

Remy Dou

Curriculum Vitae – Abbreviated (2020 – Current)
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I. EDUCATION

- | | | |
|-------------|---|----------------------------------|
| 2017 | Ph.D. Curriculum & Instruction
<i>Title:</i> The interactions of relationships, interest, and self-efficacy in undergraduate physics
<i>Chair:</i> Dr. Eric Brewé
<i>Specialty:</i> Self-efficacy, social network analysis, advanced statistical methodologies | Florida International University |
| 2004 | B.S. Biological Sciences | Florida International University |

II. PROFESSIONAL APPOINTMENTS

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|-----------------------|--|
| 2025 – Current | <i>Dr. Eveleen Lorton Endowed Junior Chair for Pedagogical Practice, Innovation and Excellence</i>
University of Miami, Miami, FL
Department of Teaching and Learning |
| 2022 – 2025 | Associate Professor (67% Research; 23% Teaching; 10% Service)
Florida International University, Miami, FL
STEM Transformation Institute Department of Teaching and Learning |
| 2019 – 2022 | Assistant Professor (67% Research; 23% Teaching; 10% Service)
Florida International University, Miami, FL
STEM Transformation Institute Department of Teaching and Learning
FIU Extreme Events Institute Fellow |
| 2017 – 2019 | Visiting Clinical Assistant Professor (45% Research; 45% Teaching; 10% Service)
Florida International University, Miami, FL
STEM Transformation Institute Department of Teaching and Learning |
| 2016 – 2017 | Postdoctoral Research Associate
University of Maryland, College Park, MD
Department of Physics Physics Education Research Group |
| 2013 – 2016 | Graduate Research Assistant
Florida International University, Miami, FL
Department of Teaching and Learning |
| 2011 – 2013 | Albert Einstein Distinguished Educator Fellow
National Science Foundation, Alexandria, VA
Education & Human Resources Directorate
Summary: <ul style="list-style-type: none">○ Special appointment to the White House Office of Science & Technology Policy, Five-Year Federal STEM Education Strategic Plan○ Fellow in the Advancing Informal STEM Learning program○ Fellow in the Presidential Awards for Excellence in Mathematics and Science Teaching program |

III. HIGHER EDUCATION LEADERSHIP

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|--|----------------|
| 1. Director, Talking Science Research & Development Group, | 2019 – Current |
| 2. Governmental Liaison, Faculty Senate, FIU | 2023 - 2024 |
| 3. Steering Committee College Unit Representative, Faculty Senate, FIU | 2022 - 2024 |
| 4. School of Education and Human Resources Representative, Faculty Senate, FIU | 2022 - 2024 |
| 5. Program Lead, STEM Education PhD, FIU | 2022 - 2024 |

IV. HONORS AND AWARDS

- 2025 - Presidential Early Career Award for Scientists and Engineers (PECASE),
National Science and Technology Council
- 2024 - Faculty Senate Award for Excellence in Advising & Mentorship,
Florida International University
- 2024 - Reviewer of Excellence, International Journal of Science Education
- 2021 - "Exceptional Contributions", National Association for Research in Science Teaching
- 2020 - Top Scholar, Junior Faculty with Significant Grants (Sciences) Category, Florida International University

V. SPONSORED PROJECTS, Total Funding Awarded to Date: \$7,406,700

[†]Award abruptly terminated in April of 2025 due to changes in federal priorities

