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Marta V. Martinez  
Lawrence Purtill  
Joyce L. Stevos, Ph.D.

TO: Members of the Council on Postsecondary Education  
FROM: Brenda Dann-Messier, Ed. D., Acting Commissioner  
Date: April 14, 2017

RE: Approval of Faculty Tenure at Rhode Island College.

Background

President Sanchez is requesting approval for the granting of tenure to the faculty members who have met the requirements for tenure at Rhode Island College effective July 1, 2017.

Background information on these individuals is attached for your reference and consideration at the April 26, 2017 meeting of the Council on Postsecondary Education.

Accordingly, I recommend:

THAT the Council on Postsecondary Education approve the awarding of tenure to:

Effective July 1, 2017

Kieran Ayton-Assistant Professor of Emerging Technologies  
Juan Barboza-Gubo-Assistant Professor of Art  
Eliani Basile-Assistant Professor of Modern Languages/Educational Studies  
Whitney Blankenship-Assistant Professor of Educational Studies/History  
Andrea Dottolo-Assistant Professor of Psychology  
Patricia Molloy-Assistant Professor Nursing  
Sara Picard-Assistant Professor of Art History  
Debra Servello-Assistant Professor of Nursing  
Karen Bucci-Assistant Professor of Henry Barnard School  
Sarah Hess-Assistant Professor of Henry Barnard School  
Julie Richardson-Assistant Professor of Henry Barnard School  
Jennie Schwab-Assistant Professor of Henry Barnard School
April 14, 2017

Dr. Brenda Dann-Messier
Acting Commissioner, Postsecondary Education
Office of Postsecondary Commissioner
560 Jefferson Boulevard
Warwick, RI 02886

RE: Approval of Tenure Recommendations

Dear Commissioner Dann-Messier:

Twelve Rhode Island College faculty members have completed tenure requirements as detailed in the collective bargaining agreement between the Rhode Island Board of Education and the RIC/AFT.

In accordance with the directives from the Office of the Postsecondary Commissioner, a description of the candidates for tenure is attached to this transmittal letter. I am also attaching a summary of the college’s tenure analysis for the period of 2007 – 2016.

I request that these tenure recommendations be placed on the agenda for the next meeting of the Council on Postsecondary Education.

Sincerely,

[Signature]

Dr. Frank D. Sánchez
President

Attachments (14)
2017 List of Rhode Island College Faculty Receiving Tenure

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<thead>
<tr>
<th>NAME</th>
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KIERAN AYTON

Assistant Professor of Emerging Technologies
James P. Adams Library

Education

2009 M.L.I.S. Simmons College
2006 B.A. Rhode Island College

Selected Prior Experiences

Before arriving at Rhode Island College in 2012, Professor Ayton held librarian positions at the Peters Health Science Library at Rhode Island Hospital, Bryant University, and Cranston Public Library.

Rhode Island College History

Mr. Ayton has several key areas of responsibility as the Emerging Technologies Librarian and Head of Digital Initiatives: supporting digitization projects; planning and implementing new technology initiatives; developing the library’s online presence; managing Digital Initiatives staff and the library’s Digital Commons site, an institutional repository of student and faculty publications and digitized special collections; and providing reference assistance and instructional services. His service includes membership on the Council of Rhode Island College and Chair of the Academic Technology Advisory Committee. Through this participation, he has built lasting relationships with colleagues across campus and has strengthened the relationships of the library as a whole with these constituencies. He has also contributed to accreditation and served on search committees, Adams Library committees, and other College committees.

Working closely with the Library Directors over the past few years, Mr. Ayton has spearheaded several projects that have improved the library environment, collections, technology and catalog. He improved the library’s digital presence by expanding the online collections worldwide, spearheaded the transition to a new integrated library system, and developed a new user friendly website. He took the lead on creating much-needed space for seating and student services within the library by working with his colleagues and with other faculty to systematically deselect over 100,000 books in the collection. Professor Ayton used his technical and teaching skills to train faculty and staff to use a collection analysis program, GreerGloss, which identified materials that had not been used and were available elsewhere.

Mr. Ayton provides instructional sessions on digital resources to academic departments, specific classes, and ESL students. His teaching is considered exemplary by students and colleagues alike. He incorporates all of the 21st century information sources and teaches students to be critical information consumers, including best practices in using Google and evaluating, assessing, and comparing information sources.

