



Dean Cascadden

Interests, Academic and Other:

Superintendent stuff- leadership and management, governance issues- regulations and policy; Research Design - epistemology (how we know), especially the Qualitative and Quantitative Paradigms; Fun stuff- Hockey Golf Sailing Skiing, Never letting school get in the way of my education.

Dean teaches K-12 Access and Retention



Jacqueline Coe

Jackie is a New Hampshire native, who went to Colby-Sawyer for her B.A. in American Studies and Dartmouth for her M.A.L.S, with a concentration in writing. She taught high school Social Studies and English before becoming Academic Dean at Bow High School. As a member of the first doctoral cohort at NEC, Jackie completed her dissertation on the impact of blended learning on student engagement. She has facilitated professional development on blended learning, performance assessments, rigor and depth of knowledge, creativity and mentoring. Jackie is especially interested in opportunities to rethink the structures of school. Currently, Jackie serves as Assistant Superintendent at

SAU 24 (serving Henniker, Stoddard & Weare).

Jackie teaches K-12 Access and Retention



Beth Devonshire

Beth Devonshire, Esq., has been the Associate Dean of Students at UMass Boston since November of 2016. In this role, Beth administers the student conduct system, chairs the CARE Team, serves as the Deputy Title IX Coordinator, oversees the office of off-campus housing, manages U-Access (an office dedicated to assisting students who are dealing with a multitude of issues such as food insecurity, homelessness, emancipation from foster care, and chronic poverty), and acts as a liaison with the various constituencies around the University. Additionally, Beth is responsible drafting the policies and procedures related to students. Prior to this, Beth was the Director of Student Conduct at Bridgewater State

University and the Director of Community Standards Stonehill College. Before beginning her career in Higher Education, Beth served as a clerk for the Justices of the Superior Court, and in various positions for the Massachusetts House of Representatives.

Beth teaches Preventative Law in Higher Education



Kathryn Dodge

Dr. Kathryn Dodge is the founder of the Dodge Advisory Group, LLC (dodgeadvisory.com), focused on excellence in policy and practice. Her campus-based experience primarily at Keene State College, a NH public liberal arts college is complimented by her decade as Executive Director at the NH Higher Education Commission (formerly the Postsecondary Education Commission). The Commission is a

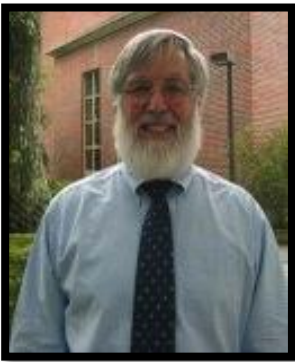
coordinating state agency that regulated public, private, profit, non-profit, degree granting and non-degree granting institutions.

She co-founded Radio Higher Ed (RadioHigherEd.com), 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. She is an affiliate assistant professor at the University of NH and also teaches in the Ed.D. program at New England College.

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 NH, 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).

Kathryn teaches Public Policy in Higher Education



Carlton Fitzgerald

Carlton is an adjunct instructor at NEC and at the University of Oradea in Romania. Prior to moving to Romania, Carlton was an associate professor of education and associate dean of education at NEC. 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. 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 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 Brain Research and Learning, Futuristic Organizational Theory, Curriculum for the Information Age, and Comprehensive Project Seminar



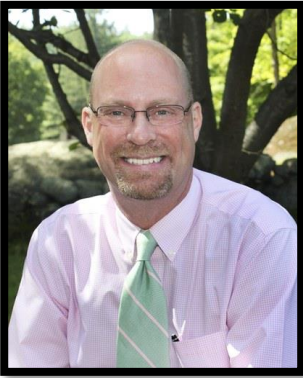
Julie Glennon

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 lead to taking graduate courses at Notre Dame College and ultimately a new vocation. After receiving a Masters 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.

Julie teaches Creation and Implementations of Educational Best Practices



Gavin Henning

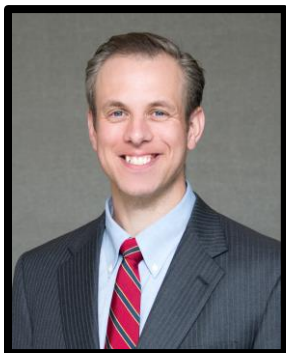
Gavin is a college student educator with a reputation as an organizer, collaborator, and catalyst for educational change. His professional mission is to generate applied scholarship, bridge theory to practice, create systems and processes, and teach higher education professionals to foster college student learning, development, and success.

He has advanced this mission during his 20+ years in higher education in positions including professor, assessment practitioner, and student affairs administrator. 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. As President of ACPA – College Student Educators International from 2015-2016, he led the premiere higher education association centered on fostering college student learning and development. As President of the Council for the Advancement of Standards in Higher Education and founder of Student Affairs Assessment Leaders, Gavin helps further a national agenda of accountability and continuous improvement of higher education programs and services.