A. Externally Funded Grants

- [†]National Science Foundation, Advancing Informal STEM Learning Award, AISL #2415575
Intended Funding Amount: \$1,672,045 September 2024 – August 2027
OYE Tumble: Originating Youth Engagement with Culturally-Situated Science Podcasts for Kids.
PIs: Sara Robberson Lentz, **Remy Dou (Co-PI)**, Marshall Escamilla, Yasmin Catricheo
- National Science Foundation, STEM Education Individual Postdoctoral Research Fellowships
Funding Amount: \$250,750 August 2024 – August 2026
Building on Culturally Affirming Family Practices to Increase Youth STEM Identity Through Science Talk in the Kitchen.
PI: Nicole Vitale; Sponsoring Researcher: **Remy Dou**
- [†]National Science Foundation, Advancing Informal STEM Learning Award, AISL #2313936
Intended Funding Amount: \$3,498,607 August 2023 – July 2026
A National Media and Community-based Campaign to Advance Latino Parents Access to and Engagement with Science-based Parenting Strategies During the Climate Crisis
PIs: Alicia Torres, **Remy Dou (Co-PI)**, Gail A. Scowcroft, Maite Arce
- National Science Foundation, Advancing Informal STEM Learning Award, AISL #2215050
Funding Amount: \$950,262 September 2022 – June 2025
Racially and Ethnically Minoritized Youths Out-of-School-Time Experiences and Their Effects on STEM Attitudes, Identity, and Career Interest
PIs: Phil Sadler, **Remy Dou (Co-PI)**, Gerhard Sonnert, Susan E. Sunbury, Monique Ross
- National Science Foundation, Advancing Informal STEM Learning Award, AISL #2209746
Funding Amount: \$228,786 March 2022 – March 2025
Dear Colleague Letter: Postdoctoral Research Associate Supplementary Funding
Principal Investigator: Remy Dou

- National Science Foundation, Faculty Early Career Development Award (CAREER), AISL #1846167
Funding Amount: \$802,250 March 2019 – March 2025
CAREER: Talking Science: Early STEM Identity Formation Through Everyday Science Talk
Principal Investigator: Remy Dou

VI. PUBLICATIONS, Google Scholar Citation Count: 1,566 | h-index: 16 | i10-index: 18

(Mentee Co-authorship: ^aPostdoc; ^bUndergraduate student; ^cGraduate Student)

A. Peer-Reviewed Articles – Published

1. Vieyra, R., Hite, R., & **Dou, R.** (2025). Push and pull factors that influence classroom retention and attrition of STEM teacher leaders after participating in a district-external professional development program. *Journal of Science Teacher Education*. 1 – 22.
<https://doi.org/10.1080/1046560X.2025.2558359>
2. Castaño, G.^c, **Dou, R.**, Linh, N.^b, Mohammed, N.^b, Lopez, A.^b, & Underwood, S.M. (2025). Identity development in chemistry: The social functionality and moral significance of being (considered) a 'real' chemist. *JACS Au*, 4408 – 4426. <https://doi.org/10.1021/jacsau.5c00769>
3. Cian, H., **Dou, R.** & Irwin, C.^c (2025). Embedding historical and contextual sensitivity in QuantCrit approaches to STEM identity research: Implications for data collection and analysis techniques. *Current Opinions in Behavioral Sciences*, 64, 101530.
<https://doi.org/10.1016/j.cobeha.2025.101530>
4. **Dou, R.**, Villa, N.^b, Cian, H., Sunbury, S., Sadler, P.M., & Sonnert, G. (2025). Unlocking STEM identities through family conversations about topics in and beyond STEM: The contributions of family communication patterns. *Behavioral Sciences*, 15(2), 106.
<https://doi.org/10.3390/bs15020106>
5. Cian, H., & **Dou, R.** (2024). Masculinized discourses of STEM interest, performance, and competence that shape university STEM students' recognition of a "STEM person." *Journal of Research in Science Teaching*, 61(5), 1062–1092. <https://doi.org/10.1002/tea.21937>
* **Featured in Science:** McCartney, M. (2024). Research Highlights: "Masculinized discourses in STEM." *Science*, 384(6701).
6. **Dou, R.**, Cian, H., Hazari, Z., Sonnert, G., & Sadler, P.M. (2023). Childhood experiences and undergraduate student interest in STEM disciplines: Attending to setting and activity type. *Ann NY Acad Sci.*, 1526(1), 138–147. <https://doi.org/10.1111/nyas.15013>
7. Kayumova, S., & **Dou, R.** (2022). Equity and justice in science education: Toward a pluriverse of multiple identities and onto-epistemologies. *Science Education*, 106(5), 1097–1117.
<https://doi.org/10.1002/sce.21750>
8. **Dou, R.** & Cian, H.^a (2022). Constructing "STEM identity": An expanded structural model for STEM identity research. *Journal of Research in Science Teaching*, 59, 458-490.
<https://doi.org/10.1002/tea.21734> * **Top Cited Article**, 2021–22, Wiley Publishing
9. Hazari, Z., **Dou, R.**, Sonnert, G., & Sadler, P.M. (2022). Examining the relationship between informal science experiences and physics identity: Unrealized possibilities. *Physical Review Physics Education Research*, 18, 010107-1 – 010107-14.
<https://journals.aps.org/prper/pdf/10.1103/PhysRevPhysEducRes.18.010107>

