257-1274.

Pianta, R., Burchinal, M., Jamil, F., Sabol, T., Grimm, K., Hamre, B., Downer, J., LoCasale-Crouch, J., & Howes, C. (2014). A cross-lag analysis of longitudinal associations between preschool teachers' instructional support identification skills and observed behavior. *Early Childhood Research Quarterly, 29*(2), 144-154.

Jamil, F., Downer, J., & Pianta, R. (2012). Associations of pre-service teachers' performance, personality, and beliefs with teacher self-efficacy at program completion. *Teacher Education Quarterly, 39*(4), 119-138.

Invited Book Chapters

Jamil, F.M., & Pianta, R.C. (2015). Early childhood teacher assessment: Promising practices and challenges. In L. Couse & S. Recchia (Eds.), *The Handbook of Early Childhood Teacher Education* (pp. 333-347). New York: Routledge.

Downer, J., Jamil, F., Maier, M., & Pianta, R. (2012). Using video-based coursework and coaching to improve teacher-child interactions: The role of basic psychological processes. In C. Howes, R. Pianta, & B. Hamre (Eds.), *Effective professional development in early childhood education* (pp. 131-155). Baltimore, MD: Brookes Publishing.

Hamre, B., Downer, J., Jamil, F., & Pianta, R. (2012). Enhancing teachers' intentional use of effective interactions with children. In R. C. Pianta, W. S. Barnett, L. M. Justice & S. M. Sheridan (Eds.), *Handbook of early childhood education* (pp. 507-532). New York: Guilford Press.

Peer Reviewed Book Reviews

Jamil, F. (March 01, 2021). Ready or not: Early care and education's leadership choices—12 years later. [Invited Review of the book *Ready or not: Early care and education's*

leadership choices—12 years later, by Stacie G. Goffin & Valora Washington]. *Teachers College Record*. <https://www.tcrecord.org/Content.asp?ContentID=23615>

Unpublished Works

Jamil, F. (2017). *Dispositions pilot: Summary report*. A Report to the College of Education Core Assessment Team; Clemson University, Clemson, SC.

Doswell, L., Durkee, M., Gale-Bentz, E., Jamil, F., Richards, J., Warner, T. (2010). *Service Provision to Children and Families in Charlottesville City and Albemarle County: Racial Disparity and Disproportionality and Best Practices for Addressing Them*. A Report to the Task Force on Racial Disparity and Disproportionality in Youth Services; Charlottesville/Albemarle Commission on Children and Families, Charlottesville, VA.

Presentations:

National and International Conferences

Hochstetter, N., Clark, V., McFadden, S., Jamil, F. (April, 2025). *Teacher-student ethnoracial representation in South Carolina public schools: Implications for diversity-focused teacher recruitment and retention*. Paper session at the American Educational Research Association Annual Meeting, Denver, CO.

Jamil, F., & Wagner, R. (2024, October). *Diversity in Research Engagement, Access, & Measurement (DREAM) Hub*. Presentation to the 2024 National Forum to Advance Rural Education, Savannah, GA.

Wagner, R., & Jamil, F. (2024, May). *Putting the “me” in research mentoring*. Paper presented at the 20th International Congress of Qualitative Inquiry, Urbana Champaign, IL.

Jamil, F. (2024, April). *Public education in turbulent times: Powerful community engagement*. Presentation to the Men of Color National Summit, Greenville, SC.

Hochstetter, N., Jamil, F., Clark, V., McFadden, S., Kopp, S., & Famaye, T. (2023, October). *Distributed motivation: A proposed framework of dynamic multigenerational social motivation in families of culturally and linguistically diverse students*. Poster presented at the Scholarly Consortium of Innovative Psychology in Education, Biennial Meeting, Portland, OR.

Jamil, F., & Siddiqi, J. (2023, May). *Reimagining Education After COVID-19: A Discussion with Principals on Lessons Learned*. Panel presented at the annual meeting of the American Educational Research Association (AERA), Virtual.

