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HEATHER DENEEN WATHINGTON

EDUCATION

Ph.D., Higher & Postsecondary Education, University of Michigan, Ann Arbor, Michigan, 2004.

M.S.Ed., Higher Education Management, University of Pennsylvania, Philadelphia, Pennsylvania, 1997.

B.A., *cum laude*, Double major in English and Religion, Wellesley College, Wellesley, Massachusetts, 1992.

PROFESSIONAL EXPERIENCE

University of Virginia, Charlottesville, Virginia.

8/05 – present. Assistant Professor of Education, Curry School of Education.

Serve as a tenure-track faculty member in the Education Leadership, Foundations, and Policy Department. Teach courses in the Center for the Study of Higher Education for master's students and doctoral students. Research interests include access, equity, and diversity in higher education and the growth and development of minority-serving institutions. Serve on various university and school-wide committees at the request of university leadership.

Lumina Foundation for Education, Indianapolis, Indiana.

12/03 – 7/05. Senior Research Officer, Research and Programs.

Managed a \$20 million portfolio of research and program grants focused on student access and success in postsecondary education. Conducted and commissioned research on issues critical to the foundation's mission. Assisted in directing the Foundation's multi-year, multi-million dollar community college initiative, *Achieving the Dream: Community Colleges Count*, focused on improving student success in community colleges. Developed research and programmatic grant cluster to address the under-representation of Black males in higher education. Served on grant review panels and various other internal committees related to the foundation's grant-making. Represented the foundation and presented research at various conferences and meetings.

Association of American Colleges and Universities, Washington D.C.

1/02 – 12/03. Director of Programs, Office of Diversity, Equity, and Global Initiatives.

Directed several grant programs related to the office's mission and charge. Served as editor of *Diversity Digest*, a quarterly newsletter designed to highlight campus diversity work and assist student practitioners with their local diversity initiatives. Supervised the development and maintenance of DiversityWeb, www.diversityweb.org, a national interactive resource hub for diversity in higher education. Directed biennial *Diversity and Learning* conference. Co-chaired AAC&U's Working Group on *Civic Engagement in a Diverse Democracy*. Supported the development of the Center on Liberal Education and Civic Engagement, an initiative co-directed by AAC&U and Campus Compact. Duties also included: grant writing, budget oversight, supervision of six-member staff, campus consultation, project evaluation and assessment, and representing the organization on various professional committees and advisory boards.

University of Michigan, School of Education, Ann Arbor, Michigan.

6/99- 1/02. Lead Research Associate, "Preparing College Students for a Diverse Democracy" Grant Project. Principal Investigator: Sylvia Hurtado.

Engaged in all facets of federally-funded research project that aimed to understand the link between diversity and learning on college campuses, specifically as it relates to cognitive, social and democratic outcomes for students. Project also sought to extend the development of promising practices among institutions that developed a wide range of initiatives to increase student engagement with diverse perspectives. Duties included: conducting collaborative research and programmatic activities on ten large, public institutions and administrative oversight of all project activities. Research methods included construction and design of longitudinal survey (administered to approximately 25,000 students), review of institutional records, moderation of focus group interviews with students and administrators, and presentation of findings. Administrative duties included: coordination and management of meetings, presentations, and site visits, monitoring budget expenditures, preparation of progress/annual reports, grant writing, coordination of staff assignments and extensive communication with participating institutions, funding agencies, and collaborating higher education organizations.

University of Michigan, School of Education, Ann Arbor, Michigan.

8/97- 8/98. Research Assistant, Campus Climate Study. Principal Investigator: Sylvia Hurtado.

Participated in all facets of studying the climate of an institution that revised admissions and financial aid procedures to achieve diversity while complying with both state and legal mandates to eliminate affirmative action. Duties included qualitative and quantitative research: campus site visits, document collection, interviews of individuals, focus group interviews with student groups, interview transcription, survey construction and design, administration of mail-surveys (including students, faculty, and staff), coding of open-ended responses, data analysis, report writing, and presentation of findings.

Prudential Insurance Company of America, South Plainfield, New Jersey.

5/94- 5/97. Assistant Legal Analyst, Law Department.

Supported corporate attorneys in providing legal services to individual insurance sector. Conducted legal research on questions of insurance law. Assisted with the supervision of nationwide life insurance litigation. Participated in the review of marketing materials to ensure compliance with state insurance laws.

Riker, Danzig, Scherer, Hyland and Perretti, Morristown, New Jersey.

7/92- 5/94. Legal Assistant, Commercial Litigation Division.

Prepared and filed affidavits, pleadings, and other legal documents. Managed cases for all phases of discovery for class-action lawsuits. Interviewed and prepared witnesses for depositions. Designed and utilized litigation support systems.

EVALUATION PROJECTS

The National Center for Supercomputing Applications, University of Illinois, Urbana-Champaign, Illinois.

12/02 – 10/03. Principal Evaluator, Advanced Networking Project with Minority-Serving Institutions.

Conducted an assessment of eight minority-serving institutions and their level of preparedness for adopting supercomputing technology and capabilities on their respective campuses. Evaluation consisted of focus groups, interviews, and a brief survey. Findings and recommendations were presented.

The David and Lucile Packard Foundation, Los Altos, California.

1/98 – 6/98. Evaluator, Science Program with Historically Black Colleges. Principal Investigator: Ursula Wagener.

Evaluated the Packard Foundation's college science program that granted over \$4 million to ten historically black colleges and universities to increase the production of African American science majors and science degrees. Evaluation consisted of an analysis of original proposals, addenda, and final reports sent to the Packard Foundation, analysis of a questionnaire completed by each college and university, site visits, and numerous follow-up phone calls with administrators and faculty at each institution. Findings and recommendations were determined and presented to the Foundation.

PUBLICATIONS

Wathington, H. (2005). *Talking the Talk: Rhetoric and Reality for Students of Color*. In R. Hersh & J. Merrow (Ed.), Declining by Degrees: Higher Education at Risk. New York: Palgrave Macmillan.

Wathington, H. (2006). *In Search of the Beloved Community: Expanding Our Understanding of Student Interactions Across Racial and Ethnic Communities*. Submitted for publication in The Review of Higher Education.

Hurtado, S. & Wathington Cade, H. (2001). "Time for retreat" or renewal? *Perspectives on the effects of Hopwood on campus*. In D.E. Heller (Ed.), The states and public higher education: Access, affordability, and accountability, Baltimore: Johns Hopkins University Press.

Wagener, U. with Wathington, H. (1998). *The David and Lucile Packard Foundation Science Program with Historically Black Colleges and Universities: An Evaluation*. Philadelphia: PA.

Hurtado, S., Maestas, R., Hill, L., Inkelas, K.I., Wathington, H., & Waterson, E. (1998). *Perspectives on a campus climate*. Ann Arbor: Center for the Study of Higher and Postsecondary Education, University of Michigan.

PROFESSIONAL ASSOCIATIONS

Association for the Study of Higher Education, 1998 - present
American Association for Higher Education, 2000 - 2004
American Educational Research Association, 2003 - present
The Society for the Psychological Study of Social Issues, 2004 - present

HONORS AND AWARDS

University of Virginia, Diversity in Excellence Fellow, 2005
University of Michigan, Rackham Merit Fellow, 1997-2002
Wellesley College Scholar, 1992

CURRENT AND PENDING GRANTS

Institute of Education Sciences: National Research and Development Center. *IES Postsecondary Center (2006-2010)*. Subcontract from Teachers College, Columbia University. Subgrant award: \$741, 849