10. Cian, H.^a, **Dou, R.**, Castro, S.^b, Palma-D'Souza, E.^b, & Martinez, A.^b (2022). Facilitating marginalized youths' identification with STEM through everyday science talk: The critical role of parental caregivers. *Science Education*, 106(1), 57 – 87. <https://doi.org/10.1002/sce.21688>
* **Top Cited Article**, 2021–22 & 2022 – 23, Wiley Publishing
11. **Dou, R.**, Cian, H.^a, & Espinosa-Suarez, V.^b (2021). Undergraduate STEM majors on and off the Pre-Med/Health track: A STEM identity perspective. *CBE-Life Sciences Education*, 20(2), 1-12. <https://doi.org/10.1187/cbe.20-12-0281>
12. **Dou, R.**, & Cian, H.^a (2021). The relevance of childhood science talk as a proxy for college students' STEM identity at a Hispanic Serving Institution. *Research in Science Education*, 51(4), 1093-1105. <https://doi.org/10.1007/s11165-020-09928-8>
13. **Dou, R.** & Cian, H.^a (2020). Creating pathways for equity in STEM through family engagement: Highlighting the experiences of Hispanic/Latine youths. *Connected Science Learning*, 2(4). <https://www.nsta.org/connected-science-learning/connected-science-learning-october-december-2020/creating-pathways>
14. **Dou, R.**, Bhutta, K.^b, Ross, M., Kramer, L., & Thamotharan, V. (2020). The effects of computer science stereotypes and interest on middle school boys' career intentions. *ACM Transactions on Computing Education*, 20(3), 1-18. <https://dl.acm.org/doi/abs/10.1145/3394964>
15. **Dou, R.**, Hazari, Z., Dabney, K., Gerhard, S., & Sadler, P. (2019). Early informal STEM experiences and STEM identity: The importance of talking science. *Science Education*, 103:623-637. <https://doi.org/10.1002/sce.21499>
16. **Dou, R.**, Teodorescu, R., Madsen, A., Redish, E., & Reeves, M. (2019). Examining course syllabi: Introductory physics for life sciences. *Physical Review Physics Education Research*, 15(2), 020143. <https://doi.org/10.1103/PhysRevPhysEducRes.15.020143>
17. **Dou, R.** & Zwolak, J.P. (2019). Practitioner's guide to social network analysis: Examining physics anxiety in an active-learning setting. *Physical Review Physics Education Research*, 15(2), 020105. <https://doi.org/10.1103/PhysRevPhysEducRes.15.020105>
18. Williams, E.A.^c, Zwolak, J., **Dou, R.**, & Brewe, E. (2019). Linking engagement and performance: The social network analysis perspective. *Physical Review Physics Education Research*, 15(2), 020150. <https://doi.org/10.1103/PhysRevPhysEducRes.15.020150>
19. **Dou, R.**, Brewe, E., Potvin, G., Zwolak, J.P., & Hazari, Z. (2018). Understanding the development of interest and self-efficacy in active-learning undergraduate physics courses. *International Journal of Science Education*, 40(13), 1587-1605. <https://doi.org/10.1080/09500693.2018.1488088>
20. Brewe, E., **Dou, R.**, & Shand, R. (2018). Costs of success: Financial implications of implementation of active learning in introductory physics courses for students and administrators. *Physical Review Physics Education Research*, 14(1), 010109. <https://doi.org/10.1103/PhysRevPhysEducRes.14.010109>
21. Zwolak, J.P.^a, **Dou, R.**, Williams, E.A.^c, & Brewe, E. (2017). Students' network integration as a predictor of persistence in introductory physics courses. *Physical Review Physics Education Research*, 13(1), 1–14. <http://doi.org/10.1103/PhysRevPhysEducRes.13.010113>

