New England College
School of Graduate and Professional Studies

Doctorate of Education
Faculty Bios

Richard DeCapua

Dr. Richard DeCapua is Associate Dean of Students at Suffolk University in Boston, Massachusetts. He has direct departmental supervision of Diversity Services, Off-Campus Housing, the Interfaith Center, and Campus Chaplains. He is responsible for all divisional efforts with regard to communications, technology, and assessment as well as co-chairs the President's Commission on Diversity Affairs and the President's Commission on Veteran and Active Duty Students. Most, recently he served the student affairs representative on the Institutions' Strategic Planning process.

Before his position at Suffolk, Dr. DeCapua spent nine years working in Residence Life & Housing at Springfield College, Wesleyan University, and at Brandeis University where he was director of that department.

Dr. DeCapua is also heavily involved in the National Association of Student Personnel Administrators (NASPA) where he has served at the Region 1 Conference Chair, has been a member of the regional advisory board for the past 7 years, and is currently the Massachusetts State Director and also serves on the NASPA National Conference Committee for the 2013 Orlando Conference.

Dr. DeCapua received his Bachelor of Arts in Psychology and Sociology from Quinnipiac University; his Master of Education in Student Personnel Administration from Springfield College; and his Doctorate in Educational Leadership and Policy from Johnson and Wales University.

In addition to New England College, Dr. DeCapua has taught Northeastern University, Suffolk University, and Salem State University.

Rich teaches Budget and Finance in Higher Education

Kathryn Dodge

Dr. Kathryn Dodge is the founder of the Dodge Advisory Group, LLC, which focuses on policy and practice in higher education.

Her policy engagements include Radio Higher Ed, a national podcast she co-founded to provide information and commentary on policy issues and implications. Her policy experience includes chairing the NH P-16 Council and serving as a U.S. Department of Education negotiator representing State Higher Education Officers (SHEEO).

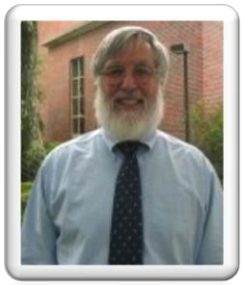
Her practice engagements include work with institutions domestically and globally. Her efforts are aimed at strengthening capacity for institutional effectiveness through a commitment to quality and student success. This is often accomplished in the context of state regulation and quality assurance compliance requirements.

Dr. Dodge has significant campus-based experience at Keene State College, a Council for Public Liberal Arts Institution. She also has a decade of policy experience working as a SHEEO in her role as executive director of what is now the NH Higher Education Commission, a coordinating state agency with regulatory and fiscal responsibilities. Her board experience includes a decade at the New England Board of Higher Education. She also spent several years in publishing early in her career.

Dr. Dodge received her Ph.D. in Human and Organization Systems from the Fielding Graduate University, Calif., in 2001. She has Master's degrees in Organization Development and Student Guidance and Counseling and a Bachelor of Arts Degree in Biblical Literature.

She and her husband Dave Dodge, a landscape oil artist, make their home in Peterborough, N.H.

Kathryn teaches Public Policy in Higher Education



Carlton Fitzgerald

Carlton is Associate Professor of Education and Associate Dean for Education. He brings his vast experience in education to all the classes he teaches. Carlton has served as a public school teacher, assistant principal and principal in elementary, middle, and high schools. Before coming to New England College he was an adjunct instructor at Colby-Sawyer and Notre Dame colleges. Carlton is a frequent guest lecturer at the University of Oradea in Oradea, Romania.

He received his B.A. from Bates College, his M.Ed. and CAGS from the University of Maine, and his Ed.D. from the University of Vermont.

Carlton teaches Critical Issues in the Future of Education, Brain Research and Learning, and Futuristic Organizational Theory

Gavin Henning

Gavin is Associate Professor of Higher Education and directs the Master of Science in Higher Education Administration and the Doctorate of Education programs. Prior to his transition to a full-time faculty position, Gavin spent 20 years in higher education administration with experience in residential life and housing, judicial affairs, alcohol and other drug issues, diversity initiatives, and divisional leadership. He spent 12 years working in student affairs assessment and institutional research.

