RHODE ISLAND BOARD OF EDUCATION
80 WASHINGTON STREET, SUITE 524
PROVIDENCE, RHODE ISLAND 02903

RHODE ISLAND
BOARD OF EDUCATION

EVA-MARIE MANCUSO, ESQ.
CHAIR

PATRICK GUIDA, ESQ.
VICE-CHAIR

COLLEEN A. CALLAHAN, ED.D.
SECRETARY

ANTONIO BARAJAS, M.D.

MICHAEL BERNSTEIN

DENNIS DUFFY, ESQ.

KARIN FORBES

JO EVA GAINES

WILLIAM MAAIA, ESQ.

LAWRENCE PURTILL

MATHIES SANTOS, LT. COL. (RET.)

Enclosure 3f
June 12, 2014

June 6, 2014

TO: Members of the Board of Education

FROM: Clark Greene, Authorized Officer

SUBJECT: Approval of Tenure for Faculty Members at Rhode Island College

President Nancy Carriuolo is requesting approval for the awarding of tenure to the faculty members at Rhode Island College (RIC) listed below. These faculty members will have completed tenure requirements as detailed in the collective bargaining agreement between the RI Board of Education and the RIC/AFT. Background information on these individuals is attached.

Therefore, I recommend:

THAT the Board of Education approves the awarding of tenure to:

Effective July 1, 2014
Samuel Breene, Assistant Professor of Music, Theatre, and Dance
Rebecca Caouette, Assistant Professor of English
Anita Duneer, Assistant Professor of English
Gregory Golden, Assistant Professor of History
Paul LaCava, Assistant Professor of Special Education
Cara McDermott-Fasy, Assistant Professor of Special Education
Corinne McKamey, Assistant Professor of Elementary Education
Sanae Tashiro, Assistant Professor of Economics
Lynda Thompson, Assistant Professor, Henry Barnard School
.

REACH
INSPIRE
CONNECT

May 13, 2014

Mr. Clark Greene, Interim Commissioner of Higher Education
Office of Higher Education
Shepard Building, 80 Washington Street
Providence, RI 02903

Dear Commissioner Greene:

Nine 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 Higher Education, 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 2004 – 2013.

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

Sincerely,

Nancy Carriuolo

Nancy Carriuolo
President

Attachments (11)

2014 List of Rhode Island College Faculty Receiving Tenure

NAME	DEPARTMENT
Samuel Breene	Music, Theatre, and Dance
Rebecca Caouette	English
Anita Duneer	English
Gregory Golden	History
Paul LaCava	Special Education
Cara McDermott-Fasy	Special Education
Corinne McKamey	Elementary Education
Sanae Tashiro	Economics and Finance
Lynda Thompson	Henry Barnard School

SAMUEL BREENE

Assistant Professor of Music, Theatre, and Dance
Faculty of Arts and Sciences

Education

2007	Ph.D.	Duke University
2003	A.M.	Duke University
1998	B.M.	Lawrence University Conservatory of Music

Selected Prior Experiences

Dr. Breene was a post-doctoral fellow at the University of Pennsylvania and an adjunct instructor at New York University before assuming his position at Rhode Island College.

Rhode Island College History

Dr. Breene was hired in 2009 as an assistant professor with a specialty in music history. However, he is not just a music historian; he is also an accomplished performing violinist. His dual abilities have afforded him the respect of his students and his peers. He doesn't just know about music, he performs music, even as he teaches students music history.

He has taught a variety of courses for both music majors as well as non-majors, including a First Year Seminar on "The Power of Sound: Exploring Emotion in Music," and a general education course for non-majors, "Opera"; Music History and Literature I and II; upper-level history courses in baroque, classical, romantic, and 20th Century music; senior seminar, graduate seminar, and independent study courses; and applied violin for music majors. He established the Early Music Ensemble, in which students play music from the 16th to the 18th Centuries. His evaluations by students are praiseworthy. Ratings for preparedness, organization, enthusiasm, subject knowledge, and responsiveness to student questions are consistently in the 4's (on a 5 point scale). "This professor provides ample opportunity for the students to think critically and respond to 'hot topics.' His energy transfers to the class and makes it easy to want to do well in his classes." Evaluations by his peers are equally positive. "His skill in combining his research, spot-on audio and visual examples, violin playing, and sincere and personable way of lecturing make for superb classroom experiences."

