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RHODE ISLAND BOARD OF EDUCATION
80 Washington Street
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Enclosure 9e1.
May 6, 2015

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April 30, 2015

To: Members of the Council on Postsecondary Education

From: James E. Purcell, Ed.D., Commissioner

Re: Approval of the Awarding of Tenure for Faculty at the University of Rhode Island.

President David Dooley is requesting approval for the awarding of tenure to the faculty members at the University of Rhode Island listed below. These faculty members will have completed tenure requirements as detailed in the Agreement between the Council on Postsecondary Education and the University of Rhode Island Chapter of the American Association of University Professors. Background information on these individuals is attached.

In accordance with the request, I recommend:

THAT the Council on Postsecondary Education approves the awarding of tenure effective July 1, 2015 to:

Holly M. Dunsworth, Associate Professor, Anthropology, College of Arts and Sciences
Wei Lu, Associate Professor of Biomedical and Pharmaceutical Sciences, College of Pharmacy
Debra A. Erickson-Owens, Associate Professor, College of Nursing
Emily D. Clapham, Ed.D., Associate Professor, Kinesiology, college of Arts & Sciences
Jason Dwyer, Associate Professor of Bioanalytical Chemistry, Dept. of Chemistry
David Faflik, Associate Professor, Department of English
J. Jennifer Jones, Associate Professor, Department of English

THE
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OF RHODE ISLAND

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MEMORANDUM

TO: Dr. Jim Purcell
Commissioner for Postsecondary Education

FROM: Donald H. DeHayes
Provost and Vice President for Academic Affairs

DATE: April 23, 2015

SUBJECT: APPROVAL OF TENURE FOR FACULTY MEMBERS AT THE UNIVERSITY OF RHODE ISLAND

I am requesting approval of tenured status for faculty members at the University of Rhode Island who have met the requirements for tenure as stated in the University Manual and the Agreement Between the Rhode Island Board of Governors and the University of Rhode Island Chapter of the American Association of University Professors.

My recommendations are based upon the recommendations of the appropriate departmental colleagues as well as those of the deans of the colleges.

RECOMMENDATION: That the Board of Education approve the granting of tenure, effective July 1, 2015 to the designated faculty members who have met the requirements for tenure at the University of Rhode Island.

attachment

cc: David M. Dooley, President

The University of Rhode Island is an equal opportunity employer committed to the principles of affirmative action.

UNIVERSITY OF RHODE ISLAND

TENURE CONSEQUENT TO PROMOTION

RECOMMENDATION: That the Board of Education approve the granting of tenure effective July 1, 2015 to the designated faculty members who have met the requirements for tenure at the University of Rhode Island.

Associate Professors
Consequent to Promotion
(Effective July 1, 2015)

HOLLY M. DUNSWORTH – Associate Professor of Anthropology, College of Arts and Sciences

Education

2006	Ph.D.	The Pennsylvania State University (Anthropology)
2001	M.A. with Distinction	The Pennsylvania State University (Anthropology)
1999	B.A. with High Honors	University of Florida (Anthropology)

Selected Prior Experience

2008	Assistant Professor	Northeastern Illinois University (Anthropology)

URI History

Professor Dunsworth was hired as an Associate Professor in Anthropology at the University of Rhode Island in 2011. In her six years at the rank of Assistant Professor, including four at URI, Dr. Dunsworth has established a balanced record of teaching, research, and service worthy of the rank of Associate Professor with tenure. Dr. Dunsworth taught *Human Origins, Human Fossil Record, Topics in Anthropology: Sex and Reproduction in Our Species, Human Variation* and *Problems in Anthropology*. In addition to classes of 30-50 students, she regularly teaches large sections of *Human Origins,* which is a general education course that meets the natural science requirement. She notes that it "attracts students from diverse scholarly backgrounds who are interested in the in-depth examination of issues in biological anthropology." In 2012, she was awarded a grant from the *Innovative Approaches Using Technology to Enhance the Student Experience at URI* initiative titled, "145 URI undergraduates peer into their genomes to trace their ancestries, discover their individualities, ponder their futures, and celebrate their unified humanity" that she used to introduce personal genomics to students in *Human Origins* and transform the curriculum. Student evaluations (IDEA) scores of Professor Dunsworth are excellent, which indicates that her efforts are well received by students and she has had a positive effect on student learning at the University of Rhode Island.