* **Featured in Science:** McCartney, M. (2017). Editor's Choice: "The Physics of Social Butterflies." *Science*, 356(6335).

22. **Dou, R.**, Brewe, E., Zwolak, J.P.^a, Potvin, G., Williams, E.A.^c, & Kramer, L.H. (2016). Beyond performance metrics: Examining a decrease in students' physics self-efficacy through a social networks lens. *Physical Review Physics Education Research*, 12(2), 020124. <http://doi.org/10.1103/PhysRevPhysEducRes.12.020124>
23. **Dou, R.** & Gibbs, K. (2013). Engaging all students in the pursuit of STEM careers. *School Science Review*, 95(351), 106-112. https://www.researchgate.net/profile/Remy_Dou/publication/309480361_Engaging_all_students_in_the_pursuit_of_STEM_careers/links/58128ff908ae8414914a2e26.pdf
24. **Dou, R.**, Hogan, D., Kossover, M., Spuck, T., & Young, S. (2013). Defusing diffusion. *The American Biology Teacher*, 75(6), 391-395. <https://www.jstor.org/stable/10.1525/abt.2013.75.6.6>

C. Book Editor

1. Spuck, T., Rust, T., Jenkins, L., & **Dou, R.** (Eds.). (2018). *Best Practices in STEM Education: Innovative Approaches from Einstein Fellow Alumni* (2nd ed.). New York, NY: Peter Lang.

D. Book Chapters

1. Ennes, M., Jones, M. G., Cian, H.^a, **Dou, R.**, Abramowitz, B., Bordewieck, K., & Ideus, K. (2023). Family Influence and STEM Career Aspirations. In R. Tierney, F. Rizvi and K. Ercikan (Eds). *International Encyclopedia of Education 4e* (pp. 370-381). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.13022-2>
2. Hite, R., Vieyra, R., Milbourne, J., **Dou, R.**, Spuck, T., & Smith, J.F. (2020). STEM Teacher Leadership in Policy. In C. Johnson, M. Mohr-Schroeder, T. Moore, & L. English (Eds.), *Handbook of Research on STEM Education* (Ch. 37). London, UK: Routledge/Taylor & Francis.
3. **Dou, R.** (2014). Alternative Reality: Gamifying Your Classroom. In *Einstein Fellows Best Practices in STEM Education*. New York: Peter Lang Publishing.¹
4. **Dou, R.**, & Rust, T. (2014). Integrating Informal STEM Learning into Your Curriculum. In *Einstein Fellows Best Practices in STEM Education*. New York: Peter Lang Publishing.²

VII. SELECTED PRESENTATIONS

(Mentee Co-Presenter: ^aPostdoc; ^bUndergraduate student; ^cGraduate Student)

A. Invited Presentations (Abbreviated)

1. **Dou, R.** (2024, April). *Project-Based Learning: Principles to Sustain Student Learning and Teacher Change in Practice*. National Science Teaching Association, Professional Learning Unit, Virtual.
2. **Dou, R.** (2024, March). *The Family-Centric STEM Identity Development model*. Harvard University, Science Education Department Seminar, Cambridge, MA.
3. **Dou, R.** & Castano, G.^c (2023, March). *Re-centering our notions of chemistry identity measurement to account for students' lived experiences*. Discipline-Based Education Research Group Brown Bag Speaker Series, University of Pittsburgh, Virtual.

