**FABIENNE DOUCET, Ph. D.**

# EDUCATION

***University of North Carolina at Greensboro, Department of Human Development***

***and Family Studies***

Ph.D. in Human Development and Family Studies 2000

Dissertation: The transition to school in middle class and working class African American

families: A study of caregiver beliefs, values, and practices. (Jonathan Tudge, Ph. D., Advisor)

***University of North Carolina at Greensboro, Department of Human Development***

***and Family Studies***

M.S. in Human Development and Family Studies 1998

Thesis: African American parents’ values and beliefs and their preschoolers’ involvement in

everyday activities: A study of gender and social class socialization. (Jonathan Tudge, Ph. D., Advisor)

***Messiah College, Grantham, Pennsylvania***

B.A. *cum laude*, Behavioral Science 1995

Concentration: Child Development and Family Studies

### POSITIONS HELD

 **ADMINISTRATIVE**

Program Leader, Childhood Education Spring 2014-Spring 2017

Program Leader, Early Childhood Education 2013-2014

 **ACADEMIC**

**Program Officer** January 2019-Present

William T. Grant Foundation

Grant program oversight: William T. Grant Scholars Program; Mentoring Grant Program

## **Associate Professor (Tenured)** 2013-Present (on leave)

New York University, Steinhardt School of Culture, Education, and

Human Development, Department of Teaching and Learning

Affiliated faculty member, Center for Latin American and Caribbean Studies; Institute for Human Development and Social Change; Metropolitan Center for Research on Equity and the Transformation of Schools

## **Assistant Professor** 2006-2013

New York University, Steinhardt School of Culture, Education, and Human

Development, Department of Teaching and Learning

Affiliated faculty member, Center for Latin American and Caribbean Studies; Institute for Human Development and Social Change; Metropolitan Center for Research on Equity and the Transformation of Schools

### ACADEMIC POSITIONS HELD (CONTINUED)

## **Assistant Professor** 2003-2006

University of Connecticut, School of Family Studies, Department of Human

Development and Family Studies

**National Academy of Education/Spencer Foundation Postdoctoral Fellow** 2002-2003

Sponsoring Institution: Harvard University Graduate School of Education

**National Science Foundation Minority Postdoctoral Fellow** 2000-2002

Sponsoring Institution: Harvard University Graduate School of Education

PUBLICATIONS

 **BOOKS (ACADEMIC)**

**Doucet, F.** (under contract). *Authentic family-school relationships: An early childhood educator’s guide*. New York: Teachers College Press.

McWayne, C. M., **Doucet, F.**, & Sheridan, S. M. (Eds). (2019). *Ethnocultural diversity and the home-to-school link*. New York: Springer Publishing Company.

Allen, L., & Kelly, B. B., Eds., with the Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success (**Doucet, F**., committee member). (2015). *Transforming the workforce for children Birth through Age 8: A unifying foundation*. Washington, DC: The National Academies Press.

 **BOOKS (CHILDREN’S LITERATURE)**

|  |
| --- |
| **Doucet, F.** (under contract). *Love is still winning/El amor siempre triunfa*. New York: Lil’ Libros Press. |

 **EDITED JOURNALS**

|  |
| --- |
| Adair, J. K., & **Doucet, F.** (Eds). (2018). *Supporting Young Children of Immigrants in PreK-3* (Themed issue for the *Bank Street Occasional Paper Series*, 39). |
| **Doucet, F.**, & Dublin, J. A. ♠ (Eds.) (2012). *Changing institutions in Post-earthquake Haiti* (Themed issue for the *Journal of Haitian Studies*), 18(1). |

 **REFEREED JOURNAL ARTICLES AND BOOK CHAPTERS**

|  |
| --- |
| **Doucet, F**., & Kirkland, D. E. (2021, July 14, Online First). Sites of sanctuary: Examining Blackness as “something fugitive” through the tactical use of ethnic clubs by Haitian immigrant high school students. *Journal of Adolescent Research*. <https://doi.org/10.1177/07435584211028228> |
| Navarro, J., **Doucet, F**., Tudge, J. (2020). Bioecological systems influences on early childhood education. In D. F. Gullo & M. E. Graue (Eds.) *Scientific influences on early childhood education: From diverse perspectives to common practices* (pp. 55-68). Routledge. |
| **Doucet, F.** (2019). Culturally sustaining and humanizing practice in early childhood care & education. In C. P. Brown, M. B. McMullen, & N. File (Eds.) *Handbook of early childhood care and education*. (pp. 149-172). Hoboken, NJ: Wiley-Blackwell Publishing. |
| **Doucet, F**., Hall, M. R., & Giraud, M. (2019). Parenting mixed race children. Invited chapter in R. Nazarinia & A. Rollins (Eds.) *Biracial families: Crossing boundaries, blending cultures, and challenging racial ideologies*. (pp. 131-158). New York: Springer Publishing Company. |
| Grayman-Simpson, N., **Doucet, F.**, & Burgos-López, L. (2019). Critical Whiteness education and cognitive frame of reference elaboration: An in-depth descriptive case of transformation.*Journal of Transformative Education*, 17(3), 269-286. <https://doi.org/10.1177/1541344618821053> |
| McWayne, C. M., **Doucet, F.**, & Mistry, J. (2019). Introduction. In C. McWayne, **F.** **Doucet,** & S. M. Sheridan (Eds.) *Ethnocultural diversity and the home-to-school link* (pp. 1-18). New York: Springer Publishing Company. |
| **Doucet, F.**, & Adair, J. K. (2018). Introduction: A vision for transforming early childhood research and practice for young children of immigrants and their families. *Supporting Young Children of Immigrants in PreK-3*. (Themed issue for the *Bank Street Occasional Paper Series*), 39, 5-16. |
| **Doucet, F.**, Banerjee, & M., Parade, S. ♠ (2018). What should young Black children know about race? Parents of preschoolers, preparation for bias, and promoting egalitarianism. *Journal of Early Childhood Research, 16(1),* 65-79. Online First April 20, 2016, doi:10.1177/1476718X16630763. |
| **Doucet, F.** (2017). What does a culturally sustaining learning climate look like? *Theory into Practice [Special issue on Racial Disproportionality in Special Education: When Beliefs, Policies, and Practices Collide in the Pursuit of Equity], 56(3)*, 195-204. |
| **Doucet, F.** (2016). Advocating in the dark. In K. A. Scott & A. Henward (Eds.) *Women education scholars and their children’s schooling*. (pp. 143-159). New York: Routledge. |
| Adair, J. K., & **Doucet, F.** (2014).The impact of race and culture on play in early childhood classrooms. In L. Brooker, M. Blaise, & S. Edwards (Eds.), *The* *SAGE handbook of play and learning in early childhood*. (pp. 354-365). London, UK: Sage Publications Ltd. |

 **REFEREED JOURNAL ARTICLES AND BOOK CHAPTERS (CONTINUED)**

|  |
| --- |
| Boulanger, D., Larose, F., Grenier, N., **Doucet, F.**, Coppet, M. & Couturier, Y. (2014). Les discours véhiculés dans le champ du partenariat école-famille-communauté: Analyse de la documentation scientifique [Discourses revealed in the field of school-family-community partnership: An analysis of the literature]. *Revue Service Social [Canadian Social Work Review]*, 60(1), 119-139. |
| **Doucet, F.**, & Adair, J. K. (2013). Addressing race and inequity in the classroom. *Young Children,* 68(5), 88-97.  |
| **Doucet, F.**, Grayman-Simpson, N., & Shapses Wertheim, S.[[1]](#footnote-1)♠ (2013). Steps along the journey: Documenting undergraduate White women’s transformative processes in a diversity course. *Journal of Diversity in Higher Education, 6(4),* 276-291, doi: 10.1037/a0034334 |
| **Doucet, F.** (2012). Arrested development: How lack of will cripples educational reform in Haiti. *Journal of Haitian Studies* [Special issue on “Changing Institutions in Post-Earthquake Haiti”], 18(1), 118-148. |
| **Doucet, F**., & Dublin, J. A.♠ (2012). Introduction: Who decides? Defining the promises and perils of autonomy, engagement, and institutional change in Haiti post-quake. *Journal of Haitian Studies,* [Special issue on “Changing Institutions in Post-Earthquake Haiti”], 18(1), 4-11. |
| **Doucet, F.**, Schwartz, A. E., & Debraggio, E. (2012). Beyond Black: Diversity among Black immigrant students in New York City public schools. In R. Capps & M. Fix (Eds.), *Young children of Black immigrants in America: Changing flows, changing faces* (pp. 299-331). Washington, DC: Migration Policy Institute. |
| Mattis, J. S., Hope, M., Sutton, R., Udoh, M., & **Doucet, F.** (2012). Researching and facilitating African American global volunteerism. *Review of Faith & International Affairs*, [Special issue on “Religion and African American Leadership in Global Voluntarism,”] 10, 29-36. |
| **Doucet, F.** (2011). (Re)constructing home and school: Immigrants, agency, and the (un)desirability of bridging multiple worlds. *Teachers College Record,* 113 (12), 2705-2738. [Updated and modified version of Doucet (2010) below.] |
| **Doucet, F.** (2011). Parent involvement as ritualized practice. *Anthropology and Education Quarterly, 42*(4), 404–421. |
| **Doucet, F.** (2011). The reproduction of color and class in Haitian bilingual classrooms. In R. O. Jackson (Ed.), *Geographies of the Haitian diaspora* (pp. 229-246). New York and Abingdon, UK: Routledge. |
| **Doucet, F.**, & Marcelin, L. H. (2011). Rebuilding a country, cultivating local capacity. *Harvard Educational Review*, 81(2), 267-278. |