Since she has arrived at URI, she has published 6 peer-reviewed articles and has an additional two in press, giving her a career total of 13 peer-reviewed articles. Most notable among the journals that she has published in are *Nature Communication* and the prestigious *Proceedings of the National Academy of Science*. She also has three manuscripts and a book that are in various stages of preparation. Additionally, she has presented papers at more than a dozen meetings of professional associations. Many of her recent publications result from a paleo-

anthropological and paleo-ecological research project in Kenya, of which she was co-director, funded by the National Science Foundation. That project is now in its final stage and Professor Dunsworth has already begun a new program on metabolism, energy and reproduction that is cutting edge research and already having a major impact on the field. As evidence of this, Professor Dunsworth was awarded the University's Early Career Research Award and she has recently been invited to speak at Brown, the California Academy of Sciences, Harvard, Rutgers, Stony Brook, Tulane, UConn, UMass, and Yale.

Dr. Dunsworth has contributed to her department and the University including participation on a search committee for a multicultural postdoctoral fellow, active membership on the Faculty Senate, and the presentation of an Ignite talk at the 2014 University of Rhode Island Faculty Summit. Her work as editor of *The Human Fossil Record* is available online through *the Nature Education Knowledge Project*. In addition, she aided her profession by reviewing manuscripts for *American Journal of Human Biology: Evolution, Medicine, and Public Health; Philosophical Transactions of the Royal Society;* and *Yearbook of Physical Anthropology*. She has also reviewed grant proposals for the National Science Foundation and the L.S.B. Leakey Foundation.

WEI LU – Associate Professor of Biomedical and Pharmaceutical Sciences, College of Pharmacy

Education

2005	Ph.D., Pharmaceutics	School of Pharmacy, Fudan University, Shanghai, China
2000	B.S., Pharm. Science	School of Pharmacy, Fudan University, Shanghai, China

Selected Prior Experience

2010	Assistant Professor	Biomedical and Pharmaceutical Sciences, URI College of Pharmacy

URI History

Dr. Wei Lu joined the URI Department of Biomedical and Pharmaceutical Sciences in 2010. For the Pharm D curriculum, Dr. Lu taught two courses: Dosage forms II and Pharmaceutical Compounding Laboratory. These two courses have large numbers of students from 130 to 180. Dr. Lu significantly updated and modified the contents of both courses. Dr. Lu is also involved in teaching Integrated Pharmacy Lab III in the Pharm D curriculum. For the Bachelor of Science in Pharmaceutical Science, Dr. Lu participated in delivering a new laboratory bases pharmaceutical manufacturing course that requires a large amount of time to prepare. For the graduate program, Dr. Lu has team-taught Pharmaceutical Biotechnology. He has excellent student evaluation, Individual Development Educational Assessment (IDEA) scores and is an active mentor of students and undergraduate students working in his laboratory. It is remarkable that several students trained in his laboratory in the past received co-authorships.

Dr. Lu's research focus is in nanotechnology that delivers therapeutically active drug products. He has published 8 original research papers, 3 review articles and 2 book chapters since joining the University of Rhode Island. Among the research papers, Dr. Wei Lu was the corresponding author for three of them. This journal has an impact factor of 12 and is a top journal in the areas of Nanosciences and Nanotechnology. His laboratory has been funded by multiple agencies with a total of $1.4 million. Last year, Dr. Lu was awarded an R01 grant from the National Institute of Health. The R01 status is generally considered as the gold standard of excellence in Biomedical Research. The National Institute of Health (NIH) R01 grant focuses on biodegradable hollow CuS nanoparticles for photothermal cancer therapy. Dr. Lu's work is highly applied and has the potential to radically alter the way anti-cancer compounds are delivered to cancerous cells. External reviewers submitted strong letters endorsing Dr. Lu's promotion. He is viewed as a "rising star" in their area of shared research in the design of high tech drug delivery mechanisms, and their comments were uniformly laudatory regarding his potential for continued success.

