



# New England College

## Doctorate of Education Faculty



### **Beth Devonshire**

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. Beth earned her BA from Stonehill College and JD from Suffolk University School of Law.

*Beth teaches Preventative Law in Higher Education*



### **Pat Corbett**

In her current position, Patricia serves as the Dean of Undergraduate Programs at New England College. Before this, she served as the Associate Dean of the Education Division at NEC. As a New Hampshire educator for over 30 years, Pat has worked within the K-12 and higher education environments in a variety of positions. Prior to coming to NEC, Dr. Corbett was a faculty member and department chair for the Community College System of NH overseeing the Teacher Preparation, Early Childhood Education, and the Behavioral and Social Science Departments. At Granite State College, Pat had oversight over the field experience for the undergraduate and graduate teacher certification candidates. At GSC, Pat developed and taught in the MEd program. Prior to beginning a career in higher education, Pat was an elementary educator. She holds certifications as an Experienced Educator in Elementary Education K-8 and Curriculum Administration.

Dr. Corbett is very active in her community where she sits on the school board and has served as chair multiple times. This aligns with her work on the evaluation process for school superintendents. Pat holds a BA in Psychology from St. Anselm College, an MEd from the University of New England, and an EdD from Northeastern University in Curriculum and Instruction Leadership.

*Pat teaches Creation and Implementation of Educational Best Practices*



### **Kathryn Dodge**

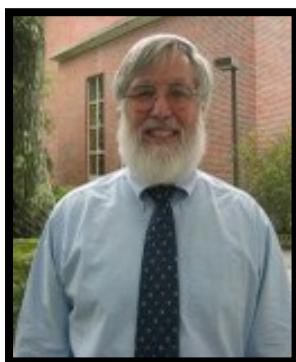
Kathryn is the founder of the Dodge Advisory Group, LLC ([dodgeadvisory.com](http://dodgeadvisory.com)), focused on excellence in policy and practice. Her campus-based experience primarily at Keene State College, a NH public liberal arts college is complimented by her decade as Executive Director at 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 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 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. Carlton has recently co-authored, with one of his classes, a book titled: *From the Inside-Out: Concrete Steps to Transforming Education Today*.

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*



### **Gavin Henning**

Gavin Henning is Professor of Higher Education at New England College in New Hampshire where he directs the Master of Science in Higher Education Administration and Doctorate of Education programs. Gavin is immediate past president of the Council for the Advancement of Standards in Higher Education (CAS) and is a past president of ACPA – College Student Educators International. He has over 20 years' experience in higher education assessment and institutional research and frequently consults and presents regionally, nationally, and internationally. His scholarship includes over 90 peer-reviewed presentations and over 90 invited presentations and keynotes regarding assessment. In addition, he has published articles and books on assessment including *Student Affairs Assessment: Theory and Practice* with Darby Roberts that serves as the foundational text for

assessment courses in many higher education graduate programs. Gavin earned his Ph.D. in Leadership and Policy Studies from the University of New Hampshire.

*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 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, Health Services, Counseling Services, Disability Services, Wellness Education and Promotion, First Year Experience and Family 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 Ph.D. in Educational Policy and Leadership from the same institution in 2009. James 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*



### **Sharon Locke**

Sharon Locke served as the Superintendent of Schools in Naugatuck, Connecticut from 2014-2020. Her team's relentless focus on learning for each and every student and staff resulted in Naugatuck being one of the most improved districts in the state. During Sharon's 25 years in public education, she has served in various leadership roles in both urban and suburban contexts including Chief Academic Officer, Director of Elementary Education, Principal, and Assistant Principal.

Dr. Locke is currently working part time as the Assistant Director for School Improvement and Profession Learning at ACES, one of Connecticut's Regional Education Service Centers. Sharon has also joined the faculty at University of Connecticut where she is teaching in the principal preparation program. Her research focus is on identifying and dismantling inequitable and racist education policies and identifying leadership practices that yield high-growth results for all students. She has presented at local, state, and national conferences regarding equity-driven leadership, competency-based learning, social and emotional wellness, and strategies for improving mathematics instruction.