Professor Ayton has built strong relationships with faculty across the college, who comment on his professionalism, knowledge, and dedication. Within the library, his colleagues unanimously praise his technical skills, patience, and dedication to overall librarianship.
JUAN BARBOZA-GUBO

Assistant Professor of Art
Faculty of Arts and Sciences

Education

2008      MFA      Massachusetts College of Art and Design
2007      MFA      Massachusetts College of Art and Design
2000      BFA      Pontificia Universidad Catolica del Peru

Selected Prior Experiences

Prior to beginning his position at Rhode Island College in 2012, Professor Barboza-Gubo was an adjunct at Massachusetts College of Art and Design for five years. During that time, he was also an instructor of art at Northern Essex Community College.

Rhode Island College History

Professor Barboza has taught multiple foundations courses: Drawing 1, Drawing 2, 2D Design, 3D Design, and Synthesis 2, as well as independent studies. These foundational courses are critical for the development of the emerging artists who will become BA and BFA studio majors. In addition, students seeking General Education Art credit take his courses. Across all levels, the vast majority of students rate him as excellent. Students find him knowledgeable, enthusiastic, and challenging. His fellow artists find him energetic in the classroom, setting a high bar and demonstrating a genuine interest in the students’ success and development.

He has been very active in serving his department and the college. A member of the Department Advisory Committee, Portfolio Review Committee, BFA Application Committee, BFA Review Committee, and Building Safety Committee, he also contributed to the reaccreditation report for the National Association of Schools of Art and Design, which rewarded RIC with renewal of membership until 2025-26, and has served on faculty search committees. His work as a curator has been invaluable in his involvement in the Bannister Gallery as well as the Chazen Family Gallery. He has had a major impact on the department, college, and community in leading the development of student exhibitions in the Chazen Gallery, which have been very well received. In addition, he serves as the Art Department representative on the Rhode Island College Council.

Professor Barboza’s art crosses the media of painting and sculpture. His scholarly activities are in both his exhibitions as well as his curation of exhibitions. He has had four solo exhibitions of his artwork and five group shows across the U.S. and in Italy and Ecuador. He has received numerous fellowships and prizes for his work, and he has given invited lectures and participated as an art critic. His work has been reviewed/commented on in the press dozens of times, and his works are held in the Graham Gund Collection, Genzyme Corporation, and the Center for Latino Art in Boston. His latest work has focused on the transgender community of his native country of Peru. In addition to his curating of student exhibitions in the Chazen Gallery, he has curated three exhibitions at Bannister Gallery, one at Lesley University in Massachusetts, and one for the Rhode Island State Council for the Arts.
ELIANI BASILE

Assistant Professor of Modern Languages/Educational Studies
Faculty of Arts and Sciences/Feinstein School of Education and Human Development

Education

1994 Ph.D. Universidade Federal do Rio de Janeiro
2004 M.A. Boston University
1982 B.A. Universidade Federal do Rio de Janeiro

Selected Prior Experiences

Dr. Basile had been the director of Portuguese and lecturer at the University of New Hampshire and taught at Bentley University, Tufts University, Assumption College, Boston College, and Harvard University and worked as a high school teacher at Woburn High School. She had been the director of the Department of Languages and Literatures and Assistant Professor of Linguistics at the Universidade da Cidade and taught at elementary, middle, and high schools in Brazil for 12 years.

Rhode Island College History

A joint appointment with primary appointment in Modern Languages and secondary in Educational Studies, Dr. Basile has taught 13 different courses ranging from lower level Spanish language classes to upper level linguistics and seminar courses. She also teaches practicum courses for elementary and secondary education students and oversees student teaching placements for World Languages teacher certification. In addition, she developed and taught a First Year Seminar course — Language and Gender. No matter the level or nature of the course, students find her to be an excellent instructor with most ratings in the mid 4's on a 5-point scale. Students cite her as being organized, interested in promoting student interaction, efficient in the use of class time, and highly enthusiastic. A graduate student commented “One of the best classes I have taken so far.” Classroom observations by her faculty peers are equally positive: “The atmosphere was relaxed, students were eager to contribute to the discussion, and the activities were varied and well-paced.” “Dr. Basile possesses those traits the department desires in a professor — someone who not only touches the intellect but also cares deeply about students.”