- Jamil, F. (2022, November). *Representation matters: Centering our students and their experiences in our teaching*. Presentation to The College of New Jersey Global Edfest, Virtual.
- Jamil, F., O'Hara, R., Stephan, A., Bennett, A., McKown, G. (2021, October). *Representation matters: Understanding the role of an ethnically diverse teacher workforce in closing opportunity gaps*. Paper presented at the Scholarly Consortium of Innovative Psychology in Education, Biennial Meeting, Virtual.
- Rapa, L. J., Jamil, F. M., & Bolding, C. J. (2021, February). *Exploring Relations Among Teachers' Critical Consciousness and Self-Efficacy and the Critical Consciousness of Youth*. Paper presented at the Society for Research on Adolescence Virtual 2021 Conference.
- Rapa, L. J., Bolding, C. J., & Jamil, F. M. (2019, October). *Development and Validation of the Short Critical Consciousness Scale (CCS-S)*. Paper presented at the Society for the Study of Human Development, Biennial Meeting, Portland, OR.
- Rapa, L. J., Bolding, C. J., & Jamil, F. M. (2019, October). *Exploring the Effects of an Open Classroom Climate on the Critical Consciousness of Preadolescent and Adolescent Youth*. Paper presented at the Scholarly Consortium of Innovative Psychology in Education, Biennial Meeting, Savannah, GA.
- Rapa, L. J., & Jamil, F. M. (2019, March). *Critical Consciousness in Pre-Adolescents: An Initial Exploration*. Poster presented at the Society for Research in Child Development 2019 Biennial Meeting, Baltimore, MD.
- Rapa, L. J., & Jamil, F. M. (2018, October). *Studying Equity Issues through Secondary Data Analysis: Lessons Learned using Datasets Large and Small*. Paper presented at the Society for Research in Child Development 2018 DEVSEC: Conference on the Use of Secondary and Open Source Data in Developmental Science, Phoenix, AZ.
- Jamil, F., Larsen, R., Rapa, L., & Hamre, B. (April, 2018). *Exploring longitudinal changes in teacher expectations and associations with children's academic achievement in literacy*. Paper presented to the annual meeting of the American Educational Research Association, New York, NY.
- Roberts, A., LoCasale-Crouch, J., Hamre, B., & Jamil, F. (April, 2018). *Exploring how online professional development affects teachers' self-efficacy, stress, and burnout*. Paper presented to the annual meeting of the American Educational Research Association, New York, NY.
- Jamil, F., Larsen, R., & Hamre, B. (April, 2018). *Teacher expectations and associations with student achievement in literacy: Leveraging national data to understand longitudinal change*. Paper presented to the biennial meeting of the Society for Research on Adolescence, Minneapolis, MN.

- Lee, D.M., Stefl, S.K., Linder, S.M., Lee, C.M., Jamil, F.M., High, K.A. (June, 2017). *How many hats do you wear: Building research capacity for STEM faculty development workshop*. Paper presented at the American Society for Engineering Education Annual Conference and Exhibition, Columbus, Ohio.
- Jamil, F., & Emerson, A. (April, 2017). *Teachers' interpretations of preschool student's problem behaviors*. Presentation to the annual meeting of the American Educational Research Association, San Antonio, TX.
- Jamil, F., & Hamre, B. (April, 2016). *Improving teacher psychological outcomes through a brief reflective writing intervention within an online course*. Presentation to the annual meeting of the American Educational Research Association, Washington, D.C.
- Jamil, F., Larsen, R., & Hamre, B. (April, 2016). *Exploring longitudinal changes in teacher expectations and associations with children's academic achievement in mathematics*. Presentation to the annual meeting of the American Educational Research Association, Washington, D.C.
- Quigley, C.F., Herro, D. & Jamil, F. (April, 2016). *STEAM conceptual model: Towards transdisciplinary teaching*. Presentation to the annual meeting of the American Educational Research Association, Washington, D.C.
- Jamil, F. (April, 2016). *Early Childhood Teacher Assessment for a Diverse Democratic Society: Promising Practices and Research Gaps*. Presentation to the American Educational Research Association Annual Conference, Washington, DC, April 8, 2016.
- Stegelin, D., Baum, A, Jamil, F., & Emerson, A. (November, 2015). *Supporting reflective practice and self-assessment: Utilizing environmental assessment tools with in-service and pre-service teachers as a professional development strategy*. Presentation to the annual conference of the National Association for the Education of Young Children, Orlando, Florida.
- Jamil, F. (November, 2015). *Teacher beliefs about STEAM education: Meaning & measurement*. Presentation to the annual fall conference of the National Association of Early Childhood Teacher Educators, Orlando, Florida.
- Emerson, A., & Jamil, F. (June, 2015). *What does it matter what I think? How teacher's mental representations correlate with their wellbeing*. Paper presented at the annual summer conference of the National Association of Early Childhood Teacher Educators, New Orleans, Louisiana.
- Stegelin, D. A., Jamil, F., Vaughn, S., & Emerson, A. (November, 2014). *Project REWRITE: Reflecting and writing to improve teacher-child relationships, classroom interaction quality, and teacher wellbeing*. Presentation to the annual conference of the National Association for the Education of Young Children, Dallas, Texas.

