



THE UNIVERSITY OF RHODE ISLAND
FEINSTEIN COLLEGE OF EDUCATION

ANNUAL REPORT 2024-2025

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OUR ETHOS

In the spirit of partnership, we strive to create a community where collegiality and collaboration thrive. We believe in being supportive and respectful, engaging in meaningful conversations that uplift and empower. We value the acquisition and sharing of knowledge through equitable educational practices that cultivate advocacy, justice, and joy and endeavor to expand our mission of developing future educators from pre-K through higher education.

DEAN'S MESSAGE

Dear Friends,

Welcome to the Alan Shawn Feinstein College of Education!

It is an honor for me to share with you the ways in which the college has made an impact over the past year.

Our education community never ceases to amaze me, and I am filled with gratitude and awe as I witness the work being done by our students, faculty, staff, alumni, and educational and community partners.

The latest collaboration between Sara Sweetman, associate professor of environmental education, and PBS Kids is *Weather Hunters*, an animated program from weather presenter and *Today* host Al Roker that will help children's understanding of weather through adventure and comedy.

The college is going global! In addition to launching new education-focused study-abroad opportunities in Germany and the Dominican Republic, we hosted 25 international English language teachers from 16 countries in a cultural exchange program.

Our faculty have been hard at work developing new programs, earning prestigious awards and securing more research grants than ever before. Our students are leaders on and off campus, serving as peer mentors and creating the college's new student advisory board. And our alumni are giving back in multiple ways, serving both URI and the broader community.

I am thankful to Diane and Kent Fannon for their generous education research endowment, which will support faculty innovation that helps children and schools. Also, the college is fortunate to have a new endowed scholarship from Heidi Burke Cianfarani '92, M.A. '00, for students pursuing a degree in education.



Unfortunately, we also have some sad news to share. The college's namesake and benefactor Alan Shawn Feinstein passed away in September at the age of 93. Mr. Feinstein dedicated his career to uplifting public education from K–12 to higher education and will be remembered for his educational philanthropy and his desire to make the world a better place for children.

Carrying on the legacy of Mr. Feinstein, our collaborations have led the college to substantially increase its impact in such major areas as enrollments, private giving, and research grant dollars. This is a testament to the expertise and commitment of our college community, many of whom you can read about in this annual report.

Thank you for being part of our college, as we continue to think bigger every year.

Danielle V. Dennis

Dean Danielle V. Dennis

IN TRIBUTE

A Lasting Legacy

Feinstein College's Namesake,
Benefactor Dies at 93



Alan Shawn Feinstein

Alan Shawn Feinstein, educational philanthropist and the namesake of the University of Rhode Island's College of Education, passed away on Sept. 7. He was 93.

Feinstein's association with URI began in 1993 with scholarships awarded to students attending the University. A gift in 1998 resulted in the naming of the Alan Shawn Feinstein College of Continuing Education in Providence, later changed to the College of Education and Professional Studies in 2016, before being renamed the College of Education in 2023, dedicated primarily to educator preparation.

Feinstein was known for donating millions of dollars to local colleges, schools, and scholarship programs

to help children in need. He also founded the Cranston-based Feinstein Foundation in 1991, which encouraged "youngsters to do good deeds and be kind whenever possible," according to its website.

Feinstein received honorary doctoral degrees from several colleges, including the University of Rhode Island. Many schools around Southern New England bear the Feinstein name.

Feinstein amassed his fortune through the sale of collectibles and an investment newsletter.

Born in Dorchester, Mass., he graduated from Boston University and the Teachers College of the City of Boston and taught in Massachusetts and Rhode Island schools.

Feinstein lived in a modest home in the Edgewood section of Cranston. He is survived by his wife, Dr. Pratarnporn "Pat" (Chiemwichit) Feinstein, daughter Leila, and five grandchildren. He was also father of the late Ari and Richard Feinstein.

