**Professional Biography**

Deidre L. Wheaton, Ph.D. is an Associate Professor of Interdisciplinary Studies at Jackson State University. She currently serves as the Interim Director of the School of Lifelong Learning. Dr. Wheaton’s research, teaching, and service all come together to reinforce her personal and professional commitment to using research to create increased equity and access to high quality educational experiences for all students—particularly nontraditional adult learners and students who are members of racial and ethnic minority groups. Her professional concern for educational equity includes research and interventions directed toward broadening participation of minorities in higher education, promoting career advancement and faculty development for women, examining the implications of race and racism in education, and exploring evidence-based strategies for effective teaching, learning, and assessment at minority serving institutions. Dr. Wheaton holds academic degrees in American Culture with a focus on African Americans and Race in the 20th century (Ph.D. and MA) from the University of Michigan, Ann Arbor, MI; English (MA) from Jackson State University, Jackson, MS; and English with a minor in African World Studies (BA) from Dillard University, New Orleans, LA.

**Research Interests:**

* Broadening Participation in Higher Education
* Race and Educational Equity in K-12 Education
* Faculty Development, Scholarly Productivity, and Mentoring
* Teaching, Learning, and Assessment at HBCUs

**Publications**

Latiker, T., **Wheaton, D.,** Mozee, S., and Camel, D. (2022). School accountability at the intersection of race, poverty, and teacher quality. International Journal of Arts, Humanities, and Social Sciences, 3(9). <https://doi.org/10.56734/ijahss.v3n9a2>.

McFarland, S., **Wheaton, D**., and Lewis, C. (Accepted. 2021). The Business of Assessment: Reframing

Teaching, Learning, and Assessment Using the ADDIE Model. *Journal of Negro Education*.

**Wheaton, D**. and Moore, L. (2020). Advancing women of color in STEM through meaningful mentoring: Key observations from the Jackson State University ADVANCE institutional transformation project. The Advance Journal, 1(2). https://doi.org/10.5399/osu/ADVJRNL.1.2.5.

**Wheaton, D.** & Moore, L. (2019). Creating a multi-institutional writing retreat network: How we did it and why it works. The Journal of Faculty Development, 33(2):97-102.

Moore, L.A., Kupenda, A. **Wheaton, D.,** Deardorff, M., & Leggette, E. (2019). What we can do now: Addressing intersectionality challenges in work and social structuresŠthe single academic woman of color as an exceptional case. University of Miami Journal of Race and Social Justice Law Review. 9(1): 91-109.

Ke, J. & **Wheaton, D**. (2019). Proposing an andragogy aligned instructional design to improve persistence and completion of non-traditional adult undergraduates. *The Nontrad Journal*.

Lowe, K., **Wheaton, D.,** Qubbah, A., & Moore, L. (2017). Developmental network: The ADVANCE women of color summer writing retreat. The Chronicle of Mentoring and Coaching. 2(10): 888-892.

Moore, L. A., **Wheaton, D.,** Kupenda, A. M., Deardorff, M., & Leggette, E. (2016). Transforming climates for the woman of color: Strategic engagement with families and Social Networks of the Married/Partnered Academic Woman of Color. Thurgood Marshall Law Review. 42(1): 17-44.

Moore, L.A., **Wheaton, D**., Leggette, E. & Kupenda, A. (2016, November). Building support for faculty women of color in STEM. Diverse Issues in Higher Education. Retrieved from diverseeducation.com/article/89691

**Wheaton, D. (2014).** Examining What We Think We Know about Race: Teaching Racial Formation

Theory and “Heart of Darkness” at an HBCU. *The Researcher, A Multidisciplinary Journal.* 27(1): 1-28.

**Wheaton, D.** and Hart, L. (2013). Striking a Balance: Using Critical Andragogy to Improve Writing

Proficiency among Adult Learners, A Pilot Study. *The Delta Journal of Education.* 2(1): 42-57.

**Wheaton, D.** (2011). “Stay Black and Die:” Examining Black-Japanese Relations in Paul Beatty’s

Fiction. In *Men in Color: Racialized Masculinities in U.S. Literature and Cinema.* Jose Armengol,

Ed. Tyne, UK: Cambridge Scholars Publishing. 101-120.

**Externally Funded Grants:**

**Principal Investigator:** *National Science Foundation PLAN-IHE Supplement.* **Funded $149,431** (2016-2021). Expanding the Network of STEM Scholars supplement awarded to further explore the needs of faculty at MSIs in creating collaborative, multi-institutional networks.