- Jamil, F., Cabell, S., & Hamre, B. (April, 2013). *Examining teacher reflection and its association with effective teacher-child Interactions*. Poster presented at the biennial meeting of the Society for Research on Child Development, Seattle, Washington.
- Jimenez, M., Jamil, F., Hamre, B., & LoCasale-Crouch, J. (April, 2013). *Preservice teachers' emotional intelligence: Relations with self-Efficacy, anxiety, stress and teacher-student interactions*. Poster presented at the biennial meeting of the Society for Research on Child Development, Seattle, Washington.
- Hamre, B., Whittaker, J., Jamil, F., & DeCoster, J. (April, 2013). *The role of instructional interactions, curriculum, materials, and instructional time on children's language and literacy development in preschool*. Paper presented at the biennial meeting of the Society for Research on Child Development, Seattle, Washington.
- Jamil, F., Sabol, T., Hamre, B., & Pianta, R. (April, 2012). *Assessing teachers' skills in perceiving effective interactions in the classroom: Theory and measurement*. Paper presented at the annual meeting of the American Education Research Association, Vancouver, Canada.
- Jamil, F., & Hamre, B. (April, 2012). *Supporting the development of intentional teachers: Theory and measurement*. Poster presented at the annual meeting of the American Education Research Association, Vancouver, Canada.
- Jamil, F. (March, 2012). *MyTeachingPartner: A professional development intervention for teacher self-efficacy*. Poster presented at the spring conference of the Society for Research on Educational Effectiveness, Washington, D.C.
- Jamil, F., Downer, J., & Pianta, R. (April, 2011). *Associations of pre-service teachers' performance, personality, and beliefs with teacher self-efficacy at program completion*. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.
- Hamre, B., Hatfield, B., Downer, J., Williford, A., & Jamil, F. (March, 2011). *Emotional supports in the preschool classroom and early academic performance: Examining potential mediators*. Paper presented at the biennial meeting of the Society for Research on Child Development, Montreal, Canada.
- Jamil, F., & Downer, J. (March, 2011). *Understanding the contribution of teachers' psychological profiles to emotionally supportive classroom interactions*. Poster presented at the biennial meeting of the Society for Research on Child Development, Montreal, Canada.
- LoCasale-Crouch, J., Jamil, F., & Pianta, R. (March, 2011). *Quality and stability in fifth graders' observed relationships with teachers and the association with their school performance*.

Poster presented at the biennial meeting of the Society for Research on Child Development, Montreal, Canada.

Jamil, F., Downer, J., & Pianta, R. (June, 2010). *The contribution of pre-service teachers' performance and beliefs to teacher efficacy at program completion*. Poster presented at the Institute of Education Sciences Research Conference, National Harbor, MD.

Regional and State Conferences

Hochstetter, N. D., Clark, V. E., McFadden, S. A., & Jamil, F. M. (2024, February). *South Carolina teacher workforce equity snapshot: Using data to drive diversity-focused teacher recruitment and retention efforts and identify opportunity gaps*. Paper presented at the 2024 Annual Meeting of South Carolina Educators for the Practical Use of Research (SCEPUR), Columbia, SC.

Rapa, L. J., Bolding, C. J., & Jamil, F. M. (2020, February). *Exploring the effects of an open classroom climate on the critical consciousness of preadolescent and adolescent youth*. Paper presented at the 2020 Annual Meeting of South Carolina Educators for the Practical Use of Research (SCEPUR), Columbia, SC.

Rapa, L. J., & Jamil, F. M. (2019, March). *Critical Consciousness in Pre-Adolescents: An Initial Exploration*. Paper presented at the 2019 Annual Meeting of South Carolina Educators for the Practical Use of Research (SCEPUR), Columbia, SC.

Rapa, L. & Jamil, F. (March, 2018). *Teaching about inequality: Current status and future directions*. Paper presented at the 2018 Annual Meeting of South Carolina Educators for the Practical Use of Research (SCEPUR), Columbia, SC

Bennett, A. & Stegelin, D., Jamil, F. (October 2017). *Teacher stress and well-being: Strategies to support professionals in early childhood settings*. Presentation accepted to the annual meeting of the South Carolina Association for the Education of Young Children, Columbia, SC.