Dr. Basile hit the ground running when, in her first year at the college, she was asked to design, and gain approval for, a new K-12 teacher certification program in World Languages. She created new courses, realigned existing courses to meet Rhode Island Department of Education standards, and ultimately obtained RIDE program approval. She has been actively involved in both departments in terms of curriculum development, faculty searches, committees, and she has been involved in the Early Enrollment Program, assuring quality in the teaching materials and teaching effectiveness of EEP instructors. She also serves on the Board of Directors of the Rhode Island Foreign Language Association. She has connected with the community through numerous educational editorials dealing with language, culture and immigration for a Boston based Brazilian newspaper, and writes a column for a Brazilian newspaper in Paris.

She has also been active in her scholarship. Since coming to the college she has had five presentations at local and national conferences on such topics as comparison of Spanish and Portuguese linguistic systems, Latino identity, and target language meaning. One presentation on code-switching among bilingual Latinos was expanded and published. Another dealing with Brazilian identity in the United States is scheduled to be published this month. She has offered workshops for Portuguese language teachers in Rhode Island and has continued her active involvement in the assessment of AP Spanish language exams, leading the grading of 140,000 Spanish language exams.
WHITNEY BLANKENSHIP
Assistant Professor of Educational Studies/History
Feinstein School of Education and Human Development/Faculty of Arts and Sciences

Education

2010    Ph.D.    University of Texas at Austin
1992    M.A.    Texas State University
1987    B.S.    Texas State University

Selected Prior Experiences

Prior to joining Rhode Island College, Dr. Blankenship taught high school in the Leander Independent School District in Texas from 1995-2011 and taught history at Austin (Texas) Community College. While pursuing her Ph.D. in Social Studies Education at UT Austin, she served as a Clinical Assistant Instructor and taught several teacher-education courses.

Rhode Island College History

In 2012, Dr. Blankenship was appointed to a joint appointment, with her primary appointment in the Department of Educational Studies and her secondary appointment in the History Department. She has successfully navigated the dual sets of responsibilities and impressed her colleagues in both disciplines. Dr. Blankenship is the lynchpin in the college's social studies and history secondary education program. She has taught 13 different courses in Secondary Education at both the undergraduate and graduate levels, three History courses, and two First Year Seminars as part of the college's general-education program. Throughout these different levels and topics, student evaluations of Dr. Blankenship's courses have been consistently high, indicating that she creates a collaborative and positive classroom environment. Student comments reveal that she is engaging, helpful, respectful, and enthusiastic. Secondary Education History and History B.A. students benefit from the best practices she has developed in each area to bolster her students’ learning experiences. Dr. Blankenship has demonstrated a very commendable and ongoing use of digital literacy practices, and her knowledge of pedagogy using the latest information technologies has allowed her to adapt her teaching to a wide range of audiences.

As a joint appointment, Dr. Blankenship has successfully managed multiple service requirements. On campus she maintains membership on eight committees. Nationally, she currently sits on the Executive Board of the Social Studies Research Group of the American Educational Research Association. At RIC, she coordinates the Secondary Education/History program and was instrumental in guiding the department through an accreditation review that resulted in three-year approval.

Dr. Blankenship's scholarship has flourished at RIC. She has 11 articles in peer-reviewed publications and 20 presentations at national, regional, and local meetings. Her research spans the domains of history pedagogy, curriculum development and delivery, and the history of teaching conflicts in the U.S. She also helped support and wrote about the Independence Trail in Providence, extending her reach as a public intellectual in Rhode Island. A phenomenally well-rounded professor, Dr. Blankenship has proven to be "a bright star in the constellation of our faculty," in the words of her department chair.
ANDREA DOTTOLO
Assistant Professor of Psychology
Faculty of Arts and Sciences

Education

2006 Ph.D. University of Michigan, Ann Arbor
2004 M.S. University of Michigan, Ann Arbor
2000 M.A. San Diego State University
1995 B.A. State University of New York at Oswego

Selected Prior Experiences

Dr. Dottolo was an adjunct, visiting assistant professor, and lecturer at seven higher education institutions including San Diego State University, University of Michigan, Worcester State University, University of Massachusetts at Lowell and Boston College. In 2009, she received the Mary Roth Walsh Teaching the Psychology of Women Award from Division 35 of the American Psychological Association for outstanding teaching strategies, including innovative approaches to increase diversity in teaching the psychology of women.

