WELCOME NEW FACULTY

**Beverly Booker**, Assistant Professor, Counseling and School Psychology  
Ph.D. (University of Louisville 2003), M.A. and B.A. (Hampton University)  
Dr. Booker is a counselor educator specializing in school counseling. Her areas of interest include collaboration in schools, teaching constructs of power to K-12 students, and equity and access of students in relation to academic achievement. She is presently researching perceptions and outcomes of collaboration of school counselors and administrators in schools to impact student achievement. She is also researching impacts of teaching students the constructs of power and empowerment on their postsecondary choices. Her dissertation title was “A Comparative Study of the Perceptions of School Counselors and Principals Towards the Use of Collaboration in School Settings.” Her most recent position was as an Adjunct Professor, John Hopkins University, Rockville, MD.

**Joel Brown**, Professor, Educational Leadership Department  
Dr. Brown is a researcher/practitioner with more than 15 years experience in mixed methods evaluation and risk/resilience research in educational leadership and related systems. He integrates this research with professional development and training. His previous position was as a Professor of Educational Leadership and Policy Studies at the University of Oklahoma. Dr. Brown currently maintains Executive Directorship of the Center for Educational Research and Development (CERD) (www.cerd.org), a not for profit organization committed to the development of resilience-based research, policies and programs. Among others, his work has been cited by the National Academy of Sciences, with commentary being solicited in myriad media outlets, including CNN and the New York Times.

**George Cameron**, Lecturer, Educational Leadership Department  
Ed.D. (Educational Leadership, USD)  
Dr. George Cameron joins the Educational Leadership Department as a full-time lecturer, having just retired as superintendent in National School District after a long and highly successful career in the district. George is known to his superintendent colleagues and to his district staff, teachers and leadership team as a person of the highest integrity, one who has devoted his career to improving schools for the children they serve. He has served for many years as a part-time faculty member in the EDL department. He has been coordinating a partnership with the south county school districts to prepare highly qualified educational leaders. He has also been an integral member of the department team in designing the new Ed.D. program and renewing ongoing programs. He joins EDL to coordinate the Credential and Master’s cohorts of the newly approved Administrative Internship Program.

**Luke Duesbery**, Assistant Professor, Special Education Department  
Ph.D. (University of Oregon 2007), M.A. (Old Dominion University 1998), B.A. (Queens University, Ontario, Kingston)  
Dr. Duesbery’s areas of interest include item response theory, test accommodations, the visual display of quantitative information, data driven decision making, teacher and administrator training, and the assessment of graphical literacy. He is currently researching the impact of graphical specifiers on student and test performance within the federally mandated National Assessment of Educational Progress.

**Frank Harris, III**, Assistant Professor, Administration, Rehabilitation, and Postsecondary Education  
Ph.D. (USC), M.A. (CSU, Northridge), B.A. (Loyola Marymount University)  
Dr. Harris earned national dissertation of the year awards from the American Educational Research Association (Division J–Postsecondary Education) and the Association of Student Judicial Affairs for his study, “The Meanings College Men Make of Masculinities and Contextual Influences on Behaviors, Outcomes, and Gendered Environmental Norms: A Grounded Theory Study.” Dr. Harris employs qualitative methods in his research, relying primarily on the grounded theory, case study, and action research traditions. Dr. Harris’ research focuses on college men and masculinities, gendered trends in postsecondary learning environments, and equity in educational outcomes for historically underrepresented and underserved students. Previously, he served as Associate Director of the Center for Urban Education at the University of Southern California, Rossier School of Education.
Audrey Hokoda, Associate Professor, Child and Family Development Department
Ph.D. (Clinical Psychology University of Illinois, Urbana-Champaign), B.S. (Psychobiology, UCLA)
Dr. Hokoda’s dissertation entitled “Origins of Children’s Learned Helpless and Mastery Oriented Achievement Patterns in the Family” explored family influences on children’s achievement motivation. Her research has continued to focus on family influences on children’s social and academic functioning, particularly with ethnic minority populations. Her primary areas of research are peer abuse (bullying), teen relationship violence, and children exposed to domestic violence. More recently, she has been the Principal Investigator for over 15 studies and community projects focused on developing, implementing and evaluating youth violence prevention programs. In addition, she has supervised hundreds of SDSU students in community-based service-learning courses in which student interns are trained at social agencies providing violence-prevention services to children and families.

Cheryl James-Ward, Assistant Professor, Educational Leadership
Dr. James-Ward is an assistant professor whose research interest is centered on identifying the characteristics and traits of principals of high performing schools in under-performing districts. Before coming to San Diego State University, Cheryl served in various administrative capacities including site principal, director of program improvement schools, and district/school administrator coach. Her diverse work experience spans from low socioeconomic areas to affluent ones in Pasadena, Long Beach, West Contra Costa and Encinitas. Cheryl believes that the knowledge and skill sets maverick principals embrace must be adopted by all educational leaders if we are to create districts and schools that lend themselves to the development of cultures and educational systems that result in high levels of academic achievement for ALL students.

Frank Nguyen, Assistant Professor, Educational Technology Department
Dr. Nguyen is an educational technologist specializing in performance support and the use of technology in corporate training. His dissertation title was “The Effect of EPSS and Training as Performance Interventions.” His areas of interest include the analysis and design of corporate learning strategies, design and development of eLearning content, implementation of learning and performance systems, evidence-based practices in human performance technology, and the implications of cognitive load theory on instructional design and other performance interventions. He is currently researching how to best combine performance support and training to improve human performance. Frank has managed the design, development, and deployment of learning and performance solutions for various companies including American Express, Intel, and MicroAge. He recently published Efficiency in Learning (2006). Jossey-Bass Pfeiffer: San Francisco.