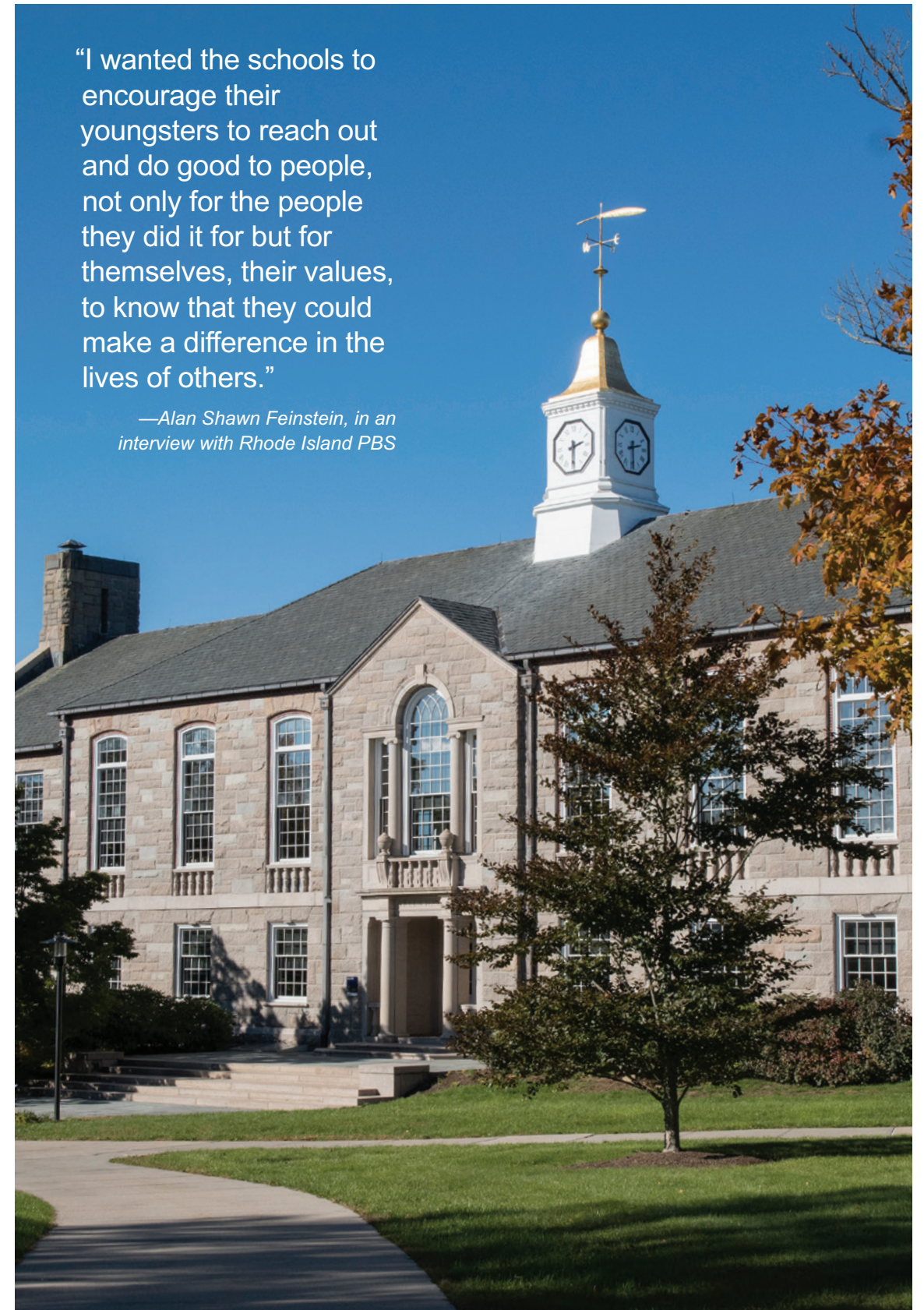


"I hope that the children that I may have made an impression on will turn around and make that impression on their own children someday. I think a lot of them will."

—Alan Shawn Feinstein, in an interview
with Rhode Island PBS

"I wanted the schools to encourage their youngsters to reach out and do good to people, not only for the people they did it for but for themselves, their values, to know that they could make a difference in the lives of others."

—Alan Shawn Feinstein, in an
interview with Rhode Island PBS



BY THE NUMBERS



241

Student teacher placements

664

Undergraduate students

26

Ph.D. students

175

Graduate students

669

Student practicums
and internships

26

Kappa Delta Pi, Honor Society in Education
(Iota Sigma Chapter) inductees

Scholarly Initiatives

56

Leadership roles

81

Faculty/staff publications

94

Faculty/staff presentations

\$4.8M

Total grant dollars awarded in 2023–24





Weather Hunters, the new STEM series created by and starring Al Roker, launches on PBS Kids July 7. URI's Sara Sweetman, associate professor of environmental education, is overseeing the educational mission and content development of the show.

NEWS

Highlights From the Past Academic Year

'Weather Hunters' Animated PBS Kids Series Features Research, Expertise from URI's Sara Sweetman

New Show Furthers Children's Understanding of Weather Through Adventure, Comedy

Weather Hunters, a new PBS Kids animated STEM series for viewers ages 5–8 from Al Roker Entertainment (ARE), the production company helmed by Al Roker, Emmy-winning weather presenter and host from *Today*, will premiere July 7 on PBS Kids in English and Spanish and includes project development, research, and expertise led by Sara Sweetman.

Weather Hunters is designed to help foster young viewers' interest and knowledge of earth science and meteorology, which are key building blocks of climate education.

Sweetman, associate professor of environmental education, is overseeing the educational mission and content development of the show. With more than 15 years of experience in children's educational STEM media development and research, she has been on project teams developing video, games, and learning materials for *Sesame Street*, *The Cat in the Hat Knows a Lot About That*, *Super Sema*, *Molly of Denali*, and *Elinor Wonders Why*, among others.

"Weather is a great topic to teach science to young learners. It impacts our daily decisions, our clothing, our activities, our mood, our health, our history, and our plans for the future," said Sweetman. "Our youngest learners will face more severe weather events in their lifetime than generations past. By educating children through media and storytelling, we can help encourage them to investigate weather phenomena, make sense from data, and talk to others about how weather interacts with their communities."