Dr. Wei Lu is an active participant of service activities at various levels: department, college, university and nationally. He has served as a member of 6 committees in a wide range of activities including scholastic standing, faculty search, and the Institutional Animal Care and Use Committee. Dr. Lu has been a regular reviewer for as many as 18 scientific journals. He is also an editorial board member of the Chinese Journal of Nuclear Medicine and Molecular Imaging. Dr. Lu was recognized by Elsevier as one of the best reviewers in Pharmaceutical Sciences. The recognition by the scientific community demonstrates that Dr. Wei Lu is gaining prominence on the national and international stage.

DEBRA A. ERICKSON-OWENS – Associate Professor, College of Nursing

Education

2009	Ph.D., Nursing	School of Nursing, University of Rhode Island
2000	Post Masters Certificate	Nursing Education, University of Pennsylvania
1988	MS, Nursing	University of Utah, Salt Lake City, UT
1976	BSN, Nursing	Boston University, Boston, MA

Selected Prior Experience

1998	Asst. Clinical Professor	URI, Coordinator-Graduate Program in Nursing Education

URI History

Assistant Professor Debra A. Erickson-Owens, Ph.D. came to the University of Rhode Island after an exemplary career in the US Air Force. Specifically, she served at medical Air Force Bases as a USAF Nurse and Midwife in the US and UK and she retired at the rank of Lt. Colonel in 1998 after a distinguished career. She joined URI as an Assistant Clinical Professor

in 1998 to teach in the College's midwifery graduate program. She resigned that position to complete her Ph.D. from 2005-2009 when she held a position as a Graduate Assistant in the College and was subsequently rehired as an Assistant Professor in 2010. Her dissertation work, a randomized controlled trial of umbilical cord milking, received the Excellence in Doctoral Research from the URI Graduate School. This work was published in the high-tier *Journal of Perinatology* in 2012. She has been co-investigator with Dr. Mercer in an National Institute of Health (NIH) R01 study, *Protective Effects of Delayed Cord Clamping in VLBW Infants,* from 2009-2014. She became PI with Drs. Mercer and Deoni of a new 5-year HIH R01 in 2012-17 titled, *Effects of Placental Transfusion on Early Brain Development.* This creative collaborative project with Brown University medical physicist Dean Deoni employs magnetic resonance imaging (MRI) to examine white matter development in infants and toddlers who were randomized to the cord delay intervention. Her CV lists 4 book chapters, 1 position statement, 10-refereed articles, and 8 refereed presentations and 20 non-refereed presentations since 2010. This is an important program of research for the College of Nursing, and distinguishes the nurse scientists, the College, and University more broadly. As a certified nurse midwife, she has continually practiced since 1988, including OB GYN practices and privileges at Memorial Hospital of RI and Women & Infants Hospital. She has served as a midwifery consultant in USAF Europe in England and the USAF Surgeon General in Washington, DC. She taught nurse-midwifery in a joint Georgetown University / USAF midwifery-training program for 5 years. Professor Erickson-Owens has taught *Nursing Research, Philosophical and Theoretical Foundations of Nursing Science, Nursing Theory and Research in the Client-Nurse Domain, Nursing in Child Bearing and Reproductive Health, Advanced Study of Teaching in Nursing Education and Practice and Practicum in Nursing,* to name a few.

It is clear from her student reviews that she is successful in bringing her vast clinical experience to the undergraduate maternity theory and clinical course. She has also been regularly involved with graduate student dissertations, independent studies, and masters-level papers, including two in nutrition and food services courses taught.

Dr. Erickson-Owens has been an active member on the College committees of shared governance including the Program Evaluation, Research, and Search Committees. She has served on the University's Council for Research and Faculty Senate. Outside the University she holds many professional memberships, serves as a manuscript reviewer for 6 journals (nursing and non-nursing), including a 2-year appointment as an Editorial Panel Member. In 2012, ACNM published a joint consensus statement with the Midwives Alliance of North America, and National Association of Certified Professional Midwives. Propelled by excellent dissertation research, she has been very successful in securing NIH funding during a challenging federal budget environment. Her research program addresses an important clinical practice that occurs millions of times a day across the globe. She has steadily published and presented her scholarship. She has shown leadership in College governance and professional organizations.