Shulamit Ritblatt, Associate Professor, Child and Family Development Department
Ph.D. (Child and Family Development, Florida State University 1993)
Dr. Ritblatt’s research specialty areas are: socio-emotional development in young children, couple relationship and parent-child interactions, and parent involvement in education. Dr. Ritblatt has been teaching courses including human development, middle childhood-adolescence, children with special needs, theories in socio-emotional development, divorce and remarriage, and a graduate seminar-advanced theories in child development. She has worked with community agencies to establish three family resource centers in low-income neighborhoods in San Diego to provide parenting classes and early identification of developmental delays. Currently Dr. Ritblatt serves as an evaluator and consultant to the County of San Diego, First 5 Commission of San Diego’s Health & Developmental Services Project for Children. Prior to coming to the USA, she worked as a clinical child psychologist in Israel.

Thomas Roberts, Department Chair, Child and Family Development Department
Ph.D. (University of Georgia, Child and Family Development)
Dr. Roberts’ research interests include early literacy, school readiness, childhood obesity, and applying neuroscience to family relationships. His grant writing activity has been in the areas of childhood obesity, early literacy, professional development for early childhood educators, and improving technology in schools. He taught at Western Kentucky University, directed the Marriage and Family Therapy Program at Appalachian State University, chaired the Departments of Family and Consumer Sciences and Communicative Disorders at California State University, Long Beach and has been chair of Child and Family Development Department at SDSU for the past 8 years. He teaches courses in parent/child relationships and couple relationships and practice across the life span.

Fernando Rodriguez-Valls, Assistant Professor, School of Teacher Education, Imperial Valley Campus
Dr. Rodriguez-Valls’ dissertation was entitled “Vernacular Voices with Historical Studies: Building a Zone of Cultural Comfort (ZCC) in Barriohoods.” His research is focused on literacy programs that utilize the funds of knowledge of communities as a force that generates equity as well as facilitates their members to access mainstream culture. In 1992 after receiving his degree in Education at the University of Barcelona, he began to work in the Moroccan immigrant areas of Barcelona. In 1996, he arrived in California and began to work as a teacher in South Los Angeles. From 2002 to 2007, he created literacy circles to empower first generation Latino students and families who live in the Los Angeles inner city. The fruit of this labor was recognized with The Peter Lincoln Spencer Award, The Helen R. Powell Dissertation Award, and The Aubrey A. Douglass and Malcolm P. Douglass Fellowship Award.
WELCOME NEW SUPPORT STAFF

**John Diaz**, Coordinator, School Psychology Program, Counseling and School Psychology Department  
B.A. (Merrimack College in North Andover, MA)  
Mr. Diaz’s previous position was as a department coordinator for the Rosenstiel Basic Sciences Medical Research Center, Brandeis University, in Waltham, MA.

**Sandra Gutierrez**, Administrative Support Coordinator, Child and Family Development Department  
B.A. (Spanish and Anthropology, University of San Diego)  
Ms. Gutierrez joined the Department of Child and Family Development in April of 2006. Prior to that, she worked as an Executive Assistant II for the University Ministry at the University of San Diego for 5 years.

**Dana Kuns**, Outreach and Recruitment Coordinator, Office of Student Services  
B.A. (Legal Studies with Minor in Business, National University)  
Ms. Kuns has many years of experience in higher education. She was previously employed at the University of Redlands focusing in the areas of admissions, recruitment and advising.

**Leslie Rodiles**, Credential Analyst, Office of Student Services  
B.A. (Behavioral Science) and M.A. (Human Behavior, National University)  
Ms. Rodiles’ experience in higher education has been primarily in Academic Advising & Credentialing. Previous to SDSU, Leslie worked as an Academic Advisor for the Marketing Program at Arizona State University. Prior to that she worked as a Credential Analyst for 3 1/2 years at CSU San Marcos.

**Sonia Salcido**, Credential Analyst, Office of Student Services  
B.A. (University of California, San Diego); M.A. (Higher Education Administration, USC)  
Ms. Salcido’s experience working in education is broad: It encompasses K through 12, community colleges, and public and private universities, both in San Diego and Los Angeles.

**Andrea Saltzman Martin**, Instructional Designer, College of Education Dean’s Office  
M.A. (Educational Technology, SDSU 1999); B.S. (SDSU 1992)  
Ms. Saltzman Martin is the new instructional designer for the College. Andrea’s role is to provide leadership and support in implementing the College’s vision for online course and program development. For the last 8 years, she worked at the University of San Diego as an instructional support consultant for faculty, staff and students in the Schools of Education and Nursing. Her focus was on online course and web development. Andrea is happy to be back at SDSU, and especially the College of Education.

**Ana Lisa Santa Cruz**, Administrative Support Coordinator, Compact for Success  
B.A. (Business Administration, Whittier College)  
Ms. Santa Cruz comes to the Compact for Success office as the new administrative coordinator, after working in the Office of Student Services in the College of Education. Originally from Tucson, Arizona, Lisa graduated with a bachelor’s degree in Business Administration from Whittier College. She is currently working towards a master’s degree at the University of San Francisco.

**April Webster**, Administrative Support Coordinator, Educational Leadership Department  
M.A. (Human Behavior, National University); Masters Education coursework, Cross-Cultural Teaching CLAD/BCLAD; BA (Business Management, National University)  
Ms. Webster’s more recent positions were as an Administrative Coordinator, SDSU Philosophy Department; Personnel Representative, SDSU Foundation; Sr. Personnel Assistant, Grossmont Cuyamaca Community College District; banking experience, and other multiple assignments.