**Co-Principal Investigator:** *National Science Foundation Innovation Corps Sites.* “JSU Center for Innovation and Entrepreneurship.” **Funded $300,000** (2017-2019). *Responsibilities include designing and facilitating online training modules for faculty-student teams who are selected to learn the lean start-up module of academic entrepreneurship.*

**Co-Principal Investigator***: National Science Foundation Partnership for Learning and Adaptation Networks-Institutions of Higher Learning. “Expanding* *the Network of STEM Women of Color through the JSU ADVANCE Summer Writing Retreat.”* **Funded $749,243** (2015-2020). *Responsibilities include providing leadership to the process of transferring a faculty professional development intervention to leadership teams at partner institutions; completing annual reports, and coordinating data collection.*

**Key Personnel:** *U.S. Department of Education First in the World – Integrated STEM Experiences for All through Multidisciplinary Research, Education, Innovation, and Engagement Teams.* **Funded $2.98 million** (2015-2019). *Responsibilities include providing leadership to the faculty-led multidisciplinary engagement team and coordinating learning activities to promote effective faculty-student collaborations and consistent data collection regarding the impact of team participation on students’ persistence, academic improvement, and degree completion.*

**Entrepreneurial Lead:** *National Science Foundation Innovation Corps for Learning Teams.* **Funded $50,000** (2014-2015). *Responsible for exploring the commercialization of a summer writing retreat into a faculty development service; conducted over 100-customer discovery interviews which resulted in 10-lessons learned about faculty development needs at MSIs.*

**Key Personnel:** *National Science Foundation, ADVANCE Institutional Transformation Award* “Transforming the Climate and Culture for Women in STEM at an HBCU in the South**.” Funded $4.0 million** (2010-2015 and 2 no-cost extension years 2015-2017). *Responsibilities include facilitating the annual summer writing retreats; developing online curriculum that emphasizes career advancement, scholarly productivity, and work-life balance; collecting, analyzing, reporting, and disseminating through research publications the lessons learned through the project interventions.*

**Professional Presentations and Poster Sessions**

**Southern Association of Institutional Research (Fall 2022).** Title: Creating a Collaborative Institutional Culture of Assessment. New Orleans, LA.

**Southern American Studies Association (Spr. 2019).** Title: Critical Race Pedagogy in Teacher Preparation An Examination of a Major Course Redesign. Atlanta, GA.

**Mississippi Council for the Social Studies (Spr. 2019).** Title: Renewing Social Studies Teacher Preparation: A Process for Course Revision Columbus, MS.

**American Chemical Society: Professional Relations Divisions (Fall 2018).** Title: Mentoring Still Matters: Lessons Learned from the JSU ADVANCE Mentoring Component. Boston, MA.

**American Chemical Society (2018).** Mentoring Still Matters: The JSU ADVANCE (#1008708) and PLAN-IHE (#1463991) Faculty Development Initiatives (Poster).

**US PREP DBR Symposium: Renewing Educator Preparation (2018).** Connecting Teaching Strategies and Culturally Relevant Pedagogy. (Poster).

**University of New Mexico Mentoring Institute (Fall 2017).** Title: Developmental Network: The Advance Women of Color Summer Writing Retreat. Albuquerque, NM.

**NSF Advance GSE Workshop: Broadening Participation and Intersectionality (Fall 2017).** Panel Session Title: Expanding the Network of STEM Scholars through the ADVANCE Women of Color Writing Retreat—A Lesson in Multi-Institutional Collaboration. Washington, DC.

**Association of Public Land-Grant Universities: HBCU Summit (2017).** Engage to Succeed: Reflecting on the First in the World Multidisciplinary Engagement Team Experience. (Poster).

**NSF ADVANCE/GSE Program Workshop (2017).** Impact of the ADVANCE Women of Color Summer Writing Retreat at the University of Texas Rio Grande Valley, a Hispanic Serving Institution.

**Feminist Legal Theory: Applied Legal Theory Today (Spr. 2016)** Title: Transforming Climates for the Academic Woman of Color: The Limitations of Race-Neutral Career-Life Balance Policies in Higher Education. Baltimore, MA

**National Convening on Success in Teacher Education at Minority Serving Institutions (2016).** The Freshman to Ph.D. Program at JSU: Empowering with Research. (Poster)

**NSF Workshop: Building an Institutional Framework for Faculty Success (Fall 2015).** Title: Career-Life Balance: Models and Mechanisms of Institutional Support. Location: Evanston, IL

**National Association of African American Studies Conference (Spr. 2014).** Title: A New Type of HBCU Student: Examining Teaching and Learning among Non-Traditional African American Students. Baton Rouge, LA

**American Association for Adult and Continuing Education (Fall 2013).** Title: Andragogy in a Shifting Learning Landscape. Lexington, KY