EMILY D. CLAPHAM, Ed.D. – Associate Professor, Kinesiology, College of Arts & Science

Education

2008 Ed.D., Teaching & Curriculum, Boston University, Boston, MA

2004 B.S. Physical Education, The University of Rhode Island

Selected Prior Experience

2009 Assistant Professor, Health & Physical Education Dept., RI College, Providence, RI

URI History

Dr. Clapham's primary teaching focus is in the Health and Physical Education program that prepares students to become teachers of health and physical education for all grade levels (K – 12). Since her appointment as an Assistant Professor in Fall 2009, Dr. Clapham has taught several courses including: *Introduction to Teaching Physical Education and Health, Methods of Teaching Physical Education in Secondary Schools, Supervised Experience-Physical Education in the Secondary Schools, Methods of School Health Instruction, Supervised Health Education Experience, Adapted Physical Education, Adapted Aquatics, Student Teaching Seminar, Student Teaching Supervision and Disability Sports.* She also designed and taught a J-term travel course called, "*Exercise Physiology and Pedagogy Applications: Exercise as Medicine/Therapy.*" Dr. Clapham is an excellent teacher, as evidenced by her consistently high student evaluations (IDEA) scores. Dr. Chapman has played an integral role in supporting and encouraging her students and takes into consideration the diverse learners in her classroom and uses a number of appropriate assessments that align with the different learning styles. She is a sought after mentor and advisor and advises approximately 30 students per year. As an Assistant Professor, Dr. Clapham has undertaken an enormous amount of work as the Director of the HPE program and as the Coordinator of the Adapted Physical Education program. As the Director she is responsible for the recruitment and retention of HPE students, collecting data and writing national accreditation reports for both the Physical Education and Health programs; creating and implementing curricular changes, communicating with cooperating teachers and public school administrators, and communicating with the Rhode Island Department of Education in navigating policy change that will affect the HPE students. As the Coordinator, Dr. Chapham organizes all of the labs and communicates with parents whose children participate in the program. The APE labs serve a dual purpose: 1) parents in the community who have children with disabilities can send their children to an organized physical activity program and, 2) Kinesiology students in Dr. Clapham's APE courses receive hands-on training with children with disabilities. Dr. Clapham was instrumental in creating the new Youth Movement Science track with HPE.

Dr. Clapham's research focuses on two areas: the effects of ocean therapy for children with disabilities and the progressive approach to teaching physical education called the New PE. The New PE, unlike the traditional PE, focuses on a more inclusive pedagogical strategy to teach students to be active for a lifetime. More specifically, the New PE includes pedagogical strategies such as creating fitness focused (VS. sports focused), gender-specific, and lifetime and wellness curriculum and using technology to motivate and assess student participation and skill acquisition. Dr. Clapham's ocean therapy research is original as there is no one in her field who is collecting data on the effect of a surfing program on the social, physiological, and emotional responses of children with disabilities. In terms of scholarly production, the surf program research studies attracted external funding in the amount of $33,472 and

internal funding in the amount of $17,460. She has four peer-reviewed published manuscripts and 18 national, regional, State, or University professional presentations. Dr. Clapham's research on the New PE includes studies on gender specific curriculum and use of technology (i.e., heart rate monitors used in PE curriculum) and also has yielded two book chapters.

In recognition of her service to the College and community, she received the College of Human Science and Services Service Award in 2012. At the University-level, Dr. Clapham has served as a Faculty Senator as well as a committee member on the Athletic Advisory Board. She is also an Online Teaching Fellow and an LGBT Fellow.

