



State of Rhode Island and Providence Plantations
Council on Postsecondary Education
OFFICE OF THE POSTSECONDARY COMMISSIONER
560 Jefferson Boulevard Suite 100
Warwick, Rhode Island 02886-1304

Enclosure 8a
May 25, 2016

Barbara S. Cottam
Chair

TO: Members of the Council on Postsecondary Education

**Council on Elementary and
Secondary Education**

FROM: Jim Purcell, Ed.D, Commissioner for Postsecondary Education

Daniel P. McConaghy
Chair

DATE: May 16, 2016

RE: **Approval of Faculty Tenure at Rhode Island College**

Amy Beretta, Esq.

Background

Colleen A. Callahan, Ed.D.

President Carriuolo is requesting approval for the granting of tenure to the faculty members who have met the requirements for tenure at Rhode Island College which will be effective July 1, 2016.

Karin Forbes

Jo Eva Gaines

Background information on these individuals is attached for your reference and consideration at the May 25, 2016, meeting of the Council on Postsecondary Education.

Marta V. Martinez

Lawrence Purtill

Joyce L. Stevos, Ph.D.

Accordingly, I recommend:

**Council on Postsecondary
Education**

**THAT the Council on Postsecondary Education approves the awarding
of tenure to:**

William Foulkes
Chair

Effective July 1, 2016

Michael Bernstein

John Burke- Assistant Professor of Mathematics

Dennis Duffy, Esq.

Emily Cook-Assistant Professor of Psychology

The Honorable Thomas Izzo

Carol Cummings-Assistant Professor of Health Education

Judy Ouellette

Emily Danforth-Assistant Professor of English

Kerry I. Rafanelli, Esq.

Prachi Kene-Assistant Professor of Counseling

John J. Smith, Jr.

Robyn Linde-Assistant Professor of Political Science

Dr. Jeffery A. Williams

Jennifer Meade-Assistant Professor of Social Work

Carolyn Obel-Omia-Assistant Professor of Elementary Education

Alison Shonkwiler-Assistant Professor of English

Nicole Smith-Assistant Professor of Nursing



May 2, 2016

Dr. James Purcell, Commissioner
Office of the Postsecondary Commissioner
560 Jefferson Boulevard
Warwick, RI 02886

Dear Commissioner Purcell:

Ten 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 2006 – 2015.

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

Sincerely,

Nancy Carriuolo

Nancy Carriuolo
President

Attachments (11)

2016 List of Rhode Island College Faculty Receiving Tenure

NAME	DEPARTMENT
John Burke	Mathematics and Computer Science
Emily Cook	Psychology
Carol Cummings	Health and Physical Education
Emily Danforth	English
Prachi Kene	Counseling, Educational Leadership, and School Psychology
Robyn Linde	Political Science
Jennifer Meade	Master of Social Work
Carolyn Obel-Omia	Elementary Education
Alison Shonkwiler	English
Nicole Smith	Nursing

JOHN BURKE

Assistant Professor of Mathematics
Faculty of Arts and Sciences

Education

2011	Ph.D.	Mathematics	Wesleyan University
2006	B.A.	Mathematics	Marist College

Selected Prior Experiences

Dr. Burke was hired in 2011 as an assistant professor in mathematics. His first two years were in a three-year, limited-term, non-tenure track position. He applied for and was hired into a tenure track position in fall 2013.

Rhode Island College History

Since coming to the college, Dr. Burke has taught a variety of mathematics classes – from various General Education Courses (Math 139, 209, 212) for the general population of students, specialty General Education courses (Math 177, 238) for management students, upper level courses for majors (Math 324, 350, 431, 458), as well as a course designed for graduate students (Math 528). The quality of his teaching has consistently garnered good-to-outstanding evaluations from students. His overall teaching effectiveness scores from students show him in the mid to high 4's (on a 5 point scale) across most of his courses. He has been awarded two 'Best of the Best' teaching awards from Student Activities polls. Peer evaluations are consistent in describing classes taught by Dr. Burke as well organized and pitched at the appropriate level to stimulate students but not leave behind those with lesser mathematical ability.

Dr. Burke has been actively involved in his department, serving on nine different committees (all for multiple semesters). These have included the Department Advisory Committee, Graduate Committee, Elections Committee and student organization advisor. He has been a member of, and co-chaired the College Lectures Committee. He has been actively involved in professional organizations – particularly the Mathematical Association of America, for which he has been a program committee member and moderator for numerous talks and presentations. He has served as a judge for the Rhode Island Science and Engineering Fair.