Gavin's scholarship has been published in professional journals and scholarly magazines and he has been an invited speaker at regional and national conferences on the topic of assessment and evaluation in higher education. His scholarly interests include student engagement, student success, and assessment and institutional effectiveness.

During his professional career, Gavin has been highly involved in ACPA serving as the Chair for the Commission for Assessment and Evaluation (2007-2009), Director of Professional Development on the Governing Board (2011-2013), and annual convention general programs chair (2013-2014). He also is a board member for the Council for the Advancement of Standards in Higher Education (CAS) and is founder and past-president of Student Affairs Assessment Leaders, an international organization of student affairs assessment professionals.

He has been received the *Annuit Coeptis* and Diamond Honoree awards from ACPA for his contributions to student affairs and higher education.

Gavin holds a Doctor of Philosophy degree in Education Leadership and Policy Studies and a Master of Arts degree both from the University of New Hampshire as well as a Master of Arts degree in College and University Administration and a Bachelor of Science degree in Psychology and Sociology from Michigan State University.

Gavin lives in Pembroke, NH with his wife who is a high school English teacher.

Gavin teaches Contemporary Issues in Higher Education, Qualitative Research Methods in Education, Quantitative Research Methods in Education, Dissertation Seminar, and Comprehensive Project

Gene Knott

Gene Knott is a psychologist and Emeritus Professor in the Department of Human Development and Family Studies at the University of Rhode Island. He was a university administrator for 27 years at three different colleges and universities.

Dr. Knott also taught in the University's MBA program, where his courses included Leadership, and Organization Development. He has been an adjunct faculty member in Psychology, Nursing, and Adult Education, and a Fellow in Gerontology.

In addition, Gene has more than 40 years experience in systems consulting, group facilitation, as well as in training design and delivery for many public and private sector organizations globally. He has also been an executive coach for twenty-six years.

Gene has worked extensively with six sectors: health care, human services, banking, high tech, professional associations, and higher education. His primary areas of interest include organization change, coach training, leadership development, workforce management and succession planning, team building, and cultural competency.

He is also the author or co-author of four books and dozens of book chapters and articles, and has made several hundred invited presentations internationally about his areas of expertise.

Dr. Knott was a private practice psychotherapist for over thirty years, and specialized in behavioral medicine. He is an American Board of Professional Psychology Diplomate, a board certification honor accorded only four per cent of North American psychologists.

A co-founder and former president of the Association for Death Education and Counseling, he is a frequent presenter on topics of dying and grief.

He and his wife, Nancy, live in Wakefield RI, hosting their out-of-state grandchildren on frequent, happy occasions.

Gene teaches Organizational Leadership and Change and Advance Student Development Theory

Brian McCoy

Brian is the Vice President for Student Affairs and Dean of Student Services at Nichols College. Brian also serves as adjunct psychology professor at Assumption and Nichols Colleges. His former student affairs positions were in the residence life departments at Wentworth Institute of Technology and Assumption College. He also served as the Department Manager for the Division of Family Practice at the Fallon Clinic.

Brian earned his Ed.D. in Educational Policy, Research, and Administration from the University of Massachusetts-Amherst (2003). He also holds an M.A. in Counseling Psychology (1988) from Assumption College and B.A. in Psychology from Anna Maria College (1985).

Brian's writings include a co-authored chapter with Dr. Cheryl Barnard entitled *The Final Six Weeks* which can be found in *Ready for the Real World* (Blume, Gardner, Hartell & Schwartz, 1994). He was also the co-author of *Fallon 101 – A Longitudinal Orientation* that appeared in the *HMO Journal*. His most recent publication, *Decisions Matter: Using a Decision-Making Framework with Contemporary Student Affairs Case Studies* will be published in March 2013. Brian has also served as a reviewer for *Taking Sides: Clashing Views in Human Sexuality* (Taverner & McKee, 2012) and *The Developing Person: Through the Life Span* (Berger, 2007).

