

NICOLE M. DETERDING

543 William James Hall • 33 Kirkland Street • Cambridge, MA 02138
deterdin@fas.harvard.edu

EDUCATION

- 2007- Present **Harvard University, Cambridge, MA**
Joint Doctoral Program in Sociology and Social Policy
Qualifying Paper: *Universalizing the School-to-Work Transition: The School-to-Work Opportunities Act of 1994, Reconsidered*. Expected completion: January, 2010.
Qualifying Paper Committee: Mary Brinton, Christopher Winship, Jennifer Hochschild
- 2004-2007 **The George Washington University, Washington, DC**
M.A., Education and Human Development, Education Policy Studies, May 2007
- 1999-2003 **Wellesley College, Wellesley, MA**
B.A., Sociology, *Magna Cum Laude*, May 2003

RESEARCH EXPERIENCE

- 2007-Present **Harvard University, Cambridge, MA**
Research Assistant to Mary Brinton (2008-Present)
High School-to-Work Transition in Japan and the United States
Research Assistant to Mary Waters (2008-Present)
Hurricane Katrina and Its Aftermath in the Lives of Community College Students
Graduate Research Assistant, Project for Policy Innovation in Education (2007-2008)
Tom Kane and Jon Fullerton
Informing the Debate: Comparing Boston's Charter, Pilot and Traditional Schools
- 2003-2007 **The Urban Institute, Washington, DC**
Program for Evaluation and Equity Research (PEER), Education Policy Center
Research Associate II (1/2006-7/2007), Research Assistant (7/2003-12/2005)
- Summer 2002 **The Urban Institute, Washington, DC**
Summer Research Assistant, Education Policy Center

FELLOWSHIPS AND GRANTS

- 2009 National Longitudinal Surveys Summer Workshop grant, Center for Human Resource Research, The Ohio State University
- 2009 Buckley Scholarship, Harvard-Manchester Summer Workshop on Inequality and Social Change
- 2008-Present Doctoral Fellow, Harvard University Multidisciplinary Program in Inequality and Social Policy, National Science Foundation IGERT Training Fellowship
- 2007 Perry Family Fellowship for Sociology and Social Policy, Harvard University
- 2004-2007 Graduate School of Education and Human Development Fellowship, The George Washington University
- 2004 Department of Education Leadership, Department Fellow, The George Washington University
- 2002 Wellesley in Washington Summer Fellowship, Wellesley College

PUBLICATIONS AND SELECTED RESEARCH REPORTS

- 2009 Cosentino, C. and N. Deterding. Widening the Net: National Estimates of Gender Disparities in Engineering. *Journal of Engineering Education*, 98 (3): 211-226.
Research will be the cover feature in *Prism* magazine, Fall 2009. *Prism* is the American Association of Engineering Education's publication designed to disseminate social science research findings to engineering faculty and professionals at schools of engineering.
- 2008 Tsui, L., C. Cosentino, B.C. Clewell, N. Deterding, E.M. Gilfenbaum, E. Page, and C. West. *Producing Women Engineers: A Study of Undergraduate Engineering Programs for Women*. Submitted to the National Science Foundation, August 2008.
- 2006 Clewell, B.C., C. Cosentino de Cohen, L. Tsui, and N. Deterding. *Revitalizing the Nation's Talent Pool in STEM: Science, Technology, Engineering and Math*. Washington, DC: The Urban Institute.
<http://www.urban.org/publications/311299.html>
- 2006 Cosentino de Cohen, C., with N. Deterding. *Adult Learners/Instructional Aides Initiative: Survey of States and Districts*. Washington, DC: The Urban Institute.
<http://www.urban.org/publications/411267.html>
- 2005 Cosentino de Cohen, C., N. Deterding, and B.C. Clewell. *Who's Left Behind? Immigrant Children in High and Low LEP Schools*. Washington, DC: The Urban Institute.
<http://www.urban.org/publications/411231.html>
- 2005 Clewell, B.C., C. Cosentino de Cohen, N. Deterding, S. Manes, L. Tsui, P.B. Campbell, L. Perlman, S. Rao, B. Branting, L. Hoey, and R. Carson. *What Do We Know? Seeking Effective Math and Science Instruction (Policy Briefs)*. Washington, DC: The Urban Institute.
<http://www.urban.org/publications/311150.html>
- 2005 Deterding, N. Where Are They Now? 5-10 Years After LSAMP. *LSAMP Magazine*, Spring 2005. Arlington, VA: National Science Foundation.
- 2004 Cosentino de Cohen, C., and B.C. Clewell, with N. Deterding & D. Kaye. *Evaluation of DC ACTS: Math, Science and Technology Intervention in District of Columbia Public Schools*. Submitted to the American Association for the Advancement of Science, October 2004.

CONFERENCE PRESENTATIONS

- 2009 Deterding, N. *Choice and Segregation in the Nation's Capital: Racial Segregation in the District of Columbia and Its Schools*. Paper presentation at the Annual Meeting of the American Sociological Association, San Francisco, CA. August 11, 2009.
- 2009 Deterding, N. *Universalizing the School-to-Work Transition: The School-to-Work Opportunities Act of 1994, Reconsidered*. Presentation at the Harvard-Manchester Summer Workshop on Inequality and Social Change, Manchester, UK. July 1, 2009.

TEACHING EXPERIENCE

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| 2009 | Sociology 128- Models of Social Science Research
Harvard University | Teaching Fellow |
| 2002-03 | Quantitative Reasoning 140- Introduction to Quantitative Reasoning
Wellesley College | Teaching Assistant |
| 2002 | Writing 129- Writing Tutorial
Wellesley College | Teaching Assistant |

SKILLS

SAS Statistical Programming Language

Formal training includes courses at SAS Institute in Rockville, MD: Data Manipulation with the DATA Step; Report Writing: A Programming Approach; Advanced Topics in the SAS Macro Language.

Nationally-Representative Data Sets

United States Department of Labor- Bureau of Labor Statistics

National Longitudinal Survey of Youth, 1997 (NLSY 97)

Selected to attend BLS-Sponsored NLSY Data Workshop, Summer 2009

NLSY School Administrator Survey, 1996 and 2000

Visiting Researcher, Bureau of Labor Statistics, Summer 2009

United States Department of Education- National Center for Education Statistics

Common Core of Data (CCD)

Integrated Postsecondary Data System (IPEDS)

Private School Universe Survey (PSS)

Schools and Staffing Survey (SASS 1999-2000), Teacher Follow-up Survey (TFS 2000-2001)

Selected to attend NCES-Sponsored SASS Data Workshop, Washington, DC, Summer 2004

National Science Foundation

National Survey of Recent College Graduates (NSRCG), including 1992-1997 longitudinal file

Visual Presentation of Quantitative Data

Seminar training and extensive experience in designing visual/graphic presentations of data results for research reports and publications.