Dr. Breene has been actively involved in service. He is a member of the Audition Committee and Graduate Committee in the department. He chairs the Honors Committee for Music. He has served on the Undergraduate Curriculum Committee, the Committee on General Education, and the Research Fluency Assessment Committee. He has served as a judge, program annotator, and board member for various local organizations, and he holds memberships in five professional organizations.

His scholarly work spans both musicology and performance. His article on Mozart in the journal *Early Music*, published by Oxford University Press, is forthcoming. He is currently working on a book proposal regarding Mozart. Since coming to the college, he has presented eight papers on his work at international, national, and local conferences. In addition he has presented "pre-concert' lectures for the Rhode Island Civic Chorale and the Rhode Island Symphony Orchestra. He has performed with various orchestras as well as soloist concerts. Among the performances venues are: Rhode Island Civic Chorale and Orchestra, Rhode Island Philharmonic, Proteus String Quartet, Rhode Island College Chamber Players, Providence College Festival Orchestra, and Rhode Island College Chamber Orchestra.

Dr. Breene is truly a multi-talented faculty member whose presence on the Music faculty is profoundly valuable.

REBECCA CAOUETTE

Assistant Professor of English
Faculty of Arts and Sciences

Education

2009	Ph.D.	University of Connecticut
2001	M.A.	University of Connecticut
1998	B.A.	Eastern Connecticut State University

Selected Prior Experiences

Dr. Caouette completed her Ph.D. just prior to starting her tenure-track position at Rhode Island College. At UConn, she worked as assistant director of freshman English for four years and as an academic specialist for Freshman English Program Assessment. While a graduate student, she taught a variety of writing and literature courses at UConn and Eastern Connecticut.

Rhode Island College History

Dr. Caouette was hired in 2009 as an assistant professor in the English department, specializing in composition. She was hired to be the administrator of the college's writing program – specifically overseeing all aspects of freshman composition. She has taught a wide range of composition courses at all skill levels: the developmental Basic Writing Course; First-Year Writing in various formats; a First-Year Writing "Plus" course (see below); Expository Writing; Studies in Composition; Studies in Rhetoric; and a graduate-level Topics in Composition Theory. Her versatility is unbounded, as she has also taught a First Year Seminar on "The Novel of Letters and the Digital Age." A recent peer evaluation praised her teaching in an FYW-Plus course regarding "how writers build on and extend the ideas and conversations of other writers and thinkers." Another professor observed that Dr. Caouette was "a skilled and dedicated instructor." In student evaluations, she routinely receives uniform 5's – a perfect score – across all evaluation questions, with comments such as "Excellent and highly critical (in a good way) professor, with organized and manageable coursework."

Her administration of The Writing Program and other service has been equally impressive. Arriving at the college with the longstanding Writing 100 course in place, Dr. Caouette began to investigate and modify the goals and outcomes for that course. She continued to modify the course as it transitioned to the new First Year Writing course in the new General Education program. She also began a pilot program – FYW-Plus – an intensive course blending both developmental writing and the regular FYW material for students who would otherwise place into the pre-college course. The FYW-Plus pilot has been so successful that it has led to a near-elimination of the developmental writing sections. She also piloted a self-directed placement program in which students are given the option to select, with faculty guidance, the level of beginning writing at which they are most comfortable. To support these changes, she has instituted extensive assessment systems and faculty-development workshops on the new curriculum. Through her successful changes, she has improved the outcomes for students, as measured by their success in follow-up courses. In addition, she has helped educate and prepare all Rhode Island College faculty to embed writing instruction into their courses, through her service on the Writing Board, the Committee on the Assessment of Student Outcomes, the Committee on General Education, and her leadership of the assessment of student written communication throughout the General Education program. Externally, she has served as a member of the Best Article Committee for the Council for Writing Program Administrators, and she is a member of two professional organizations on writing pedagogy.

Dr. Caouette has been actively involved in scholarship. Three recent publications address the professional development of writing instructors, the teaching of grammar, and writing program collaboration. She has 11 meeting presentations at national, regional, and local venues.

Dr. Caouette's skillful blending of teaching, scholarship, and service has been amazingly productive.

ANITA DUNEER

Assistant Professor of English
Faculty of Arts and Sciences

Education

2007	Ph.D.	University of Connecticut
2000	M.A.	University of Connecticut
1998	B.A.	University of Alaska

Selected Prior Experiences

Before coming to Rhode Island College, Dr. Duneer was a visiting assistant professor at College of The Holy Cross for two years.