**REFEREED JOURNAL ARTICLES AND BOOK CHAPTERS (CONTINUED)**

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| **Doucet, F.** (2010, November 13). (Re)constructing home and school: Immigrants, agency, and the (un)desirability of bridging multiple worlds. *Teachers College Record.* Preliminary online version.**\*Note: Article video featured on *Teachers College Record homepage* (November 2010)** [**http://link.brightcove.com/services/player/bcpid1078591422?bctid=622685525001**](http://link.brightcove.com/services/player/bcpid1078591422?bctid=622685525001) |
| **Doucet, F.** (2010, February). Treading contradictions and ambiguity. *Periscope [Special issue on Ayiti Kraze/Haiti in Fragments]*. Available from http://www.socialtextjournal.org/periscope/ayiti-kraze-haiti-in-fragments/. **\*Note: Periscope is the peer-reviewed web forum of the journal Social Text, a publication of Duke University Press.** |
| Tudge, J. R. H., Freitas, L. B. L., & **Doucet, F.** (2009). The transition to school: Reflections from a contextualist perspective. In H. Daniels, H. Lauder & J. Porter (Eds.), *Educational theories, cultures and learning: A critical perspective* (pp. 117-133). London: Routledge. |
| **Doucet, F.** (2008). How African American parents understand their and teachers’ roles in children’s schooling and what this means for preparing preservice teachers. *Journal of Early Childhood Teacher Education [Special issue on Multicultural Teacher Education in Honor of Leslie R. Williams]*, *29(2),* 108-139. **Winner of the *Journal of Early Childhood Teacher Education* Article of the Year Award 2008** |
| **Doucet, F.**, & Hamon, R. (2007). A nation of diversity: Demographics of the United States of America and their implications for families. In B. Sherif-Trask & R. Hamon (Eds.), *Cultural diversity and families: Expanding perspectives* (pp. 20-43)*.* Thousand Oaks, CA: Sage Publications. |
| **Doucet, F.**, & Tudge, J. (2007). Co-Constructing the transition to school: Reframing the “novice” versus “expert” roles of children, parents, and teachers from a cultural perspective. In R. C. Pianta, M. J. Cox, and K. L. Snow (Eds.), *School readiness and the transition to kindergarten in the era of accountability* (pp. 307-328). Baltimore, MD: Brookes Publishing. |
| **Doucet, F.**, & Suárez-Orozco, C. (2006). Ethnic identity and schooling: The experiences of Haitian immigrant youth. In L. Romanucci-Ross, G. De Vos, & T. Tsuda (Eds.) *Ethnic identity: Creation, conflict, and accommodation* (4th ed., pp. 163-188). Walnut Creek, CA: Altamira Press. |
| Tudge, J., **Doucet, F.**, Odero, D., Sperb, T. M., Piccinini, C. A., & Lopes, R. S. (2006). A window into different cultural worlds: Young children’s everyday activities in the United States, Brazil, and Kenya. *Child Development*, 77(5), 1446-1469. |
| **Doucet, F.** (2005). Divergent realities: The home and school lives of Haitian immigrant youth. *Journal of Youth Ministry, 3(2),* 37-65. |
| Tudge, J., & **Doucet, F.** (2004). Early mathematical experiences: Observing young Black and White children’s everyday activities. *Early Childhood Research Quarterly, [Special issue on Early* *Learning in Math and Science] 19,* 21-39. |

 **REFEREED JOURNAL ARTICLES AND BOOK CHAPTERS (CONTINUED)**

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| Suárez-Orozco, C., Suárez-Orozco, M. M., & **Doucet, F.** (2003). The academic motivation and achievement of Latino youth. In J. A. Banks (Ed.) *Handbook of research on multicultural education* (2nd ed, pp. 420-437). San Francisco: Jossey-Bass. |
| Tudge, J., **Doucet, F.**, & Hayes, S. (2001). Teoria, método e análise: As interconexões no estudo das crianças e das famílias [Theory, method, and analysis: Necessary interconnections in the study of children and families.] *Contrapontos: Revista de Educação* *[Counterpoints: The Journal of Education], 1,* 11-22. |
| Tudge, J., Hayes, S., **Doucet, F.**, Odero, D., Kulakova, M., Tammesveski, P., Meltsas, M., & Lee, S. (2000). Parents’ participation in cultural practices with their preschoolers: A cross-cultural study of everyday activities. *Psicologia: Teoria e Pesquisa [Psychology: Theory and Research], 16(1),* 1-11. |
| Tudge, J., **Doucet, F.**, Odero, D. A., Tammeveski, P., Meltsas, M., Lee, S., & Kulakova, M. (1999). Desenvolvimento infantil em contexto cultural: O impacto do engajamento de pré-escolares em atividades do cotidiano familiar [Children’s development in cultural context: The impact of preschoolers’ engagement in everyday family activities]. *Interfaces: Revista de Psicologia* *[Interfaces: Journal of Psychology,] 2(1),* 23-32. |
| Futris, T.G., Hicks, S., Hall, A.H., Etz, K., **Doucet, F.**, & Lange, G. (1999). Preparing graduates for a diverse job market: A comparison of human development and family science programs. *Family Science Review, 12,* 131-153. |

**PUBLIC SCHOLARSHIP**

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| **Doucet, F.** (2021, September 21). Why not honest issue advocates? *Transforming Evidence for Policy and Practice Blog*. <https://transforming-evidence.org/blog/why-not-honest-issue-advocates>.  |
| **Doucet, F.** (2021). Identifying and testing strategies to improve the use of antiracist research evidence through critical race lenses. *The Digest, Issue 6, Winter 2020*. New York: William T. Grant Foundation. Available from <http://wtgrantfoundation.org/library/uploads/2021/01/Doucet_Digest_Issue-6.pdf> |
| **Doucet, F.** (2020). Is the cart being put before the horse? In S. G. Goffin & L. Bornfreund (Eds.) *Moving Beyond False Choices for Early Childhood Educators: A Compendium*, pp. 23-25. Washington, D.C.: New America. Available from <https://d1y8sb8igg2f8e.cloudfront.net/documents/Final_Moving_Beyond_False_Choices_for_Early_Childhood_Educators_Ksm1J08.pdf> |
| **Doucet, F.** (2019). Centering the margins: (Re)defining useful research evidence through critical perspectives. *The Digest, Issue 5, Winter 2019*. New York: William T. Grant Foundation. Available from <http://wtgrantfoundation.org/library/uploads/2019/12/Fabienne-Doucet-2019-WTG-Digest.pdf> |

**PUBLIC SCHOLARSHIP (CONTINUED)**

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| **Doucet, F.** (2015, December 21). Who is shaping notions of “right” parent involvement? *The Conversation*. Available from <https://theconversation.com/who-is-shaping-notions-of-right-parent-involvement-49268> |

**OTHER NON-REFEREED PUBLICATIONS**

|  |
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| **Doucet, F.** (2014). Panoply: Haitian and Haitian-American youth crafting identities in U.S. schools. *Trotter Review, 22(1)*, 7-32. http://scholarworks.umb.edu/trotter\_review/vol22/iss1/3/ |
| **Doucet, F.**, & Vukovic, R. K. (December 19, 2011). RESPECT: Find out what it means to immigrant families [Commentary]. *Teachers College Record*. Retrieved December 19, 2011, from http://www.tcrecord.org. ID Number: 16630. |
| **Doucet, F.** (2007). Privilege and symbols. In Mangual, A., & Picower, B. (Eds.), *Revealing racist roots: The 3 Rs for teaching about the Jena 6* (p. 10). New York: Network of Teacher Activist Groups. |

###### ENCYCLOPEDIA ENTRIES

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| **Doucet, F.** (2012). African Americans, education of new immigrant groups. In J. Banks (Ed.), *Encyclopedia of diversity in education* (pp. 60-63). Thousand Oaks, CA: Sage Publications. |

###### BOOK REVIEWS

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| --- |
| **Doucet, F.** (2010). *The Everyday Lives of Young Children: Culture, Class, and Child Rearing in Diverse Societies* – by Jonathan Tudge. *Journal of Marriage and Family, 72(2),* 393-397. |
| **Doucet, F.** (2003). Identities and their complexities: A review essay of *Trends in ethnic identification among second-generation Haitian immigrants in New York City* by Flore Zéphir. *Race and Society, 6(1)*, 75-82. |

**REPORTS**

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| Marc, L. G., Guillaume, M., Alexander, E., Henderson, W. R., Vallie, R. A., Lindor, L., **Doucet, F.**, Savoia, E., Testa, M. A., & Viswanath, K. (2011). Communication behaviors amongst persons of Haitian ancestry and public health preparedness (CDC Pilot Award, Grant #1P01TP000307-01). Boston, MA: Harvard School of Public Health.  |

**PAPERS IN PROGRESS**

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| --- |
| **Doucet, F.** (revise and resubmit). Language, power, and education in Haiti: Analyzing a complex crossroads. *Journal of Haitian Studies*. |
| Howard, J., & **Doucet, F.** (in progress). Multiracial communities. |
| **Doucet, F.**, & Ma, J. (in progress). Figuring home and school. |

**BLOGS**

Scholar, Meet Mother (blog) https://wp.nyu.edu/scholarmother/

(Re)Constructing Home and School: Building a New Imagination for Family-School Relationships (blog) https://wp.nyu.edu/reconstructinghomeandschool/

**GRANTS AND CONTRACTS**

**GRANT APPLICATIONS CURRENTLY UNDER REVIEW**

Wallace Foundation2022-2024

*Equity-Centered Summer Programs District Roadmaps Study*

This study seeks to answer the following questions about the Wallace Foundation

Summer Program: 1) How do districts and their community partners design and implement summer plans and programming that support young people, particularly those from historically marginalized communities, and how do their plans and programming vary? 2) What kinds of supports do districts and their partners need and value to design, plan, and implement high-quality summer programming, how does this vary across goals and contexts, and why? and 3) How do summer roadmaps and plans developed by districts in the cohort contrast with those of similar districts not in the cohort? **Co-Principal Investigator**. Amount requested: $1,500,000.

**FUNDED EXTERNAL GRANTS**

Brady Education Foundation 2022-2023

*Police Curriculum in Early Childhood Classrooms in the Era of Black Lives Matter.*

**Co-Principal Investigator**. $50,000

Foundation for Child Development2021-2023

*Dismantling Racial Inequity in Early Childhood Education: Supporting Self-reflection*

*and Turning Awareness into Anti-racist Action.* **Co-Investigator**. $225,000

Spencer Foundation2021-2024

*Organizing Family and Community: Collective Parent Action and Intergenerational*

*Learning Responses to Reviewer Feedback.* **Co-Principal Investigator**. $1,000,000.

Mind & Life Institute2017-2019

*Mindfulness-Based Critical Consciousness training for Teachers: Development,*

*Pilot Test, and Comparison to Two Control Groups.* **Co-Investigator**. $99,999.

Caplan Foundation for Early Childhood2017-2018

*Fostering Culturally Relevant Play in PreK.* **Principal Investigator**. $33,000.

Society for Research in Child Development 2010

*Establishing a Baseline of Knowledge on the Development of Haitian Children.*

**Principal Investigator**. $20,000.

**FUNDED EXTERNAL GRANTS (CONTINUED)**

Carroll and Milton Petrie Foundation 2008

*New York City Partnership for Teacher Excellence Proposal to Revise E63.2272—Adolescent*

*Development: Theory and Research*. **Investigator**. $20,289.

**FUNDED INTERNAL GRANTS**

NYU Steinhardt Global Affairs Astor International Travel Fellowship for New York 2017

City Teachers. “The Hyper-Diverse Classroom.” Principal Investigator. $100,000

NYU Mega Grants Initiative Seed Fund. Application for an IES grant. Co-Principal 2017

Investigator. $26,000

NYU Steinhardt Challenge Grant Competition. Summer Grant Development

Award. “Partnerships for Readiness through Integrative Science Education.”

Principal Investigator. $5,000 2009

NYU Steinhardt Department of Teaching and Learning. Doctoral Assistantship

Award. Co-Principal Investigator. Awarded. 2008-2009

NYU Institute for Human Development and Social Change. “A Critical

Analysis of Institutional Discourse about Parent Involvement in a Head Start Program

Serving Caribbean Immigrants.” Principal Investigator. $10,000. 2007-2008

NYU Steinhardt Challenge Grant Competition. “What does parent involvement in

Head Start mean for Caribbean immigrant parents?” Principal Investigator. $5,000. 2006

University of Connecticut Research Foundation Small Faculty Grant. $1,000 2003

School of Human Environmental Sciences Graduate Research Grant

for Dissertation Research, University of North Carolina at Greensboro 2000

Graduate Student Association Thesis/Dissertation Fund Award

for Dissertation Research, University of North Carolina at Greensboro 2000

**ACADEMIC CONSULTANT CONTRACTS**

Contracted by Compass Charter School to develop and deliver a 6-part curriculum for the

professional development of teachers, administrators, and staff on “Six Commitments for Humanizing, Culturally Sustaining Classrooms: A Professional Learning Curriculum.” $5,000. 2017

Contracted by the Center for Professional Development at the Metropolitan Center for

Research on Equity and the Transformation of Schools to develop a curriculum for

the professional development of early childhood professional development coaches.