A 2020 graduate of New England College's Doctoral of Education program, Sharon is excited to join our faculty as an adjunct professor.

*Sharon teaches Recreating Educational Policy*



### **Francy Magee**

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 M.Ed. 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.

*Francy teaches Organization Leadership and Change in Higher Education*



### **Brian McCoy**

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 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); 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.

*Brian teaches Strategic Management in Higher Education*



### **Eric McGee**

Chip McGee currently serves as the Superintendent of Pelham, NH. Prior to that he served as Assistant Superintendent in Methuen, MA as well as the Assistant Superintendent and Superintendent in Bedford, NH 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.

*Chip teaches Visionary Leadership*



### **Prue Merton**

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.

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



### **Debra Nitschke-Shaw**

Debra is the Director of Graduate Programs in Education 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, 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 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 I, Dissertation III, 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 in both the undergraduate and graduate programs in Education at NEC for over 20 years. He is the Executive Director of the Center for School Climate & Learning which provides consultation and technical assistance to schools to evaluate and improve school climate, cultural proficiency, educational equity, student voice and engaged learning using Youth Participatory Action Research.

Over the past year Bill worked in collaboration with the University of Pennsylvania, Graduate School of Education's Coalition for Equity and Excellence with school leaders and equity teams from nearly 200 school districts to 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, whose mission is to ensure quality mathematics education to historically underperforming and marginalized students.

Bill has co-authored two books, book chapters, and articles including *The Respectful School* (ASCD, 2002) and *Transforming School Climate and Learning* (Corwin, 2011); and *Democratic Thinking and Student-Centered Pedagogy: Bringing Equity, Autonomy and Purpose to Online Learning*, in the Handbook of Research on

Student-Centered Strategies in Online Adult Learning Environments. (IGI Global, 2019). He recently co-authored an article with Carlton Fitzgerald for publication in the inaugural issue of the New England College Journal for Applied Research (2020) called, *Increasing Access to Math Learning for ALL: NEC's Flagway Math Literacy Initiative*. Bill's work has been featured in journals including Educational Leadership, the New Hampshire Journal of Education, and Procedia: Social and Behavioral Science and he is currently working on a new book on Student Voice and Educational Reform.

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



Gary Rosenthal, a native of northern Virginia, received his Bachelor's Degree in Political Science and Geography and his Master's Degree in Political Science and School Administration from Virginia Tech in Blacksburg, Virginia. He also has attended the Principal's Institute at Harvard and has done extensive post-graduate work and research in the areas of school finance, equity, and school and community relations.

Gary has been a Principal at all grade levels and has been a leader in reform and school-turnaround programs in public schools in Virginia, Maryland, Delaware, and most recently in Maine. An educational leader for over 30 years, he has served on the Board of Directors of the Harvard Principals' Center (two- terms), the Chesapeake Center for the Coalition of Essential Schools and on visiting committees with the Southern, Middle States' and New England Accreditation Associations. He has also served as a member and President of the Dorchester County, MD Board of Education, and has been an Adjunct Professor of Graduate Education at Trinity University in Washington, DC; he currently teaches School Leadership and Equity courses at the New England College in NH and School Finance at St. Joseph's College of Maine. In addition, Mr. Rosenthal has attended School Leadership Institutes at The College of William and Mary and Salisbury State University. Mr. Rosenthal previously served as the Assistant Superintendent and Curriculum Coordinator for the Sheepscott Valley RSU #12 in Maine, and as Superintendent of Schools for AOS #97 – Winthrop/Fayette, a position from which he retired in 2018.

*Gary teaches Promoting Access, Retention, and Achievement*



### **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 2200 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 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, student activities), and TRiO programs.

Before coming to UMF, she served as the Assistant Vice President for Student Affairs & 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 and 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 & 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.

*Christine teaches Higher Education Access and Retention*