Rhode Island College History

Hired in 2009 as an assistant professor in the English department, Dr. Duneer has distinguished herself in teaching a wide range of courses. She has taught two different versions of First Year Seminar, two different versions of introductory literature courses for General Education, Introduction to Literary Studies (for English majors), several upper-level literature courses, senior seminar, and graduate literature courses, as well as Honors General Education courses. Across this enormous span, an equally wide range of students rate her as excellent in organization, communication, feedback on written work, and availability outside the classroom. A dedicated and focused instructor, Dr. Duneer sets an atmosphere in which students can question and learn: "When students disagreed with the theorists we studied, she was respectful of differences of opinion while still pushing us to be able to back up our ideas." The multiple peer observations of her classroom instruction are unanimous in saying she is invested in her students and their education. "She creates a space where students discover (and re-discover) the rewards of careful textual analysis."

Dr. Duneer has been extensively engaged in service to the college in her role as co-director of the *Open Books Open Minds* common book reading program that all freshmen engage in. As Dr. Duneer writes, "*Open Books Open Minds* creates an academic environment for students and faculty – whether it is guest lectures, faculty round tables, or student presentations." She was instrumental in securing a grant from the Rhode Island Council for the Humanities to support *Open Books Open Minds*. One of her innovations was the establishment of the OBOM Student Conference every April, in which not only freshmen but students up to the master's level present their own academic work that engages with the chosen text for that year. This extremely successful conference has been the basis for a college-wide platform for undergraduate research at Rhode Island College. The time, effort, and energy she has devoted to *Open Books Open Minds* has produced great returns for the college community, helping to attract students as freshmen, contributing to an increase in the first-to-second-year retention rate by three percentage points, and becoming an integral part of the college's First Year Experience program. In addition, she has been actively involved in departmental service on the Honors Committee, the Graduate Committee, and the Undergraduate Curriculum and Instruction Committee.

Dr. Duneer is an expert on the 19th and early 20th Century seafaring literature regarding women. She has been extremely active in her scholarly endeavors. As described by Dr. Duneer, "All of my work is concerned with racial or gender identity." Since coming to the college, she has four peer-reviewed, three reviews of books and papers, and 10 presentations at regional and national conferences. Currently she is completing a monograph on Jack London.

Dr. Duneer exemplifies a creative, innovative, dedicated, and collaborative professor.

GREGORY GOLDEN

Assistant Professor of History
Faculty of Arts and Sciences

Education

2008	Ph.D.	Rutgers University
2001	M.Litt.	Oxford University
1995	M.A.	University of Chicago
1994	B.A.	University of Pennsylvania

Selected Prior Experiences

Before coming to Rhode Island College, Dr. Golden taught history courses at Oxford University in England and at Rutgers University.

Rhode Island College History

Dr. Golden was hired in 2009 as an assistant professor in the History Department. Specializing in the "ancient" world of the Greek and Roman eras, he has taught courses not only in these areas but has also History General Education Courses (the old General Education survey "Western History" as well as the new course "Europe in the World to 1600"). In addition, he has taught two different First Year Seminars for General Education, different versions of the History Senior Seminar course, and undergraduate honors projects and graduate history theses. Across these varied courses and settings, peer evaluations consistently rate him as exemplary in command of the subject, organization, integrity and enthusiasm, and motivating of students' intellectual curiosity. Students evaluate his teaching similarly. Student ratings across a wide variety of questions and courses are consistently in the mid to high 4's, with perfect 5.0 ratings in the majority of evaluations concerning his First Year Seminar "Is Biography History?" To receive this level of ratings from students at all levels, from first-year students to graduate students, demonstrates his superb ability to meet students where they are and to develop their intellectual curiosity.

Dr. Golden's service has been equally diverse and respected. He has served for multiple years as the History Department representative to Council (the college's faculty senate). Within the department, he has been actively involved in curriculum development, development of history courses that contribute in new ways to the history program, as well as formulations of the department's "Writing in the Discipline" document for General Education. An advocate in the use of technology in the classroom, he has served on the department's Technology Committee since coming to the college. Other department committees included the Films and Lectures Committee, Honors Committee, and Instructional Resources Committee. He is the faculty advisor to the newly-revised History Students Alliance.