Since coming to the college, Dr. Burke has maintained an active research program in pure mathematics in the area of topology. His work on the theory of knots and links has been well received and has resulted in extensive technical publications. He has produced three peer-reviewed articles while at the college in *Algebraic and Geometric Topology* and *Journal of Knot Theory and Its Ramifications*, which are A-ranked by the Australian Mathematical Society. He has attended many professional meetings and given nearly a dozen talks at conferences, most invited, in the region and nationally.

Dr. Burke mentored an undergraduate honors student named Cameron Richer, who wrote that "Dr. Burke did the one thing I believe is the true mark of an educator: he created a safe space to explore. The highest point of my academic career came on the day, after months of research, we discovered the following [theorem]. The emotion on that day was indescribable. What we were able to accomplish in my honors project went far beyond the original question. Dr. Burke recommended that I present our findings at a research conference at Marist College, his alma mater. While I never told him this, I relished the opportunity to show his former professors what a great educator and influence he was on me."

EMILY COOK

Assistant Professor of Psychology
Faculty of Arts and Sciences

Education

2009	Ph.D.	Human Development and Family Studies	University of North Carolina at Greensboro
2004	M.A.	Educational Psychology, Measurement, and Evaluation	University of North Carolina – Chapel Hill
1999	B.S.	Psychology	College of Charleston

Selected Prior Experiences

Dr. Cook held a postdoctoral position at Yale University School of Medicine in the Division of Prevention and Community Research immediately prior to coming to Rhode Island College.

Rhode Island College History

Dr. Cook was hired by the Psychology Department in 2011 as an assistant professor with a specialty in developmental psychology. She has taught nine different courses dealing with topics as varied as research methodology (undergraduate and graduate), development, community, and psychopathology. Students find her to be an effective instructor. Overall ratings in effectiveness range from mid 3's to high 4's (on a 5 point scale) with an average across all courses of 4.1. She attains similar ratings in organization, clarity of presentation and higher ratings on availability and efficient use of time. Peer evaluations find her to be responsive to student questions, clear and organized in her presentation, and well versed in her subject matter. A recent evaluation by the department chair concluded: "Dr. Cook is a very effective and dedicated teacher."

Her service has been outstanding. Within the department, Dr. Cook has been involved in the Graduate Committee (becoming chair when a colleague was on sabbatical). She also serves on the department Curriculum Committee and Colloquium Committee. She has coordinated departmental 'brown bags' to increase graduate, undergraduate, and faculty research interactions. She was actively involved in transitioning the M.A. in Psychology from requiring only a comprehensive examination to a thesis. Outside the department, she has been the co-chair of the College Lectures Committee and served on the Committee on General Education. She worked extensively on an ad-hoc committee entitled Building RIC, which resulted in a grant from the Davis Educational Foundation to establish the Center for Research and Creative Activity. She has also been involved in the community, working with colleagues at the YMCA, in Central Falls, and as a pro bono evaluation consultant to the Tall Ships Program located in Newport. The Chief Academic Officer in the Central Falls School District cited Dr. Cook's project with her class, which statistically analyzed the effectiveness of various special-education initiatives, as one of the most significant outcomes of the Central Falls/RIC partnership. In addition, Dr. Cook serves her profession by reviewing research articles for professional journals.

Dr. Cook has been extremely productive in her research. Receiving a RI-INBRE grant in the area of adolescent risk behaviors, Dr. Cook has mentored 17 students, 11 of whom have presented their research at venues ranging from campus poster sessions to national conferences. Additionally, she has supervised an undergraduate honors project and four graduate students' research projects. In her time at RIC, Dr. Cook has published seven articles in peer-reviewed journals with four currently under review and two more in final preparation. In addition to the student presentations mentioned above, she has six conference presentations at local, national, and international venues. She has worked collaboratively with colleagues at Brown Medical School, UNC at Greensboro, George Mason University, and Yale University School of Medicine, where she holds a concurrent appointment as an assistant clinical professor.

CAROL CUMMINGS

Assistant Professor of Health Education
Feinstein School of Education and Human Development

Education

1985	Ph.D.	Health Education	Pennsylvania State University
1981	M.A.	Health Education	Indiana State University
1975	B.S.	Community Health Education	Indiana State University

Selected Prior Experiences

Dr. Cummings has worked as a middle school health education teacher, a consultant, and an instructor, adjunct faculty member, and associate professor in higher education. She was tenured and promoted to associate professor at Rhode Island College in 1996, before leaving to become a health education consultant for Health Care of Southeastern Massachusetts. She returned to Rhode Island College as an assistant professor in the Health and Physical Education Department in 2010.

