

Deidre L. Wheaton, Ph.D.

College of Education and Human Development
Associate Dean of Research and Strategic Initiatives
Associate Professor of Interdisciplinary Studies
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PROFESSIONAL PREPARATION

Jackson State University, Jackson, MS	English	MA 2012
The University of Michigan, Ann Arbor, MI	Program in American Culture	PhD 2008
The University of Michigan, Ann Arbor, MI	Program in American Culture	MA 2003
Dillard University, New Orleans, LA	English	BA 2001

PROFESSIONAL APPOINTMENTS

2025-Present	Associate Dean of Research and Strategic Initiatives College of Education and Human Development	Jackson State Univ.
2023-2025	Interim Associate Dean of Education and Department Chair, School of Lifelong Learning Exec. Director of the Regional Education Servicing Agency	Jackson State Univ
2020-2023	Interim Department Chair Educational, Multicultural, and Exceptional Studies	Jackson State Univ
2020	Associate Professor, Tenured - Interdisciplinary Studies	Jackson State Univ
2014-2020	Assistant Professor, Tenure Track Professional Interdisciplinary Studies	Jackson State Univ
2014-2015	Division of Research and Federal Relations Faculty Fellow	Jackson State Univ
2013-2017	Coordinator, Social and Cultural Studies Program	Jackson State Univ
2009-2014	Asst Professor of Interdisciplinary Studies, Non-Tenure	Jackson State Univ
2008-2009	Visiting Assistant Professor of Ethnic Studies and English	Albion College
2003-2007	Graduate Student Instructor	Univ of Michigan

CERTIFICATIONS and TRAINING

Fall 2024	Academic Impressions. <i>Customer Service Skills Training Certification</i>
Spring 2024	Univ of Pennsylvania. <i>Anti-Racist Leadership in Higher Education</i>
Fall 2023	Association of College and University Educators. <i>Microcredential in Online Teaching</i>

Fall 2022 Chronicle of Higher Education.
 Strategic Leadership Department Chair Workshop Series

EXTERNALLY FUNDED GRANTS

Wheaton, D. (Project PI), Ramdoss, R., and Myrie, D. (2025-2030). Supporting Teacher Readiness and Instructional Development for Exceptional Educators (STRIDE) Project. US. Department of Education, Office of Special Education Programs. (\$2.5 Million – Pending Agency Review).

Wheaton, D. (Project PI), Moore, L., Talley, J., and Wright, C. (2024-2026). Integrated Math and Computer Science Teacher Professional Development. National Science Foundation. \$300,000 (Funded - Active).

Wheaton, D. (Project PI). (2024-2025). World Class Teaching Initiative. Mississippi Department of Education. \$29,000. (Funded - Active).

Jackson, J., PI & **Wheaton D.** coPI (2024-2028). Collaborative Research: SEI: Creating a Lasting LEGACY - Scaling a Peer-learning Community Model to Provide AP CS Preparation and Career Awareness for Black Young Women. National Science Foundation. \$308,117 (*Funded - Terminated 2025*)

Wheaton, D., PI (2023-2025). Supporting Exemplary Educator Preparation (SEED) Project. Subawardee of the US Department of Education: Margins to Center Program. \$300,000 (*Funded, but Terminated 2025*).

Lewis, C. & **Wheaton, D.** co-PI. (2020-2025). Collaborative Research: Network Cluster on Critical Zone Science, (Subaward). National Science Foundation. \$117,000. (Funded - No Cost Extension Year)

Wheaton, D., PI and Jackson, J. (2016). Expanding the Network of STEM Scholars Supplemental award. *Partnerships for Learning and Adaptation Network - Institutions of Higher Education*. National Science Foundation. (Funded \$149,431)

Moore, L., **Wheaton, D.** co-PI, Jackson, J. (2015-2020). Expanding the Network of STEM Women of Color through the JSU ADVANCE Summer Writing Retreat. *National Science Foundation Partnership for Learning and Adaptation Networks-Institutions of Higher Learning*. (Funded \$749,243).

Tchounwou, P., PI, **Wheaton, D.** Key Personnel (2015-2019). *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).

Maysami, R., Moore, L., & **Wheaton, D.** (2017-2019). JSU Center for Innovation and Entrepreneurship. National Science Foundation Innovation Corps Sites. (Funded \$300,000)

Moore, L., **Wheaton, D.** (Entrepreneurial Lead) & Maysami, R. (2014-2015). JSU Advance Summer Writing Retreat. National Science Foundation Innovation Corps for Learning Teams. (Funded \$50,000)

Moore, L. (PI) and **Wheaton, D.** Key Personnel. (2010-2015). Transforming the Climate and Culture of Women in STEM at an HBCU in the South. National Science Foundation, ADVANCE Institutional Transformation Award. (Funded \$4,000,000).