JASON R. DWYER – Associate Professor of Bioanalytical Chemistry, Dept. of Chemistry

Education

2000	Ph.D., Physical Chemistry, Department of Chemistry and Physics, University Of Toronto, Toronto, Canada
1998	B.Sc. (Honors) Chemistry and Full Time Chemistry Research, Brock University, St. Catharine's, Canada

Selected Prior Experience

2009	Vice President of Research & Development, Insight Nanofluidics, Inc.
2008	Postdoctoral Research, Department of Physics & Astronomy, University of British Columbia, Vancouver, Canada
2005	Postdoctoral Research, Max Born Institute for Nonlinear Optics & Short Pulse Spectroscopy, Berlin, Germany

URI History

Professor Dwyer is an analytical chemist specializing in nanotechnology. He has published 27 papers in peer-reviewed journals with 2 additional papers in preparation. Of the 27 publications, 6 of the papers have been written during his appointment at URI. Authorship of the latter publications includes both undergraduate students and graduate students. He has presented his work at 26 professional venues (not counting those at URI) in the U.S., Italy, Spain, Canada, and Japan, including 14 invited lectures and notably, his keynote address, entitled "Nanopores: Portals to the Molecular World", at the Chemical Biophysics Symposium in Toronto in 2013. He has submitted three U.S. patent applications, one on Nanofluidic Cell (also submitted in the E.U. and Canada) and two on a Novel Process for Electroless Plating of Gold on a Surface, after having filed two invention disclosures at URI (in 2013 and 2014) on Patterned Electroless Gold Plating on Silicon Nitride via a Photochemical Masking. In 2009, Professor Dwyer co-founded the company Insight Nanofluidics, which commercializes his technology to apply his invention of a nanofluidic cell for ultrafast spectroscopy to liquefy electron microscopy. Professor Dwyer's laboratory was supported by almost $2.5 M in external funding. Included in this funding is a prestigious National Science Foundation (NSF) Career Award. He has also submitted 3 patent

applications since coming to URI, two of which have been granted. Professor Dwyer has presented 33 seminars and brings high visibility to himself and the University. Other funding he helped secure included grants from Champlin Foundations, National Science Foundation (NFS) grant, URI Council for Research, RI Nanotechnology Consortium, and the RI Foundation. He currently serves on the URI Council for Research and was an active participant in the HSF EPSCoR Track I proposal that was submitted in 2014. As a senior investigator on the $6M 3-year NSF-funded multistate EPSCoR grant, he participates in research efforts throughout the state. He is a member of the URI working group of the RI Nanotechnology Consortium that is developing a URI Ocean Nanotechnology Focus. He continues to review grant proposals being considered by the NSF and manuscripts submitted to leading journals in his field.

He has supervised 5 graduate students one of whom has completed her degree. Professor Dwyer contributes by teaching well-received courses in sophomore level Quantitative Analysis, graduate level Advanced Analytical Chemistry and graduate seminars. He has revised delivery of the courses that he teaches by adopting a "flipped" classroom approach that increases student engagement in the learning process. In an effort to enhance undergraduate laboratory instruction and student learning outcomes, he and his colleagues acquired a High Performance Liquid Chromatography-Mass Spectrometry instrument through a 2010 Champlin Foundations grant and again in 2013, with another Champlin Foundations grant, he obtained equipment that provides hands-on experience with nuclear magnetic resonance and electrophysiology. He has been and is currently the major professor for 4 Ph.D. students in Pharmacy and Physics. He has directed independent studies for numerous undergraduate students, mentored 3 URI undergraduate award winners, supervised 2 students in Undergraduate Research Initiatives, and mentored high school student interns. He also brings his knowledge and enthusiasm to the public. He has involved high school students in his research, presenting his work on nanotechnology at the 2011 URI Honors Colloquium, interviewing on the Discovery Channel and for the *Warwick Beacon*, and delivering a lecture at the URI Lifetime Learning Institute. Professor Dwyer is a productive scholar in the field of Physical Chemistry.

