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Wendy S. Harbour

EDUCATION

Ed.D. – Harvard Graduate School of Education, Cambridge, MA (2008)

Administration, Planning, and Social Policy

Honors: Advanced Doctoral Student Grant, 2008
Association for Higher Education And Disability (AHEAD) Annual Graduate Student
Scholarship, 2007
Student Educator of the Year, 2005
Editor, Harvard Educational Review, 2004-2006
Entering Award Scholarship, 2002

Dissertation: "Disabled Students' Access to Information about Postsecondary Disability Services
during their College Search Process"

Ed.M. – Harvard Graduate School of Education, Cambridge, MA (2003)

Learning and Teaching

M.A. – University of Minnesota – Minneapolis, MN (2000)

Educational Policy and Administration

Western Oregon University – Monmouth, OR (1997)

Summer Graduate Program in Deafness, Sign Language and Vocational Rehabilitation

B.A. – University of Minnesota – Minneapolis, MN (1994)

Psychology

Earlham College – Richmond, IN (attended 1988-1991)

Psychology

RESEARCH EXPERIENCE

Association on Higher Education And Disability (AHEAD) Survey of Higher Education Disability Services Providers

Lead Researcher, AHEAD (2003-2004 and 2008)

National online survey of disability services providers in higher education.

Implemented national online survey of disability service providers in higher education; developed survey design and protocol, coordinated webmasters and support staff, conducted data analyses, reported progress to executive director and AHEAD board, and wrote preliminary and final reports for publication. Disseminated research results through conference presentations.

PEPNet/FIPSE E-Learning Transition Grant

Project Co-Director, Midwest Center for Postsecondary Outreach (2004-2007)

\$545,000 grant from the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. Created free online interactive transition curriculum for college-bound deaf and hard-of-hearing students.

Directed grant, coordinating teams in Minnesota, Wisconsin, and Virginia; trained and coordinated teacher trainers in six states. Consulted with project advisory board as needed. Developed content and design of online curriculum; created support materials for secondary teachers. Supervised external and internal evaluators. Conducted national training and conference presentations to disseminate project findings to educators. Wrote final report for U.S. Department of Education.

Postsecondary Education Programs Network (PEPNet) Request for Proposals, U.S. Department of Education

Grant writer and editor, Midwest Center for Postsecondary Outreach (2006)

Request of \$5,000,000 five-year funding to the U.S. Department of Education, for Midwest Center for Postsecondary Outreach. Project successfully funded. Participated in regional meetings to develop RFP content, including annual objectives and activities; assisted with writing of RFP, edited final proposal.

Shared Reading Project: Chapter by Chapter (Universal Design for Learning and Strategy Instruction for Deaf and Hard of Hearing Middle School Students)

Project Manager, CAST, Inc. (2003-2004)

Joint project between CAST and Laurent Clerc National Center on Deaf Education at Gallaudet University; created interactive software with American Sign Language to improve literacy in deaf children.

Coordinated administrative, design, technical programming, and teaching teams in Wakefield, Massachusetts and Washington, DC, to maintain timely completion of tasks and reports. Trained deaf education teachers in the software, use of technology in the classroom, reading development, reciprocal teaching methods, and universal design.

Project ASSERT (Assessing Strengths and Supporting Effective Resistance in Teaching): Alliance on Gender, Culture, and School Practice

Research Assistant, Harvard Graduate School of Education (2002-2003)

Doctoral research practicum with Professor Wendy Luttrell of Harvard University and Professor Janie Ward of Simmons College; developed research-based materials to support K-12 teachers in addressing issues of race, class, and gender with their students and colleagues.

Assisted with formulating qualitative data collection strategies at school and non-profit research sites in the Boston area. Participated in qualitative data analysis, including thematic coding of data from interviews, focus groups, and observations.

Higher Education Interpreter Mentoring Project

Project Coordinator, Disability Services, University of Minnesota – Minneapolis (2001-2003)

Annual 14-week mentoring project for pre-certified sign language interpreters. Sponsored by the Postsecondary Education Programs Network (PEPNet) and Minnesota State Colleges and Universities (MnSCU).