SELECTED PEER REVIEWED PUBLICATIONS

Wheaton, D. and Toolin, R. (October, 2025 – Under Review; Accepted for Publication April 2026 – Pending publication details). Translating Critical Zone Science into Broader Societal Impacts: Case Studies of STEM Education and Community Engagement. *Earth's Future*.

Latiker, T., **Wheaton, D.**, Mozee, S., and Camel, D. (September, 2022). School Accountability at the Intersection of Race, Poverty, and Teacher Quality. *International Journal of Arts, Humanities, and Social Science*. (3.9). DOI: 10.56734/ijahss.v3n9a2

J. N. Perdrial, D. W. Kincaid, **D. Wheaton**, E. C. Seybold, B. Stewart, L. Walls, M. Blouin, R. Toolin, and J. Chorover. (Dec. 2022). Equity, Diversity, and Community as the Basis for Critical Zone Science and Education. *Earth's Future* Special collection "The Future of Critical Zone Science: Towards Shared Goals, Tools, Approaches and Philosophy."

McFarland, S., **Wheaton, D.**, and Lewis, C. (2021). The Business of Assessment: Reframing Teaching, Learning, and Assessment Using the ADDIE Model. *Journal of Negro Education*.

Wheaton, D. & 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/ADVJRN.1.2.5>.

Ke, J. & **Wheaton, D.** (2019). Proposing an andragogy aligned instructional design to improve persistence and completion of non-traditional adult undergraduates. *The Nontrad Journal*, 20: 47-53.

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.

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.

Wheaton, D., (April 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*.

Wheaton, D. and Hart, L. (April 2013). Striking a Balance: Using Critical Andragogy to Improve Writing Proficiency among Adult Learners, A Pilot Study. *The Delta Journal of Education*.

Wheaton, D., (Jan. 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 Maria Armengol, Ed. Cambridge Scholars Publishing.

TEACHING, ADVISING, and MENTORING

Academic Program Assessment

Institutional Effectiveness: University Assessment Committee, Member

2024-Present

- Advise on university level assessment decisions.
- Provide feedback on academic program assessment reports.
- Engage in academic program reviews.

College of Education: Quality Assurance and Assessment Committee, Member 2024-Present

- Review proposed curricular changes prior to submission to the Professional Education Council.
- Facilitate internal review of self-designed assessments.
- Review academic program assessment plans/reports prior to submission to the Office of Institutional Effectiveness.

Professional Interdisciplinary Studies, Program Assessment Coordinator 2020-2024

- Conducted curriculum mapping to identify gaps.
- Revised program goals and student learning outcomes.
- Redesigned course embedded key assessments and rubrics.
- Train adjunct and full-time faculty on new assessments.
- Collect and analyze program assessment data.
- Compile assessment reports.
- Facilitate use of results for continuous improvement.

Mentoring: Faculty and Students

Training Thursday – College of Education Faculty Development Initiative 2024-2025

- Developed & Facilitated: New and Early Career Faculty Strand
 - Developing a Research Agenda
 - Preparing for Annual Performance Evaluations
 - Your Pathway to Tenure and Promotion
 - Your Summer Writing Plan

Philips Academy -- Institute for the Recruitment of Teachers 2017-2019

Coached and mentored students through the process of writing statements of purpose and research statements for graduate school admission. Mentee

- Bene, Victor. Pitzer College – Ph.D. in American Studies or Afr. Am. Stu.
- Bryant, Sean. Morehouse College – Ph.D. in Afr. Am. Stu.
- Evans, Gabriel. Swarthmore College – Ph.D. in Afr. Am. Stu.
- Morgan, Taylor. Swarthmore College – Ph.D. in Afr. Am. Stu. 5.
- Robinson, Julia. Allegheny College – Pursuing a Ph.D. in Afr. Am. Stu.

Teaching: Online (Synchronous/Asynchronous), Hybrid, and In-Person

Jackson State University (Jackson, MS): 2014 - Present

CLL 120—Introduction to Interdisciplinary Studies (In-Person, Online, Hybrid)

CLL 480—Independent Study/Directed Research

CLL 481—Specialized Professional Training (Capstone Course)

SS 201—Social Institutions
SS 211 – Ethnic Studies Survey of Native and Hispanic Americans
SS 212 – Ethnic Studies Survey of Jewish and Asian Americans
SS 301—Inquiry Based Instruction in Civics and Geography Education
SS 311—Ethnic Studies Curriculum Development
SS 412—Ethnic Studies Internship
SS 443—Seminar in Social Science

Jackson State University (Jackson, MS): 2009-2014, non-tenure track

CLL 104—Workforce Skills and Communications
CLL 120—Introduction to Interdisciplinary Studies
CLL 383—Research Tools and Fundamentals for Working Adults
CLL 483—Special Field Research Projects
ENG 205—World Literature
ENG 213—Professional Writing
ENG 218—Advanced Composition
ENG 315—Women in Literature
ENG 399—Functional Writing

CONFERENCE PRESENTATIONS

Wheaton, D., Latiker, T. Mozee, S., and Lampkin, L. (Accepted - 2026). Count Me In: An HBCU P-20 Research-Practice Partnership to Build Math Teacher Pathways. American Educational Research Association. Los Angeles, CA.