Rhode Island College History

Dr. Cummings is the architect, founder, and coordinator of the B.S. in Community Health and Wellness program, a multidisciplinary program she developed in 2012. The program has been tremendously successful, allowing students not wishing to attain teacher certification to pursue varied careers through one of five concentrations: community and public health education, health and aging, recreation and leisure studies, wellness and movement studies, and women's health. The program currently enrolls 106 students.

Since joining the department, Dr. Cummings has taught 10 different health education courses and has supervised community health and wellness interns. Her teaching evaluations are consistently excellent. Students and colleagues describe her as being a focused, dedicated educator who designs learning experiences that are authentic, experiential, thought provoking, and grounded in the belief that knowledge is a socially constructed enterprise. Dr. Cummings skillfully integrates various forms of technology into her courses to support her teaching as well as facilitate students' abilities to demonstrate their learning. Dr. Cummings has been active in her own professional development through activities such as the college's annual writing retreat and faculty development in instantaneous classroom feedback that have a direct and positive impact on her pedagogy.

Dr. Cummings embodies a natural proclivity for teamwork which has resulted 13 thirteen co-authored, peer-reviewed presentations and two co-authored peer-reviewed articles. She has two co-authored articles under review and another co-authored article in progress. Her work as a solo author/presenter includes one peer-reviewed article, two internship manuals, and four presentations/trainings.

Dr. Cummings's service to the Health and Physical Education Department is unparalleled. In addition to her work on the B.S. in Community Health and Wellness program, she co-chaired the highly successful 2015 Promising Practices Conference: The Power of Community Partnerships – Advancing Public Health and Human Rights through Education and Service. Further, Dr. Cummings has invested fully in the Central Falls/RIC Lab, specifically its Parent College and Kids in the Canyon projects. Her efforts have resulted in a positive and sustained collaboration among students in her nutrition course and the teachers and students in fifth grade classrooms at RIC's Henry Barnard School and Central Fall's Ella Risk Elementary School. Dr. Cummings and the fifth grade teachers have co-designed a research project focused on blogging and food-logging and have presented the results at the American School Health Association National Conference and the New England League of Middle School Conference.

EMILY DANFORTH

Assistant Professor of English
Faculty of Arts and Sciences

Education

2011	Ph.D.	English	University of Nebraska - Lincoln
2006	M.F.A.	Fiction	University of Montana – Missoula
2002	B.A.	English	Hofstra University

Selected Prior Experiences

While a Ph.D. student, Dr. Danforth was the Assistant Director of the Nebraska Summer Writers' Conference at the University of Nebraska-Lincoln from 2008 to 2011.

Rhode Island College History

Dr. Danforth was hired in 2011 as an assistant professor in the Department of English as a creative writing professor. In addition to teaching multiple levels of creating writing courses – introduction to graduate level – she has taught literature courses and overseen the production of the student literary magazine *Shoreline*. Student evaluations show a strong agreement that her courses are highly organized and that she communicates the material effectively, gives helpful feedback on assignments, and is available to help students. “Emily is a phenomenal professor who helped me get to another place with my work. Her classes are engaging as well as informative.” From the beginning, faculty colleagues have seen her as an outstanding teacher: “Emily Danforth has the poise that is the result of passion and commitment to teaching and her students.” A recent evaluation stated that: “Emily Danforth is clearly a gifted and accomplished teacher who... gives her students her serious, committed attention and her best energy.” Dr. Danforth herself wrote that “When students show dedication to their work, I am fiercely committed to their success.”

Dr. Danforth is a dedicated contributor to her department and the college and has served on multiple department committees: Advisory, Creative Writing, Curriculum, and General Education. She is an advisor to two student organizations: *Shoreline* and *Spoken*. She has served on faculty search committees and was involved in the establishment of the Center for Research and Creative Activity. She serves on a variety of professional organizations.

