A WORLD OF LEARNING
2014-15 FACULTY LIST
COUNSELING, HIGHER EDUCATION AND SPECIAL EDUCATION

Ana Taboada Barber, Ph.D.
Associate Professor
UNIVERSITY OF MARYLAND
Literacy development and reading engagement among late elementary and middle-school monolingual and second language learners

Paula J. Beckman, Ph.D.
Professor
UNIVERSITY OF NORTH CAROLINA
Early intervention with infants, young children and their families

Philip J. Burke, Ph.D.
Professor
SYRACUSE UNIVERSITY
Special education issues, policy studies

Alberto Cabrera, Ph.D.
Associate Professor
UNIVERSITY OF WISCONSIN-MADISON
Research methodologies, college choice, college students, classroom experiences, minorities in higher education, the economics of education

Kelli D. Cummings, Ph.D.
Assistant Professor
UNIVERSITY OF OREGON
Special education assessment and interventions, language and social development of children with disabilities and learning difficulties

Susan De La Paz, Ph.D.
Associate Professor
UNIVERSITY OF MARYLAND
Learning disabilities, writing strategy instruction

Andrew L. Egel, Ph.D.
Professor
UNIVERSITY OF CALIFORNIA, SANTA BARBARA
Variables influencing programs for individuals with autism

Michelle M. Espino, Ph.D.
Assistant Professor
UNIVERSITY OF ARIZONA
Latina/o educational pathways and the development of graduate school aspirations

Ellen S. Fabian, Ph.D.
Professor
UNIVERSITY OF MARYLAND
Support systems for adults with disabilities, school-to-work transition for special-needs young adults

Sharon Fries-Britt, Ph.D.
Associate Professor
UNIVERSITY OF MARYLAND
Retention, access, and social integration of students in higher education, higher education administration

Paul B. Gold, Ph.D.
Assistant Professor
UNIVERSITY OF MISSOURI
Mental health and addiction treatment and rehabilitation, group counseling process-outcome relationships, research methods and ethics

Gary D. Gottfredson, Ph.D.
Professor Emeritus
THE JOHNS HOPKINS UNIVERSITY
Organization and program development and evaluation, vocational interest and career psychology, diversity, rehabilitation education

Kimberly A. Griffin, Ph.D.
Associate Professor
UNIVERSITY OF CALIFORNIA, LOS ANGELES
Access, experiences and outcomes of underrepresented communities in higher education; mentoring relationships in academe; racial climate of university campuses

Mary Ann Hoffman, Ph.D.
Professor
UNIVERSITY OF MINNESOTA
Psychological issues related to HIV infection and other health concerns; social psychology principles in counseling

Dennis M. Kivelghan Jr, Ph.D.
Professor
VIRGINIA COMMONWEALTH UNIVERSITY
Process and outcome of group and individual counseling and psychotherapy, counseling interventions in influencing achievement goals and academic achievement

Steven J. Klees, Ph.D.
Professor
STANFORD UNIVERSITY
International economics of education, education policy and planning in developing countries

Frances L. Kohl, Ph.D.
Associate Professor
UNIVERSITY OF ILLINOIS
Instructional delivery and inclusive interactions with students who have disabilities

Susan R. Komives, Ed.D.
Professor Emerita
UNIVERSITY OF TENNESSEE, KNOXVILLE
Transformational leadership, professionalism in student affairs work

Robert W. Lent, Ph.D.
Professor
THE OHIO STATE UNIVERSITY
Social cognitive career theory, academic and career behavior, counselor training and development, psychological wellness

Peter E. Leone, Ph.D.
Professor
UNIVERSITY OF WASHINGTON
Emotional and behavioral disorders of children and adolescents, juvenile corrections

Joan Ann Lieber, Ph.D.
Professor
UNIVERSITY OF CALIFORNIA, SANTA BARBARA
Inclusion of preschoolers with disabilities

Jing Lin, Ed.D.
Professor
UNIVERSITY OF MICHIGAN
Education in East Asia, comparative education, education philosophy, gender in education

Sarah Mallory, Ph.D.
Clinical Assistant Professor
COLUMBIA UNIVERSITY
Special education teacher preparation

Margaret J. McLaughlin, Ph.D.
Professor
UNIVERSITY OF VIRGINIA
Special education policy

Matthew J. Miller, Ph.D.
Associate Professor
LOYOLA UNIVERSITY CHICAGO
Asian, Asian American, Pacific Islander cultural experiences; vocational psychology of diverse populations; social justice engagement; applied psychological measurement

Natasha Mitchell, Ph.D.
Clinical Assistant Professor
UNIVERSITY OF NORTH CAROLINA, GREENSBORO
Academic achievement among students of color; processes that promote equitable utilization of educational resources and social justice in schools

