COUNSELING, HIGHER EDUCATION AND SPECIAL EDUCATION

Leigh R. Abts, Ph.D.
Research Associate Professor
Brown University
Develops professional development models for K-16 educators to enable their students to develop and implement design, in and outside of the classroom, using a web-based learning management system

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.
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 intervention, language and social development of children with disabilities and learning difficulties

Agnesanne Danehey, Ph.D.
Research Assistant Professor
University of Maryland
Access and support with persons with severe and/or challenging behaviors in school, during transition, and in community, personnel preparation

Susan De La Paz, Ph.D.
Professor
University of Maryland
Learning disabilities, writing strategy instruction

Michelle M. Espino, Ph.D.
Assistant Professor
University of Arizona
Latin@/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.
Professor
University of Maryland
Retention, access, and social integration of students in higher education, higher education administration

Paul B. Gold, Ph.D.
Associate Professor
University of Missouri
Mental health and addiction treatment and rehabilitation, group counseling process-outcome relationships, research methods and ethics

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

Jill B. Jacobson, Ph.D.
Clinical Assistant Professor
University of Maryland
School programs and team models, teacher training experiences and stress reduction, adolescent suicide prevention

Dennis M. Kivlighan Jr., Ph.D.
Professor and Interim Chair
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

Kelly M. Lee, Ph.D.
Assistant Clinical Professor
University of Maryland
Peer victimization, academic teasing, twice-exceptional students

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

Richard Luecking, Ed.D.
Research Professor
George Washington University
School-to-work transition and employment for youth with disabilities

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

Candace M. Moore, Ph.D.
Clinical Assistant Professor
University of Georgia
Qualitative research methodologies; inclusive campus environments; Black student identity development; historically Black colleges and universities; LGBTIQ student development; student athlete transitions

Debra Ann Neubert, Ph.D.
Professor
University of Maryland
Assessment and transition issues in special education

KerryAnn O’Meara, Ph.D.
Professor
University of Maryland
Systems that recruit, support, and retain faculty in higher education

Colleen R. O’Neal, Ph.D.
Assistant Professor
Long Island University
Development and prevention of mental health problems among underserved, minority children, teacher training in the management of child mental health problems

Victoria Page-Voth, Ph.D.
Associate Clinical Professor
University of Maryland
Written expression, reading, inclusion, teacher education

Julie J. Park, Ph.D.
Associate Professor
University of California, Los Angeles
Race, diversity and equity, affirmative action, religion in higher education, Asian-American students

Pepper Phillips, Ph.D.
Assistant Professor
Indiana State University
Homophobia in schools, gay-, lesbian-, and bisexual-headed family coping strategies

Richard Q. Shin, Ph.D.
Associate 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

Nelly Penaloz Stromquist, Ph.D.
Professor
Stanford University
International education policy, issues related to comparative education and gender

Hedwig Teglas-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

Kelli Thuil Crane, Ph.D.
Assistant Research Professor
Virginia Tech
Secondary transition for youth with disabilities; random design evaluation

Cixin Wang, Ph.D.
Assistant Professor
University of Nebraska-Lincoln
Bullying prevention, school-based mental health services, family involvement, culturally and linguistically diverse students

Jade Wexler, Ph.D.
Associate Professor
University of Texas
Decreasing dropout rates for students with learning disabilities or behavior disorders

Roger L. Worthington, Ph.D.
Interim Associate Provost and Chief Diversity Officer, UMD Office of Diversity and Inclusion
Professor (CHSE)
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

INSPIRED LEARNING
TEACHING AND LEARNING, POLICY AND LEADERSHIP (CONT.)

Lisa Eaker, Ph.D.
Clinical Assistant 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 of people in science

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

Claudia Galindo, Ph.D.
Associate Professor
Pennsylvania State University
Educational theory and policy education, inequality in education, immigration, quantitative research methodology

Imani Masters Goffney, Ph.D.
Assistant Professor
University of Michigan
Elementary math education, issues in urban education and inequality

Magdalena Gross, Ph.D.
Clinical Associate Professor
Stanford University
Inquiry in social studies education, collective memory and reconciliation education

Susan Hendricks, Ph.D.
Clinical Associate Professor
University of Maryland
Art education

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 of accountability and standards

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

Taharee Jackson, Ph.D.
Assistant Professor
Emory University
Diversity and equity, minority and urban education

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

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

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

Megan Madigan Peercy, Ph.D.
Associate 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.
Associate Professor
University of Maryland
Second-language learning, bilingualism and classroom interaction, sociocultural and qualitative research in second language acquisition, cultural and linguistic diversity

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

Carolina Napp-Avell, Ph.D.
Assistant Clinical Professor
University of Maryland
Math education

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, Director of Maryland Writing Project

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

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

Kellie Rolstad, Ph.D.
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

Campbell Scribner, Ph.D.
Assistant Professor
University of Wisconsin
History and philosophy of education, legal and political theory and local control of schools, social studies education

Eboni Terrell Shockley, Ph.D.
Clinical Assistant Professor
University of Maryland
Minority and urban education

Wayne H. Slater, 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

Gail Sunderman
Research Scientist
University of Chicago
Director, Maryland Equity Project

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

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

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

David Weintrop
Assistant Professor
Northwestern University
Learning sciences

Peggy Wilson, Ph.D.
Clinical Assistant Professor
University of Maryland
Secondary English education, PDS Coordinator

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

Diversity and equity, minority and urban education

EMERITUS FACULTY

Louise M. Berman, Ed.D.
Patricia F. Campbell, Ph.D.
Marilyn J. Chambliss, Ph.D.
Neil Davidson, Ph.D.
William De Lorenzo, Ph.D.
George Eley Jr., Ph.D.
James T. Fey, Ph.D.
Barbara Finkelstein, Ed.D.
Anna O. Graeber, Ed.D.
Willis D. Hawley, Ph.D.
James H. Henkelman, Ed.D.
Dennis R. Herschbach, Ph.D.
William G. Holliday, Ph.D.
Martin L. Johnson, Ed.D.
Stephen M. Koziol, Ph.D.
John W. Layman, Ed.D.
Rebecca L. Oxford, Ph.D.
Jessie A. Roderick, Ed.D.
Steven Selden, Ed.D.
John Spline, Ed.D.
Linda R. Valli, Ph.D.
Emily H. van Zee, Ph.D.
David Williams, Ed.D.

SENIOR FACULTY ASSOCIATES

Susan Denvir
ELEMENTARY EDUCATION

Tracy Dunheimer
ELEMENTARY EDUCATION

Leslie Gettler
ELEMENTARY EDUCATION

Jennifer Himmel
TESOL

Tranae Johnson
SECONDARY SCIENCE EDUCATION

Alison Jovanovic
SECONDARY SOCIAL STUDIES EDUCATION

Deborah Lewin
ELEMENTARY EDUCATION

Catherine McCall
SECONDARY SOCIAL STUDIES EDUCATION

Stacy Pritchett
MATH EDUCATION IN MIDDLE SCHOOL

Karen Rehder
ELEMENTARY EDUCATION

Teresa Robinson
CREATIVE INITIATIVES IN TEACHER EDUCATION

Angela Stoltz
SECONDARY MATH EDUCATION

Ying Zhang
TEACHING CHINESE AS A SECOND LANGUAGE