Bennett, A. & Jamil, F., Pare, O. (October 2017). *Implementing STEAM professional development with kindergarten teachers*. Presentation accepted to the annual meeting of the South Carolina Association for the Education of Young Children, Columbia, SC.

Stegelin., D., & Jamil, F. (October, 2015). *Teacher wellbeing: A critical factor in child and program success*. Presentation accepted to the annual research forum of the Institute for Child Success, Greenville, South Carolina.

Jamil, F. (October, 2015). *Capitalizing on brain science to enhance learning in early childhood classrooms*. Presentation accepted to the annual meeting of the South Carolina Association for the Education of Young Children, Columbia, South Carolina.

Jamil, F., & Stegelin, D. (October, 2015). *Stress-free administration: How healthy teachers and students can be the key to your wellbeing and success*. Presentation accepted to the annual meeting of the South Carolina Association for the Education of Young Children, Columbia, South Carolina.

Jamil, F., Sabol, T., Hamre, B., & Pianta, R. (September, 2011) *A measure of teachers' skills in detecting interactions: The Video Assessment of Interactions and Learning*. Paper presented at the Virginia Education Research Association Conference, Charlottesville, VA.

Jamil, F., Downer, J., & Pianta, R. (September, 2010). *Associations of pre-service teachers' performance, personality, and beliefs with teacher self-efficacy at program completion*. Paper presented at the Virginia Education Research Association Conference, Charlottesville, VA.

Local Conferences

Jamil, F. M. (2021, May). *A teacher like me: Closing the achievement gap through increasing ethnoracial congruence between teachers and students*. Paper presented at the Clemson University Annual Research Symposium, Clemson University, Clemson, SC.

Rapa, L. J., Wilkerson, R., Jamil, F. M., & Jones, R. (2019, May). *Center for the Recruitment and Retention of Diverse Educators: Findings from the first implementation year*. Paper presented at the Clemson University Annual Research Symposium, Clemson University, Clemson, SC.

Jamil, F. M., & Rapa, L. J. (2018, May). *Are we still talking about this? (yes): Exploring and addressing issues of inequity in the field of education*. Paper presented at the Clemson University Annual Research Symposium, Clemson University, Clemson, SC.

Linder, S.M., Jamil, F.M., Lee, C.M., High, K.A (April, 2017). *How many hats do you wear? Building research capacity for STEM faculty development: An NSF sponsored workshop*. Poster presented at the College of Education Faculty Research Forum, Clemson, South Carolina.

Emerson, A., Jamil, F., & Stegelin, D. (April, 2015). *What does it matter what I think? Challenging teacher-child relationships, perceptions, power, and prophecy*. Poster presented at the Health Education and Human Development Research Forum, Clemson, South Carolina.

Doswell, L., Durkee, M., Gale-Bentz, E., Jamil, F., Richards, J., Warner, T. (December, 2009). *Racial Disparity and Disproportionality and Best Practices for Addressing Them*. Presentation to Charlottesville/Albemarle Commission on Children and Families, Charlottesville, VA.

Invited Presentations

Jamil, F. M. (2023). *From challenges to triumphs: Lessons learned in 2023 and roadmap for 2024* [webinar]. Presented as part of The Hunt Institute's Homeroom with Education Leaders webinar series. Virtual.

Jamil, F. M. (2022). *Migration: The stories of a family*. Presented to the Wren High School A.P. Human Geography, Anderson, SC.

Jamil, F. M. (2021). *If you listen, we will stay* [webinar]. Presented as part of The Hunt Institute's Race & Education webinar series. Virtual.

Research Grants:

Jamil, F., PI. *Mentoring and Career Development: 2024 Jamil and Hochstetter*. Research Grant from the William T. Grant Foundation, July, 2024. \$59,857.

Jamil, F., PI. Deepening Rural Engagement, Access, and Measurement (DREAM) Research Hub Development. Research grant from Clemson University, CU-SUCCEEDS Grants Program, March, 2024. \$28,644.

Jamil, F., PI. *Representation Matters: Compiling the Data to Measure the Effect of Teacher Workforce Diversity Policies on Reducing Ethnoracial Inequalities in Academic Outcomes*. Research Grant from the William T. Grant Foundation, August, 2023. \$199,193.

Jamil, F., PI. *Examining the Contextual Causes & Consequences of Teacher-Student Ethnoracial Congruence*. Research grant from Clemson University, CU-SEED Grants Program, January, 2021. \$9,922.