In addition to short stories, Dr. Danforth's first novel – *The Miseducation of Cameron Post* – was published in 2012 and has received a rare level of critical and commercial success. The book received the High Plains Book Award, the Nebraska Book Award, the Montana Book Award, and the AfterEllen.com's Visibility Award for best book and has been reviewed positively by countless sources in the media such as National Public Radio, The Atlantic, Booklist, Publishers Weekly, School Library Journal, and the LA Times. It has been published in hard cover, paperback, and audio formats and was recently signed as a film option by Parkville Pictures. The book was rated the #1 most influential LGBT book by BuzzFeed readers. Dr. Danforth's portfolio contained a personal, handwritten note from the governor of Montana. She has received hundreds of letters from readers who have told their own stories and wrote that they “felt stunned” and that “Words cannot describe how thankful I am.” The ACLU intervened when the book was removed from the summer reading list by a Board of Education in Delaware. Dr. Danforth has a second novel – *SideTalk with Girls* – scheduled for publication in Fall 2016 by Harper Collins. In addition, she has a third novel – *Well, Well, Well* – submitted for publication. As her department chair concludes in his evaluation: “Her reputation as a writer – as affirmed by the recognition *Cameron Post* has received – is stellar.”

PRACHI KENE

Assistant Professor of Counseling
Feinstein School of Education and Human Development

Education

2010	Ph.D.	Clinical Psychology	University of Toledo
2007	M.A.	Clinical Psychology	University of Toledo
2003	M.A.	Clinical Psychology	SNDT Women's University, Mumbai, India
2001	B.A.	Psychology	University of Mumbai, Mumbai, India

Selected Prior Experiences

Before beginning her professorship at Rhode Island College, Dr. Kene completed one year of postgraduate clinical experience as a psychologist at an outpatient clinic in Pittsburg, Kansas.

Rhode Island College History

Hired in 2011 as an assistant professor in the Counseling, Educational Leadership, and School Psychology (CEP) department, Dr. Kene has distinguished herself as a reflective and thoughtful counselor educator who engages in ongoing analysis of her teaching practices to ensure student academic development. She invests fully in research and scholarship activities to inform her supervising, teaching, and mentoring endeavors and works collaboratively with graduate students and colleagues from across the college to promote a culture of inclusion grounded in social justice.

Dr. Kene has taught eight different CEP courses, ranging from CEP 509 Professional Orientation and Ethical Practice, to CEP 684 Advanced Clinical Practicum. Her orientation to existential-humanistic and cognitive-behavioral theories of counseling emphasizes self-awareness, personal choice, and empowerment and a pragmatic awareness of human diversity. Her approach to teaching and learning is grounded in a desire to establish student-centered environments in which students develop critical thinking skills, work collaboratively, and expand their worldview in ways that support, yet challenge, their emerging identities as counselors.

Dr. Kene is an approved clinical supervisor through the Center for Credentialing and Education, and she has served as a site supervisor for 57 interns. Dr. Kene uses strength-based and developmental approaches to enhance her students' cognitive complexity and develop confidence. Her excellent student evaluations indicate that students recognize and value her abilities and her contributions to their development. Her evaluations have shown a steady strength from the mid-3's (on a 4-point scale) in the early years to the high-4's (on a 5-point scale). Peer observations praise her organization and ability to create a graduate-level climate of respectful intellectual inquiry.

In service, Dr. Kene has served on committees for graduate admissions, Worldview Lectures, and College Council, and she is an active contributor to the college's Faculty Center for Teaching and Learning. Dr. Kene has served her profession through a variety of organizations and affiliations, including being an editor for several journals and a member Rhode Island Department of Health's Youth Suicide Prevention Program.

Dr. Kene has been a prolific and productive scholar since her arrival at Rhode Island College. Her well-defined and established research agenda centers on suicidality, which aligns closely with her work as a counselor educator. Either in collaboration or as a single author/presenter, she has produced six peer-reviewed publications, two non-peer reviewed publications, and 16 peer-reviewed presentations or lectures, six of which were invited, in addition to four book reviews. She currently has seven articles in final preparation or under review.

ROBYN LINDE

Assistant Professor of Political Science
Faculty of Arts and Sciences

Education

2010	Ph.D.	Political Science	University of Minnesota – Twin Cities
2001	M.A.	International Relations	University of Delaware
1994	B.A.	Philosophy, Religious Studies	Indiana University - Bloomington

Selected Prior Experiences

Dr. Linde was an instructor and teaching assistant during her time as a graduate student at the University of Minnesota – Twin Cities.