Wheaton, D. and Toolin, R. (Accepted – 2025). Advancing Broader Societal Impacts through Critical Zone Science Education and Outreach: Insights from the NSF Critical Zone Big Data Project. American Geophysical Union. New Orleans, LA.

Latiker, T. and **Wheaton, D.** (2025). Jackson Middle College: Lessons Learned Implementing a Pilot Dual Enrollment Program for Mathematics Pre-Service Teachers. Mid-South Education Research Association. New Orleans, LA.

Toolin, R., Walls, L., Blouin, M., **Wheaton, D.** (2024). What’s Next for K-16 Critical Zone Science Education? Celebrating Transformative Critical Zone Science Education and Outreach. American Geophysical Union. Washington, DC.

Wheaton, D. (2018). Mentoring Still Matters: The JSU ADVANCE (#1008708) and PLAN-IHE (#1463991) Faculty Development Initiatives. *American Chemical Society Annual Conference Sci-Mixer Poster Session*. Boston, Massachusetts.

Wheaton, D. (2018). Connecting Teaching Strategies and Culturally Relevant

Pedagogy. *University-School Partnership for Renewing Educator Preparation Design Based Research Symposium Poster Session*. Houston, Texas.

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

Lowe, K. & **Wheaton, D.** (2017). Impact of the ADVANCE Women of Color Summer Writing Retreat at the University of Texas Rio Grande Valley, a Hispanic Serving Institution. *National Science Foundation ADVANCE/GSE Program Workshop*. Washington, DC.

Ke, J. & **Wheaton, D.** (2016). The Freshman to Ph.D. Program at Jackson State University: Empowering with Research. University of Pennsylvania. *National Convening on Success in Teacher Education at Minority Serving Institutions*. Philadelphia, Pennsylvania.

Wheaton, D. (2014). National Association of African American Conference. A New Type of HBCU Student: Examining Teaching and Learning among Non-Traditional African American Students

Wheaton, D. (2013). American Association for Adult and Continuing Education. Andragogy in a Shifting Learning Landscape.

Wheaton, D. (2011). College Language Association. Sound Track of a Lost Life: Music, Memory, and Identity in Randall Kenan's *A Visitation of Spirits*

Wheaton, D. (2010). Andrew Mellon Foundation Conference. A Journey Home: Reflections on Learning and Teaching at a Historically Black College/University

Professional Development Activities

Leadership/Facilitation

1. *Teaching Tuesdays Initiative*: Slate of co-curricular professional development workshops for Education Majors designed to support student engagement, retention, and on-time graduation. The student-focused PDs deal with topics that support career planning, teacher licensure, and student understanding of transferable skills, and professionalism.

My Roles and Responsibilities:

- Co-designed the initiative with the Director of the Center for Teacher Quality.
- Selected workshop topics based on faculty and student input.
- Solicited student feedback via workshop surveys.

- Collected and reported Teaching Tuesday attendance data.
2. *Training Thursdays Initiative*: Slate of faculty and staff development workshops designed to support faculty at all levels (assistant, associate, and full) pursue career advancement goals. Additional workshops also focused on administrative leaders and administrative assistants who needed support learning new institutional systems for purchasing, travel, electronic personnel action forms, contractual agreements, etc.

My Roles and Responsibilities:

- Designed the faculty focused training strands for New and Early Career Faculty and mid-career faculty, and staff.
- Facilitated the New and Early Career Workshops – developing a research agenda, preparing for annual performance evaluations, understanding the requirements for tenure and promotion, were among the topics covered during the hybrid workshop series. (AY 24-25 and 25-26)
- Facilitated the “Every Professor a PI Initiative” – Grant Development Workshop Series focused on coaching faculty through the grant development process from concept through submission (revision and resubmission as needed), and post-award grant management. (AY 25-26)

Participation/Engagement

Virtual Workshops and/or Webinars

1. *Reimagining Partnerships: How Collaboration with Internal and External Stakeholders Struck Gold*, ACHE Summer Webinar Series. July 30, 2025. Session Description – In this session, PCE program coordinators talked about strategies for building and maintaining strong partnerships under pressure and how trust and a commitment to frequent and strong communications across campus led to the selection as winner of the 2023 CTA State Gold Award, presented to PCE in June of 2024.

Professional Affiliations

American Educational Research Association

Member (2025-Present)

Association for Continuing Higher Education

Member (2024-Present)