Jamil, F., Co-PI. *South Carolina Center of Excellence in Recruitment and Retention of Minority Teachers*. Research grant from the South Carolina Commission on Higher Education, September, 2018. \$622,500.

Jamil, F., Co-PI. *South Carolina Center of Excellence in Recruitment and Retention of Minority Teachers*. Research grant from the Sunshine Lady Foundation, September, 2018. \$150,000.

Jamil, F., Co-PI. *Inspecting what's Expected: Exploring Relations between Classroom Environment and Pre-adolescents' Critical Consciousness*. Research grant from the Associate Dean of Research (ADR) Research Grant Program, College of Education, Clemson University, December, 2017. \$9,615.

Jamil, F., Co-PI. *Building Research Capacity for STEM Faculty Development*. Research grant from the National Science Foundation, August, 2016. \$99,987.

Jamil, F., Co-PI. *Jasper County 4K Enhancement Project*. Research grant from the South Carolina Education Oversight Committee, March, 2016. \$65,000.

Jamil, F., Co-PI. *Investigating STEM Faculty Development*. Research grant from the Transformative Initiative for Generating Extramural Research (TIGER) program, Dean's Advisory Council, College of Engineering and Science, Clemson University, December, 2015. \$15,275.

Jamil, F., Principal Investigator. *Project REWRITE: Reflecting and Writing to Improve Dyadic Teacher-Child Relationships, Classroom Interaction Quality, and Teacher Wellbeing in Head Start*. Research grant from Clemson University, University Research Grants Committee, January, 2013. \$10,000.

Honors & Awards:

2023	Award of Excellence in Doctoral Advising <i>Clemson University</i>
2023	Achievement for a Single Work as Lead Author – Over 250 Citations <i>Clemson University</i>
2021	Total Citation Achievement Award – Over 1000 Citations <i>Clemson University</i>
2018	Trailblazers: Provost's Faculty Mentoring Initiative <i>Clemson University</i>
2013	Marjorie Hare Andrews Fellowship <i>University of Virginia</i>
2012	Outstanding Graduate TA Award <i>University of Virginia</i>
2010	Distinguished Paper Award <i>Virginia Education Research Association</i>
2009-2013	IES Pre-doctoral Research Fellowship <i>University of Virginia</i>
2009-2013	Curry Fellowship <i>University of Virginia</i>
1996-1999	Bryn Mawr Undergraduate Scholarship <i>Bryn Mawr College</i>

Teaching & Advising

University Teaching Experience:

- 2013-2024 Instructor – EDF 9310: Learning & Development in Turbulent Times
Instructor – EDF 9010: Learning Sciences Seminar 1
Instructor – EDHD 9310: Stress & Wellbeing in Learning Contexts
Instructor – EDF 9300: Bioecological Perspectives in Learning & Development
Instructor – EDF 8010: Human Development
Instructor – EDF 8020: Learning & Motivation in Context
Instructor – EDF 3340: Child Development
Clemson University, *Clemson, SC*
- 2012-2014 Instructor – ELEM 663: Advanced Trends in Elementary Education
Instructor – ELEM 696: General Seminar in Elementary Education
The College of New Jersey, *Ewing, NJ*
- 2011-2012 Graduate Instructor – EDLF 5010: Childhood Learning & Development
University of Virginia, *Charlottesville, VA*

K-12 Teaching Experience:

- 2006-2007 Teacher – fifth grade
Ruamrudee International School, *Bangkok, Thailand*
- 2005-2006 Teacher – pre-kindergarten, secondary art, intensive English
Ashgabat International School, *Ashgabat, Turkmenistan*
- 2002-2005 Teacher – kindergarten, third grade
Universal American School, *Salwa, Kuwait*

Service

Service to Field of Scholarship

- 2025 Grant Reviewer, Early Intervention & Early Childhood Education Panel
Institute of Education Sciences
- 2024 Grant Reviewer, Social & Behavioral Panel
Institute of Education Sciences
- 2023- Member at Large, Leadership Board