Rhode Island College History

Appointed in 2014, Dr. Dottolo has impressed her colleagues and students. Teaching a range of courses from General Education Social Psychology, to research methods, to graduate level courses, to supervising a Master’s Thesis, students are excited and engaged by her “flipped classroom,” in which class time is devoted to activities, exercises, and demonstrations rather than lectures. Students have embraced this style, and their evaluations of Dr. Dottolo’s courses are exceptionally high in clarity of subject matter, amount learned, efficient use of classroom time, and overall teaching effectiveness. Scores (on a 5 point scale) are consistently in the high 4’s with more than an occasional 5.0! Often dealing with potentially difficult subjects such as gender and human diversity, she sets a climate wherein students feel safe and respected. Her peers are equally impressed by her teaching and teaching style. Numerous faculty have visited her classes simply to observe and learn from her teaching style. Those who evaluate her find her to be well organized, clear, and extremely responsive to students. As one observer concluded: “Dr. Dottolo is a very creative and effective educator….fosters understanding and respect.”

Dr. Dottolo has been avid in her service to her department, the college, and the professional community. She has served on various search committees and as a member of the Chemical Dependency/Addiction Studies Committee and Graduate Committee within the department. At the college level, she has also served on search committees, on the Institutional Review Board evaluating and approving research on human participants, and on an interdisciplinary research group focused on qualitative research methods. She has served as a member of six RIC/URI Ph.D. in Education student committees. She has presented at department seminars as well as the Faculty Center for Teaching and Learning. Across the country she has delivered invited workshops and lectures on feminism and Women’s Studies.

Dr. Dottolo’s scholarly activities are impressive. She currently holds a Resident Scholars position at the Women’s Studies Research Center at Brandeis University. Since 2014, she has published three articles in Feminism and Psychology, Women and Therapy, and Journal of Lesbian Studies; and two books, Whiteness and White Privilege in Psychotherapy and Gendered Journeys: Women, Migration, and Feminist Psychology. She has another book in press (with Palgrave and Macmillan), Italian American Women, Food and Identity. In addition, she has three poster presentations, three invited lectures, and four conference presentations.
PATRICIA MOLLOY

Assistant Professor of Nursing
School of Nursing

Education

2012 Ph.D. University of Rhode Island
1999 M.S.N. University of Rhode Island
1995 B.A. University of Rhode Island
1984 A.D.N. Community College of Rhode Island

Selected Prior Experiences

Dr. Molloy is licensed and certified as an Advanced Practice Clinical Nurse Specialist in Psychiatric Mental Health Nursing and has noteworthy experience as a professional nurse in adult acute and palliative care and psychiatric nursing. From 1984 – 2007 she worked as a staff nurse in an acute care hospital and, from 1987 – 1989, as a case manager in a hospice setting. During the years 1989 – 2001, she held leadership positions in psychiatric settings. She was Assistant Director of Nursing at Bradley Hospital in Riverside, RI and Director of Adolescent and Family Services at South Shore Mental Health Center in Charlestown, RI. She also worked as a part-time Clinical Nurse Specialist at The Providence Center.

Rhode Island College History

Dr. Molloy began teaching at Rhode Island College as Assistant Professor in 2001 in a term position and, upon completing her Ph.D., applied for and was appointed to a tenure line position in 2012. Dr. Molloy is a dedicated and effective nursing educator. She teaches a range of courses in the School of Nursing, including the essential course in Psychiatric Mental Health Nursing and the foundational course, Foundations of Therapeutic Interventions, in the BSN program. She lectures on psychiatric content in the MSN program. Currently, she serves as the coordinator for the Psychiatric Mental Health specialty, arranging clinical experiences and developing and evaluating the curriculum in Psychiatric Mental Health Nursing. Students and faculty peer evaluations of her teaching are outstanding.