$10,500. 2014-2015

Contracted by Radical Ideas consulting company for their evaluation of the Haitian 2011-2012

Heritage Museum project. $2,000.

Contracted by Dr. Linda Marc, Harvard School of Public Health for methodological

consultation for the *Communication behaviors amongst persons of Haitian ancestry and public*

*health preparedness* project (CDC Pilot Award, Grant #1P01TP000307-01). 2010-2011

**FELLOWSHIPS, HONORS, AND AWARDS**

New York State Assembly Certificate of Merit for contributions to the community.

Presented by Assemblywoman Michaelle C. Solages, Brooklyn College, New York, NY 2014

Nia Faculty Award, New York University Center for Multicultural Education and

Programs, Division of Students Affairs 2012

Fulbright-Hays Faculty Research Abroad Fellowship Program. “Establishing a

Baseline of Knowledge on the Development of Haitian Children.” Awarded

through the NYU Center for Latin American and Caribbean Studies Faculty

Research and Travel Grant. ($4,500) Summer 2011

Visiting Scholar in Education, Minority Visiting Scholar Lecture Series, Wisconsin

Center for Education Research, University of Wisconsin at Madison. ($1,200) 2010

School of Human Environmental Sciences Pacesetter (Young Alumna) Award,

University of North Carolina at Greensboro 2009

2009 Outstanding Research Article Award, *Journal of Early Childhood Teacher Education*

(Awarded for “How African American parents understand their and teachers’ roles

in children’s schooling and what this means for preparing preservice teachers.") ($1,000) 2009

*Journal of Early Childhood Teacher Education* Article of the Year Award 2008

Messiah College Young Alumnus Achievement Award 2004

National Academy of Education/Spencer Postdoctoral Fellowship 2002-2003

**FELLOWSHIPS, HONORS, AND AWARDS (CONTINUED)**

National Science Foundation Minority Postdoctoral Fellowship 2000-2002

Graduate Excellence Award for Outstanding Graduate Performance,

Department of Human Development and Family Studies, University of

North Carolina at Greensboro 1999-2000

NICHD-funded Pre-doctoral Fellowship, Center for Developmental Science,

University of North Carolina at Chapel Hill 1999-2000

D. Elizabeth Williams International Scholarship, University of North Carolina

at Greensboro 1999-2000

 1997-1998

NIH-funded fellowship, Culture, Health, and Human Development Workshop 1998

Kappa Omicron Nu National Honor Society, University of North Carolina

at Greensboro 1997-2005

# PRESENTATIONS

# SCHOLARLY PRESENTATIONS[[2]](#footnote-2)

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| Doucet, F., & Woodley, H. (2019, April). *School Comes Home and Home Goes to School: Motherscholars and the &@#%\*$ of Public Education*. Paper presented at the 2019 Annual Meeting of the American Educational Research Association. Toronto, Canada. |
| Doucet, F. (Discussant). (2017, April). *Parenting Matters: Supporting Parents of Children Ages 0-8—An Academies Report*. Invited Speaker Session presented at the 2017 Annual Meeting of the American Educational Research Association. San Antonio, TX. |
| Doucet, F. (Discussant). (2017, April). *The Role of Agency and Control in Early Educational Equity*. Panel presented at the 2017 Annual Meeting of the American Educational Research Association. San Antonio, TX. |
| Doucet, F. (Discussant). (2017, April). *International Perspectives on Bilingualism in Early Childhood Education and Care Programs*. Panel presented at the 2017 Annual Meeting of the American Educational Research Association. San Antonio, TX. |
| Doucet, F. (Discussant). (2017, April). *Comparing Ethnographies: Local Studies of Education Across the Americas*. Invited Speaker Session presented at the 2017 Annual Meeting of the American Educational Research Association. San Antonio, TX. |

**SCHOLARLY PRESENTATIONS (CONTINUED)**

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| Bricker, H., **Doucet, F.**, Glass, M., Stone, S., & Trainor, A. A. (2017, March). *From Preschool to Preservice: Expecting Inclusion*. Panel presented at the 6th Annual SXSWEdu Conference and Festival. Austin, TX. |
| **Doucet, F.**, Milne, C., & Wallace, R. (2017, February). *On Not Getting Lost: Using Content Storylines in Curriculum Development*. Symposium presented at the 2017 Annual Meeting of the American Association for Colleges of Teacher Education. Tampa, FL. |
| **Doucet, F.** (Discussant). (2015, April). *Decentering Parental Involvement: Critical Examinations of Race, Class, Gender, and Immigration in U.S. Home–School Relationship*. Symposium presented at the 2015 Annual Meeting of the American Educational Research Association. Chicago, IL. |
| **Doucet, F.** (Discussant). (2015, April). *Intersections of Immigration and Early Childhood Education*. Symposium presented at the 2015 Annual Meeting of the American Educational Research Association. Chicago, IL. |
| Boulanger, D., & **Doucet, F.** (2014, August). Researcher’s monologue: Narration ‘about’ parent-teacher relation. Part 1. Paper presented at the 8th Annual Conference on the Dialogical Self, The Hague University of Applied Sciences, The Hague, The Netherlands. *International conference on dialogical self.* Hague (Hollande), 19-22 août. |
| Boulanger, D., & **Doucet, F.** (2014, August). Researcher’s monologue: Narration ‘about’ parent-teacher relation. Part 2. Paper presented at the 8th Annual Conference on the Dialogical Self, The Hague University of Applied Sciences, The Hague, The Netherlands. *International conference on dialogical self.* Hague (Hollande), 19-22 août. |
| **Doucet, F.** (2014, April). *Language, power, and education in Haiti: Analyzing a complex crossroads.* Poster presented at the 2014 Annual Meeting of the American Educational Research Association. Philadelphia, PA. |
| **Doucet, F.**, Grayman-Simpson, N., & Shapses, S. (2014, February). *Steps along the journey: Documenting undergraduate White women’s transformative processes in a diversity course.* Paper presented at the Teachers College Winter Roundtable. New York, NY. |
| **Doucet, F.** (Discussant). (2013, April).*Addressing Poverty Through Early Childhood Teacher Education: Challenges and Possibilities.*Symposium presented at the 2013 Annual Meeting of the American Educational Research Association. San Francisco, CA. |
| **Doucet, F.** (Chair). (2013, April).*Disrupting Myths and Deconstructing Stigmas About Children and Families in Poverty.*Symposium presented at the 2013 Annual Meeting of the American Educational Research Association. San Francisco, CA. |
| **Doucet, F.** (Chair). (2013, April).*The Role of Cross-Cultural Literacy, Curriculum, and Assessment in School Reform: The Experiences of Trinidad and Tobago.* Symposium presented at the 2013 Annual Meeting of the American Educational Research Association. San Francisco, CA. |

**SCHOLARLY PRESENTATIONS (CONTINUED)**

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| **Doucet, F.** (Chair). (2013, April). *Preserving Privilege and Perpetuating Disadvantage: Where School Choice Polices and Parents Collide***.** Symposium presented at the 2013 Annual Meeting of the American Educational Research Association. San Francisco, CA. |
| **Doucet, F.** (Chair). (2013, April). *Beyond the Home-School Dichotomy: Critical Examinations of Nondominant Communities’ Parental Involvement in the United States*. Symposium presented at the 2013 Annual Meeting of the American Educational Research Association. San Francisco, CA. |
| **Doucet, F.** (2012, April). Parent involvement as ritualized practice. In Mangual Figueroa, A. (Ed.) *Which Public do Public Schools Serve? Critical Ethnographic Perspectives on Home-School Connections in Schooling*. Symposium paper presented at the 2012 Annual Meeting of the American Educational Research Association. Vancouver, British Columbia, Canada. |
| **Doucet, F.** (Chair). (2012, April). *Responding to the Challenges of Disadvantaged Populations: Engaging Families to Promote School Success.* Symposium presented at the 2012 Annual Meeting of the American Educational Research Association, Vancouver, British Columbia, Canada. |
| **Doucet, F.** (2011, November). The reproduction of color and class hierarchies in Haitian bilingual classrooms. In Jackson, R. O. (Ed.), *Geographies of the Haitian Diaspora*. Symposium paper presented at the 2011 Annual Meeting of the Haitian Studies Association, Kingston, Jamaica. |
| Vukovic, R., **Doucet, F.** (2010, May). Parental involvement and mathematics achievement in urban contexts: In what ways do parents count? Poster presented at the 2010 Annual Meeting of the American Educational Research Association. Denver, Colorado. |
| **Doucet, F.** (2010, May) (Re)constructing home and school: Immigrants, agency, and the (un)desirability of bridging multiple worlds. Paper presented at the Diverse Perspectives on Parental Involvement roundtable, 2010 Annual Meeting of the American Educational Research Association. Denver, Colorado. |
| **Doucet, F.** (2008, March). “Not Haitian enough”: 2nd generation Haitian youth negotiating ethnic identity. In F. X. Gaytan & A. Carhill (Eds.), The role of social context in the academic engagement and achievement of immigrant youth. Symposium paper presented (in absentia) at the 2008 Annual Meeting of the American Educational Research Association. New York, NY. |
| **Doucet, F.** (2007, October). “You are not a part of me”: The reproduction of race and class in Haitian bilingual classrooms. Poster presented at the 2007 On New Shores: Understanding Immigrant Children conference, in Guelph, Ontario, Canada. [Non-refereed] |
| Tudge, J., **Doucet, F.**, Kulakova, N., Snezhkova, I., & Meltsas, M. (2007, August). *The transition to school in the United States, Russia, and Estonia: Different impacts of preschoolers’ everyday activities*. Paper presented (in absentia) at the meetings of the European Conference on Developmental Psychology, Jena, Germany. |