Dr. Golden's scholarship is impressive. In the last year, Dr. Golden's book *Crisis Management During The Roman Republic* was published by none other than Cambridge University Press, the world's most prominent academic press. As the department chair notes: "Among historians, especially ancient historians, Cambridge is the profession's premiere press." Reviews of the book by his peers have been effusive. He is currently working on two invited submissions to the ABC-CLIO Military History Series – the *Encyclopedid of Conflict in Greece and Rome*. He has presented his work at a regional lecture series as well as at local colloquia. He is a member of two professional organizations and has been a textbook reviewer for two publishing houses.

As the department chair writes in Dr. Golden's evaluation, "His career path, defined by continuous excellence in teaching, professional activities, and service, serves as a model for others to emulate."

PAUL LACAVA

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

Education

2007	Ph.D.	University of Kansas
2000	M.S.	University of Kansas
1989	B.A.	Central Connecticut State University

Selected Prior Experiences

Before being hired at Rhode Island College in 2009, Dr. LaCava had been a special education teacher for four years. He worked in a variety of roles at the University of Kansas before coming to RIC.

Rhode Island College History

Dr. LaCava has taught "Assessment Procedures for Children and Youth with Disabilities," as well as "Methods and Curriculum: Autism Spectrum Disorders" at the graduate level. The exceptionally well-presented evidence shows Dr. LaCava to be an imaginative and rigorous instructor who is able to build a strong rapport with students. The numeric ratings are all above 4 on a 5-point scale, while the qualitative comments are overwhelmingly positive. Students describe him as "very enthusiastic and passionate toward the subject" and "very respectful to all students, which allowed for great discussions." Colleagues who visited his classes also report on great teaching. "I view Dr. LaCava as a fine college instructor." "Dr. LaCava is a natural teacher. He connects with his students, sets a tone of collaboration with his students, and maintains a classroom that promotes learning." He has been a vital contributor to the success of the newly designed ELED/SPED Collaborative Approaches to Diversity Responsive Education (CADRE) Program.

Dr. LaCava created and serves as the director of the Certificate of Graduate Study in Autism Education, which has been extremely popular and successful because of the rising recognition of autism in the nation's children. He is a member of the RIC/URI Ph.D. in Education Program Committee and has served as a committee member for five doctoral students and as major professor for one doctoral student. Students regularly seek Dr. LaCava for his advice, guidance, and expertise.

Dr. LaCava maintains a strong record of scholarship and grant writing. He recently published an article in the prestigious *Autism: The International Journal of Research and Practice* and has three practitioner articles in *Autism Spectrum Quarterly* on the basics of neuroscience and autism. He is a collaborator in his approach to research and has presented with his colleagues around the country and co-authored two book chapters with national colleagues. His 2014 article in the *Encyclopedia of Special Education* on Temple Grandin, the nation's most famous person with autism, has been frequently referenced.

Dr. LaCava is establishing himself as a national expert on autism spectrum disorder and is raising the profile of the college on this extremely important topic. He is a generous and collaborative faculty member whose work with students and colleagues is impeccable. He is most deserving of tenure.

CARA MCDERMOTT-FASY

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

Education

2009	Ph.D.	Boston College
1998	M.A.T.	Rhode Island College
1995	B.A.	Boston College

Selected Prior Experiences

Since 2003, Dr. McDermott-Fasy has been a National Board Certified Teacher, Early Childhood through Young Adulthood/Exceptional Needs Specialist and served as a special education teacher for five years in the Providence, Bristol, and Jamestown public schools in Rhode Island.

Rhode Island College History

Dr. McDermott-Fasy maintains a strong record of scholarship, professional certifications, and grant writing. In 2013 she renewed her National Board Certification as an Early Childhood through Young Adulthood/Exceptional Needs Specialist and holds Rhode Island certifications in Professional Administration of Curriculum and Instruction; Professional Administration of Special Education; Professional Teacher of Elementary Grades 1-6; and Professional Educator, Mild Moderate, Elementary/Middle Level. With these credentials, she is able to serve as a Technical Assistance Provider for public and private schools in Rhode Island on the Multi-Tiered System of Supports (MTSS) and on Response to Intervention (RtI) for students with disabilities.

