



## Doctorate of Education Faculty



**BETH DEVONSHIRE**

*Beth teaches Preventative Law in Higher Education.*

Beth currently serves as a consultant for Equity Compliance and Title IX/Civil Rights Training for D. Stafford and Associates. Beth is an experienced student affairs professional with expertise in student conduct, Title IX, threat assessment teams, policy development, trainings for various constituencies, and the impact legislative and legal decisions have on higher education. From 2006–2018, Beth worked as the Associate Dean of Students at UMass Boston, the Director of Community Standards at Bridgewater State University, and the Director of Community Standards at Stonehill College. In these roles, Beth was charged with oversight of the student conduct systems, membership in CARE/BIT teams, serving as the Deputy Title IX Coordinator, and drafting policies and procedures related to students. Prior to her work in higher education, Beth served as a law clerk for the Justices of the Superior Court in Massachusetts and in multiple roles at the Massachusetts State House.



**KATHRYN DODGE**

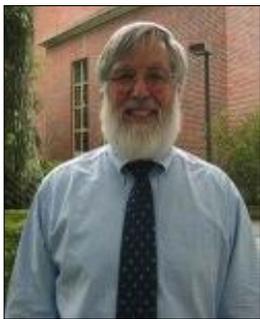
*Kathryn teaches Public Policy in Higher Education.*

Kathryn is the founder of the Dodge Advisory Group, LLC ([dodgeadvisory.com](http://dodgeadvisory.com)), focused on excellence in policy and practice. Her campus-based experience primarily at Keene State College, a New Hampshire public liberal arts college, is complimented by her decade as Executive Director at the New Hampshire Higher Education Commission (formerly the Postsecondary Education Commission). The Commission is a coordinating state agency that regulated public, private, profit, non-profit, degree granting, and non-degree granting institutions.

She is currently involved with Florence University of the Arts-American University of Florence to support capacity-building efforts focused on accreditation. Other projects include a colloquium for senior leaders in New England and Radio Higher Ed ([RadioHigherEd.com](http://RadioHigherEd.com)), of which she was a co-founder, a national podcast that provides access to contributors who consider higher education policy issues and their broader implications.

Kathryn's experience at the policy level and working with leaders at the institutional level informs her teaching. In addition to teaching at New England College in the Ed.D. program, she taught in the University of New Hampshire's Ph.D. program in Education.

In addition to accreditation appointments—serving as a public member on the Commission for Physical Therapy Education (CAPTE), Accrediting Commission of Career Schools and Colleges (ACCSC), and on the distance education committee for Accrediting Bureau for Health Education Schools (ABHES)—she represents New Hampshire, by gubernatorial appointment, as a Commissioner at Education Commission of the States and is on the founding board of the National Council for State Authorization Reciprocity Agreements (NC-SARA).



### **CARLTON FITZGERALD**

*Carlton teaches Brain Research and Learning, Futuristic Organizational Theory, Curriculum for the Information Age, and Comprehensive Project Seminar.*

Carlton is an adjunct instructor at NEC and the University of Oradea in Romania. Prior to moving to Romania, Carlton was an associate professor of education and associate dean of education at New England College. 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 NEC, he was an adjunct instructor at Colby-Sawyer and Notre Dame Colleges. He teaches online classes in the undergraduate and graduate programs for NEC. Each summer, Carlton teaches a class in cooperative learning and another class related to student-centered concepts and practices, a combined project with the University of Oradea and the Association for Cooperation in Education. During the past four years Carlton, with his colleagues in Oradea, has researched student-centered concepts in public schools and at the university.

He received his BA from Bates College, his MEd and CAGS from the University of Maine, and his EdD from the University of Vermont.



### **JULIA GLENNON**

*Julia teaches Creation and Implementations of Educational Best Practices.*

Julia has been an educator since 2002. She received her undergraduate degree in business administration from New England College and began her career as a corporate auditor with a Fortune 500 company, specializing in information systems

auditing and data analysis. After spending nearly a decade in the business world, she left corporate life behind to become a stay-at-home mom. When her youngest son was identified as a student with learning disabilities, Julia's search to learn more about how to address these issues led to taking graduate courses at Notre Dame College and ultimately a new vocation. After receiving a Master of Education with a concentration in Special Education in 2002, she began her career as a Special Education teacher with the Manchester School district, later transitioning to a traditional 5th grade classroom setting. Julia received her Doctorate of Education in 2015. Her doctoral research and dissertation focused on explicit instruction strategies. Julia's certifications include General Education K–8, Special Education K–12, and Principal K–12.