**SCHOLARLY PRESENTATIONS (CONTINUED)**

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| **Doucet, F.** (Discussant). (2007, April). *Add Water and Stir: Rethinking Race and Class in School*. Symposium presented at the 2007 Annual Meeting of the American Educational Research Association, Chicago Il. |
| **Doucet, F.** (Chair). (2007, April). *Multicultural/Multiethnic Education: Explorations Related to African-Americans, African-American History, and Learning Science*. Symposium presented at the 2007 Annual Meeting of the American Educational Research Association, Chicago IL. |
| **Doucet, F.** (2006, March). *“You are not a part of me”: The reproduction of race and class in Haitian bilingual classrooms*. Paper presented at the 2006 conference on Race and Africana Studies: Reconfiguration, Rediscoveries, Reconstructions, in Storrs, Connecticut.[Non-refereed] |
| Tudge, J., **Doucet, F.**, Odero, D., Sperb, T., Frizzo, G. B., Marques, F., Spinelli, R., Piccinini, C., & Lopes, R. (2005, April). *Preparation for school? Young children’s everyday activities at home and in childcare in the United States, Brazil, and Kenya*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, Georgia. |
| **Doucet, F**, Kublay, A. E.♠, & Parade, S.♠ (2004, November). *What preschoolers should know about race: working- and middle-class African American parent and caregiver beliefs*. Poster presented at the annual meeting of the National Council on Family Relations, Orlando, Florida. |
| Tudge, J., **Doucet, F.**, Frizzo, G. B., Spinelli, R., Marques, F., & Sperb, T. (2004, July). The impact of culture and class on children’s activities in home and childcare. Poster presented in Tudge, J. & Vasconcellos, V. (Organizers), *Preparing young children for the transition to school: Experiences in the home and childcare setting in Brazil and the United States.* Symposium poster presented (in absentia) at the 2004 meeting of the International Society for the Study of Behavioral Development, Ghent, Belgium. |
| **Doucet, F.** (2004, March). Beyond Instruction: Haitian immigrant parents’ expectations of American schools. In Todorova, I. (Ed.), *Social and academic adaptation of immigrant youth.* Symposium paper presented at the 2004 Society for Research in Adolescence Conference, Baltimore, Maryland. |
| **Doucet, F.** (2003, December). *Not just “education,” but “l'éducation”: Haitian parents' construction of the American schooling project*. Poster presented at the Division of Health and Human Development Poster Presentation Session, University of Connecticut. [Non-refereed] |
| Tudge, J., **Doucet, F.**, Colon, E., Heilbrun, P. (2003, November). *The involvement of mothers and fathers in their young children’s everyday activities: Observations in the United States, Russia, and Estonia.* Paper presented at the annual meeting of the National Council on Family Relations, Vancouver, British Columbia. |

**SCHOLARLY PRESENTATIONS (CONTINUED)**

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| **Doucet, F.**, & Desir, C. (2003, April). What happens to a dream deferred? Framing the educational experiences of Haitian children within the context of migration. In **Doucet, F.** (Ed.) *Learning the game: Immigrant youth and access to resources.* Symposium paper presented at the 2003 Society for Research in Child Development Conference, Tampa, Florida. |
| **Doucet, F.** (Ed.) (2003, April). *Learning the game: Immigrant youth and access to resources.* Symposium paper presented at the 2003 Society for Research in Child Development Conference, Tampa, Florida. |
| Suárez-Orozco, M. M., & **Doucet, F.** (2000, October). Haitian youth and their families’ perspectives on American education. In Suárez-Orozco, C., & Suárez-Orozco, M. M. (Eds.), *Perspectives from the Harvard Immigration Projects: Educational challenges for Haitian immigrant youth.* Symposium paper presented at the Twelfth Annual Conference of the Haitian Studies Association, West Palm Beach, Florida. |
| **Doucet, F.**, & Tudge, J. (2000, July). African American children’s everyday lives: What does use of time reveal about parental beliefs and values? In Tudge, J., & Tulviste, T. (Eds.), *Parental values and beliefs and children’s activities in cultural context.* Symposium paper presented at the 2000 Conference for Sociocultural Research, Campinas, Sao Paulo, Brazil. |

**INVITED SCHOLARLY PRESENTATIONS**

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| **Doucet, F.** (2021, November). Presenter. *What does it Mean to be an Anti-Racist Researcher?* Eliot-Pearson Department of Child Study and Human Development DEI Colloquium Series. Tufts University. (Delivered virtually). |
| **Doucet, F.** (2021, April). Panelist. *Early Career Research Fellowship and Funding Opportunities*. Annual Meeting of the American Educational Research Association. |
| **Doucet, F.** (2021, April). Panelist. *Mentorship: Black, Indigenous, and People of Color Graduate and Advanced Scholar Session*, SIG—Critical Perspectives on Early Childhood Education. Annual Meeting of the American Educational Research Association. |
| **Doucet, F.** (2021, April). Panelist. *What’s Next? Research and Policy Fellowships Across the Professional Continuum.* Biennial Meeting of the Society for Research on Child Development. (Delivered virtually). |
| **Doucet, F.** (2021, April). Panelist. *SRCD Asian Caucus Professional Development Session: Grant Writing.* Biennial Meeting of the Society for Research on Child Development. (Delivered virtually). |
| **Doucet, F.** (2021, April). Presenter. *Centering Anti-Racist Research in the Use of Evidence for Policy and Practice.* Research, Evaluation, and Learning Unit, Robert Wood Johnson Foundation. (Delivered virtually).  |
| Supplee, L., & **Doucet, F.** (2021, April). Presenter. *What Does it Take to Center Anti-Racist Research in Policy and Practice?* Prevention Science and Methodology Group. (Delivered virtually). |

**INVITED SCHOLARLY PRESENTATIONS (CONTINUED)**

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| **Doucet, F.** (2021, February). Panelist. *Selecting Equity: Unscreened Middle School Admissions*. PS3, New York, NY. (Delivered virtually).  |
| **Doucet, F.** (2021, January). Panelist. *Do Foundations Support Critical Work?* Institute in Critical Quantitative, Computational, & Mixed Methodologies. (Delivered virtually). |
| **Doucet, F.** (2020, October). Presenter. *Critical Race Theory: Identifying and Testing Strategies to Improve the Use of Research Evidence*. The Pew Charitable trust. Washington, D.C. (Delivered virtually). |
| **Doucet, F.** (2020, October). Presenter. *Critical Race Theory: Identifying and Testing Strategies to Improve the Use of Research Evidence*. William T. Grant Foundation. New York, NY. (Delivered virtually) |
| Lee, S., & **Doucet, F.** (2019, February). *National emergency: Immigration, Xenophobia, and the Hegemony of Hate*. Keynote panel for the 40th Ethnography in Education Forum, University of Pennsylvania Graduate School of Education, Philadelphia, PA.  |
| **Doucet, F.** (2018, April). Moderator. *Telling Lives: A Symposium Exploring Picture Book Biography*. Invited panel, Constantine Georgiou Library and Resource Center for Children and Literature, Department of Teaching & Learning. Steinhardt School of Culture, Education, and Human Development, New York University, New York, NY. |
| **Doucet, F.** (2018, March). Panelist. #WakandaForever: The Role of Black Liberation and Futurity in Black Panther. Steinhardt School of Culture, Education, and Human Development, New York University, New York, NY.  |
| **Doucet, F.** (2018, October). Building Authentic Relationships with Families. Invited lecture for the Department of Population Health Research Seminar Series. NYU Langone Health, New York, NY. |
| **Doucet, F.** (2018, October). Building Authentic Relationships with Families. Invited presentation for the Department of Teaching and Learning. Steinhardt School of Culture, Education, and Human Development, New York University, New York, NY. |
| **Doucet, F.** (2017, April). Panelist. *Books and Beyond: Connecting Community, Literacy, and Technology*. Steinhardt School of Culture, Education, and Human Development, New York University. New York, NY. |
| **Doucet, F.** (2017, April). *Beyond Haiti, revisited*. Invited presentation for the *Martin Luther King Jr.* *Beyond Vietnam Anniversary Celebration*. Department of Teaching & Learning, Steinhardt School of Culture, Education, and Human Development, New York University. New York, NY. |
| **Doucet, F.** (2017, February). *What do we tell the children? Early childhood educators as truth tellers in the era of alternate facts*. Invited Brown Bag Discussion, NYU Steinhardt Metropolitan Center for Research on Equity and the Transformation of Schools. New York, NY. |

**INVITED SCHOLARLY PRESENTATIONS (CONTINUED)**

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| **Doucet, F.** (2017, February). *Creating a space for diversity in the classroom: Strategies for engaging difference*. Invited workshop for the New York University Center for the Advancement of Teaching. New York, NY. |
| **Doucet, F.** (2017, February). Panelist. *Race and Public Education in NYC: A Town Hall*. Fordham University. Bronx, NY. |
| **Doucet, F.** (2016, November). Panelist, *Unequal from birth: The case for universal child care*, a Broadly Speaking event, sponsored by the New America Better Life Lab and the Royal Norwegian Consulate General, New York, NY. |
| **Doucet, F.** (2016, October). Moderator for the panel on Education at the *Symposium on the Structure of Race and Inequality in New York City*, New York University, New York, NY. |
| **Doucet, F.** (2016, May). *Children’s literature as a tool for facilitating complex conversations with young children.* Invited presentation for the Annual Summer Institute of the NYU Technical Assistance Center on Disproportionality on Unleashing the Power of Culturally Responsive Education in the 21st Century: Empowering Students, Families and Educators, New York University, New York, NY. |
| **Doucet, F.** (2014, October). *Kreyòl: Lang transfòmasyon, lang liberasyon pou edikasyon timoun Ayisyen (Kreyòl: Language of transformation, language of liberation for the education of Haitian children)*. Invited Keynote Address given at the Konferans sou Lang Kreyòl ak Kilti Ayisyen (Conference on Haitian Language and Culture), Brooklyn College, New York, NY. |
| **Doucet, F.** (2013, May). Invited panelist for *From Theory to Action: Why Language and Culture Matter in Teaching and Learning* at *Building on Haitian Children’s Cultural Capital: Sustaining Academic Success and Character Development, A Conference on the Education of Haitian Children in New York*. Bronx Community College, New York, NY. |
| **Doucet, F.** (2012, March). Invited panelist for *Understanding Children & Families: Beyond Child Development* at the FirstSchool Working Conference on *Learning* *from Our Differences: Re-thinking Pre-Service Teacher Education Pre-K through 3rd Grade.* Chapel Hill, NC. |
| **Doucet, F.** (2012, March). Invited discussant for film screening of Poto Mitan: Haitian Women, Pillars of the Global Economy. Part of the *Women’s History Month event, Grassroots Women in the Global Economy*. Lehman College, Bronx, NY.  |
| **Doucet, F.** (2012, January). Interdisciplinarity in Haitian Studies: A conversation with Laurent Dubois and Fabienne Doucet. Keynote panel for the *Roots & Branches: New Directions in Haitian Studies*, New York University. Moderated by Kyrah M. Daniels.  |
| **Doucet, F.** (2011, October). Invited panelist for *Former Fellows Panel* at the NAEd/Spencer Dissertation Fellows Retreat. Washington, DC. |

**INVITED SCHOLARLY PRESENTATIONS (CONTINUED)**

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| **Doucet, F.**, Schwartz, A. E., & Debraggio, E. (2011, September). Beyond Black: Diversity among Black immigrant students in New York City public schools. Paper presented at the *Research Symposium on the Young Children of Black Immigrants*, hosted by the Migration Policy Institute and the Foundation for Child Development. Washington, DC. |
| **Doucet, F.** (2011, April). *Women and Children Last: Stagnation, bureaucracy, and indifference in post-disaster Haiti*. Keynote Address given at the 1st Annual Tea for Haiti of New Jersey for Haiti.  |
| **Doucet, F.** (2011, February). Invited panelist for *Haiti(an) Matters: Creating a New Narrative*. NYU Gallatin School of Individualized Study Black History Month 2011 Celebration. New York, NY.  |
| **Doucet, F.** (2011, January). *Women and Children Last: Stagnation, bureaucracy, and indifference in post-disaster Haiti*. Invited lecture for alternate chapel, Messiah College. Grantham, Pennsylvania. |
| **Doucet, F.** (2011, January). *Researching Haiti: On positionality and disembodiment in academia*. Invited lecture for the Scholars Colloquium, Messiah College. Grantham, Pennsylvania. |
| **Doucet, F.** (2011, January). *Beyond Haiti: An homage to Martin Luther King, Jr.* Invited lecture for common chapel service, Messiah College. Grantham, Pennsylvania. |