Co-authored mentoring curriculum for national distribution. Co-coordinated interpreter and deaf mentors, protégés, and teacher educators from Minnesota interpreter training programs. Arranged weekly professional development symposiums. Conducted conference presentations and created marketing materials to disseminate results.

Access Abroad

Project Associate and Trainer, Disability Services, University of Minnesota – Minneapolis (1999-2001)

Funded by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education; developed and supported study abroad opportunities for college students with disabilities.

Conducted site evaluation and training in Merida, Venezuela. Presented at national and international conferences to disseminate results. Assisted with development of marketing materials for students, professors, study abroad offices, and international exchange sites.

Access to Work

Project Associate, Disability Services, University of Minnesota – Minneapolis (1998-2001)

Funded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education. Access to work fostered experiential learning, internships, and service-learning opportunities for college students with disabilities.

Counseled students in career services, conducted presentations about disability and universal design for secondary schools, service-learning coordinators, and community volunteer administrators. Developed marketing materials for students and professionals.

ENGAGE: Accessing Student Life

Project Associate, Disability Services, University of Minnesota – Minneapolis (1996-1998)

Funded by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education; promoted access to extracurricular activities for college students with disabilities.

Conducted qualitative data collection, including phone interviews and focus groups; assisted in qualitative and quantitative data analysis. Co-authored guidebook for national distribution and conducted conference presentations to disseminate project findings. Assisted in writing final report.

Boys Town National Research Hospital

Intern, Neurophysiology lab – Omaha, Nebraska (1992)

Intern, American Sign Language Linguistics lab – Omaha, Nebraska (1992)

Summer internship for deaf students, to support development of deaf and hard-of-hearing scientists and researchers.

Assisted with surgical experiments mapping eighth nerve of chinchillas, set up technology for experiments and data collection, analyzed data using computer software, organized and cleaned lab equipment, participated in research design of experiments examining signing between babies and parents, attended weekly colloquia on topics including research, ethics, linguistics, and deafness.

TEACHING EXPERIENCE

Lecturer	<p>Harvard Graduate School of Education <i>"Elements of Diversity: Special Education" (T-210Z2)</i> Winter, 2008; Fall, 2008 Module for graduate-level teacher education program</p>
Adjunct Professor	<p>Boston Teacher Residency Program <i>"Implementing Inclusive Practices"</i> Winter quarter, 2008 Graduate course for pre-service teachers working in Boston public schools</p> <p>Boston Teacher Residency Program <i>"Introduction to Special Education"</i> Winter quarter, 2007 Graduate course for pre-service teachers working in Boston public schools</p> <p>Northeastern University <i>"Program Evaluation and Assessment" (ED3230)</i> Winter quarter, 2007 Graduate course in program evaluation and assessment</p>
Instructor	<p>Association for Higher Education And Disability (AHEAD) <i>"Adult Developmental Theory and Disability Services"</i> Fall, 2006 Noncredit online professional development course</p> <p>University of Minnesota <i>"Institute on Disability and Leadership"</i> Spring semesters, 1998, 1999, 2000, 2001 Noncredit 15-week seminar for advanced undergraduate and graduate students</p>
Teaching Fellow	<p>Harvard Graduate School of Education <i>For Dr. Thomas Hehir in "Students with Disabilities in School" (A-112)</i> Fall semesters, 2003, 2004, 2005, 2006 Graded papers, facilitated discussion sections, guest lecturer, consulted on syllabus, developed PowerPoint presentations, managed course website</p> <p>Harvard Graduate School of Education <i>For Dr. David Rose in "Universal Design for Learning" (T-560)</i> Spring semesters, 2004, 2005 Lead teaching fellow for team of five teaching fellows, graded student projects and online papers, facilitated discussion sections, moderated online discussions, conducted workshops on using indexes to find neuropsychological and educational literature</p>

Harvard Graduate School of Education

For Dr. Thomas Hehir in "Implementing Inclusive Education" (A-117)

Spring semester, 2005

Supervised student observations of inclusive education settings in Boston public schools, graded papers, facilitated discussions sections, consulted on syllabus, developed PowerPoint presentations, managed course website

RELATED EMPLOYMENT

Multiple Organizations (2001-Present)