DAVID FAFLIK – Associate Professor, Department of English

Education

2005	Ph.D. English, University of North Carolina-Chapel Hill
2001	M.A. English, University of North Carolina-Chapel Hill
1999	Technical Communications, Utah State University
1996	M.A. History, University of Washington

Selected Prior Experience

2008	Assistant Professor, Dept. of English, South Dakota State University
2006	Assistant Professor, Dept. of American Culture & Literature, Ankara Turkey
2005	Visiting Assistant Professor, Dept. of English, University of Arkansas

URI History

Professor Faflik joined the URI faculty in Fall 2011 at which time he was awarded a one-year credit toward tenure for his three years prior service as a tenure-track assistant professor at South Dakota State University. Professor Faflik is an excellent teacher who teaches classes ranging from freshman level general education offerings to advanced doctoral seminars. At the undergraduate level, Professor Faflik has consistently taught courses for first and second year students, typically with a strong emphasis on writing. He taught: *Introduction to Literature* in a large course format (over 100 students) and taught *The Short Story* three times. His IDEA ratings are strong and brought about a rating of "excellent teacher" and adjusted summary evaluation scores in the "higher" category. This spring he is offering a new course: *Honors Seminar in Letters: Introduction to American Studies.* He is further working with colleagues at the ASFCCE campus on the new program in Urban Studies. At the graduate level, Professor Faflik serves as Literature TA Supervisor. It should be emphasized that training in the teaching of literature is an important aspect of the graduate degree in English. In this role, he teaches *Methods of Teaching Literature* each fall to the literature TAs. Also at the graduate level, Professor Faflik has taught: *Studies in 19th Century American Texts,* with the subtitles *Reading the Antebellum City* (spring 2012); *Melville and Historical Methods: Text, Archives, Contexts* (spring 2013) and *Sense and Sentimentalism in Nineteenth-Century American Literature* (fall 2014). Professor Faflik has also participated in curricular development at the graduate level, proposing a new course: *Topics in Teaching College English* that is being offered for the first time this spring that will provide ongoing teaching mentorship and instruction for graduate students. He is currently major professor for one doctoral student and one master's student as well as serving on the graduate program committees of three master's students and four doctoral students.

Professor Faflik is a leading scholar in nineteenth century American literature and culture who is best known for his work on the city in literature. After joining the faculty at URI he published a single-authored book: *Boarding Out: Inhabiting the American Urban Literacy Imagination, 1840-1860* (Northwestern University Press, 2012). This book has received attention in a *Boston Globe* article in January 2013 on boardinghouse culture in cities such as Boston. Professor Faflik has completed a new book manuscript, "Missed Reading: Culture, Class and Work of Urban Form" that is under review at the Ohio State University Press. Prior to coming to URI, he edited *The Physiology of New York Boarding-Houses* by Thomas Butler Gunn, published by Rutgers University Press in 2009 as part of the American Studies Book Series. He also has published three single-authored papers since coming to URI: "A Nobel Sport: The Racial Football Rhetoric of Mandela, Obama, and Martin Luther King Jr" in the *Journal of Sport & Social Issues*; "Light Writing: Verbal, Visual, and Virtual Images in the STEM Classroom" in *Currents in Teaching and Learning*, and "Deep Thought, Shallow Aesthetic: Reading Surface Meaning in Thoreau" in *American Literature*. He has an additional paper accepted for publication: "Stuart Hall and the Whiteness of the Whale" in a special issue of *South Atlantic Quarterly*. He furthermore published a festschrift paper ("A Philadelphia Story: or, the Mysteries of Phil" in *Phil Lapsansky: Appreciations*) and a book review. Professor Faflik has received grant support for his work since coming to URI, including a Mellon Foundation grant for $2,000 as well as three grants from the URI Center of the Humanities.

Professor Faflik serves as a member of the Department's Graduate Committee and the Graduate Admissions/Awards Subcommittee. His Chair notes these are among the most time consuming but essential aspects of Departmental work. He is a founding member and

Director of the American Studies Executive Committee, including faculty from Textiles, Fashion Merchandising and Design, Art and Art History, History, and Economics. In sum, Professor Faflik is a highly productive scholar who is establishing a strong reputation in American and cultural studies.