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| **Doucet, F.** (2011, January). *Haiti: A Year Beyond—Women and children last: Stagnation, bureaucracy, and indifference in post-disaster Haiti*. Invited lecture for the Walters Museum Martin Luther King, Jr. Day Program. Baltimore, Maryland. |
| **Doucet, F.** (2010, October). Invited respondent for *Issues of Identity and Representation*. Panel presented at the New York University Institute of African American Affairs conference, *A is for Anansi: Literature for Children of African Descent*, October 2010, New York NY.  |
| **Doucet, F.** (2010, September). Invited moderator for the panel, “Filling the Gap: How to Respond to Catastrophes.” Part of the New York University Week of Service. New York, NY. |
| **Doucet, F.** (2010, April). Invited moderator for the panel “Setting High Expectations and the Role of Parents” at *Making it Work: The Family-School Partnership Citywide Title-1 Parent Conference*, sponsored by the New York City Department of Education and the Office for Family Engagement and Advocacy. New York, NY. |
| **Doucet, F.** (2010, April). Bridging home and school. Opening address presented at *Making it Work: The Family-School Partnership Citywide Title-1 Parent Conference*, sponsored by the New York City Department of Education and the Office for Family Engagement and Advocacy. New York, NY. |
| **Doucet, F.** (2010, April). Invited participant at the conference, *Beyond Child Indicators: A Framework to Assess and Evaluate the Quality of Early Childhood Care and Education Settings and Programs in Global Contexts*. Abu Dhabi, United Arab Emirates.  |

**INVITED SCHOLARLY PRESENTATIONS (CONTINUED)**

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| **Doucet, F.** (2010, March). *The Haitian educational system*. Invited panel presentation for the Black Student Alliance-sponsored panel, “A Marshall Plan for Haiti: Relief, Educational Development and Economic Recovery.” The Robert F. Wagner Graduate School of Public Service, New York University, New York, NY. |

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| **Doucet, F.** (2010, March). *Beauty for ashes: Ambiguous losses and gains in the aftermath of Haiti’s earthquake*. Invited lecture for the Critical Issues series of the University of Connecticut Institute for African American Studies, Storrs, Connecticut. |
| **Doucet, F.** (2010, February). *(Re)Constructing home and school: Immigrant parents, agency, and the (un)desirability of bridging multiple worlds*. Invited lecture for the Minority Visiting Scholars Lecture Series, Wisconsin Center for Education Research, University of Wisconsin at Madison. |
| **Doucet, F.** (2010, February). Education in NYC Today. Invited panelist at the NYU Steinhardt Education Expo, sponsored by the Steinhardt School of Culture, Education, and Human Development and the Robert F. Wagner Graduate School of Public Service, New York University, New York, NY. |
| **Doucet, F.** (2009, November). Invited respondent at NYU Steinhardt Education Policy Breakfast Series—Educational Transitions from Childhood to Adulthood: Research and Policy Initiatives. Part one of three: *Strengthening Children's Chances of School Success before Kindergarten: Integrating New Evidence from Research and Practice*. New York University. New York, NY. |
| **Doucet, F.** (2008, January). *Language, identity status, and the authenticity question among Haitian immigrant youth*. Invited presentation for the Temple University Language and Linguistics Speaker Series, Philadelphia, Pennsylvania. |
| **Doucet, F.** (2007, April). *“My academy is not good enough to go to college”: Racial and ethnic identities, tracking, and the academic aspirations of immigrant youth*. Invited presentation for the NYU Steinhardt Commission on Gender, Race, and Social Justice Lunchtime Speaker Series, New York University. New York, NY. |
| **Doucet, F.** (2005, April). *“My academy is not good enough to go to college”: Racial and ethnic identities, tracking, and the academic aspirations of immigrant youth*. In Presidential Invited Panel: *Rethinking Immigration and Education in the Era of Accountability* presented at the American Educational Research Association 2005 Annual Meeting, Montreal, Canada. |
| **Doucet, F.** (2005, March). *Understanding and challenging racism.* Invited workshop presented at the University of Connecticut of Connecticut Women’s Center, Storrs, Connecticut. |
| **Doucet, F.** (2005, February). *Ethnic identity and schooling: The experiences of Haitian immigrant youth.* Invited presentation for the *Multicultural Education in the Global Age Lecture Series*, Trinity College, Hartford, Connecticut.  |

**INVITED SCHOLARLY PRESENTATIONS (CONTINUED)**

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| **Doucet, F.** (2004, April). *Intergenerational relationships in Caribbean immigrant families*. Invited speaking engagement for Caribbean Week, Caribbean Student Organization, Northeastern University, Boston, Massachusetts. |
| **Doucet, F.** (2004, February). *Listening to parents’ voices: What we should know about preparing African American children for the transition to school*. Invited presentation for the *Culture Health and Human Development Colloquium Series*, University of Connecticut, Storrs, Connecticut. |
| **Doucet, F.** (2002, April). *L’Education: The Missing link for Haitian parents*. Invited panel presentation for the National Coalition for Haitian Rights conference on “Developing a National Haitian-American Agenda: Moving Forward Together,” Miami, Florida. |
| **Doucet, F.**, Suárez-Orozco, C., & Suárez-Orozco, M. M. (2002, April). *The emerging majority and implications for public schools.* Invited presentation for the North Carolina Department of Education conference on “Closing the Achievement Gap,” Greensboro, North Carolina. |
| **Doucet, F.** (2002, March). *Understanding those we serve: toward an agenda for culturally-sensitive childcare services.* Invited Keynote Address given at the YWCA of New York City conference on “Child Care: Bridging the Cultural Gap,” New York, NY. |
| **Doucet, F.** (2002, February). *Tricks of the trade: Teaching courses that celebrate diversity.* Special Invited Colloquium presented at the University of North Carolina at Greensboro, Department of Human Development and Family Studies, Greensboro, North Carolina. |
| **Doucet, F.**, Suárez-Orozco, C., & Suárez-Orozco, M. M. (2001, November). *Capacity building: Understanding specific programmatic needs.* Invited seminar at the Recruiting New Teachers, Inc. conference on “Bringing Best Practices to Scale: Building Capacity in the Recruitment, Preparation, and Retention of Teachers of Color in Illinois Public Schools,” Chicago, Illinois. |
| **Doucet, F.** (2001, November). *The recruitment, preparation, and retention of teachers of color: Demographic realities and the problem with denial.* Invited presentation for “Losing Ground: A National Summit on Diversity in the Teaching Workforce,” Washington, D.C. |
| **Doucet, F.**, Suárez-Orozco, C., & Suárez-Orozco, M. M. (2001, November). The emerging majority and implications for public schools. In *The supply and demand of teachers/The state of diversity.* Invited panel presentation for “Losing Ground: A National Summit on Diversity in the Teaching Workforce,” Washington, D.C. |
| **Doucet, F.**, Suárez-Orozco, C., & Suárez-Orozco, M. M. (2001, January). *Meeting the challenge of educating immigrant children.* Invited address to the North Carolina State Board of Education, Department of Public Instruction, Raleigh, North Carolina. |

**INVITED SCHOLARLY PRESENTATIONS (CONTINUED)**

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| **Doucet, F.**, Suárez-Orozco, C., & Suárez-Orozco, M. M. (2001, January). *Meeting the challenge of educating immigrant children.* Invited presentation for the U.S. Department of Education and North Carolina State Department of Education conference on “Improving Achievement for Hispanic Students,” Durham, North Carolina.  |

INVITED KEYNOTE AND OTHER COMMUNITY SPEAKING ENGAGEMENTS

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| **Doucet, F.**, Talley, N. D., & Tudge, J. (2000, June). *The transition to school in African American Families: A study of parent and caregiver beliefs, values, and practices.* Poster presented at the Head Start Fifth National Research Conference, Washington, D.C.  |
| **Doucet, F.** (2000, December). *Preparing for “big school”: Values, beliefs, and practices among African American parents and caregivers.* Invited presentation for the Boston College Psychology Department Colloquium Series, Boston, Massachusetts. |
| **Doucet, F.** (2017, June). Invited speaker for Annual Career Day. North Star Academy, Brooklyn, NY. |
| **Doucet, F.** (2016, May). Faculty speaker. Steinhardt Baccalaureate Ceremony, New York, NY. |
| **Doucet, F.** (2013, October). Expert talkback on the Partial Comfort Productions production of *And Miles to Go* by Chad Beckim, New York, NY. |
| **Doucet, F.** (2012, June). *Commencement Address*. Kurt Hahn Expeditionary Learning School, Brooklyn, NY.  |
| **Doucet, F.** (2012, May). Invited panelist for Annual Career Day. Edward K. Ellington Elementary School 140, Jamaica, NY. |
| **Doucet, F.** (2012, March). *Haiti’s linguistic history*: Invited workshop presented to the Haitian American Student Association. New York University, New York, NY. |
| **Doucet, F.** (2010, November).Invited panelist for *Effects of the Earthquake on Haiti’s Children*. Panel organized by the Yale Alumni of New York’s Haiti Assistance Task Force of the Public Service/Social Justice Committee and Education Program Committee. New York, NY. |
| **Doucet, F.** (2001, June). *Self-esteem*. Invited speaking engagement for Haitian American Public Health Initiatives Haitian Youth Congress, University of Massachusetts, Boston, Massachusetts. |
| **Doucet, F.** (2001, May). *Is Haitian Kreyòl a real language?* Invited speaking engagement for Haitian Bilingual Program, Dorchester High School, Dorchester, Massachusetts.  |
| **Doucet, F.** (2001, April). *Who is ‘really’ Haitian, and who is not?* Invited speaking engagement for Haitian Bilingual Program, Dorchester High School, Dorchester, Massachusetts. |

**INVITED KEYNOTE AND OTHER COMMUNITY SPEAKING ENGAGEMENTS (CONTINUED)**

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| **Doucet, F.** (2001, March). *What it’s like to be a social science researcher.* Invited speaking engagement for Mary McLeod Bethune Institute Career Day, Northeastern University, Boston, Massachusetts. |
| **Doucet, F.** (2013, October). Expert talkback on the Partial Comfort Productions production of *And Miles to Go* by Chad Beckim, New York, NY. |
| **Doucet, F.** (2012, June). *Commencement Address*. Kurt Hahn Expeditionary Learning School, Brooklyn, NY.  |
| **Doucet, F.** (2012, May). Invited panelist for Annual Career Day. Edward K. Ellington Elementary School 140, Jamaica, NY. |
| **Doucet, F.** (2012, March). *Haiti’s linguistic history*: Invited workshop presented to the Haitian American Student Association. New York University, New York, NY. |
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| **Doucet, F.** (2001, June). *Self-esteem*. Invited speaking engagement for Haitian American Public Health Initiatives Haitian Youth Congress, University of Massachusetts, Boston, Massachusetts. |
| **Doucet, F.** (2001, May). *Is Haitian Kreyòl a real language?* Invited speaking engagement for Haitian Bilingual Program, Dorchester High School, Dorchester, Massachusetts. |
| **Doucet, F.** (2001, April). *Who is ‘really’ Haitian, and who is not?* Invited speaking engagement for Haitian Bilingual Program, Dorchester High School, Dorchester, Massachusetts.  |
| **Doucet, F.** (2001, March). *What it’s like to be a social science researcher.* Invited speaking engagement for Mary McLeod Bethune Institute Career Day, Northeastern University, Boston, Massachusetts. |