Rhode Island College History

Dr. Linde was hired in the Political Science Department as an assistant professor in 2011. She has taught Political Science courses, International Nongovernmental Organizations courses, and First Year Seminars for entering freshmen. Students find her presentation of the course material, her ability to stimulate thinking and encourage questions, and her overall classroom enthusiasm to be excellent. Numerical ratings of these attributes are in the mid to high 4's (on a 5 point scale). "She gets people thinking about global issues in and outside the classroom." "An A+ teacher." Her fellow professors find her equally effective in her instruction: "When it comes down to it, Dr. Linde obviously knows her material, is clearly prepared, and certainly knows and understands her students."

Dr. Linde was hired to reinvigorate the college's undergraduate certificate program and minor in International Nongovernmental Organizations. Providing structure and focus, Dr. Linde, in her first semester, redesigned the program, eliminated some courses, redesigned others, and enlisted other faculty expertise in the program. She has actively promoted the program, bringing to campus over a dozen speakers, and has engaged with the community and international organizations, finding excellent internship placements for her students. The program has grown under her directorship. Additionally she has served on the College Council and the Committee on Committees for numerous years. She contributed significantly to a committee on Community Engagement and Experiential Learning. She serves as the faculty advisor for three student organizations. She has been actively involved in curricular activities in the department, playing a major role in the revision of the Global Politics course for General Education and organizing the departmental colloquium series. She recently helped organize a student trip to New York City to tour the United Nations.

Dr. Linde's scholarship focuses on the protection of children from exploitation across the globe. In that, she has been a productive scholar since coming to the college, publishing a book chapter and three articles in peer-reviewed journals and giving seven presentations of her research at local regional, national, and international conferences. She recently signed a contract with Oxford University Press for a book entitled *The Globalization of Childhood: The International Diffusion of Norms and Law against the Child Death Penalty*. She has been awarded several grants to support her work, and she received the award from the International Studies Association for Best Paper at the 2015 conference in New Orleans.

JENNIFER MEADE

Assistant Professor of Social Work
School of Social Work

Education

2012	Ph.D.	Social Work and Psychology	Boston University
1998	M.S.W.		Rhode Island College
1993	B.A.	Psychology	Rhode Island College

Selected Prior Experiences

While completing her doctoral work at Boston University, Dr. Meade taught or served as a teaching assistant for social work courses at Boston University, Simmons College, and Rhode Island College. From 2008-2011, she was in a limited-term appointment at Rhode Island College until she applied for and transitioned to a tenure track position.

Rhode Island College History

Dr. Meade has taught courses in social welfare policy, clinical evaluation and research, and intimate partner violence and sexual assault. She also taught a macro practice course in the undergraduate program. Her standards are high, and her teaching skills are rated as uniformly excellent by students and colleagues. Students rate her effectiveness as close to the top of the scale. Colleagues comment that she “is an exemplary teacher. She is knowledgeable, engages students well, and is enthusiastic and passionate.” Student comments are filled with adjectives such as “fantastic,” “ideal,” terrific,” “awesome,” “perfect,” and “excellent.” Dr. Meade is an advocate for using varied methodologies, including Blackboard sites, electronic media, experiential learning, small group work, discussion, and activity-based learning. She is comfortable teaching in the partially-online, hybrid format and has avidly pursued opportunities to enhance her teaching through the Faculty Center for Teaching and Learning.

Dr. Meade has provided outstanding service in the School of Social Work, the college, and the community. She has participated in search committees and the Department Advisory Committee, led efforts to revamp the MSW macro concentration, and actively and skillfully advocated for new approaches to diversity and inclusion.

Her professional service for the college’s *Learning for Life* initiative has been extensive and has spanned both research and service. She participates in recruiting and training social work students as “navigators,” and she provides individual and small group supervision of their work with scholars. Chris Lambert, director of *Learning for Life*, pointed out that “Jenn has been one of the earliest and most influential shapers of the navigator model of student support. Her involvement has been generous, important to the project, and a true service to the college.” Dr. Meade has written articles regarding L4L as a field placement within the college infrastructure and on the retention of students through collaboration and support beyond academic supports. Her recent articles in *Journal of Policy Practice* and *Field Educator* address the pedagogical benefits of these new types of field work. She has given numerous conference presentations on sexual and domestic violence and has been a tremendous resource for the college in this regard.

Dr. Meade has worked with the Rhode Island Coalition on Domestic Violence, where she currently serves as Chair of the Board of Directors. She also has served on the Board of Directors of Fellowship Health Resources.