¹ Reprinted in Spanish [2017]

² Reprinted in Spanish [2017]

4. Kayumova, S. & **Dou, R.** (2023, March). *Authors Q&A: Equity and justice in science education: Toward a pluriverse of multiple identities and onto-epistemologies*. ESERA Special Interest Group 5 – Science Identity, Virtual.
5. **Dou, R.** (2023, February). *You're a science person, but it's not your fault*. Thirst for Science, Miami, FL.
6. **Dou, R.** (2023, January). *Contextualizing chemistry identity*. Department of Chemistry Brown Bag Speaker Series, University of North Texas, Denton, TX.
7. Henderson, D., King, N., & **Dou, R.** (March 2022). *CADRE Fellows community building webinar*. Panelist, Community for Advancing Discovery Research in Education, Virtual.
8. Bang, M. (Facilitator), Boyce, A., **Dou, R.**, Jayaraman, S., & Vossoughi, S. (2021, October). *Rethinking rigor: Considering racism and colonialism in ISE research methods*. Panelist, 2021 NSF AISL Awardee Meeting, Virtual.

B. *Refereed Presentations at National and International Conferences (Abbreviated)*

1. Awsaf, A.A.^c, **Dou, R.**, Sunbury, S., Sadler, P., & Gerhard, S. (2025, April). *Examining the impact of perceived experiences on STEM identity and career aspirations among underrepresented youth* [Presentation]. 2025 AERA Annual Meeting, Denver, CO.
2. Brown, M. N., Carpenter, R., Villaseñor, D., Cesar, B., Thompson, R., McKinley, R., Duran, A., Betances, J., & **Dou, R.** (March, 2025). *Reflections on cross-sector collaboration around place-based informal climate change engagement for Latino youth and families*. In J. Luft (Chair), *Fostering authentic engagement: Strategies for partnered climate change education across the science education landscape* [Symposium]. 2025 NARST Annual International Conference, National Harbor, MD.
3. Awsaf, A.A.^c, Giansanti, N.^b, Sunbury, S., & **Dou, R.** (2025, March). *Concurrent phenomenological analysis of STEM career aspirations in underrepresented youth: Role of experiences and identity* [Presentation]. 2025 NARST Annual International Conference, National Harbor, MD.
4. Irwin, C.^c, Hazari, Z., **Dou, R.**, Sadler, P., & Sonnert, G. (2024, March). *Economic motivations for the pursuit of STEM careers: Implications for inclusion and justice* [Presentation]. 2024 NARST Annual International Conference, Denver, CO.
5. Awsaf, A.A.^c, Cian, H., & **Dou, R.** (2024, March). *A systematic literature review of survey research on engineering identity* [Presentation]. 2024 NARST Annual International Conference, Denver, CO.
6. **Dou, R.**, & Cian, H. (2024, March). *Considering the family-centric STEM identity development model to support inclusivity in designing STEM learning experiences* [Related Papers Set]. 2024 NARST Annual International Conference, Denver, CO.
7. Villa, N.,^b **Dou, R.**, & Cian, H. (2024, March). *Building on curiosity to support youth science identity development through caregiver-child conversations* [Presentation]. 2024 NARST Annual International Conference, Denver, CO.
8. **Dou, R.** & Cian, H. (2023, April). *Familial STEM identity: Reframing "STEM identity" to consider social units*. In A. Calabrese Barton (Chair), *Consequential arrangements for becoming: considering identity work in STEM across social, institutional, and practice spaces* [Symposium]. 2023 NARST Annual International Conference, Chicago, IL.
9. Cian, H. & **Dou, R.** (2023, April). *Contextual cues of learning experiences and their influences on expressions and development of STEM Identities* [Presentation]. 2023 NARST Annual International Conference, Chicago, IL.
10. **Dou, R.** & Cian, H. (2023, April). *Using familial STEM identity to understand identity development through social units* [Presentation]. 2023 NARST Annual International Conference, Chicago, IL.