**TEACHER PROFESSIONAL DEVELOPMENT (BY INVITATION)**

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| **Doucet, F.** (2016, March). Culturally Proficient Communication with Families. Presented at the New York Cares Leadership Conference, New York University, Manhattan NY. |
| **Doucet, F.** (2015, September). Culturally Proficient Communication with Families. Lenox Hill Neighborhood House, Manhattan NY. |
| **Doucet, F.** (2014, October). Workshop series on “Defusing Difficult Conversations” with Parents and Colleagues; Children PreK-2nd grade; Children 3rd-5th grades. P.S. 41, Manhattan NY. |

# CONFERENCES, MEETINGS, AND EVENTS CONVENED

“Establishing a baseline of knowledge on the development of Haitian children.” Sponsored by

the Society for Research in Child Development. Co-sponsored by the NYU Steinhardt School of

Culture, Education, and Human Development, the NYU Center for Latin American and

Caribbean Studies, and the NYU Institute for Public Knowledge. May 2011

“Children, families, and disaster in Haiti: Interdisciplinary perspectives on immediate and

long-term responses to catastrophic events” The 4th Annual Conference of the NYU Institute

 for Human Development and Social Change. Co-sponsored by the NYU Office of Civic

Engagement and the NYU Global Integration Fund. February 2011

 2010 Haitian Presidential Debate Live Watch Party.” Co-organized with the NYU Center for

Latin American and Caribbean Studies. Co-sponsored by the NYU Center for Latin American

and Caribbean Studies, College of Arts & Sciences Dean’s Office, Office of International

Students and Scholars, Institute of French Studies, and Haitian American Students

Association. September 2010

 “Teaching Haiti in Context: A Workshop for Teachers.” Co-organized and sponsored by

the Department of Teaching and Learning, the NYU Center for Latin American Studies,

Facing History and Ourselves, and the Haitian American Bilingual Technical Assistance

Center. May 2010

# TEACHING

**UNDERGRADUATE COURSES**

Cultural Variations in Children and Families (UNC-Greensboro)

# Diversity Issues in Human Development and Family Studies (UConn)

# Family, School, and Community Partnerships (UConn)

# Honors Seminar in Teaching and Learning (NYU)

# Infant and Child Development (UNC-Greensboro)

Thinking Qualitatively (NYU)

Understanding Research Methods in Human Development and Family Studies (UConn)

**GRADUATE COURSES**

Adolescent Learners in Urban Contexts (NYU)

Advanced Seminar in Theories of Human Development (UConn)

Culminating Seminar in Early Childhood Education (ECE) (NYU)

Dissertation Proposal Seminar (NYU)

Doctoral Seminar: Contemporary Research Issues in ECE (NYU)

Integrating Seminar in ECE II (NYU)

Issues in ECE (NYU)

Multicultural Perspectives in Social Studying in ECE and Childhood Education (NYU)

Teaching Practicum in Diversity and Social Justice (UConn)

**EXTERNAL TEACHING ACTIVITIES**

Family, School, and Community Partnerships (adapted for online teaching Spring 2016

and high school students) (Pioneer Academics) Summer 2016

Adolescent Learners in Urban Contexts (adapted for online teaching Spring 2018

and high school students) (Pioneer Academics)

ADVISEMENT AND MENTORSHIP

**CURRENT DOCTORAL ADVISEES**

 **COMMITTEE CHAIR**

Pamela Jones (co-chair)

Noor Jones-Bey

Pamela D’Andrea Martinez

**MAJOR ADVISOR**

 Spruill, Nyissia

**DISSERTATION AND THESIS ADVISEMENT (COMPLETED)**

COMMITTEE CHAIR, DOCTORAL DISSERTATIONS

Bolt, S. (2021). *Incremental Change: Moving Towards Anti-Racism in an Elite Predominantly White School*. Ph.D. dissertation, New York University. (Position: Research Associate, Center for Strategic Solutions, NYU Metropolitan Center for Research on Equity and the Transformation of Schools)

Fallon, A. (2020). *Relationships Between Co-Teachers During Intrapersonal Conflict Within the Early Child Care Setting*. Ph.D. dissertation, New York University. (Position: Director, Mansfield Children’s Center)

Darbes, T. (2014). *“Hard to place”: Multilingual immigrant students in community colleges.* Ph.D. dissertation, New York University. (Position: Assistant Professor of TESOL and Bilingual Education, Pace University)

Idzelis, M. L. (2005). *A study of the protective factors in the social adjustment of immigrant children in the classroom*. Ph.D. dissertation, The University of Connecticut. (Position: Research Manager, Amherst H. Wilder Foundation)

**COMMITTEE CHAIR, MASTER’S THESES**

Ooka, Y. (2010). *A Study of Head Start through the lens of its purpose and effectiveness.* Master’s Thesis, New York University.

Robinson, T. N. (2006). *A study identifying the best practices of a peer mentoring program designed to assist first year African American students with their transition at a predominantly White university*. Master’s Thesis, The University of Connecticut.

COMMITTEE CHAIR, UNDERGRADUATE HONORS THESES

Wachtel, M. (2012). *All the classroom’s a stage: Investigating the role of arts in the high school curriculum*. Undergraduate Honors Thesis, New York University.

Labato, L. (2004). *Next door strangers: An exploration of the life of immigrants and refugees in Danmark and of the American Deaf community*. Undergraduate Honors Thesis, University of Connecticut.

**COMMITTEE MEMBER, DOCTORAL DISSERTATIONS AND THESES**

Hennessy Elliot, C. (2020). *Robotic learning: A diffractive critique of the STEM Education Project with an urban high school robotics team*. Ph.D. dissertation, New York University. (Catherine Milne, Chair)

Malone, H. S. (2020). *I am because we are: Examining the role of “community” pedagogical practices of a high school and partnering community organizations in the South Bronx*. Ph.D. dissertation, New York University. (David E. Kirkland, Chair)

Han, J. (2018). Longer-term associations of Pre-K quality effects: Influence of sustaining environments on the academic achievement of children. Ph.D. dissertation, New York University. (Erin O’Connor, Chair)

Varghese, B. (2016). *The Malayalee diaspora in North America: A retrospective study of heritage language use and ethnic identity affiliation.* Ph.D. dissertation, New York University. (Miriam Eisenstein Ebsworth, Chair)

Gibson, L. C. (2015). *Voices from the community: Linguistic and educational adaptations of adult and adolescent SIFE Haitian immigrants*. Ph.D. dissertation, New York University. (Shondel Nero, Chair)

Dublin, J. A. (2013). *Community college choice: Experiences of Haitian immigrant students*. Ed.D. thesis, New York University. (Matthew Mayhew, Chair)

Patanakul, S. S. (2013). *Bilingual language acquisition among preschool children raised in bilingual homes*. Ph.D. dissertation, New York University. (Miriam E. Ebsworth, Chair)

Colket, L. (2012). *Breaking the single story: Narratives of educational leaders in post-earthquake Haiti*. Ph.D. dissertation, The University of Pennsylvania. (Sharon Ravitch, Chair)

**COMMITTEE MEMBER, DOCTORAL DISSERTATIONS AND THESES (CONTINUED)**

Klein, S. (2011). *The experiences of Black students in a living-learning community celebrating Black culture at a predominantly White institution.* Ph.D. dissertation, New York University. (Matthew Mayhew, Chair)

Owsianik, M. (2011). *Examining underactive behaviors in a culturally diverse, Head Start sample: A mixed methods study.* Ph.D. dissertation, New York University. (Christine M. McWayne, Chair)

Dowdy, C. (2011). *Youth, music and agency: Undoing race, poverty and violence in Rio de Janeiro, Brazil*. Ph.D. dissertation, American University. (Sabiyah Prince, Chair)

Sciurba, K. (2011). *Reading and seeing themselves: Reexamining raced and gendered assumptions about the textual identifications of boys of color*. Ph.D. dissertation, New York University. (David Kirkland, Chair)

Keane, A. (2010). *The realities of implementing a response to intervention framework: A case study of an urban classroom*. Ph.D. dissertation, New York University. (Kay Stahl, Chair)

Kosutic, I. (2010). *Youth leadership: Concepts, constructs, and assessment*. Ph.D. dissertation, University of Connecticut. (Stephen A. Anderson, Chair)

Light, R. (2010). *Preschool as language apprenticeship: How teachers induct young children into the discourse of school through informal interactions.* Ph.D. dissertation, New York University. (Patricia M. Cooper, Chair)

Voltman, E. A. (2009). *Three ninth-grade English teachers’ perceptions of the development of their professional identities*. Ph.D. dissertation, New York University. (Marilyn Sobelman, Chair)

COMMITTEE MEMBER, MASTER’S THESES

Young, K. (2011). *Empowering marginalized people recovering from disaster in developing countries through participatory response creates communities that are more self-sufficient and more resilient to future hazardous events*. Master’s Thesis, Prescott College. (Peter Sherman, Chair)

OUTSIDE READER

Gipson, J. (2017). Program in Educational Leadership, Department of Applied Leadership and Technology, Ph.D. dissertation proposal, New York University (Colleen Larson, Chair)

Kentengian, I. (2016). Program in International Education, Department of Humanities in the Social Sciences, Ph.D. dissertation proposal, New York University (Phillip Hosay, Chair)

OUTSIDE READER (CONTINUED)

Rozier, D. (2015). Program in Urban Education, Department of Teaching and Learning, Ph.D. dissertation proposal, New York University (Pedro Noguera, Chair)

Herrera, H. (2014). Program in English Education, Department of Teaching & Learning, Ph.D. dissertation, New York University. (Carola Suárez-Orozco, Chair)

Shapses, S. (2013). Program in Higher Education, Department of Administration, Leadership, and Technology, Ed.D. thesis, New York University. (Robert Teranishi, Chair)

Barriteau Phaire, C. (2013). Program in Mathematics Education, Department of Teaching and Learning, Ph.D. dissertation, New York University (Suzanne Carothers, Chair)

Shapses, S. (2012). Program in Higher Education, Department of Administration, Leadership, and Technology, Ed.D. thesis proposal, New York University. (Robert Teranishi, Chair)

Ford, R. (2012). Program in English Education, Department of Teaching and Learning, Ph.D. dissertation, New York University. (David Kirkland, Chair)

Reid, C. (2011). Program in Higher Eduation, Department of Teaching and Learning, Ph.D. thesis, New York University. (Frances Stage, Chair)

Fredrick, T. (2011). Program in English Education, Department of Teaching and Learning, Ph.D. dissertation, New York University. (Sarah Beck, Chair)

Domingo, M. (2011). Program in English Education, Department of Teaching and Learning, Ph.D. dissertation, New York University. (David Kirkland, Chair)

Barriteau, C. P. (2011). Program in Mathematics Education, Department of Teaching and Learning, Ph.D. dissertation proposal, New York University. (Karen D. King, Chair)

Collins, B. A. (2010). Program in Multicultural/Multilingual Studies, Department of Teaching and Learning, Ph.D. dissertation, New York University. (Carola Suárez-Orozco, Chair)

Bang, H. J. (2009). Program in Teaching and Learning, Department of Teaching and Learning, Ph.D. dissertation, New York University. (Carola Suárez-Orozco, Chair).