As a member of the nursing faculty, Dr. Molloy actively participates in the School of Nursing, the college, and the community. She has served for repeated terms on the Rhode Island College Council and as a member of the Executive Committee of the Council. She has supported the Shinn Study Abroad Initiative, both as a member of the Steering Committee and by encouraging nursing students to participate. As a result of her efforts, more Nursing students have participated in study abroad. She has also utilized her expertise in mental health to contribute to the development of campus resources and services, such as streamlined referral processes, to promote student success.

In the broader Rhode Island community, Dr. Molloy serves as an expert on nursing and healthcare groups and organizations, expanding the contribution Rhode Island College makes to the community. Recent service includes being a member of the Nursing Foundation of Rhode Island and on the Institutional Review Boards of Butler Hospital and the Providence Center. Dr. Molloy has presented at two juried conferences and published one article in a peer-reviewed journal, Journal of Child and Adolescent Psychiatric Nursing, and she has another manuscript submitted for publication in the Journal of Nursing Education.
SARA PICARD

Assistant Professor of Art History
Faculty of Arts and Sciences

Education

2011  Ph.D.  Indiana University, Bloomington
2006  M.A.  Indiana University, Bloomington
1998  B.A.  Tulane University

Selected Prior Experiences

Dr. Picard taught as an adjunct at Herron School of Art and Design in Indiana, Wheaton College, the Community College of Rhode Island, and Roger Williams University.

Rhode Island College History

Dr. Picard was hired in 2012 as an assistant professor in the Department of Art. By any measure, Dr. Picard is a great teacher. The opening paragraphs of her narrative for tenure make one want to take a class with her. An art historian, she teaches various levels of art history courses — general education, courses for major and studio art majors, senior seminars, and reading and research in art history courses. Across these varied courses, 80% of students rate her excellent in subject knowledge, organization, promotion of intellectual interest, and overall handling of her courses: “Very fair and prepared. Never wasted a minute”; “I had no clue about art/art history (I’m a nursing major). This class inspired me intellectually.” The Art Department Chair found her to “present material with good humored force and logic, inspiring intellectual curiosity and possessing a thorough command of the subject matter.” Another faculty observer concluded, “There was an atmosphere of genuine involvement, indicative of Sara’s sincere concern for learning and quality.”

Her service to the college community has been extensive. She has served on the Art Education Graduate Committee; the BFA Review Committee; the Department Advisory Committee; the Bannister Gallery Committee; M.A. thesis committees in Art, Art Education and English; and the national accreditation NASAD Steering Committee. She has enthusiastically served the college with her involvement in Accepted Students Day, Fall Open House, the Rhode Island College Council, and Diversity Day. She has worked as a juror for the Rhode Island Art Education Association, a professional development workshop for secondary education art teachers and an extension of her Bannister Gallery curated show. She applied for and received a grant from the Rhode Island Council for the Humanities for a lecture during the exhibition, and she coordinated The National Council on Education for the Ceramic Arts National Conference held in Providence.

Since coming to Rhode Island College, Dr. Picard has produced seven publications. She studies historical aspects of Louisiana art and has published book reviews of other art historians. Her most recent article traces the history of a Black artist who was, in fact, not Black. She curated an exhibition at Bannister Gallery and has also written catalogues for numerous other artists for their exhibitions. She has presented her scholarly work at conferences in New Orleans and Bordeaux, France.
DEBRA SERVELLO

Assistant Professor of Nursing
School of Nursing

Education

2014  D.N.P.  University of Southern Illinois
1996  M.S.N.  University of Massachusetts, Graduate School of Nursing
1985  B.S.N.  Rhode Island College

Selected Prior Experiences

Dr. Servello has in-depth experience as a professional nurse in her specialty of cardiac nursing. From 1985 – 2011, she worked in increasingly complex cardiac settings, including staff nurse on a telemetry and cardiac step-down units and in the cardiac catheterization lab.

Rhode Island College History

Dr. Servello began teaching at Rhode Island College as Assistant Professor in 2004 in a term position and, upon completing her DNP, applied for and was appointed to a tenure line position in 2015. Dr. Servello is an outstanding teacher and contributing professional. She has developed many new courses, including essential courses in the Adult Acute Care Nurse Practitioner (NP) option of the MSN program. She is the only faculty member in the School of Nursing – and one of the few in the State of Rhode Island – who is board-certified as an Adult Acute Care NP. An innovative and creative educator, she has been an early adopter of new pedagogies, including the flipped classroom, hybrid teaching, and simulation. Dr. Servello teaches both undergraduate and graduate courses and consistently receives extremely positive student and peer evaluations of her teaching. Students refer to her as a life-changing force in their educational journeys.