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.

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



James Kohl

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 17,000 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, Veterans Services, Health Services, Counseling Services, Disability Services, Wellness Education and Promotion, Campus Ministries, 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 teaches 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 Ph.D. 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.

James teaches Advanced Student Development in Higher Education



Francy Magee

Francy is the Assistant Provost and Dean of Students at Clark University, serving as the Chief Student Affairs Officer. 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. Prior to her 10 years at NYIT, she held positions at Columbia University, Middlebury College, the University of Virginia and Randolph-Macon Woman's College (now Randolph College). Over her career, she has also held leadership roles in national and regional student affairs associations.

Francy has a bachelor's degree in communication and German studies from Randolph-Macon Woman's College, a master's 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.

Francy teaches Organization Leadership and Change in Higher Education



Brian McCoy

Brian is a Professor of Psychology at Nichols College. Prior to this recent 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 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* which 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); 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



Prue Merton

Prudence Merton is 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 works with faculty to support their teaching and to facilitate student learning. She also teaches an academic writing course to first-year students. Besides her work nationally, 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.

She teaches Teaching and Learning in Higher Education – Beliefs that Guide Practice.



Laura Nelson

Laura is the Superintendent of Schools for the Derry Cooperative School District in Derry, NH and has extensive experience as a public school teacher and school administrator. She holds a Juris Doctorate degree and an Advanced Studies degree in Education Law from the University of New Hampshire School of Law. In addition, she holds a Masters Degree in Educational Administration and Supervision from the University of New Hampshire and BS degrees in Mathematics and Computer Science from the University of Pikeville in Pikeville, KY.

She began teaching at New England College in 2005 and has served as an Adjunct Professor since that time. Laura also teaches with the University System at Plymouth State University and the University of New Hampshire and has also worked as an Adjunct Professor with Rivier University.

Laura serves on several nonprofit boards and professional committees and volunteers her time extensively to serve the New Hampshire educational community. She considers her most important role as mother to her son Wes and is committed to child advocacy. She is also an avid sports fan and enjoys hiking, outdoor activities, traveling, and spending time with family and friends.

Laura teaches Visionary Leadership



Debra Nitschke-Shaw

Debra Nitschke-Shaw is the Director of the MED and CAGS programs, Director of Teacher Certification and Placement, and Senior Professor of Education. She has been a faculty member at NEC 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 NH, was a member of the New Hampshire Council for Teacher Education, 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 a M.Ed. from Keene State College, and a M.Ed. and Ph.D. from Fielding University.

Debra teaches Qualitative Research Methods in Education and Dissertation Seminars and facilitates many Comprehensive Projects and Chairs many Dissertation Committees.



Bill Preble

Bill is a Professor of Education at New England College who has taught at NEC for 20 years. He teaches graduate and undergraduate courses in the Teacher Education program and Critical issues In Education, Educational Research II (Quantitative), Reforming Educational Practices, Dissertation II, and Comprehensive Project in the Ed.D. 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 students teacher, and elementary principal. Bill's major area of research is in the fields of student voice and school reform, school climate leadership and youth political socialization. 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. Through his other consulting firm Main Street Academix, Bill works with other educational researchers to conduct program evaluation research for educational publishers.

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 and is currently working on a 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.

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



Seth Wall

Dr. Wall brings a unique business and government perspective to MCPHS University in his role as Executive Director of MCPHS Manchester and Worcester campuses. His leadership role and experience in the position of executive director has helped the University 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 2000 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.

Seth teaches Budget and Finance in Higher Education



Christine Wilson

Christine Wilson has been a student affairs professional for almost 30 years. She currently serves as the Assistant Vice President for Student Affairs & Director of Student Activities at the University of Connecticut. She is responsible for assuring a comprehensive, innovative, safe, diverse and inclusive extracurricular experience for 17,000 students. She supervises five areas: Fraternity and Sorority Life, Student Activities Business Services, Major Events and Programming Services, Community Outreach, and Leadership and Organizational Development. She also collaborates with other colleagues to manage crises and bias incidents on campus, and co-chairs the assessment committee in the Division of Student Affairs. She is a member of the University Senate and serves as the Chair of the Student Welfare Committee, and teaches in the Higher Education and Student Affairs master's program.

Before coming to the University of Connecticut, Christine worked in student leadership, student unions, student activities, and residential life at several universities. She conducts research and assessment on student leadership (focusing on inclusive leadership) and the stress of student leaders, and she loves to support students engaged in research. She serves as the Research & Scholarship Chair for NACA, and recently co-authored the Ethical Practices chapter in the 2017 edition of *Student Services: A Handbook for the Profession*.

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.

Christine teaches Higher Education Access and Retention