As an active member of NASPA since 1985, he has served in a variety of leadership positions for the Association, including: Region I Conference Chair (2001); Region I Vice President (2006 – 2008); Featured Speakers Chair (2009 NASPA Annual Conference); and, as a member of the Joint ACPA/NASPA Taskforce on the Future of Student Affairs (2008 – 2010). His most recent involvement is as the 2013 NASPA Annual Conference Chair.

Brian teaches Strategic Management in Higher Education

Robert McLaughlin

Robert T. McLaughlin, Ph.D. administers assessment and approval of professional educator preparation programs for the New Hampshire Department of Education and advises on relevant state policy. He has served since 2001 on the Association of Teacher Educators' (ATE) national commission on technology and the future of teacher education, which he now chairs. This group advises ATE's leadership on infusing technology into educator preparation, and designs and leads hands-on faculty development on technology integration at ATE's annual winter and summer conferences. He founded, and for several years chaired, two special interest groups on digital equity and innovative learning technologies for the International Society for Technology in Education.

He has led large scale technical assistance initiatives supporting systemic reform by P12 and teacher educators in science, mathematics and technology – e.g., the Eisenhower Regional Alliance for Math and Science Education Reform (1992-98) and the Virtual Professional Development School Consortium (1998-2003). He has diverse teaching experience including as a K-8 teacher, school principal, and GED instructor in all subjects for a tribal community college on a North Dakota reservation. He currently serves as adjunct professor in grant writing, assistive technology, technology integration, and educational reform policy and practice.
To all of this he has brought an abiding conviction that for educational reform to be successful, educators need opportunities both for sustained collaboration to co-define the goals of reform and for action research to continually assess and refine their efforts to improve learning opportunities, climate and results for all students.

Bob teaches Reforming Educational Practices and Recreating Educational Policy

Mary McNeil

Dr. McNeil is currently Professor Emerita (Plymouth State University) and an educational consultant. She serves on the New Hampshire Professional Standards Board and is actively involved with an international consortium of universities focused on excellence in teacher education preparation.

Throughout her career, Dr. McNeil has been a contributor to the profession through her many publications in educational journals and her book chapters. She has presented at numerous national and international conferences on topics related to special education and leadership. She has been a successful grant writer garnering millions of dollars for innovative projects.

Additionally, she was president of the Partners of the Americas (Vermont-Honduras) where she worked with Honduran partners on projects such as special education, initiatives to assist women in rural areas gain employment, and water harvesting research.

While at Plymouth State University, she was Director of the CAGS Program in Educational Leadership and also Director of the Pakistani Institute for Teachers. She was the founding editor of the *New Hampshire Journal of Education* and remains on the board of reviewers.

She served as Associate Dean at Chapman University in Orange, California where she collaborated with colleagues to expand the global initiatives of the College of Educational Studies and to review and revise curriculum and program offerings. She taught in the PhD program and served on dissertation committees.

Mary teaches Visionary Educational Leadership

Prue Merton

Prue Merton is an educational developer working with the Dartmouth Center for Advancement of Learning. With expertise in learning theory, pedagogy, and curriculum design, she works with faculty at Dartmouth to support their teaching and to facilitate student learning. She does similar work with a team of public health professionals at Muhimbili School of Public Health in Dar es Salaam, Tanzania, and has conducted faculty development workshops in Qatar and India as well.

Dr. Merton came to Dartmouth from Texas A&M University's Center for Teaching Excellence and taught in the higher education administration graduate program for the College of Education. In her doctoral research, Dr. Merton collected and analyzed educators' occupational life histories to better understand their experience of teacher development and curricular reform.

Dr. Merton's training and consulting skills were honed while working for the U.S. Peace Corps in Washington DC. Her experience with supporting academic writing is documented in a forthcoming chapter in *Working with Faculty Writers*, (Utah State University Press).