Dr. Servello was elected as the first department chair of the Graduate Department of Nursing in May of 2016. An enthusiastic, dedicated, and competent leader, she is an outstanding thought leader and role model as chair of this new department. She worked diligently to learn the administrative duties and is leading significant program improvements and developments. For example, she instituted the Barkley Review Diagnostic Readiness Tests to better prepare NP and CNS students for certification exams and helped launch the new DNP program, while also coordinating the Adult Acute Care NP option in the MSN program. The coordination of the NP option has required constant attention to professional standards and to developing relationships with practicing Nurse Practitioners who serve as preceptors. The NP option has more qualified candidates than can be accommodated, and enrollment in the Adult Acute Care option is at its maximum. The success of this program can be attributed to the excellent reputation that the program has earned, and Dr. Servello deserves much credit for this accomplishment.

Dr Servello has focused her scholarship on high level nursing assessment, writing specialized chapters of a major text, Nursing Health Assessment, A Best Practice Approach. She contributed to the 2015 edition of the publication and was recruited to complete additional chapters for the upcoming 2018 edition. She co-authored a manuscript accepted for publication in the peer-reviewed journal, Nursing Forum. Dr. Servello contributed to the writing of the self-study report submitted in 2013 to the Commission on Collegiate Nursing Education (CCNE), which had to incorporate standards of the National Association of Nurse Practitioners (NONPF) as well as CCNE standards. Responding to the national call for more nurses to serve on healthcare boards, she recently accepted a prestigious position on the Board of Directors of Mt. St. Rita’s Long Term Care Facility in Rhode Island.
KAREN BUCCI

Assistant Professor, Henry Barnard School
Feinstein School of Education and Human Development

Education

1993 M.A.T. Rhode Island College
1992 B.A. Temple University

Selected Prior Experiences

Prior to starting at the Henry Barnard School in 2011, Professor Bucci attained her Master of Teaching from Rhode Island College. She taught at Ironon Elementary School in Ironon, Pennsylvania.

Rhode Island College History

Professor Bucci began her career at the Henry Barnard School (HBS) in the fall of 2011 and is currently serving in her fifth year as a fourth grade teacher. Professor Bucci contributes to the HBS community in many capacities. She serves the students in her classroom as well as the school as a whole. Her highly integrative style of teaching employs technology tools, the skills and expertise of her colleagues, and her many areas of interest. According to one evaluator, “Her sense of self and her own personal interests permeate her profession. Her love for writing is an example of this. This focus on students is woven throughout every section of the well-developed portfolio of professional activities. This includes the students of Rhode Island College.” Her learning leads to presentation and publication, as in the case with SmartScope and Using Instructional Technology in Science. Her development of innovative practice also led to a presentation at the National Council of Teachers of Mathematics. She has accomplished her goals of publication and national presentation.

In addition to teaching her fourth graders, Professor Bucci has been a cooperating teacher for both Mathematics Practicum Teachers and a student intern. She implemented the co-teaching model with her student intern, thereby bringing mutual benefit to the intern and to the fourth grade learners. She participated in a colleague’s doctoral research project at HBS last spring during the time she had her student intern.

Professor Bucci’s continued support of the HBS community is evidenced by her service to the school. She contributes professionally in many capacities and is the true definition of a teacher leader. Examples include, but are not limited to, co-chairing the Learner Assessment Committee and memberships on other committees such as the Math Committee, Principal’s Advisory Committee, and the Professional Development Committee. The co-organization of the Project-Based Learning Professional Development that was provided at HBS, as well as her participation in the development of the roll-out for the pending Kids Inquiry Conference, exemplifies her teacher leadership. She is also the teacher leader for the Academic Pillar of Science at HBS. She is a member of the Feinstein School of Education and Human Development Diversity Committee.