Martin, M. (2009). Program in Urban Education, Department of Teaching and Learning, Ph.D. dissertation proposal. New York University. (Carola Suárez-Orozco, Chair)

Domingo, M. (2009). Program in English Education, Department of Teaching and Learning, Ph.D. dissertation proposal, New York University. (David Kirkland, Chair)

OUTSIDE READER (CONTINUED)

Collins, B. A. (2009). Program in Multicultural/Multilingual Studies, , Department of Teaching and Learning, Ph.D. dissertation proposal, New York University. (Carola Suárez-Orozco, Chair)

Bang, H. J. (2007). Program in Teaching and Learning, Department of Teaching and Learning, Ph.D. dissertation proposal. New York University. (Carola Suárez-Orozco, Chair).

**ADVISEMENT AND MENTORSHIP OF FORMER STUDENTS (SELECTED)**

|  |  |
| --- | --- |
| **Name** | **Current Position** |
| Anna Antoniak | Senior Director, Scholarship Plus: A College Student Support Program |
| Caroline Black, Ph.D. | Assistant Professor, Department of Teaching & Learning, Northern Arizona University |
| Toni Cela, Ph.D. | Country Coordinator, Interuniversity Institute for Research and Development (INURED) |
| Laura Colket, Ph.D. | Associate Professor, Education, St. George’s University |
| Laura Davis, Ph.D. | Senior Research Analyst, University of Chicago Consortium on School Research |
| Sarah Dennis, Ph.D. | Independent Early Childhood Education Consultant, Chicago, Illinois |
| Jody Dublin, Ed.D. | Executive Director, The Advisor is In, LLC |
| Dawn England, Ph.D. | Senior Lecturer and Programme Director in Educational Leadership, University of Birmingham Dubai |
| Edline Jacquet | Chief of Staff, Office of New York State Senator Zellnor Myrie |
| Soojung Kim | New York University, Major Advisor |
| Sharlene Lansiquot | Master’s student in Nurse Practitioner program, Columbia University |
| Hui-Ling Malone, Ph.D. | Assistant Professor-Fixed Term, English Secondary Education, Michigan State University |
| Stephanie Parade, Ph.D. | Associate Professor of Psychiatry and Human Behavior, Brown University |
| Sukhmani Singh, Ph.D. | Assistant Professor, School of Social Work, University of Connecticut |

**PROFESSIONAL SERVICE**

FACULTY PROFESSIONAL DEVELOPMENT, RECRUITMENT, AND RETENTION

Organizer, Steinhardt Faculty Writing Accountability Group (9-12 faculty members

and postdoctoral fellows per year) 2012-2019

Organizer, Department of Teaching & Learning Faculty Writing Group (5 faculty

members per year) 2006-2008

Research Consultant to Dr. Shuntay Tarver (formerly McCoy), Michael E. Fassiotto

Scholar-in-Residence Program, New York University Summer 2014

Summer 2015

Research Consultant to Dr. Lynette Mawhinney, Michael E. Fassiotto Scholar-in-

Residence Program, New York University Summer 2009

FACULTY AND PEER MENTORSHIP (SELECTED)

|  |  |
| --- | --- |
| **Name** | **Current Position** |
| Jennifer Keys Adair | Associate Professor, Early Childhood Education, University of Texas at Austin |
| Rezarta Bilali | Associate Professor, Psychology and Social Intervention, New York University |
| Débrosse, Régine | Assistant Professor, School of Social Work, McGill University |
| Charlene Desir | Associate Professor, Department of Instructional Design and Technology, Nova Southeastern University |
| Raygine Diaquoi | Assistant Dean, Office of Diversity, Culture, and Inclusion, Mailman School of Public Health at Columbia University |
| Gail Ferguson | Associate Professor, Institute of Child Development, University of Minnesota |
| Conra Gist | Associate Professor, Teaching & Teacher Education, University of Houston |
| Shabnam Javdani | Associate Professor, Applied Psychology, New York University |
| Grace Kim | Assistant Professor, Occupational Therapy, New York University |
| Christine Malsbary | Founder and CEO, Brazen Beauty |

FACULTY AND PEER MENTORSHIP (SELECTED)

|  |  |
| --- | --- |
| Jamaal Matthews | Associate Professor, School of Education, University of Michigan |
| Joseph Nelson | Associate Professor, Educational Studies, Swarthmore College |
| Janet Njelesani | Assistant Professor, Occupational Therapy, New York University |
| Vanessa Rodriguez | Assistant Professor, Department of Population Health, NYU Langone Health |
| Shuntay Tarver | Assistant Professor, Counseling and Human Services, Old Dominion University |
| Barbara Thelamour | Assistant Professor, Psychology, Swarthmore College |
| Dennis Tyler | Associate Professor, English, Fordham University |
| Fatima Varner | Assistant Professor, Human Development and Family Science, University of Texas at Austin |
| Adriana Villavicencio | Assistant Professor, School of Education, University of California Irvine |
| David Clinton Wills | Part-Time Faculty, Gallatin School of Individualized Study, New York University |

INTERNATIONAL SCHOLARLY SERVICE

 Peer Reviewer, National Priorities Research Program, Qatar National Research Fund

2011-Present

 Peer Reviewer, 2012 Insight Grants Competition, Social Sciences and Humanities Research

 Council of Canada 2012

Advisory Board Member, Interuniversity Institute for Research and Development

 (INURED). Port-au-Prince, Haiti 2010-2012

 Chair, Educational Research Committee, Research Working Group, INURED

 Port-au-Prince, Haiti 2011

 Member, Research Working Group, INURED, Port-au-Prince, Haiti 2010-2012

NATIONAL SCHOLARLY SERVICE

Mentor, National Academy of Education/Spencer Foundation Long-Term Mentoring

Program Present

Chair-Designate, Minority Fellowship Selection Committee, American Educational

Research AssociationPresent

Member, Advisory Board for Race and Equity, Critical Perspectives in Early Childhood Education Special Interest Group (CPECE-SIG), American Educational Research

Research Association 2020-Present

Reviewer, National Academy of Education/Spencer Foundation dissertation fellowship

2014-Present

Member, Emerging Scholar award committee, Critical Perspectives in Early Childhood

Education Special Interest Group (CPECE-SIG), American Educational Research

Association 2015

Member, Institute of Medicine/National Research Council Committee on The Science

of Children Birth to 8: Deepening and Broadening the Foundation for Success 2013-2015

Co-Chair, Funding Committee, Critical Perspectives in Early Childhood

Education Special Interest Group (CPECE-SIG), American Educational Research

Association 2012

Diversity Task Force, Society for the Psychological Study of Social Issues 2005-2006

EDITORIAL BOARD MEMBERSHIPS

*Early Childhood Research Quarterly*

*Journal of Early Childhood Teacher Education*

JOURNAL REFEREE

##### *Anthropology & Education Quarterly*

##### *American Educational Research Journal*

*Contemporary Issues in Early Childhood*

*Cross-Cultural Research: Journal of Comparative Social Science*

*Early Childhood Research Quarterly*

*Ethos* (Journal of the Society for Psychological Anthropology)

*Equity & Excellence in Education*

*Family Relations*

*International Critical Childhood Policy Studies Journal*

*Journal of Applied Developmental Psychology*

*Journal of Child and Family Studies*

*Journal of Cross-Cultural Psychology*

JOURNAL REFEREE (CONTINUED)

*Journal of Early Adolescence*

*Journal of Early Childhood Research*

*Journal of Early Childhood Teacher Education*

*Journal of Haitian Studies*

*Marriage and Family Review*

*Multicultural Education Review*

*Parenting: Science and Practice*

*Race and Social Problems*

*Social Problems*

*Social Psychology Quarterly*

*Teacher Education Quarterly*

*Teaching Education*

BOOK REFEREE

Lawrence Erlbaum Associates

NYU Press

Russell Sage Foundation

Social Sciences and Humanities Research Council

CONFERENCE REFEREE

2013 Annual Meeting of the American Educational Research Association (SIG-Critical Perspectives on Early Childhood Education; SIG-Caribbean and African Studies in Education)

2012 Annual Meeting of the American Educational Research Association (SIG-Critical Perspectives on Early Childhood Education)

2010 Annual Meeting of the American Educational Research Association (Division K, Teaching and Teacher Education; SIG-Critical Issues in Early Childhood Education; SIG-Family, School, and Community Partnerships; SIG-Qualitative Research)

2009 Annual Meeting of the American Educational Research Association (Division K-Teaching and Teacher Education; Division G-Social Context of Education; SIG-Family, School, and Community Partnerships; SIG-Multicultural/Multiethnic Education: Research, Theory, and Practice; SIG-Qualitative Research)

2007 Annual Meeting of the American Educational Research Association (Committee on Scholars of Color in Education; SIG-Critical Examination of Race, Ethnicity, Class, and Gender in Education; SIG-Family, School, and Community Partnerships; SIG-Multicultural/Multiethnic Education: Research, Theory, and Practice; SIG-Qualitative Research)

2003 Biennial Meeting of the Society for Research in Child Development

SERVICE TO NEW YORK UNIVERSITY

SERVICE TO THE DEPARTMENT OF TEACHING & LEARNING

Co-chair, Curriculum Review Committee 2016-2017

Co-chair, Search Committee, Clinical Professor, Childhood Bilingual 2014-2015

Chair, Faculty Support and Evaluation Committee 2015-2016

Member, Faculty Support and Evaluation Committee 2013-2015

Member, Curriculum Review Committee 2011-2013

Member, Search Committee, Childhood Education Program Director 2010-2011

Member, Search Committee, Vice Chair of Teaching and Learning 2007-2008

Member, Doctoral Committee 2006-2009

Member, Search Committee, Associate/Professor Multilingual Multicultural Studies 2006-2007

**SERVICE TO THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT**

Respondent, *If You Wanna Switch Seats*, Steinhardt Verbatim Performance Lab April 17, 2021

Member, Steinhardt Council for Action and Advocacy United for Social Justice

and Equity (CAUSE) Present

Member, Steinhardt Diversity Council 2016-2021

Reviewer, Steinhardt CORE Curriculum 2016, Fall

Member, Steinhardt New Student Reading Selection Committee 2016-Present

Member, Advisory Board, Technical Assistance Center for Disproportionality,

Metropolitan Center for Research on Equity and the Transformation of Schools 2014-Present

Member, Advisory Committee, Project for the Advancement of a Common

Humanity (PACH) 2014-Present

Member, Committee to Develop an Undergraduate Major in Education Studies 2012-2014