M. Sherrill Moon, Ed.D.
Professor
UNIVERSITY OF VIRGINIA
School-to-work transition, community integration of students with severe disabilities

Debra Ann Neubert, Ph.D.
Professor
UNIVERSITY OF MARYLAND
Assessment and transition issues in special education

KerryAnn O’Meara, Ph.D.
Associate Professor
UNIVERSITY OF MARYLAND
Systems that recruit, support, and retain faculty in higher education

Colleen R. O’Neal, Ph.D.
Assistant Professor
LOYOLA UNIVERSITY CHICAGO
Social justice counseling and academic resiliency among youth of color

Colleen R. O’Neal, Ph.D.
Assistant Professor
LOYOLA UNIVERSITY CHICAGO
Implicit racial bias; heteronormativity; critical consciousness development; social justice counseling and academic resiliency among youth of color

Rebecca Silverman, Ed.D.
Associate Professor
HARVARD UNIVERSITY
Early prevention and intervention for children at risk for experiencing reading difficulties

William O. Stein, E.D.
Associate Professor
PENNSYLVANIA STATE UNIVERSITY
Children’s self-perceptions of competence, affective correlates of learning/schooling

Nelly Penaloza Stromquist, Ph.D.
Professor
STANFORD UNIVERSITY
International education policy, issues related to comparative education and gender

Hedwig Teglasi-Golubcow, Ph.D.
Professor
HOFSTRA UNIVERSITY
Temperament and personality assessment, integration of cognitive and affective processes in personality development

Marvin Titus, Ph.D.
Associate Professor
UNIVERSITY OF MARYLAND
Economics of higher education and higher education financing strategies regarding college student access, persistence, and labor market outcomes

Jade Wexler, Ph.D.
Assistant Professor
UNIVERSITY OF TEXAS
Decreasing dropout rates for students with learning disabilities or behavior disorders

Roger L. Worthington, Ph.D.
Chair and Professor
UNIVERSITY OF CALIFORNIA, SANTA BARBARA
Scale development research; multicultural counseling competencies; sexual identity development and sexual minority issues; equity, access, diversity, and inclusion in higher education; campus climate for diversity; difficult dialogues teaching and learning
HUMAN DEVELOPMENT AND QUANTITATIVE METHODOLOGY

Patricia A. Alexander, Ph.D.  
Jean Mullan Professor of Literacy  
UNIVERSITY OF MARYLAND  
Cognition, strategic processing, domain knowledge development

Donald J. Bolger, Ph.D.  
Assistant Professor  
UNIVERSITY OF PITTSBURGH  
Cognitive and neural mechanisms involved in acquiring reading skill, the underlying developmental disorders leading to reading failure

Lucas Butler  
Assistant Professor  
STANFORD UNIVERSITY  
Development of Social Cognition

Natasha J. Cabrera, Ph.D.  
Professor  
UNIVERSITY OF DENVER  
Patriot involvement, low-income families

Christy Tirrell Corbin, Ph.D.  
Clinical Associate Professor  
UNIVERSITY OF MARYLAND  
Early childhood education

Kevin Dunbar, Ph.D.  
Professor  
UNIVERSITY OF TORONTO  
Discovering and fostering the psychologically and educationally important mental processes underlying thinking, reasoning, problem solving, and creativity

Nathan A. Fox, Ph.D.  
Acting Chair and Distinguished University Professor  
HARVARD UNIVERSITY  
Attachment, emotion regulation, developmental psychophysiology

Gregory R. Hancock, Ph.D.  
Professor  
UNIVERSITY OF WASHINGTON  
Structural equation modeling, multiple comparison procedures

Brenda P. Jones-Harden, Ph.D.  
Associate Professor  
YALE UNIVERSITY  
Development and mental health of foster and at-risk children

Jeffrey R. Harring, Ph.D.  
Associate Professor  
UNIVERSITY OF MINNESOTA  
Modeling of longitudinal data including mixed-effects models and linear and nonlinear latent curve models

Hong Jiao, Ph.D.  
Assistant Professor  
FLORIDA STATE UNIVERSITY  
Item response theory, multi-level measurement modeling, finite mixture modeling, psychometric issues in large-scale educational assessments

Melanie A. Killen, Ph.D.  
Professor  
UNIVERSITY OF CALIFORNIA, BERKELEY  
Social cognition, moral reasoning, exclusion and prejudice

Elisa L. Klein, Ph.D.  
Associate Professor  
THE PENNSYLVANIA STATE UNIVERSITY  
Early childhood education, social policy and children

Robert W. Lissitz, Ph.D.  
Professor  
SYRACUSE UNIVERSITY  
Evaluation models, school effectiveness

Robert F. Marcus, Ph.D.  
Associate Professor  
THE PENNSYLVANIA STATE UNIVERSITY  
Family relationships, social skills, delinquency, violence