CAROLYN OBEL-OMIA

Assistant Professor of Elementary Education
Feinstein School of Education and Human Development

Education

1998	M.A.	English Literature	Middlebury College
1997	Ed.D.	Human Development and Psychology	Harvard University
1994	Ed.M.	Education	Harvard University
1990	Ed.M.	Elementary Education	George Washington University
1986	B.A.	Biology	Brown University

Selected Prior Experiences

Dr. Carolyn Obel-Omia has experience as a third, fourth, and fifth grade teacher in Washington, DC, Arlington, Virginia, and Dorchester, Massachusetts. She has also worked as a middle and high school writing and English teacher in Philadelphia.

Rhode Island College History

Since joining the Elementary Education Department in 2011, Dr. Obel-Omia has distinguished herself as an excellent teacher educator who is deeply invested in supporting her students' growth while continuing to expand her own development as an educator and scholar. The volume and range of her teaching are extraordinary. Dr. Obel-Omia has taught 15 different undergraduate and graduate courses in elementary education and early childhood education, including language arts methods and English language learner instruction, and student teaching supervision and seminar. Students respond very favorably to Dr. Obel-Omia's approaches, as her teaching evaluations are uniformly excellent. In her undergraduate courses, students rate her teaching in the high 4's (on a 5-point scale) across the board. In graduate courses, she has received a perfect rating of 5 from all students. Faculty describe her teaching as consonant with the school's conceptual framework and demonstrative of the very ideals she is striving to teach. Student letters "give the highest recommendation...she is amazing and impactful," and state that she is "an extremely positive role model."

Dr. Obel-Omia's service to the Elementary Education Department has been outstanding. She has served as a program coordinator, faculty advisor, member of the planning team for the education job search conference, and author of the accreditation report for the Elementary Education program. Beyond the department, Dr. Obel-Omia has served on committees and councils such as the Reflective Practices Committee, Office of Partnership and Placements search committee, the Rhode Island College Council, Open Books Open Minds, and the Central Falls/RIC Lab Planning Council. Dr. Obel-Omia has also served on committees of statewide programs and initiatives such as Kids Read Across Rhode Island.

Dr. Obel-Omia has established a clear research agenda that aligns closely with many of the courses she teaches and that addresses family literacy, home/school connections, digital literacy, and the teaching of writing. Her book chapter on preparing digital literate teachers was recently accepted for publication in *Advancing Next-Generation Teacher Education through Digital Tools and Applications*, and her journal article on teaching strategies for integrating health and literacy education will appear in *Childhood Education*. Another article deals with early childhood teacher candidates' perspectives of family literacy. She has presented, either solo in or collaboration, at four national conferences. Dr. Obel-Omia has presented seven workshops and conference sessions at Rhode Island College and four presentations at state/regional conferences.

ALISON SHONKWILER

Assistant Professor of English
Faculty of Arts and Sciences

Education

2007	Ph.D.	Literatures in English	Rutgers University
2003	M.A.	Literatures in English	Rutgers University
1993	B.A.	English	Amherst College

Selected Prior Experiences

Dr. Shonkwiler was a visiting assistant professor for one year at Cornell University, an instructor and lecturer for 1.5 years at Rutgers University, and an Andrew W. Mellon postdoctoral fellow for one year at the University of Pennsylvania before coming to the college.

Rhode Island College History

Arriving in 2011 as an assistant professor, Dr. Shonkwiler quickly established herself as a valued member of the English Department. Her teaching range is impressive, teaching 13 different courses across disciplines and levels: graduate English literature classes; senior seminars; upper level and freshman literature classes; literature theory; honors courses; First Year Seminars; and composition courses. In every discipline and at every level, student evaluations are impressive across a variety of measures. Average rankings are in the mid to high 4's (on a 5 point scale) in organization, communication, feedback, and availability. Indeed, in a small Honors Colloquium class she achieved 5.0 across all measures. Faculty observations are equally impressive. Senior Seminar: "knowledgeable, encouraging, patient, accessible"; sophomore-level literature courses: "balanced and nuanced pedagogy, solidly grounded intellectually"; upper-level literature courses: "effective, challenging, yet accessible. She sets an atmosphere in which students can learn."