Prue teaches Teaching and Learning in Higher Education – Innovative Pedagogies

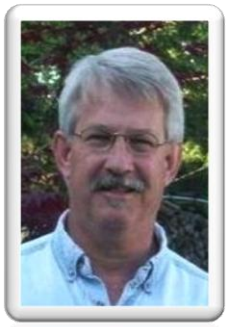
Debra Nitschke-Shaw

Debra Nitschke-Shaw is Professor of Education and has been a faculty member at NEC for over 25 years. She has taught in the public schools (general education and special education classes), been the Chairperson of the Henniker School Board, and worked tirelessly to help students who want to become teachers achieve their goals. Her nationally recognized work in service-learning, civic engagement, and partnership development is something that she eagerly shares with her students. She has worked with the State Department of Education on developing the new Teacher Evaluation model for the State of NH and supports students in their roles as student interns in the classroom. In addition, she has chaired a number of doctoral candidates dissertation committees and is excited about learning along with her students.

Debra's areas of expertise and research interests include elementary education, special education, partnership development, service-learning and civic engagement, assessment, leadership development, teacher evaluation and development.

Debra is an alumna of New England College where she received her bachelor or arts degree. She has an M.Ed. from Keene State College, and an M.Ed. and Ph.D. from Fielding University.

Debra teaches Qualitative Research Methods in Education, Dissertation Seminar, and Comprehensive Project



Bill Preble

Bill is a Professor of Education at New England College who has taught at NEC for 15 years. He teaches graduate and undergraduate courses in Education, Educational Psychology, School Climate Leadership, and Educational Research. Bill was the 2011 Kilgore Award-winning Professor of the Year at New England College.

Bill is a former elementary teacher, middle school social students teacher, and elementary principal. Bill's major area of research is in the field of youth leadership, youth political socialization, and school climate leadership and change. Bill is the founder of the Center for School Climate and Learning that provides schools, organizations, and government agencies with anti-bullying and school climate and culture research, evaluation and professional development services. Bill has worked successfully in hundreds of schools throughout the country to help school leaders, teachers, and students improve school climate, safety, respect, student leadership, and respectful teaching and learning.

Bill is the developer of the SafeMeasures™ Process, a research-supported school improvement framework that has been used extensively by schools in NH, ME, MA, TN, FL, and OH. He is the author of two books: *The Respectful School* (ASCD), written with Steven Wessler in 2003, and, *Transforming School Climate and Learning (Corwin, 2012) co-authored by Rick Gordon*. Bill's work was also featured this past year in Educational Leadership and the New Hampshire Journal of Education.

Bill and his wife Holly have two teenage children. He enjoys spending time at his family cottage in Maine, watching his children play music and cook, and playing the drums whenever he can.

Bill teaches Critical Issues in the Future of Education and Quantitative Research Methods in Education

Susan Redditt

Susan Redditt received her undergraduate degree in Speech Pathology and Audiology from SUNY Geneseo, NY, her Maters of Science in Education from Nazareth College of Rochester, NY and her Doctorate in Special Education from Boston University. She has been teaching since 1979. Her career in higher education has focused on designing and enhancing equitable and high quality education for diverse groups of learners. She is currently Associate Professor of Education at New England College where she teaches courses in special education, multicultural education, assessment and differentiated instruction. Her current research explores student perspectives on service learning when teaching English as a second language in the Dominican Republic and Nicaragua. Dr. Redditt has lead six student service learning trips since 2009. Three of these trips were paired with courses entitled English as a Language of Power (2010), Early Childhood Teaching and Learning in Diverse Settings (2012) and Teaching English Language Learners in 2013. Dr. Redditt is also a faculty member in the Education Doctoral Program at New England College and a consultant in the areas of Social Justice, Differentiated Instruction and Multicultural Education.

Susan teaches Creation and Implementation of Best Educational Practices