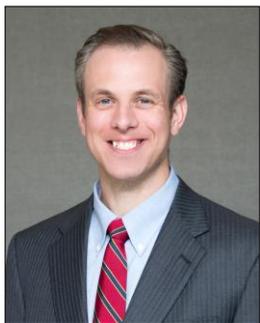
### **GAVIN HENNING**

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

In his current position as Director of the Master of Higher Education Administration and Doctorate of Education programs at New England College, Gavin helps prepare the next generation of professionals to improve educational organizations. He has served as president of ACPA—College Student Educators International and president of the Council for the Advancement of Standards in Higher Education.

In addition to his practitioner work, Gavin's scholarship includes two recent books on student affairs assessment. He is co-editor of *Coordinating Divisional Student Affairs Assessment: A Practical Guide* and co-author of *Student Affairs Assessment: Theory to Practice*.

Gavin holds a Doctor of Philosophy degree in Education Leadership and Policy Studies and a Master of Arts degree in Sociology, 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.



## **JAMES KOHL**

*James teaches Advanced Student Development in Higher Education.*

James currently serves as the Dean of Student Affairs and Enrichment at the University of Massachusetts Lowell. In this role, he works to envision, create, and drive a holistic university experience for over 18,000 graduate and undergraduate students. This is achieved through his partnership with students and colleagues across the university and his leadership of a team of over 200 employees in the areas of Residence Life, Housing, Career Services, Cooperative Education, Student Conduct, Compliance and Violence Prevention, Student Resource Insecurity and Support, Veterans Services, Health Services, Counseling Services, Disability Services, Wellness Education and Promotion, First Year Experience and Parent Programs, and Veterans Services.

James held various positions at Northeastern University and The George Washington University before returning to New England after the birth of his first son, Jack. James' career trajectory continued at UMass Lowell, where he began as the Director of Residence Life but was quickly promoted to Associate Dean and then Dean. James is also an Adjunct Professor in UMass Lowell's Higher Education Administration graduate program, where he has taught courses in Student Development Theory and Diversity in Higher Education.

After graduating with Honors from Lafayette College in 1997 with a Bachelor of Science in Psychology, James earned a Master of Arts in College Student Personnel Services from The University of Maryland College Park in 1999, followed by a PhD in Educational Policy and Leadership from the same institution in 2009. James has been recognized at the national level for his work in Residence Life and has been active in the National Association of Student Personnel Administrators, where he has held volunteer leadership positions and presented at national conferences.



## **FRANCY MAGEE**

*Francy teaches Organization Leadership and Change in Higher Education.*

As the Associate Provost and Dean of Students at Clark University, Francy serves as the chief student affairs officer and coordinates enrollment management in collaboration with Academic Affairs. She has more than 20 years of experience in student affairs, most recently serving as dean for campus life at the New York Institute of Technology at Old Westbury, where she re-imagined student life and exponentially increased student engagement. While at NYIT, Francy also held the role for one year of Acting Director of Athletics, where she

oversaw the daily functioning of a robust Division II athletic program. Francy also held positions at Columbia University, Middlebury College, the University of Virginia, and Randolph-Macon Woman's College (now Randolph College). In addition, throughout her career, Francy has held leadership roles in national and regional student affairs associations. She is a regular presenter in the field of higher education on topics related to the on-going learning and career growth of student affairs professionals and faculty, both of whom provide key points of connection and support in promoting student success. Francy is also sought to speak on issues related to organizational change in higher education, such as creating robust communities of care for students of concern, building sustainable cross-campus collaborations that are grounded in design thinking, and developing inclusive excellence in high performing teams.

Francy has a bachelor's degree in communication and German studies from Randolph-Macon Woman's College, an MEd in counselor education from the University of Virginia, and a doctorate in organization and leadership/higher and postsecondary education from Columbia University, where she focused her research on the experience of faculty who engage in research with undergraduates. She considers herself equal parts pragmatist and optimist, and her superpowers include artful wood-stacking and herding cats.



**BRIAN MCCOY**

*Brian teaches Strategic Management in Higher Education.*

Brian is a Professor of Psychology at Nichols College. Prior to his faculty appointment, Brian served as the Vice President for Student Affairs and Dean of Students at Nichols for 15 years. He also serves as adjunct psychology professor at Assumption College as well as in the graduate programs at New England College and Nichols College. His former student affairs positions were in the residence life departments at Wentworth Institute of Technology and Assumption College.