Dr. McDermott-Fasy teaches Assessment Procedures for Children and Youth with Disabilities; Assessment, Curriculum, and Methodology for Children with Mild/Moderate Disabilities at the Elementary and Middle School Levels; and the graduate-level Advanced Assessment of Children and Youth with Mild/Moderate Learning and Behavior Problems, among other courses. Her numeric ratings by students are very high, all above 4 on a 5-point scale; student qualitative comments are stellar: "Great professor. 100% dedicated. By far the best special education experience at RIC." "Fabulous teacher! She provides positive feedback with constructive criticism...She's amazing, and I'm very grateful for her enthusiasm and helpfulness." Faculty colleagues who visited her class also report on dynamic and passionate teaching. "Dr. McDermott-Fasy's ability to properly plan and execute a class session designed to prompt critical thinking of undergraduate special educators in RtI and Universal Screening was commendable."

She has published in the prestigious *Teaching Exceptional Children Plus* and worked with Dr. Fran Gallo of the Central Falls School District on the co-teaching model for student teaching. She has numerous peer-reviewed presentations at national and regional conferences on family-school partnerships in special education, mentoring/induction programs for new special-education teachers, and integrating elementary and special-education preparation and practice. She is currently a Council for Exceptional Children Pioneers Division Mentor and a member of the RIDE Systems of Support Team and the RtI Higher Education Work Group. She also serves as a reviewer for the *Journal of the American Academy of Special Education Professionals*. She has conducted several trainings for RIDE on data-based decision making within an RtI framework.

CORINNE MCKAMEY

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

Education

2005	Ed.D.	Harvard University
2005	Ed.M.	Harvard University
1995	M.A.T.	Trinity University
1992	B.A.	Cornell University

Selected Prior Experiences

Before being hired at Rhode Island College in 2010, Dr. McKamey held a Postdoctoral Fellowship at the Wellesley Centers for Women at Wellesley College. Before that, she taught middle and high school physics, biology, earth science, and psychology for six years in schools in Massachusetts and Texas. Her undergraduate degree is in Biology and Society.

Rhode Island College History

Dr. McKamey has demonstrated enormous depth and phenomenal creativity and versatility as an educator. She is the founding Co-Director of the B.A. in Youth Development that was approved by the Rhode Island Board of Education in 2012 and is growing at a rate that can make it one of the largest programs in the School of Education in the next three years. She is the lead developer of the Individualized Master of Education program for *Teach for America* corps members that was approved by RIDE and has taught in the program since its inception. She was a Co-Chair of the Promising Practices Conference and is a key member of the Central Falls/Rhode Island College Innovation Lab, serving on the Planning Committee and facilitating the *Engaging Youth through Arts* collaboration between Central Falls and Youth Development students. She has been instrumental in the reshaping of the Nonprofit Studies Certificate program that serves professionals as well as students in the Youth Development Program. She serves as dissertation committee member in the RIC/URI Education Doctoral Program, and she led the long-awaited revision of the B.A. in Elementary Education that involved a change in four Arts and Sciences content majors, a new "Multidisciplinary Studies" content major, and changes in nine different courses. She also helped coordinate the new curricular collaboration between Elementary Education and Special Education that helped reduce the credit load for students seeking certification in both areas.

As a teacher, Dr. McKamey is innovative. She has taught science-methods courses at the undergraduate and graduate levels in the Elementary Education program, Service Learning in Educational Contexts for the Youth Development Program, First Year Seminar on "Snapshots!" for General Education, Curriculum and Assessment for the *Teach for America* M.Ed., as well as Directed Reading in the Ph.D. in Education. She is a leader in the use of technology in her classes, incorporating blogs, wikispaces, and Google docs, among other resources. Colleagues who observe her class report on great teaching. "Corinne is an engaging, knowledgeable instructor who consistently welcomes all questions and points of view and has a very approachable style." Students say "I think all college classes should be like this. We had lots of work, but it was livable and fun. I really got to know my classmates. All of the blog readings were relevant!"

Dr. McKamey maintains a strong record of scholarship. Her area of expertise is the role of student self-confidence in science learning. She is the author of four peer-reviewed articles – one of which was published in the very prestigious journal *In Education;* she is a co-author of a book chapter on qualitative research; and she has made peer-reviewed presentations in a wide variety of professional venues, including the Association of Teacher Educators Conference and the New England Educational Research Association, among others.

Dr. McKamey presents one of the most beautifully-constructed and compelling portfolios for tenure at Rhode Island College in the last six years.