Ms. Bucci is not only an outstanding teacher in service to HBS and her students, but she gives back to the community. An example is co-coordinating the HBS Fourth Grade Recycling Program, participation in RIC’s Green-Up Clean Up Day, and coordinating Pasta Night as a fund raiser for the 4th grade field trip to Boston. She also coordinated the 4th and 5th grade Geography Bee this year.

Numerous letters of support from parents, fellow teachers, and students show the true breadth of Professor Bucci’s reach as an educator, her impact on children, and her love of both teaching and learning.
SARAH HESS
Assistant Professor of Henry Barnard School
Feinstein School of Education and Human Development

Education

2011 M.A.T. Roger Williams University
2005 Teach for America Summer Institute
2004 B.A. Wellesley College

Selected Prior Experiences

Prior to joining the Henry Barnard School, Professor Hess taught elementary school at P.D. Coe in Phoenix, Arizona; at St. Michael's Country Day School in Newport; and at Blackstone Valley Prep Mayoral Academy in Cumberland, RI.

Rhode Island College History

Professor Hess joined the Henry Barnard School (HBS) faculty in 2012 as a fifth grade teacher and then moved to the first grade in 2015 to accommodate the needs of the school. She has mentored many undergraduate teacher-education students in clinical supervision, including students from Elementary Education 424, 427, 429, 437, and 438, as well as Health and Physical Education 200, 221, 300, 413, and 418 and Special Education 312 and Early Childhood Education 423. She also served as a co-teacher for several M.A.T. graduate students. Within her classes, she has incorporated innovative teaching methods and topics, such as a weekly outdoor learning experience, an 8-week social/emotional mindfulness curriculum, and an interdisciplinary literacy, science, and technology education unit. She facilitated the first HBS National Geographic Bee, advocated for a rigorous Living Systems science curriculum, linked the fifth grade science curriculum to an environmental research project, and hosted the Chief of the Rhode Island Narragansett Indians in her classroom.

Professor Hess actively promotes her own learning. She participated in a Math Recovery Level I Training, the Rhode Island College Promising Practices Conference, the RIC Faculty Writing Retreat, East Bay Collaborative Science Kit Training, the RIC Summer Seminar in the Teaching of Writing, and workshops on the Common Core State Standards. She has sought and received grants from the Rhode Island State Council of the Arts and from Scholarship America. She is actively involved in professional organizations, including the Rhode Island Geography Education Alliance, the Early Childhood Education Assembly, the National Council of Teachers of English, and the National Council of Teachers of Mathematics. She provides service to the campus community on the RIC Faculty Research Committee, Green Up Clean Up, and many different roles within HBS. Her article, “Taking an Inquiry Stance on Teaching,” was published in Urban Teaching in America: Theory, Research, and Practice in the Classroom.

Professor Hess's portfolio contains extremely strong letters of support from parents, teacher-preparation college students, and faculty within the Feinstein School of Education and Human Development. As the HBS principal wrote, "Her accomplishments are astounding as evidenced by the persuasiveness of her portfolio. This mirrors her performance in the classroom, where she brings great benefits to her first-grade students through intuitive and evidence-based pedagogy. Her bright, articulate mind enables her to carry out meaningful, valuable, and ahead-of-the-curve professional activities."
JULIE RICHARDSON

Assistant Professor of Henry Barnard School
Feinstein School of Education and Human Development

Education

2016 C.A.G.S. Rhode Island College
2010 M.A. Rhode Island College
2006 B.A. University of Rhode Island

Selected Prior Experiences

Prior to joining the Henry Barnard School, Professor Richardson was a residential counselor at St. Mary’s Home for Children in North Providence and subsequently did an internship in school psychology at the Rhode Island Training School in Cranston. From 2015 to the present, she has served as a disability examiner for Strategic Psychological Services in Warwick.

Rhode Island College History

Professor Richardson joined the Henry Barnard School (HBS) faculty in 2010 as an Instructor and then transitioned to Assistant Professor in 2012. She is the School Psychologist, collaborating with teachers to implement interventions for students with academic or behavioral needs and plan progress mentoring, as well as chairing the Advocates for Children’s Team. She is a leader in the adoption of Response to Intervention Framework, Mindfulness, the Second Step violence prevention program, and Positive Behavior Interventions and Supports. She coordinates the fall CTP IV testing, collaborates with outside agencies, and presents to the HBS faculty and staff. She holds School Psychologist certification from the Rhode Island Department of Education.