Brian earned his EdD in Educational Policy, Research, and Administration from the University of Massachusetts-Amherst (2003). He also holds an MA in Counseling Psychology (1988) from Assumption College and BA 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*, was

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), a member of the Joint ACPA/NASPA Taskforce on the Future of Student Affairs (2008–2010), and as the 2013 NASPA Annual Conference Chair. NASPA named Brian a Pillar of the Profession in March 2018.



**ERIC MCGEE**

*Chip teaches Visionary Leadership.*

Eric “Chip” McGee currently serves as the Assistant Superintendent for the Methuen Public Schools. Prior to that, he served as Assistant Superintendent and Superintendent in Bedford, New Hampshire for 15 years. Prior to moving to New Hampshire, Chip taught high school science and history in the New York City Public School System. Chip has deep experience in all areas of public schooling, from teaching and learning to budgeting and negotiations.

Additionally, Chip has served on the Board of a regional education nonprofit in southern New Hampshire, helping the organization through a major turnaround effort and fiscal restructuring.



**PRUE MERTON**

*Prue teaches Teaching and Learning in Higher Education—Beliefs that Guide Practice.*

Prue teaches part-time at Dartmouth College in Hanover, New Hampshire.

Formerly, she was the Associate Director for Faculty Programs and Assessment with the Dartmouth Center for Advancement of Learning. With expertise in learning theory, pedagogy, assessment, and course design, she has worked with faculty to support their teaching and to facilitate student learning. She teaches academic writing courses to first-year students and co-teaches a course for students returning from study abroad focused on helping them reflect on their experiences. She has worked on faculty development programs in Qatar, India, and Tanzania.

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.



**JAMES C. MORSE, SR.**

*Jim teaches Recreating Educational Policy.*

Jim is the current Superintendent for the Oyster River Cooperative School District in Durham, New Hampshire, since 2012. His education career spans 39 years, as a Kindergarten–Grade 12 Art Teacher in Maine starting in 1977, moving up to principal, assistant superintendent, and then to superintendent for 24 years.

He is a graduate of the University of Maine, earning his BA in 1977 and his MA in Education in 1986. In 1996, he received his Doctorate in Education from the University of Sarasota. He is a member of many different educational organizations both in Maine and New Hampshire and is a committee member for the executive board of NESDEC in Massachusetts and the Strafford Learning Center in New Hampshire.

His goal is to act as a role model for those reared in poverty, abuse, and alcoholism that education provides a path to a rewarding life for oneself and future generations.



**DEBRA NITSCHKE-SHAW**

*Debra teaches Qualitative Research Methods in Education and Dissertation I, Dissertation III, and facilitates many comprehensive projects and chairs many dissertation committees.*

Debra is the Director of Graduate Programs in Education and Senior Professor of Education. She has been a faculty member at New England College for over 30 years and 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 New Hampshire; was a member of the New Hampshire Council for Teacher Education, Professional Standards Board; and supports students in their roles as student interns in the classrooms throughout the area.

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, and teacher evaluation and development. Debra loves helping students understand the power stories have in explaining a phenomenon. Hence, she enjoys teaching the Qualitative Research course along with courses that help students develop their Dissertation Proposals and Final Dissertations.

Debra is an alumna of New England College, where she received her Bachelor of Arts degree. She has an MEd from Keene State College and a MEd and PhD from Fielding University.



**BILL PREBLE**

*Bill teaches Research Methods in Education (Quantitative), Critical Issues in Education, Reforming Educational Practices, Dissertation II, and Comprehensive Project.*

Bill has taught at New England College for 23 years. He teaches graduate and undergraduate courses in the Teacher Education program and NEC's General Education program including Is Math Literacy a Civil Right?, Critical Issues in Education, Methods and Analysis, Educational Research I (Qualitative Research Methods), Reforming Educational Practices, Dissertation Seminar II, and Comprehensive Project in the EdD program. Bill was the 2011 Kilgore Award-winning Professor of the Year at New England College and the 2015 Faculty of the Year in Education.

Bill is a former elementary teacher, middle school social studies teacher, and school principal. His major areas of research are in the fields of school climate, culture and leadership, youth participatory action research, and student adult partnerships and school reform. Bill is the founder of the Center for School Climate and Learning that provides schools, organizations, and government agencies with school climate and culture research, evaluation, and professional development. Through his recent collaboration with the University of Pennsylvania Graduate School of Education's Coalition for Equity and Excellence, Bill is working with school leaders from nearly 200 school districts to help these schools bring students to the table as diversity and school climate experts and leadership partners. Bill is also a member of the International Youth Voice Symposium Planning Committee and the We the People Math Literacy Alliance.