Consultant: Editor, Writer, and Research Assistant

- Reviewed and edited research reports, memos, book chapters, and journal articles for state, national, and international audiences.
- Assisted with literature searches on topics related to special education, disability studies, deaf education, and disability services in higher education.
- Synthesized data or literature, creating chapters of reports or summaries of findings for presentations, case studies, and poster sessions.
- Wrote and edited grant applications to national organizations and federal agencies, including the U.S. Department of Education.
- Employers include the New England Board of Higher Education, University of Illinois-Chicago, the University of Minnesota-Twin Cities, the University of Utah, Thomas Hehir and Associates, CAST Inc., the Association on Higher Education and Disability, the Bill and Melinda Gates Foundation, PEPNet, and Gallaudet University Press.

Disability Services, University of Minnesota – Minneapolis, MN (1995-2001)

Disability Specialist, 1998-2001

- Ensured academic and employment accommodations for undergraduate and graduate students with disabilities, working primarily with deaf, hard-of-hearing and deafblind students, students with learning disabilities, and students with psychiatric disabilities.
- Assisted college of education and medical school with developing professional standards
- Developed outreach efforts and programming for students with disabilities, including orientation and transition programs for first-year students, annual *Yom Hashoah* activities, and the Disability Services web site. Advised the Disabled Student Cultural Center.
- Co-facilitated a support group for students with psychiatric disabilities.

Academic Assistance and Testing Coordinator, 1995-1998

- Supervised over 20 staff and student workers, arranged aides, readers, books on tape, testing accommodations and other accommodations and technology for students and employees with disabilities, especially visual impairments and learning disabilities.

Malone Elementary School and Prescott School District, Prescott, Wisconsin (1992-1995)

Integration Facilitator

- Facilitated integration of multiply-disabled deaf child with behavior disorders.
- Aided special education staff in implementing Individualized Education Programs, teaching general and special education lesson plans, as well as after-school physical, speech, and occupational therapies for students with disabilities in grades K-6.
- Consulted in rural school district on inclusion issues for students ages 4-18, with mild, moderate and severe disabilities including emotional and behavioral issues and learning disabilities.

Focus Homes, St. Paul, Minnesota (1990-1992)

Program Staff

- Implemented behavioral, social, and vocational programs for residents with multiple disabilities, ages 16-25.
- Conducted in-service training on American Sign Language for residents with low-functional language skills, including residents with autism.
- Trained in administration of medications, behavioral programming, Circle of Friends curriculum, first aid, and CPR.

PUBLICATIONS

Books, Handbooks, and Chapters in Anthologies

Harbour, W. S. (In press). Ethical considerations with students who become deaf or hard-of-hearing while in school. In K. M. Christensen (Ed.) *Seeing clearly: Ethical considerations in the education of children who are deaf*. Washington, DC: Gallaudet University Press.

Harbour, W. S., and Allegra, R. (In press). *New horizons: Students with disabilities share their transition experiences*. Huntersville, NC: Association on Higher Education And Disability (AHEAD).

Rose, D.H., Harbour, W.S., Johnston, C.S., Daley, S.G., and Abarbanell, L. (2008). Universal design for learning in postsecondary education: Reflections on principles and their application. In S. E. Burgstahler, and R. C. Cory (Eds.) *Universal design in higher education: From principles to practice* (pp. 45-60). Cambridge, MA: Harvard Education Press.

Katzman, L. I., Gandhi, A. G., Harbour, W.S, and LaRock, J. D. (2005). *Special education for a new century*. Cambridge, MA: Harvard Educational Review.

Harbour, W. S. and Van Nostrand, C. (Authors), and Bilotta, E. (DVD Producer). (2003). *Charting the way: A handbook for postsecondary educational interpreters*. Minneapolis, MN: Disability Services, University of Minnesota.

Chelberg, G., Harbour, W., and Juarez, R. (1998). *Accessing student life: Steps to improve the campus climate for disabled students*. Minneapolis, MN: Disability Services, University of Minnesota.

Journal Articles and Book Reviews

Harbour, W. S. (2009). The relationship between institutional unit and administrative features of disability services offices in higher education. *Journal of Postsecondary Education and Disability*, 21(3).