11. Cian, H. & **Dou, R.** (2023, April). *I am (sort of) a STEM person: College STEM students' self-assessment of STEM identities* [Presentation]. 2023 NARST Annual International Conference, Chicago, IL.
12. Cian, H. & **Dou, R.** (2023, April). *Context-dependent expressions of STEM identity-related behaviors* [Presentation]. 2023 AERA Annual Meeting, Chicago, IL.
13. Cian, H. & **Dou, R.** (2023, April). *Limitations in STEM identity surveys to capture college STEM students' marginalizing perspectives of STEM personhood* [Presentation]. 2023 AERA Annual Meeting, Chicago, IL.
14. Guerrero, G.^c, **Dou, R.**, & McCartney, M. (2023, April). *Mapping the training ground: LCA of graduate student perceptions of SciComm* [Presentation]. 2023 NARST Annual International Conference, Chicago, IL.
15. Irwin, C.^c, Burns, J., Saunders, D., **Dou, R.**, & Ellis, J., (2023, April). *Exploring the social relations of STEM education* [Presentation]. 2023 AERA Annual Meeting, Chicago, IL.
16. Neris, W.^c & **Dou, R.** (2022, September). *Motivational wellness: Predicting postsecondary remedial math enrollment* [Presentation]. 2022 NCTM Research Conference, Los Angeles, CA.
17. Cian H.^a & **Dou, R.** (2022, April). *Under-realized STEM capital: Consequences of college STEM Students' perceptions of their immigrant mothers' STEM affiliation* [Presentation]. 2022 AERA Annual Meeting, Sand Diego, CA.
18. **Dou, R.** & Cian H.^a (2022, March). *Undergraduate STEM majors' association of K-12 experiences with their STEM identities* [Presentation]. 2022 NARST Annual International Conference, Vancouver, BC.
19. Cian H.^a & **Dou, R.** (2022, March). *Durability of systemic gendering of STEM in college STEM students' definitions of a STEM person* [Presentation]. 2022 NARST Annual International Conference, Vancouver, BC.
20. Cian H.^a & **Dou, R.** (2021, October). *The structure of STEM talk and STEM identities in practice—At home and in school* [Presentation]. 2021 Southeastern Association for Science Teacher Education Annual Conference.
21. **Dou, R.** & Cian H.^a (2021, April). *Constructing "STEM identity": Test of an expanded identity model* [Presentation]. 2021 NARST Annual International Conference, Virtual.
22. Cian, H.^a & **Dou, R.** (2021, April). *Content, context, and structure of family STEM conversations and their Influence on STEM identity* [Presentation]. 2021 NARST Annual International Conference, Virtual.
23. Martinez, A.^b, **Dou, R.**, & Cian H.^a (2021, April). *'It was just a completely different change in environment': How immigration history contributes to family capital, STEM engagement, and STEM identity* [Presentation]. 2021 NARST Annual International Conference, Virtual.
24. Palma-D'Souza, E.^b, **Dou, R.**, & Cian H.^a (2021, April). *Who is a STEM person?: Analysis of criteria used to define and differentiate STEM people* [Presentation]. 2021 NARST Annual International Conference, Virtual.
25. Castro, S.^b, Cian H.^a, & **Dou, R.** (2021, April). *Parent gender as a contributing factor in the development of college students' STEM identity* [Presentation]. 2021 NARST Annual International Conference, Virtual.
26. **Dou, R.** & Cian, H.^a (2021, April). *The influence of science talk on STEM identity: Expanding the identity framework* [Presentation]. 2021 Virtual AERA Annual Meeting.
27. Cian, H.^a & **Dou, R.** (2021, April). *Differential Influences of parents and teachers on STEM identity of minorized youths* [Presentation]. 2021 Virtual AERA Annual Meeting.
28. Cian, H.^a & **Dou, R.** (2020, December) *Recognizing and leveraging parent capital as a contributor to STEM identity: Opportunities made visible through home-based learning imperatives*

[Presentation]. Reimagining Education Virtual Conference: Opportunities for Achievement, Equity, and Justice in a Post-Pandemic World, Virtual.