SANAE TASHIRO

Assistant Professor of Economics
School of Management

Education

2004	Ph.D.	Claremont Graduate University
1996	M.A.	California State University-Los Angeles
1994	B.A.	California State University-Los Angeles

Selected Prior Experiences

Before joining Rhode Island College in 2010, Dr. Tashiro was an assistant professor at Rowan University. She was a post-doctoral fellow at the University of California-Davis in 2004-2005 and, before that, taught economics at Chaffee College. After receiving her master's, she worked as a research assistant at the United Nations, as an economics research analyst at The Sakura Bank, and as an international tax analyst for Arthur Andersen.

Rhode Island College History

Dr. Tashiro has taught eight distinct courses since joining Rhode Island College, including the beginning-level Principles of Microeconomics, Urban Economics, Intermediate Microeconomics, Econometrics, Labor Economics, Economics of Government, and senior seminar and honors courses. Dr. Tashiro brings a thoughtful, thorough, challenging, and innovative style to her teaching. She has effectively incorporated technology such as STATA statistical software, and she frequently uses interactive approaches to enliven her classes and help accomplish her well-constructed and rigorous learning goals. Particularly noteworthy is her promotion of undergraduate research, in which she has mentored undergraduates on a wide range of topics, recently involving the economics of LEED certification and a cost analysis of higher education. Dr. Tashiro's student evaluations have risen to be among the highest in the School of Management, and her peer observations are consistently excellent.

Dr. Tashiro is arguably the strongest researcher in the School of Management. She has demonstrated a high level of activity and accomplishment during her entire career, and that intensity has only increased since she joined Rhode Island College. Her four journal articles and seven conference paper presentations since joining Rhode Island College demonstrate her singular ability to apply economic constructs to unique topics. Her work on gender differences in time allocation and consumer spending patterns has been particularly well received, with publications in *Journal of Gender Studies* and *Food, Culture, and Society*. Dr. Tashiro's service to the college and the School of Management has been excellent. As the representative of the Vice President for Academic Affairs on the Academic Technology Advisory Committee, she participated with industry, intensity, and intelligence to make important improvements to faculty access to the college's student information system. Since coming to RIC, she has developed a relationship with the federal Bureau of Labor Statistics, with which she has organized and sponsored several comprehensive and successful annual workshops on BLS resources for faculty and students from departments across the college.

With her wealth of professional experience, Dr. Tashiro has matured into an outstanding faculty member in teaching, research, and service.

LYNDA THOMPSON

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

Education

2004	M.A.T.	Roger Williams University
1986	B.S.B.A.	Nichols College

Selected Prior Experiences

Ms. Thompson served as an elementary school educator in the Lincoln Public School District for four years prior to joining Rhode Island College in 2008.

Rhode Island College History

Ms. Thompson worked at Rhode Island College for five years in the role of instructor before being promoted to the rank of assistant professor in 2013. She teaches fourth grade.

She has received positive recommendations from her direct supervisors and peers, and she is valued as a highly effective educator. Letters from parents and samples of student work demonstrate the high quality of her instruction and her stellar participation as a faculty member in the Henry Barnard School.

Ms. Thompson avidly engages in scholarship and service to the college. Her recent article, "Green-Up Clean-Up: Fourth Graders Making a 'Clean' Difference on a College Campus," was submitted to *Social Studies for the Young Learner*, a prestigious journal in the elementary-education field. The article is based on Ms. Thompson's students participating in Green-Up Clean-Up Day on campus. President Carriuolo described this endeavor in her 2012 address – A Look Back: "These fourth graders did an amazing job of recognizing a problem, researching it, and coming up with a solution." Because of this innovative endeavor, Ms. Thompson and her fourth graders were presented with the 2013 Green Team Award at Rhode Island College.

Ms. Thompson has presented at the Annual Rhode Island Writing Project Spring Writing Conference and has helped facilitate the Young Writer's Camp in the summers. She serves on numerous committees at the Henry Barnard School and is a leader in the school's adoption of the iPad as a teaching tool, currently serving as a participant in the Feinstein School iPad Learning Community, a faculty-development initiative.

RHODE ISLAND COLLEGE
Faculty Tenure Analysis
2013

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 2013. The percentage of tenured faculty has averaged nearly 67% during the previous ten-year period. From 2004 to 2008 there was a small but steady decline in the percentage of tenured faculty. During the most recent five-year period, there has been a slight increase each year in the percentage of tenured faculty, and currently 70% of the faculty are tenured.

TENURE ANALYSIS

Year	No. Granted Tenure	Total No. With Tenure	Percent of Faculty Tenured*
2004	15	256	70%
2005	12	251	69%
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%

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