Rose, D. H., Harbour, W. S., Johnston, C .S., Daley, S. G., and Abarbanell, L. (2006). Universal design for learning in postsecondary education: Reflections on principles and their applications. *Journal of Postsecondary Education and Disability*, 19(2), 135-151.

Harbour, W. S. (2006). Book Note: *Going to college: Expanding opportunities for people with disabilities* (by E. E. Getzel and P. Wehman). *Harvard Educational Review*, 76(2), 128-129.

Harbour, W. S. (2006). Book Note: *The joy of teaching: A practical guide for new college instructors* (by P. Filene). *Harvard Educational Review*, 76(2), 129-130.

Harbour, W. S. (2006). Book Note: *Becoming adult learners: Principles and practices for effective development* (by E. Drago-Severson). *Harvard Educational Review*, 76(1), 121-123.

Research Reports and Theses

Harbour, W. S. (2008). *Final report: The 2008 biennial AHEAD survey of disability services and resource professionals in higher education*. Huntersville, NC: The Association on Higher Education And Disability (AHEAD).

Harbour, W. S. (2008). *Preliminary report: The 2008 biennial AHEAD survey of disability services and resource professionals in higher education*. Huntersville, NC: The Association on Higher Education And Disability (AHEAD).

Harbour, W. S. (2004). *Final report: The 2004 AHEAD survey of higher education disability services providers*. Waltham, MA: The Association on Higher Education And Disability.

Harbour, W. S. (2004). *Preliminary report: U.S. demographic and compensation data from the AHEAD survey of disability services providers in higher education*. Waltham, MA: The Association on Higher Education And Disability.

Harbour, W. S. (2000). *Disability models in orientation/transition services for disabled college freshmen in Minnesota*. Unpublished thesis. Minneapolis, MN: University of Minnesota.

HONORS

Outstanding Service Award, Office of Multicultural Affairs, University of Minnesota	2001
Jaehny Award for dedication to disability arts in Minnesota, VSA Minnesota	2000
SASE/Jerome Foundation Fellowship for writing and poetry, SASE: The Write Place	1999
President's Leadership and Service Award, University of Minnesota	1994
Indiana Campus Compact Public Service Award, Indiana Campus Compact	1991

MEMBERSHIPS

American Educational Research Association (AERA)

Association for the Study of Higher Education (ASHE)

Association on Higher Education and Disability (AHEAD)

Council for Exceptional Children (CEC)

National Association of Student Personnel Administrators (NASPA)

National Association of the Deaf (NAD)

Society for Disability Studies (SDS)

SELECTED PROFESSIONAL AND COMMUNITY SERVICE

Research and Publishing

Editor, Editorial Review Board, <i>Journal of Postsecondary Education and Disability</i>	2007-Present
Discretionary Grant Reviewer, Demonstration Projects to Ensure Students with Disabilities Receive a Quality Higher Education program, U.S. Department of Education	2008
Member, Massachusetts Qualitative Research Issues in Health Colloquium	2006-Present
Reviewer, Gallaudet University Press	2007
Comprehensive Programs Grant Reviewer, Fund for the Improvement of Postsecondary Education, U.S. Department of Education	2006-2007
Field Initiated Projects Program Grant Reviewer, Teacher Education Projects, National Institute on Disability and Rehabilitation Research (NIDRR), U.S. Department of Education	2005-2007
Book Notes Editor, <i>Harvard Educational Review</i>	2005-2006
Editor, <i>Harvard Educational Review</i>	2004-2006
Guest Editor, <i>Disability Studies Quarterly</i> , Special issue on disability studies in Japan	2006

Professional Associations

Conference Proposal Reviewer, American Educational Research Association Division J – Postsecondary Education SIG – Disability Studies in Education SIG – Research on the Education of Deaf Persons SIG – Special Education Research	2008
Advisory Board Member, Boston Plan for Excellence, Boston Teacher Residency Program	2008-Present
Member, Graduate Student Council, Society for Disability Studies	2004-2006
Conference Proposal Reviewer, Postsecondary Education Programs Network	2004-2006
Conference Proposal Reviewer, Association on Higher Education And Disability	2003-2006
Advisory Board Member, E-Learning Transition Project, Postsecondary Educational Programs Network (PEPNet)	2004-2005
National Trainer, Mobility International U.S.A. and the National Clearinghouse on Disability and Exchange	1999-2005
Co-Coordinator, Postsecondary Interpreter Network (PIN) Conference	1999
Board Member, Midwest Center for Postsecondary Outreach	1996-2000