Present	<i>Scholarly Consortium of Innovative Psychology in Education</i>
2022	Reviewer – Annual Meeting <i>American Education Research Association</i>
2022	Grant Reviewer, Social & Behavioral Panel <i>Institute of Education Sciences</i>
2017- present	Member, Editorial Review Panel <i>The Educational Forum</i>
2010- present	Reviewer <i>Journal of Teacher Education</i> <i>Teaching and Teacher Education</i> <i>Journal of School Psychology</i> <i>Early Education and Development</i> <i>AERA Open</i> <i>Review of Educational Research</i> <i>European Journal of STEM Education</i>
2012	Reviewer – Biennial Meeting <i>Society for Research on Child Development</i>
2012	Proposal Chair – Curry Research Conference <i>Curry School of Education, University of Virginia</i>

Service to Profession

2022-2024	Member, School Improvement Council <i>Anderson School District 1, South Carolina</i>
2019-2020	Faculty Representative, Public Agenda Committee <i>Commission on Higher Education, South Carolina</i>
2016-2017	Professional Development Coach – Jasper 4K Academy <i>Jasper County Schools, South Carolina</i>
2016	Expert Consultant – Structured Recess Webcast <i>Center for Dropout Prevention, Clemson University</i>
2015	Chairperson – STEAMing into School Readiness Conference <i>Eugene T. Moore School of Education, Clemson University</i>
2014-2018	Reviewer – ICS Research Conference Member – ICS Research Committee

Institute for Child Success

2012-2016 Contract Trainer – Classroom Assessment Scoring System
Teachstone, Inc.

University Service

2025 Member – Learning Sciences Cluster Hire Search Committee
College of Education, Clemson University

2024-present Education Representative, Graduate Academic Integrity Committee
Clemson University

2024 Member – EHD Department Chair Search Committee
College of Education, Clemson University

2023 Assessor, General Education Assessment Team
Clemson University

2023 Member – MHRD Faculty Search Committee
College of Education, Clemson University

2023 Member – Dean Search Committee
College of Education, Clemson University

2022-2023 Education Representative, Council on Diversity & Inclusion
Clemson University

2021-2023 Plan Administrator – Strategic Plan for Inclusive Excellence
College of Education, Clemson University

2021 Chair – Learning Sciences Faculty Search Committee
College of Education, Clemson University

2021-2024 Education Representative, Intellectual Property Committee
Clemson University

2021-2022 Education Representative, Financial Aid Advisory Committee
Clemson University

2021-2022 Education Representative, Parking Review Board
Clemson University

2020 Faculty Representative, Inclusive Excellence Taskforce
College of Education, Clemson University

- 2019-2020 Member, Advocates Advisory Board for TIGERS Advance Program
Clemson University
- 2018-2020 Program Coordinator – Learning Science PhD Program
College of Education, Clemson University
- 2018 Chair – Learning Sciences Faculty Search Committee
College of Education, Clemson University
- 2018 Education & Human Development Department Representative - College of Education Diversity Strategic Plan Ad-Hoc Committee
College of Education, Clemson University
- 2017 Member – Core Assessment Team
College of Education, Clemson University
- 2016 Member – Adolescent Development Faculty Search Committee
College of Education, Clemson University
- 2016-2019 Education & Human Development Department Representative – College of Education Scholarships and Awards Committee
College of Education, Clemson University
- 2016-2019 Education Representative – Athletic Council
Clemson University
- 2016 Member - Education & Human Development Department Chair Search Committee
College of Education, Clemson University
- 2015-present Representative – Learning Sciences Doctoral Advisory Committee
College of Education, Clemson University
- 2015 Foundations Area Representative – Education & Human Development Tenure, Promotion and Reappointment Guidelines Committee
College of Education, Clemson University
- 2014-2017 Education Representative – Research Council Committee
Clemson University
- 2014 Community Partner - International Leaders in Education Program
Clemson University

Public Engagement & Media:

Jamil, F., & Buskey, F. (2024, April 2). A human approach to schooling (No. 194) [Audio podcast episode]. In *The Assistant Principal Podcast*.
<https://theassistantprincipal.transistor.fm/194>

Burns, M., & Jamil, F. (2024, April 2). What we're still learning from pandemic teaching. (No. 261) [Audio podcast episode]. *Easy EdTech Podcast*.
<https://classtechtips.com/2024/04/02/pandemic-teaching-261/>

Jamil, F. (2024, February 16). A Bronx school district offers lessons in boosting student mental health. *The Conversation*. <https://theconversation.com/a-bronx-school-district-offers-lessons-in-boosting-student-mental-health-219087>

Professional Affiliations:

American Education Research Association
National Association for the Education of Young Children
Scholarly Consortium for Innovative Psychology in Education
American Psychological Association – Division 15
Society for Research in Child Development
Society for Research on Adolescence