Bill is the developer of the SafeMeasures™ Process, a youth participatory action research process that has been used extensively by schools in New Hampshire, Maine, Massachusetts, Connecticut, New York, New Jersey, Pennsylvania, Tennessee, Ohio, Florida, Washington, and California. 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. He is currently working on a new book on student voice and educational reform. Bill's work has also been featured in *Educational Leadership*, the *New Hampshire Journal of Education*, and *Procedia: Social and Behavioral Science*.



### **SETH WALL**

*Seth teaches Budget and Finance in Higher Education.*

Dr. Wall brings a unique business and government perspective to Massachusetts College of Pharmacy and Health Sciences (MCPHS) in his role as Executive Director of MCPHS's Manchester and Worcester campuses. His leadership role and experience in the position of executive director have helped MCPHS continuously expand and work toward fulfilling its strategic plan. He is responsible for the administrative leadership, oversight, and management of the university's two Worcester and Manchester campuses with combined 2,200 students, 350 employees, and over 1 million square feet of living and learning space.

Prior to joining the university, Dr. Wall was the chief of staff and senior assistant in charge of budgetary and organizational affairs for the Mayor's office in Manchester, New Hampshire. During that time, he developed and managed the city's \$330 million budget and was involved in numerous economic development projects.

Dr. Wall's education includes a BA in psychology and a BS in kinesiology from the University of New Hampshire. He holds an MBA and MS in international business from Southern New Hampshire University. He holds a Doctorate degree in higher education administration from New England College. He also received a Certificate in Negotiation and Dispute Resolution from Harvard Law School and has attended Corporate Governance Executive Education at Harvard Business School.



## **ALEX WALSH**

*Alex co-teaches Quantitative Methods.*

Alex's mission to improve the lives of others through education has led him to his current role as Assistant Professor of Psychology at New England College. Alex focuses on building personal skills and on the application of evidence-based practices in order to facilitate students' success in their personal and professional lives. He is an active researcher in the field of building resilience skills in the college classroom, has authored journal articles, and has given presentations on topics ranging from exercise adherence to resilience, as well as course and program-level college assessment.

Alex earned his EdD in Counseling Psychology with a specialization in Sport Psychology from Boston University. He earned a master's degree in Clinical Psychology and an undergraduate degree in Elementary Education from American International College. Alex has served as a teaching and research assistant at Boston University, an adjunct faculty member at Lasell College and Salem State University, and most recently served as an Assistant Professor of Psychology at Mount Ida College.



## **CHRISTINE WILSON**

*Christine teaches Higher Education Access and Retention.*

Christine currently serves as the Vice President for Student Affairs and Enrollment Management at the University of Maine at Farmington, where she oversees Admissions, Athletics and Recreation, Campus Police and Public Safety, the Center for Student Development (Counseling, Career Services, Testing, and Advising for undeclared/undecided students), Financial Aid, Orientation, the Student Health Center, Student Leadership and Service, Student Life (conduct, residential life and housing, and student activities), and TRiO programs.

Before coming to UMF, she served as the Assistant Vice President for Student Affairs and Director of Student Activities at the University of Connecticut for 13 years and was responsible for assuring a comprehensive, innovative, safe, diverse, and inclusive extracurricular experience for the students. At UConn, she was a member of the University Senate, served as the Chair of the Student Welfare Committee, and taught in the Higher Education and Student Affairs master's program. Christine has also worked in student leadership, student unions, student activities, and residential life. She conducts research and assessment on student leadership (focusing on inclusive leadership), the stress of student leaders, and perfectionism. She loves to support students

and practitioner colleagues engaged in research and served as the Research and Scholarship Chair for NACA from 2016–2019. She recently co-authored the Ethical Practices chapter in the 2017 edition of *Student Services: A Handbook for the Profession* and co-edited *Applying Student Development Theories Holistically: Exemplar Programming in Higher Education* (2018).

Christine earned a bachelor's degree in Political Science and a master's degree in College Student Personnel from Indiana State University and a PhD from the University of Rhode Island; her research focused on preparing teachers for multicultural environments. She also earned a graduate certificate in Restorative Practices from the International Institute for Restorative Practices and is a licensed Restorative Practices trainer.