Related Community Service

Conference Planner, 2007, Moving Forward: Enhancing Postsecondary Success for Deaf and Hard-of-Hearing Students, Northeast Technical Assistance Center (NETAC)	2006-2007
Founder, Board Member, Marketing Director, Minnesota Rainbow Alliance of the Deaf	1999-2001
Board Member, ASL Translation Project, SASE: The Write Place	1999-2000

SELECTED PRESENTATIONS

Plenary Presentations

Harbour, W. (2007, June 27). Next steps for transition. Rochester, NY: Moving Forward: Enhancing Postsecondary Success for Deaf and Hard-of-Hearing Students National Conference.

Harbour, W. S., & Van Nostrand, C. (1999, April 24). "You mean I'm not special anymore?" Students' transition into postsecondary education. Minneapolis, MN: Postsecondary Interpreting Network (PIN) National Conference.

Paper Presentations, Pre-Conferences, and Concurrent Sessions

Harbour, W. S. (2008, July 18). The influence of disability services information on students' college choice. Reno, NV: Association on Higher Education And Disability International Conference.

Harbour, W. S. (2008, July 17). A profile of disability services providers in higher education: Findings from the 2008 AHEAD national survey. Reno, NV: Association on Higher Education And Disability International Conference.

Harbour, W. S. (2008, February 22). From deficits to assets: Challenging labels and language of deficit in children, families, and communities of color. Cambridge, MA: Alumni of Color Conference, Harvard Graduate School of Education.

Harbour, W. S. (2004, July 16). A survey of disability service providers: Who are we and where are we going? Miami, FL: Association on Higher Education And Disability International Conference.

Harbour, W. S. (2004, July 14). Keeping our eyes on the prize: Leadership and management of disability services. Full-day pre-conference session. Miami, FL: Association on Higher Education And Disability International Conference.

Harbour, W. S. & Van Nostrand, C. (2003, September 13). Navigating the maze of mentoring. Half-day conference presentation. Waltham, MA: New England Regional Mentorship Conference.

Harbour, W. S. (2003, February 28). Student disclosure in K-12 and higher education: A coming out process? Cambridge, MA: Student Research Conference and International Forum.

Harbour, W. S., Van Nostrand, C., Cordano, B., & Seaman, L.. (2002, April 12). Recruiting and retaining interpreters through mentoring of pre-certified interpreters. Kansas City, MO: Postsecondary Education Programs Network (PEPNet) National Conference.

Harbour, W. S. (2000, July 12). Applying universal design principles: Example of the Institute on Disability and Leadership. Kansas City, MO: Association on Higher Education And Disability International Conference.

Harbour, W. S. (2000, April 7). Inclusion of students who are deaf or hard of hearing in international programs. Denver, CO: Postsecondary Education Programs Network (PEPNet) National Conference.

Harbour, W. S., & Blacklock, B. (1999, February 10). Disabled and deaf students in the United States: Current issues. Mérida, Venezuela: Venusa Study Abroad Headquarters.

Harbour, W. S. (1999, January 23). Advocacy and inclusion for children with disabilities. Building Blocks of Anti-Bias and Multicultural Practices in Early Childhood Care and Education Conference. St. Paul, MN: University of Minnesota.

Poster Sessions

Harbour, W. S. (2006, January 9). Gates to adventure e-learning transition curriculum for deaf and hard-of-hearing students. Washington, DC: Fund for the Improvement of Postsecondary Education Director's Meeting.

Workshops and Professional Development Seminars

Harbour, W. S., Nalkur, P., & Bub, K. (2008, May 15). Writing the dissertation. Panel presentation for doctoral students. Cambridge, MA: Harvard Graduate School of Education.

Guinee, K., Harbour, W. S., & Donaldson, M. (2006, December 7). Using online survey tools. Panel presentation for series on research methods. Cambridge, MA: Harvard Graduate School of Education.