Jeffrey Patton  
Assistant Professor  
UNIVERSITY OF NOTRE DAME  
Educational Measurement, Item Response Theory

Richard Prather  
Assistant Professor  
UNIVERSITY OF WISCONSIN-MADISON  
Children’s learning of mathematics

Geetha B. Ramani, Ph.D.  
Assistant Professor  
UNIVERSITY OF PITTSBURGH  
Educational Measurement, Item Response Theory

Elizabeth A. Robertson-Tchabo, Ph.D.  
Associate Professor  
UNIVERSITY OF SOUTHERN CALIFORNIA  
Cognitive development and aging, cognitive skill training

Kenneth H. Rubin, Ph.D.  
Professor  
THE PENNSYLVANIA STATE UNIVERSITY  
Socio-emotional and personality development, parent-child relationships

Laura Stapleton, Ph.D.  
Associate Professor  
UNIVERSITY OF MARYLAND  
Statistical modeling of survey data

Tracy M. Sweet, Ph.D.  
Assistant Professor  
CARNEGIE MELLON UNIVERSITY  
Statistical modeling of social networks

Min Wang, Ph.D.  
Professor  
UNIVERSITY OF TORONTO  
Language and reading acquisition, second language/bilingual literacy development

Kathryn R. Wentzel, Ph.D.  
Professor  
STANFORD UNIVERSITY  
Motivation, social relationships, school adjustment, academic achievement

Allan L. Wigfield, Ph.D.  
Professor  
UNIVERSITY OF ILLINOIS  
Motivation and self-concept in children and adolescents

Ji Seung Yang, Ph.D.  
Assistant Professor  
UNIVERSITY OF CALIFORNIA, LOS ANGELES  
Item response theory, latent and multilevel modeling

TEACHING AND LEARNING, POLICY AND LEADERSHIP

Peter P. Afflerbach, Ph.D.  
Professor  
STATE UNIVERSITY OF NEW YORK-ALBANY  
Reading assessment, development of reading strategies, think-aloud protocol

June Ahn, Ph.D.  
Assistant Professor  
UNIVERSITY OF SOUTHERN CALIFORNIA  
Technology impact on education instruction, student media practices, social network analysis

Ayanna Baccus, Ph.D.  
Clinical Assistant Professor  
GEORGE WASHINGTON UNIVERSITY  
World languages

Lisa Bote, Ph.D.  
Clinical Assistant Professor  
ARIZONA STATE UNIVERSITY  
Math education, teacher education

Andrew Elby, Ph.D.  
Associate Professor  
UNIVERSITY OF CALIFORNIA, BERKELEY  
The effects of personal epistemologies on the teaching and learning policies of people in science

Drew Fagan, Ph.D.  
Clinical Assistant Professor  
COLUMBIA UNIVERSITY  
Teaching English to Speakers of Other Languages (TESOL)

Daisy Fredericks, Ph.D.  
Clinical Assistant Professor  
ARIZONA STATE UNIVERSITY  
Teaching English to Speakers of Other Languages (TESOL)

Rodrigo Gutierrez, Ph.D.  
Clinical Assistant Professor  
UNIVERSITY OF ARIZONA  
Math education

Lawrence Clark, Ph.D.  
Associate Professor  
EMORY UNIVERSITY  
Educational studies, mathematics instructional practices

Tamara L. Clegg, Ph.D.  
Clinical Associate Professor  
GEORGIA INSTITUTE OF TECHNOLOGY  
Technology and science identity development, life-relevant learning environments

Rose Marie Codling, Ph.D.  
Clinical Associate Professor  
UNIVERSITY OF MARYLAND  
Reading education

Robert G. Croninger, Ph.D.  
Associate Professor  
UNIVERSITY OF MICHIGAN  
Education policy analysis, equity, sociology of education

Thomas Davis, Ph.D.  
Professor  
UNIVERSITY OF CALIFORNIA, RIVERSIDE  
Effective reading instruction, reading motivation in elementary school

Lisa Eaker, Ph.D.  
Clinical Associate Professor  
VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY  
Social studies education

Andrew Elby, Ph.D.  
Associate Professor  
UNIVERSITY OF CALIFORNIA, BERKELEY  
The effects of personal epistemologies on the teaching and learning policies of people in science

Drew Fagan, Ph.D.  
Clinical Assistant Professor  
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Teaching English to Speakers of Other Languages (TESOL)

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Rodrigo Gutierrez, Ph.D.  
Clinical Assistant Professor  
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Math education

Susan Hendricks, Ph.D.  
Clinical Associate Professor  
UNIVERSITY OF MARYLAND  
Art education
TEACHING AND LEARNING, POLICY AND LEADERSHIP (CONT.)

