

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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| 2021 | Deans Fellow for Inclusive Excellence – College of Education
Clemson University, <i>Clemson, SC</i> |
| 2019 | Associate Professor – Education and 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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| 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, <i>Bryn Mawr, PA</i>
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:

Peer Reviewed Articles

Bennet, A., & Jamil, F. (in press). Kindergarten Teacher Responses to a Contextualized Professional Development Workshop on STEAM Teaching. *International Journal of Teacher Education and Professional Development*.

Jamil, F., & Emerson, A., McKown, G., Stephan, A. (in press). The Struggle is Real: An Investigation of Preschool Teachers' Perceptions of Students' Challenging Behaviors through Reflective Writing. *Early Childhood Education Journal*.

Jamil, F., Stephan, A., Rapa, L., & Bennett, A. (in review). Exploring longitudinal changes in teacher expectancy effects on children's literacy achievement.

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

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.

Rapa, L. & Jamil, F. (in preparation). Teaching about inequality: Current status and future directions.

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

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 accepted 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

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).

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).

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

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

University of Virginia

- 2010 Distinguished Paper Award
Virginia Education Research Association
- 2009-2013 IES Pre-doctoral Research Fellowship
University of Virginia
- 2009-2013 Curry Fellowship
University of Virginia
- 1996-1999 Bryn Mawr Undergraduate Scholarship
Bryn Mawr College

Teaching & Advising

University Teaching Experience:

- 2013-2022 Instructor – EDHD 9310: Stress & Wellbeing in Learning Contexts
Instructor – EDF 9300: Bioecological Perspectives in Learning & Development
Instructor – EDF 8010: Human Development
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

- 2022 Grant Reviewer, Social & Behavioral Panel
Institute of Education Sciences
- 2017-present Member, Editorial Review Panel
The Educational Forum
- 2010-2018 Reviewer
Journal of Teacher Education
Teaching and Teacher Education
Journal of School Psychology
Early Education and Development
AERA Open
Review of Educational Research
European Journal of STEM Education
- 2012 Reviewer – Biennial Meeting
Society for Research on Child Development
- 2012 Proposal Chair – Curry Research Conference
Curry School of Education, University of Virginia

Service to Profession

- 2019-2020 Faculty Representative, Public Agenda Committee
Commission on Higher Education, South Carolina
- 2016-2017 Professional Development Coach – Jasper 4K Academy
Jasper County Schools, South Carolina
- 2016 Expert Consultant – Structured Recess Webcast
Center for Dropout Prevention, Clemson University
- 2015-present Director – Contexts of Learning & Development Lab
College of Education, Clemson University
- 2015 Chairperson – STEAMing into School Readiness Conference
Eugene T. Moore School of Education, Clemson University
- 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

2021-present 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-present 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 Representative – 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 Representative - 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

Professional Affiliations:

National Association for the Education of Young Children
National Association of Early Childhood Teacher Educators
Society for Research in Child Development
Society for Research on Adolescence
American Education Research Association