29. Cian, H.^a & **Dou, R.** (2020, April). *Experiencing childhood science talk: Identity development of STEM majors at a Hispanic-Serving Institution*. Poster Session, 2020 AERA Annual Meeting San Francisco, CA. Archived <http://tinyurl.com/std3f7n> (Conference Canceled)
30. **Dou, R.** & Cian, H.^a (2020, March). *A mixed-methods study of everyday science talk and STEM identity development* [Presentation]. 2020 NARST Annual International Conference, Portland, OR. Archived <https://tinyurl.com/ybwx9bej> (Conference Canceled)

VIII. ADVISORY ROLES

A. Advisory Panel Member for Externally Funded Projects

1. Advisory Committee Member, *Recruitment, Readiness, and Retention of Engineering, Mathematics, and Science Teachers (R3STEM)* 2024 – Current
National Science Foundation, Robert Noyce Teacher Scholarship Program
Award No. 2345066 Principal Investigator: Colleen Eddy
2. Advisory Committee Member, *OCEAN Kids* 2024 – Current
National Academies of Sciences, Engineering, and Medicine
Institutional Lead: Associated Universities, Inc.
3. Advisory Committee Member, *CAREER: Investigating Black Youths' Engineering, Innovation, and Design Practices at the Intersection of Museum and Home/Family Learning* 2022 – 2025
National Science Foundation, Advancing Informal STEM Learning
Award No. 2045568 Principal Investigator: DeLean Tolbert Smith
4. Advisory Board Member, *Center for Empathy and Social Justice in Human Health*, University of California, San Diego 2021 – 2023
Director: Gentry Patrick
5. Advisory Committee Member, *Content Advisory Committee: Early Childhood*, Museum of Discovery and Science in Ft. Lauderdale, FL 2021 – 2022
Vice President of Exhibits: Andrea Hart
6. Planning Committee Advisor, *Conectando Saberes: Forum on STEM Learning Among Latiné Youth and Families* 2023
National Science Foundation, Alexandria, VA
Lead Program Officer: Alicia Santiago Gonzalez
7. Advisory Committee Member, *A Systematic Review of STEM Learning and Social-Emotional Development in Out of School Time* 2021 – 2023
National Science Foundation, Advancing Informal STEM Learning
Award No. 2115868 Principal Investigator: Gil Noam
8. Advisory Committee Member, *Developing STEM Skills Through Play and Exhibit Design for Early Learners in Children's Museums & Science Centers* 2020 – 2024
National Science Foundation, Advancing Informal STEM Learning
Award No. 2005944 Principal Investigator: Laura Huerta Migus

9. Advisory Committee Member, *Learning Solutions: Investigating Fundamental Tools, Resources, & Strategies to Support Professionals Addressing Persistent Issues in STEM* 2020 – 2022
National Science Foundation, Advancing Informal STEM Learning
Award No. 2011424 Principal Investigator: John Falk

IX. NATIONAL PROFESSIONAL ACTIVITIES

A. Committee Membership & Leadership for National Organizations

- Finance Committee Co-Chair Elect, Science Educators for Equity, Diversity and Social Justice, SEEDS (2026 – 2028)
- Member, Division C Equity and Inclusion Committee, AERA (2022 – 2024)
- Chair, External Policy and Relations Committee, NARST (2020 – 2022)
- Co-Chair, External Policy and Relations Committee, NARST (2019 – 2020)
- Member, External Policy and Relations Committee, NARST (2017 – 2019)