J. JENNIFER JONES – Associate Professor, Department of English

Education

2002	Ph.D. English, University of California, Santa Barbara
1997	M.A. English, Highest Honors, University of California, Santa Barbara
1995	B.A. Modern Literacy Studies & Theater Arts, Summa Cum Laude, College Honors, University of California, Santa Cruz

Selected Prior Experience

None

URI History

Professor Jones joined the University of Rhode Island faculty in Fall 2005. Professor Jones was on medical leave for Spring 2008, parental and medical leave in Spring 2009, and parental and medical leave in Spring 2012. She was granted an extension of her tenure clock until 2014-2015. Professor Jones was awarded the URI Foundation Teaching Excellence Award in 2014, the highest (and most highly competitive) teaching award bestowed by the University of Rhode Island. She has taught a broad range of courses including nine at the undergraduate level and seven at the graduate level. These include general education and early majors courses she development such as: *Introduction to Literature; British Literature II: Romanticism to Modernism, Introduction to Literary Genres: The Poem* in addition to advanced undergraduate courses she developed including: *British Literature of the 19th Century; Topics in Romanticism: Human Rights and the Romantic Individual: Revolutions of Mind and Wordsworth: The Politics and Poetics of Consolation; Women Writers; Romantic Poetry, British Authors: 19th Century: Mary Wollstonecraft and Jane Austen.* At the graduate level, Professor Jones has taught service courses including: *Introduction to Professional Study and Methods of Teaching Literature* as well as courses she developed in her field of specialty. Professor Jones has served as major professor for three doctoral students in English Literature and four master's students. In addition, she has served on the graduate program committees of five doctoral and three master's students. At the undergraduate level, she supervised three semester-long Honors projects. Professor Jones' SET and IDEA ratings are outstanding.

In the area of scholarship, her work focuses on British Romanticism. Since joining the faculty at URI, she has published five single-authored peer-reviewed articles. "Sounds Romantic: The Castrato and English Poetics Around 1800" in *Romantic Circles Praxis*, which won the Keats-Shelley Association of American Award for Best Essay in the Field. She also received Second Prize for the best Essay of the Year by the Interdisciplinary Nineteenth-Century Studies Association. She served as editor for *The Sublime and Education*, a special issue of *Romantic Circles Praxis* including eight original peer-reviewed essays. In addition, she served as

Associate Editor for "Romantic Movements" a special issue of *European Romantic Review*. She has published four book reviews with a fifth to be published in 2015 and a review essay published in *Eighteen-Century Life*. Professor Jones has received substantial support for her scholarly work, including four awards from the URI Center for the Humanities totaling over $8,000 and a grant from the URI Council for Research for $7,970.

Professor Jones has been a generous contributor to her Department and the University. At the departmental level she has been a long-standing contributor to the Curriculum Committee (2005-2012). She served as Literature TA Advisor for three years, an important role in training Graduate TAs to deliver the undergraduate curriculum. She spent four years building and maintaining the Department of English website as well as two years on the Ocean State Summer Writing conference website. She has been a member of the English Graduate Committee including the Job Placement Committee. More recently she developed and now chairs the Department's Undergraduate Assessment Committee and is responsible for the upcoming assessment report, for which she was awarded a Mini-Grant. She has represented her department at University recruiting events. At the level of the College, she served on the Arts and Sciences Dean's Advisory Council. At the level of the University, she served on the Graduate Council and its subcommittee for the Graduate Curriculum. She is a member of eight professional organizations in her field. Professor Jones has doubled her scholarly output in the past two years, which has been nationally recognized for its quality, and is a strong contributor to the well being of the University.

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TENURE ANALYSIS
FY 2016

An analysis of the number of tenured faculty members at the University of Rhode Island for the last four years is provided below:

Year	Headcount of Full-Time Faculty 1	Number with Tenure	Number Granted Tenure	Percent of Faculty Tenured
2012-13*	599	445	20	74.3%
2013-14*	595	440	24	73.8%
2014-15*	597	441	14	74.0%
2015-16**	599	436	7	72.0%

1 Includes fulltime tenure-track, tenured and clinical faculty.
*Actuals
**Data for 2015-2016 are estimates at this time. Actual number of new appointments and retirements are not completely known at this time of year for the 2015-2016 academic year.

Office of the Provost and Vice President for Academic Affairs
April 23, 2015

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