Professor Richardson’s impact is best judged in the letters of support from the parents of HBS students. Words such as “patient,” “kind,” “composed,” “professional,” “empathetic,” “compassionate,” “inclusive,” “respectful of boundaries,” “nonjudgmental,” “supportive,” and “skilled at working with families.” As one parent stated, “I am beyond thankful for her presence in our lives and cannot think of anyone more suited to work in child psychology and guidance counseling.”

Professor Richardson has been professionally active. She has presented Creating a Trauma-Sensitive Classroom and Promoting Resiliency – How Mindfulness and PBIS Can Work Together, and she is collaborating with faculty in School Psychology at RIC on research for improving self and body esteem in elementary age girls. She is a member of the National Association of School Psychologists and participated in their 2015 and 2016 annual conventions. She also presented at the Advancing School Mental Health Conference and three other conferences. She completed the CAGS in Advanced Counseling while working full-time at the school. She also supervises RIC School Psychology student interns in HBS, who consistently praise her work ethic, teaching ability, guidance, encouragement, and professionalism.
JENNIE SCHWAB

Assistant Professor, Henry Barnard School
Feinstein School of Education and Human Development

Education

2006 M.Ed. Endicott College
1986 B.S. University of Dayton, Dayton

Selected Prior Experiences

Prior to working at Rhode Island College, Professor Schwab worked in the computer software and sales industry. After having her second child, and inspired by her own Montessori upbringing, she went back to school to earn her Masters of Education.

Rhode Island College History

Professor Schwab began her time as a Henry Barnard School (HBS) faculty member in the fall of 2012. Professor Schwab has demonstrated her strength as a mentor by hosting student teachers in her classroom. All of her student teachers have emerged as successful in their clinical work due to the patience and diligence of Ms. Schwab. Her careful collaborations with college supervisors, the Office of Partnerships and Placement, and her student teachers have created a model for future possibilities.

Professor Schwab has become an integral part of the greater school community by volunteering for various events and by taking the helm as a leader to her peers. In the fall of 2016, Professor Schwab applied for, and was awarded, a grant through the Rhode Island Foundation. The Sparks Grant is tied to her classroom work on the integrated History of Writing Project. Professor Schwab serves as chairperson on the HBS Principal’s Advisory Committee and as a member of the HBS Technology Committee.

Professor Schwab’s continued commitment to her students is evident in her practice as an educator. In addition to teaching core subjects, her students and their parents recount her teaching of values, empathy, service, and intrinsic reward. Professor Schwab took on several collaborative community projects, including a sewing project (making fleece hats for children at Hasbro Hospital) and a Veteran’s Day card project.

Professor Schwab is also committed to her own learning. She has attended the Rhode Island Writing Project Conference and the Learning and the Brain Conference in Boston, and she has new cognizance of National Brain Awareness Week. As a result, Professor Schwab led her third graders to become HBS Brain Ambassadors. They spent a week teaching the entire HBS community during lunch and morning announcements about important information regarding the brain. She has also been an active participant in the Response to Intervention Professional Development and implementation that is occurring at HBS.

A highly respected professional, Ms. Schwab is an important part of the HBS faculty. She is, as described by the HBS principal, “a collaborative, creative individual, whose Montessori background brings tremendous benefit to her classroom of third graders, as well as the HBS community as a whole. Ms. Schwab’s classroom is characterized by a combination of out-of-the-box learning and creative approaches to teaching traditional subject matter.”
An analysis of the number of faculty granted tenure at Rhode Island College over the past ten years is shown in the table below. Fifteen faculty members were granted tenure in 2016. The percentage of tenured faculty has averaged nearly 67% during the previous ten-year period. Starting in 2009, the percentage increased slightly each year, peaking at 70% in 2013 and 2014, and then dropping to 68% for 2015 and 2016.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. Granted Tenure</th>
<th>Total No. With Tenure</th>
<th>Percent of Faculty Tenured*</th>
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<tr>
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</tr>
<tr>
<td>2016</td>
<td>15</td>
<td>259</td>
<td>68%</td>
</tr>
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</table>

Source: Faculty Data Base
* Percentages based on the total number of filled positions, including limited term and one-year temp appointments.