Chair, Haiti Working Group, NYU Institute of Human Development and

Social Change 2010-2013

**SERVICE TO THE STEINHARDT SCHOOL OF CULTURE, EDUCATION, AND HUMAN DEVELOPMENT (CONTINUED)**

Member, Steinhardt Qualitative Methods Ad Hoc Committee Fall 2008

Member, Steering Committee, Steinhardt Commission on Gender, Race,

and Social Justice 2006-2010

**SERVICE TO THE UNIVERSITY**

Member, Steering Committee, Faculty of Color Caucus 2016-Present

Member, New York University Child Care Advisory Council 2008-2010

Faculty Affiliate, Explorations Program, NYU Residential Education 2007-2008

SERVICE TO THE UNIVERSITY OF CONNECTICUT

**SERVICE TO THE SCHOOL AND DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES**

Member, Search Committee, Assistant Professor of Marriage and Family Therapy 2005-2006

Member, Lu’s at Night Committee 2005-2006

Member, Diversity and Social Justice Interest Group 2005-2006

Member, Family Dynamics and Relationships Working Group 2004-2006

Member, Gender Issues Interest Group 2004-2005

Faculty Advisor, Family Studies Undergraduate Council 2004-2006

Co-Chair, Diversity and Social Justice Interest Group 2004-2005

Member, Search Committee, Director of Marriage and Family Therapy Program 2003-2004

Member, Dissertation Review Committee 2003-2004

**SERVICE TO THE UNIVERSITY**

Faculty Advisor, B.A.I.L.E. (Bringing Awareness into Latino Ethnicities) 2003-2006

Faculty Advisor, AHEAD (Aid in Haitian Education and Development) 2005-2006

Judge, Mr. & Ms. Latino Pageant, Puerto Rican/Latin American Cultural Center Spring 2005

**SERVICE TO THE UNIVERSITY (CONTINUED)**

Member, Search Committee, Associate Vice Provost for Multicultural and International

Affairs Fall 2004

Member, Division of Health and Human Development (DHHD) Website

Design Committee Fall 2004

Member, DHHD Website Design Proposal Review Committee Spring 2004

Member, Multicultural Initiative for Leadership Education (MILE) Committee Summer 2004

COMMUNITY AND OTHER SERVICE

Parent Volunteer, Girl Scouts of America 2015-Present

Board Vice President, HaitiCorps International 2010-2015

Founder and faculty organizer, NYU Student Haiti Earthquake Relief Team Spring 2010

Translator, post-earthquake emergency posting site, Ushahidi.com Spring 2010

Chair, Leadership Committee, New York French-American Charter School Board 2010-2011

Board Member, New York French-American Charter School 2008-2011

Member of founding committee, New York French-American Charter School 2008-2009

Volunteer, *Celebrate Life Meal* for persons living with HIV or AIDS,

Middle Collegiate Church, New York, NY Summer 2007

Advisory Board Member, National Teacher Recruitment Clearinghouse,

Recruiting New Teachers, Inc., Belmont, MA 2002

Board Member, Haitian American Public Health Initiatives, Boston, MA 2000-2002

Haitian Club Volunteer Advisor, The Cambridge Rindge and Latin School,

Cambridge, MA 2000-2002

Haitian Club Volunteer Advisor, West Roxbury High School, Boston, MA 2000-2001

**SELECTED MEDIA FEATURES AND CONTRIBUTIONS**

Quoted in “Meet the Undergraduate Working to Keep Students in Haiti in School” (July 28, 2021) by Rebecca Kelliher, *Diverse Education*. Available from <https://diverseeducation.com/article/221467/>

Quoted in “Middle School Re-Openings Leave Students Behind” (February 26, 2021) by Renée Roden, Uptown Radio. Available from <https://uptownradio.wixsite.com/uptownradio/post/middle-school-re-openings-leave-students-behind-rene%C3%A9-roden>

Quoted in “Post-George Floyd, a wave of ‘anti-racist’ teaching sweeps K-12 schools targeting ‘whiteness’” (November 24, 2020) by John Murawski, RealClear Investigations. Available from <https://www.realclearinvestigations.com/articles/2020/11/24/post-george_floyd_a_wave_of_anti-racist_teaching_sweeps_k-12_schools_126092.html>

Quoted in “Re-emerging Demand Seen for City’s Afrocentric Schools” (February 18, 2020) by Larisa Karr for CityLimits. Available from <https://citylimits.org/2020/02/18/re-emerging-seen-for-citys-afrocentric-schools/>

Featured in “3 Questions with Fabienne Doucet,” (March 17, 2017) Human Capital and Economic Opportunity Global Working Group website <https://hceconomics.uchicago.edu/news/3-questions-fabienne-doucet>

Quoted in “The Amazon Rapids app gets kids reading—but it can’t replace books” (November 3, 2016) by Davey Alba, writer for Wired.com. Available from <https://www.wired.com/2016/11/amazon-rapids-app-gets-kids-reading-cant-replace-books/>

Coverage of **Doucet, F.**, Banerjee, & M., Parade, S. ♠ (2016). Preparation for bias, racism experiences, and social class differences: An exploration of African American parents of preschoolers’ stories. *Journal of Early Childhood Research,* published online before print April 20, 2016, doi:10.1177/1476718X16630763.

* **External coverage**
	+ North Carolina Public Radio - story aired on the radio May 30
	+ [Phys.org](http://phys.org/news/2016-05-african-american-parents-focus-equality-preschoolers.html)
	+ [Science Codex](http://www.sciencecodex.com/africanamerican_parents_focus_on_equality_when_teaching_preschoolers_about_race-182720)
	+ [Science Newsline](http://www.sciencenewsline.com/news/2016051917080053.html)
	+ Susan Ochshorn, Founder at ECE PolicyWorks social media
	+ [The Journal of Blacks in Higher Education](https://www.jbhe.com/2016/05/how-african-american-parents-talk-to-their-young-children-about-race/)
	+ Notable Twitter coverage:
		- The White House Initiative on Educational Excellence for African Americans (which has nearly 28K followers) [tweeted about the study](https://twitter.com/afameducation/status/734087155190992896)
		- The Human Capital and Economic Opportunity Global Working Group [tweeted about the study](https://twitter.com/hceconomics/status/733711622561267712)

**SELECTED MEDIA FEATURES AND CONTRIBUTIONS (CONTINUED)**

* **Internal coverage**
	+ [NYU News](http://www.nyu.edu/about/news-publications/news/2016/05/19/african-american-parents-focus-on-equality-when-teaching-preschoolers-about-race.html)
	+ [Steinhardt At a Glance](http://steinhardt.nyu.edu/site/ataglance/2016/05/african-american-parents-focus-on-equality-when-teaching-preschoolers-about-race.html?utm_source=rss&utm_medium=rss&utm_campaign=african-american-parents-focus-on-equality-when-teaching-preschoolers-about-race)
	+ Institute for Human Development and Social Change social media
	+ Metro Center social media
	+ NYU Research Digest

Quoted in “Kindergarten cutoff dates: Fall birthdays and other woes” (October 15, 2015) by Sarah Rivera, writer for Noodle.com. Available from <https://www.noodle.com/articles/the-kindergarten-age-who-decides-the-cutoff-date141>

“Transforming the Nation’s Workforce for Children Is Focus of Report by Steinhardt Researchers” (2015, April 1). *At a Glance: News From the NYU Steinhardt Community: The Blog.*

Featured in “Leading Lessons” by Daniel Huang, writer for *Under the Arch* NYU student blog, September 28, 2013. Available from <http://wsnunderthearch.com/2013/09/28/professor/#more-350>

“Hope for Haiti?” Guest on Independent Sources, with Garry Pierre Pierre. First aired on CUNY TV January 12, 2011. Available from <http://tinyurl.com/4mpgjsm>

“We Remember the Earthquake in Haiti a Year After it Struck.” Guest on *The Marc Steiner Show*. First aired on WEAA Baltimore, MD, January 11, 2011. Available from <http://www.steinershow.org/radio/the-marc-steiner-show/january-11-2011-segment-1>

Quoted in “The Haiti story you won’t read,” by Gina Athena Ulysse via the Op-Ed Project, *Need to Know on PBS, Voices*, January 14, 2011. Available from <http://www.pbs.org/wnet/need-to-know/voices/the-haiti-story-you-wont-read/6399/>

McCauley, M. C. (2011, January 16). “Life for women, children in Haiti worsens, lecturer says: Thousands live in camps that spawn crime, sickness, says Fabienne Doucet”. *Baltimore Sun* feature article. Available from <http://articles.baltimoresun.com/2011-01-16/news/bs-md-haiti-talk-20110116_1_ima-world-health-black-women-lecturer>

Quoted in “Disorganized Diaspora Remain in the Fringe of Post-Earthquake Decision Making Process,” by Carla Murphy, reporter for *The Daily Haitian Times (online edition of The Haitian Times* newspaper), April 7, 2010.

“Haiti through a Historical Lens.” Guest on *The Callie Crossley Show*. First aired on WGBH Boston, March 4, 2010. Available from <http://www.wgbh.org/programs/programDetail.cfm?programID=855>

“Fabienne Doucet Discusses Haiti Earthquake and Challenges to Haiti’s Education System.” NYU Steinhardt *At a Glance* blog. Available from <http://blogs.nyu.edu/blogs/dbw1/ataglance/2010/01/fabienne_doucet_discusses_hait.html>

**SELECTED MEDIA FEATURES AND CONTRIBUTIONS (CONTINUED)**

“Class Divisions in Haiti.” Guest on *The Callie Crossley Show*. First aired on WGBH Boston, January 26, 2010. Available from <http://www.wgbh.org/programs/programDetail.cfm?programID=855>

“Devastation in Haiti.” Guest on *Brian Lehrer Live*. First aired on CUNY TV, January 13, 2010. Available from <http://tiny.cc/HaitiQuake29>

Quoted in “’Parlez-vous Français?’ – City’s French speakers on verge of getting long-awaited bilingual charter school,” by Darlie Gervais, reporter for *The* *Haitian Times*. *Voices that Must be Heard*, Edition 381, 16 July 2009. Available from <http://www.indypressny.org/nycma/voices/381/news_1/news_3/>

Quoted in “The boy under the lamp,” by Manon Wascher, columnist, “A Parent’s Perspective.” *Sunpeaks* *News* (British Columbia, Canada), August 2008.

Interviewed for “GOP ‘Catch the Immigrant’ Game Catches Flak,” by Sam Graham-Felsen of *The Nation* magazine. Webcast on <http://www.thenation.com/doc/20070312/young_repulblicans>,

February 23, 2007.

“Parental Involvement in Education.” Guest on the University of Connecticut Humphrey Center’s *Family Focus* program. First aired on Public Access Channel 14, www.ctv14.com, May 3, 2004.

“Growing up Haitian in America.” Guest on Voice of America’s *New American Voices* program. First aired on VOANews.com, July 9, 2001.

# PROFESSIONAL MEMBERSHIPS

American Educational Research Association

* Division G: Social Context of Education
* Division K: Teaching and Teacher Education
* Caribbean and African Studies in Education Special Interest Group
* Critical Perspectives in Early Childhood Education Special Interest Group

Haitian Studies Association

Human Capital and Economic Opportunity Working Group, Early Childhood Interventions Network (Becker Friedman Institute for Research in Economics)

National Association for the Education of Young Children

National Association of Early Childhood Teacher Education

Society for Research in Child Development

University of Michigan Diversity Scholars Network

**REFERENCES AVAILABLE UPON REQUEST**

1. ♠ Denotes current or former student advisee. [↑](#footnote-ref-1)
2. All presentations refereed unless otherwise noted [↑](#footnote-ref-2)