Dr. Shonkwiler has been active in her service. In the department she chairs the Committee on Undergraduate Curriculum and Instruction, leading the discussion on revising the structure of lower-level literature courses. She serves on the department graduate committee. She has developed two First Year Seminar courses and has recently had a General Education Connections course approved. She has advised an undergraduate honors project as well as a graduate master's thesis. She has served on the College Council and the undergraduate Curriculum Committee. She has presented at various campus events and panel discussions. She is a peer reviewer for numerous professional journals including Oxford University Press.

Dr. Shonkwiler has been very successful in her scholarly activities. Her research interests are in 20th-Century and contemporary American literature with a focus on capitalist realism, which relates to the role of finance in American culture. In 2014 her co-edited book *Reading Capitalist Realism*, in which she also has a chapter, was published by the University of Iowa Press. Using her dissertation as a base, she completed work on another book, *The Financial Imaginary: Economic Mystification and the Limits of Realism*, which was accepted for publication by the University of Minnesota Press. She has 10 presentations/panels at regional or national conferences, and with one article under review, three other publications, and two published reviews, she has had a productive research agenda.

NICOLE SMITH

Assistant Professor of Nursing
School of Nursing

Education

2010	Ph.D.	Nursing	University of Rhode Island
1992	M.S.	Nursing	Georgia College and State University
1987	B.S.	Nursing	Fairleigh Dickinson University

Selected Prior Experiences

Dr. Smith has substantial experience as a pediatric nurse and nursing educator. From 1987 to 1998, Dr. Smith was staff nurse at Houston Medical Center – Pediatric Unit in Warner Robins, Georgia. She was part-time clinical faculty at Georgia College and State University in Milledgeville, Georgia in 1997-1998 and full-time faculty at Macon State College in Macon, Georgia, responsible for both clinical and classroom teaching from 1990 to 1998. She began teaching at Rhode Island College as assistant professor in a full-time, limited-term position in 1998 and applied for and was appointed to a tenure-line position in 2011.

Rhode Island College History

Throughout her years at Rhode Island College, Dr. Smith has been an effective teacher and has provided good service to the School of Nursing, the college, the nursing profession, and the health care community. Dr. Smith teaches the primary required pediatric course in the undergraduate program. She also teaches a Connections course in the General Education program: NURS 264, State of the World's Children. Student and peer evaluations of her teaching are consistently very positive and emphasize her ability to use storytelling to as an effective teaching approach. Her teaching of an Honors section of NURS 264 was evaluated similarly, prompting the director of the honors program to state that Dr. Smith "continues to be an important and valued asset to the honors program." In November 2015, Dr. Smith passed the Certification Pediatric Nurse exam and is now board-certified as a pediatric nurse. This is an important achievement and good evidence of Dr. Smith's clinical competency in her specialty area of nursing.

Since becoming an assistant professor, Dr. Smith has presented five posters at local and national professional meetings and made three presentations to local groups. Dr. Smith completed her doctorate in nursing in 2010 and presented her work in the School of Nursing. Her dissertation was entitled "The Effect of Perinatal Morbidity, Child Health and Maternal Influences on Formerly Preterm Infants at age 12 years." She has had a practitioner article published by the Society of Pediatrics, she completely edited and revised the study guide for the latest edition of the textbook, *Essentials of Pediatric Nursing*, and she participates in community service activities related to children.

Dr. Smith's service activities within the School of Nursing have included being a member of the Nursing Education Task Force, the Informatics Committee, the Specialty Coordinators Committee, the Department Advisory Committee, various search committees, and honors and master's thesis advising. She is active in the Society of Pediatric Nurses, the Rhode Island Nurses Association, and the Sigma Theta Tau International Honor Society for Nurses.

RHODE ISLAND COLLEGE
Faculty Tenure Analysis
2015

An analysis of the number of faculty granted tenure at Rhode Island College over the past ten years is shown in the table below. Twelve faculty members were granted tenure in 2015. The percentage of tenured faculty has averaged nearly 67% during the previous ten-year period. From 2006 to 2008, there was a small but steady decline in the percentage of tenured faculty. Starting in 2009, the percentage increased slightly each year, peaking at 70% in 2013 and 2014, and then dropping to 68% for 2015.

TENURE ANALYSIS

Year	No. Granted Tenure	Total No. With Tenure	Percent of Faculty Tenured*
2006	19	248	69%
2007	7	237	66%
2008	4	218	62%
2009	10	226	63%
2010	14	237	64%
2011	17	243	66%
2012	19	256	68%
2013	15	266	70%
2014	11	263	70%
2015	12	262	68%

Source: Faculty Data Base

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