B. Editorial Boards/Editor

- Associate Editor, *Journal of Research in Science Teaching* (2025 – 2030)
- Editorial Board Member, *Journal of Research in Science Teaching* (2019 – 2022)
- Department Editor, *The American Biology Teacher* (2013 – 2019)
- Editorial Board Member, *Journal of Microbiology & Biology Education* (2016 - 2018)

X. ADVISING & MENTORING (*Abbreviated*)

A. Postdoctoral Research Associates

1. Nicole Vitale (2024 – 2025), Talking Science Research & Development Group
2. Michelle Brown (2023 – 2024), Talking Science Research & Development Group
3. Theila Smith (2022 – 2023), Talking Science Research & Development Group
4. Heidi Cian (2019 – 2022), Talking Science Research & Development Group

B. Doctoral Graduates (α : as Chair | Ψ : as Committee Member)

1. Analisa Duran α , PhD in Teaching & Learning, Department of Teaching & Learning
"Evaluating the Pedagogical Approaches and Learner Outcomes in Educator-led Learning Experiences at Science Museums and Centers" 2025
2. Brenda Guerrero α , PhD in Teaching & Learning, Department of Teaching & Learning
"Understanding University Research Scientists' Identity Construction Through Their Participation in Science Communication" 2025
3. Alexander Eden Ψ , PhD in Biology Education, Department of Biological Sciences
"Unequal Pathways: The Interplay of Cultural Wealth, Servingness, And Latin* Identity in Biology at a Large Hispanic-Serving Institution" 2025
4. Brenna Kays Ψ , PhD in Earth Systems Science, Department of Earth and Environment
"Exploring Equitable Green Infrastructure Development, Prescribed Fire Perceptions, and Urban Greening Challenges in Miami-Dade County" 2024
5. Joinée Taylor Ψ , PhD in STEM Education, Department of Teaching & Learning
"Towards Epistemic Justice in Introductory Physics Learning" 2024

6. Ashli Wright^Ψ, PhD in Biological Sciences, Department of Biological Sciences
"Science Educators' Motivation to Read & Teach Using Primary Scientific Literature" 2024
7. İlkem Özdiñç^Ψ, M.S. Science Education, Bogaziçi University, Istanbul, Turkey
"Gamified STEM or Integrated STEM: Exploring 8th Grade Middle School Students' Problem-Solving Skill Perceptions and Critical Thinking Disposition Levels About Global Climate Change" 2023
8. Alberto Diaz^Ψ, PhD in Educational Leadership and Policy Studies "Means to an End: A Qualitative Interview Study on Medical Students and Debt" 2022
9. Jennifer Murray^Ψ, hD in Educational Leadership and Policy Studies
"A Novel Approach to Measuring Teacher Engagement with Resources Using Social Network Analysis to Understand Teacher Satisfaction and Retention" 2022
10. Ivan Ceballos^Ψ, PhD in Educational Leadership and Policy Studies
"Spatializing Student Engagement: A Phenomenological Study on Experiencing Spaces, Places, and A College Campus" 2021

XI. PROFESSIONAL MEMBERSHIPS

1. Science Educators for Equity, Diversity, and Social Justice (Member, 2024 – Current)
2. New York Academy of Sciences (Member, 2024 – Current)
3. Florida Academy of Sciences (Member, 2024 – Current)
4. American Educational Research Association (Member, 2016 – Current)
5. National Association for Research in Science Teaching (2015 – Current)
6. American Institute of Aeronautics and Astronautics (Member, 2011 – 2024)
7. Association of Zoos and Museums (Member, 2018 – 2019)
8. American Physical Society (Member, 2014 – 2019)
9. American Association of Physics Teachers (Member, 2012 – 2019)
10. American Association for the Advancement of Science (Member, 2015 – 2019)
11. Sigma Xi (2019)

XII. MISCELLANEOUS

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