Dennis R. Herschbach, Ph.D.
Associate Professor
UNIVERSITY OF ILLINOIS
Vocational and technical education, education in developing countries, social foundations

Francine H. Hultgren, Ph.D.
Chair and Professor
Pennsylvania State University
Curriculum theory, hermeneutic phenomenological inquiry, school reform

Ethan Hutt, Ph.D.
Assistant Professor
Stanford University
History of education, legal issues in education, and the development accountability and standards

Maria Hyler, Ph.D.
Assistant Professor
Stanford University
Teacher education/professional development, minority and urban education

David Imig, Ph.D.
Professor of the Practice
University of Illinois-Urbana/Champaign
Teacher education, professional development

Diane Jass Ketelhut, Ed.D.
Associate Professor
Harvard University
The effects of using emerging technologies for curriculum and assessment of student learning, self-efficacy and engagement in science and a science career

Stephen M. Koziol, Ph.D.
Professor Emeritus
Stanford University
Teacher education program design, teacher assessment, English teaching methodology, secondary literacy

Melissa Landa, Ph.D.
Clinical Assistant Professor
University of Maryland
Language arts, writing instruction in elementary school

Daniel Levin, Ph.D.
Clinical Assistant Professor
University of Maryland
Middle school science education

Victoria-Maria MacDonald, Ed.D.
Assistant Professor
Harvard University
History of American education

Jeff MacSwan, Ph.D.
Professor
University of California, Los Angeles
Linguistic studies of bilingualism and code-switching

Megan Madigan Peercy, Ph.D.
Assistant Professor
University of Utah
Second language learning, bilingualism and classroom interaction, cultural and linguistic diversity

Betty Malen, Ph.D.
Professor
University of Minnesota
Education politics, policy and leadership, political systems, power/influence theories of political behavior

Melinda Martin-Beltran, Ph.D.
Assistant Professor
Stanford University
Second-language learning, bilingualism and classroom interaction, sociocultural and qualitative research in second language acquisition, cultural and linguistic diversity

Hanne B. Mawhinney, Ph.D.
Associate Professor
University of Ottawa
Leadership, accountability issues, critical feminist theory, school community collaboration

Joseph L. McCabe, Ph.D.
Associate Professor
University of Texas at Austin
Inclusive education and literacy education, use of storytelling with multicultural learners

James R. McGinnis, Ph.D.
Professor
University of Georgia
Science teacher education, equity in science teaching and learning

John F. O’Flahavan, Ph.D.
Associate Professor
University of Illinois
Early literacy, school change, teacher professional development

Margaret Peterson, Ph.D.
Clinical Assistant Professor
University of Maryland
English Education/Language Arts, Elementary PDS Coordinator

Beatrix Quintos, Ph.D.
Clinical Assistant Professor
University of Arizona
Math education

Jennifer King Rice, Ph.D.
Professor
Cornell University
Economics of education and production function phenomena, reform initiatives for at-risk students

Kellie Roilstad, Ph.D.
Visiting Associate Professor
University of California, Los Angeles
Second language education

Olivia N. Saracho, Ph.D.
Professor
University of Illinois
Emergent literacy, teacher preparation, cognitive style

Ebony Terrel Shockley, Ph.D.
Clinical Assistant Professor
University of Maryland
Minority and urban education

John Splaine, Ed.D.
Associate Professor Emeritus
Boston University
Media in education, effects of media on young people, humanistic aspects of media, policy in educational technology

Wayne H. Staler, Ph.D.
Associate Professor
University of Minnesota
Written communications, reading comprehension, teacher education

Denis F. Sullivan, Ph.D.
Professor
University of North Carolina
Computers in education, history of technical education

Jennifer Danridge Turner, Ph.D.
Associate Professor
Michigan State University
Cultural diversity issues in early literacy teaching and learning, urban education

Linda R. Vali, Ph.D.
Jeffrey and David Mullan Professor of Teacher Education-Professional Development
University of Wisconsin
Teacher learning, cultural diversity, school improvement

Margaret Walker, Ed.D.
Clinical Assistant Professor
Columbia University
Art education

Janet Walkoe, Ph.D.
Assistant Professor
Northwestern University
Math education

Tirza Wilbon White, Ph.D.
Assistant Professor
Emory University
Organizational change and urban school reform within the context of neighborhood revitalization

Donna L. Wiseman, Ph.D.
Dean and Professor
University of Missouri, Columbia
Teacher education program development and restructuring, school-university partnerships

Lecturers

Susan Denvir
Elementary education

Tracy Duheimer
Elementary education

Leslie Gettier
Elementary education

Tranee Johnson
Secondary science education

Alison Jovanovic
Secondary social studies education

Catherine McCall
Secondary social studies education

Stacy Pritchett
Math education in middle school

Karen Rehder
Elementary education

John Seeke
Secondary math education

JoEllen Smallwood
Creative initiatives in teacher education

Peggy Wilson, Ph.D.
University of Maryland
Secondary English education

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