Weather Hunters' main character is 8-year-old Lily Hunter, voiced by Tandi Fomukong, an intrepid and observant weather detective who shares her investigations with her family and friends, including dad Al Hunter, voiced by Roker; mom Dot Hunter, voiced by Holly Robinson Peete; sister Corky, voiced by Kapri Ladd; brother Benny, voiced by Lorenzo Ross; neighbor Ms. Joyce, voiced by Sheryl Lee Ralph; and Al's grandfather, Walter Reed Hunter, voiced by LeVar Burton.

"Weather has always been a passion of mine, and inspiring young minds to explore its wonders has been one of the most fulfilling parts of this journey," Roker said in a media release announcing the project. "With *Weather Hunters*, I'm thrilled to share that passion with a new generation, including my granddaughter, Sky, who reminds me every day of the importance of leaving a better planet for our kids."

"Weather is a great topic to teach science to young learners. It impacts our daily decisions, our clothing, our activities, our mood, our health, our history, and our plans for the future."

—Sara Sweetman,
associate professor of environmental education

The animated stories feature stunning natural weather phenomena, giving the series a unique, contemporary, and original look. *Weather Hunters* will explore kid-relatable, STEM-based themes and activities, showcasing the wonder and science of weather in ways that are accessible to all learners. Among the key topics are observing and tracking weather patterns, investigating the weather at different times of the year and in different places around the world, and the connection between weather, humans, and their environment. Digital content for kids, parents, and teachers will launch in tandem with the series to reinforce the show's messages and encourage further engagement and learning, with the first game from the series allowing kids to create their very own weather reports.

"Weather impacts all of us every day, from our activities to our health and well-being, and we're so happy to be collaborating with Al Roker and his team at Al Roker Entertainment on this timely new series that helps teach foundational science concepts in a fun way," said Sara DeWitt, senior vice president and general manager, PBS KIDS. "*Weather Hunters* will help equip kids with the building blocks to start to understand weather overall and encourage them to use these STEM skills to make observations, collect data, and investigate the weather where they live, too."

College Hosts German Fulbright Fellow for U.S. Study of Special Education



Fulbright fellow Lisa-Katharina Möhlen (left) and Erica Dickson '94 spent a day together at the Jamestown School Department, where Dickson is director of student services.

With a focus on theory in practice, the Feinstein College of Education welcomes Fulbright fellow Lisa-Katharina Möhlen, a joint doctoral student at the University of Braunschweig, Germany and University of Vienna, Austria. Möhlen was on campus in April as she launched her six-month study of special education in the United States.

The German doctoral candidate has been awarded a Fulbright fellowship to study with Adam Moore, associate professor of special education at URI, through August. In the year ahead, Möhlen is traveling across the country working with Moore's colleagues in special education teacher preparation to compare practices in America, Germany, and Austria.

Möhlen is visiting other special education teacher preparation programs across the U.S., traveling to schools in Rhode Island, California, Illinois, Massachusetts, Minnesota, Texas, Vermont, and Wisconsin to observe the continuum of special education.

Möhlen said she looks forward to exploring and comparing the role of teachers as "policymakers on the ground" who facilitate inclusive environments for students.

"I suspect that what happens in German and Austrian classrooms may look similar to what happens in America," she said. "But still, the

administration, management, and organization of special education across our countries is very different."

Moore, an expert in special education teacher preparation, met Möhlen during his invited guest lectureship at the Technical University of Braunschweig in 2023.

"It was wonderful to learn from Lisa about global practices that center the needs of students with disabilities and start this extended collaborative partnership," he said. "I'm humbled to mentor her during her Fulbright fellowship."

Over the last year, the two have collaborated on several projects examining global approaches to inclusion and supporting youths with disabilities, including a joint presentation to the Council for Exceptional Children in November.

Danielle Dennis, dean of URI's College of Education, said this next step will deepen the college's established partnership with the Technical University of Braunschweig, which began 30 years ago with URI's College of Engineering. The partnership between URI and the Technical University has since expanded to include other colleges, including the Feinstein College of Education. The College of Education and TU Braunschweig's Institute for Educational Sciences also recently started a teacher exchange program funded by the German

Academic Exchange Service. Katja Koch, TU's vice president of teacher training and professor of education, who visited the URI campus in the fall of 2024, has been an integral part of expanding these reciprocal partnerships.

"Having Lisa study with Adam Moore is an example of how our global partnership with the University of Braunschweig has evolved and grown over the last several years," Dennis said.

"URI's Feinstein College of Education is expanding the scope and impact of this strategic partnership," added Kristin Johnson, URI vice provost for global initiatives. "This relationship offers exceptional global opportunities to students and researchers at both institutions."

Covering Classrooms, Coast-to-Coast

Möhlen will be busy traveling between eight states spanning the country over the six-month Fulbright fellowship, visiting numerous PK–12 schools and assessing various services provided to youths with disabilities. She has already started visiting schools in Rhode Island.

Lisa Colwell, director of pupil personnel services in the Bristol-Warren Regional School District and president of the Association of Rhode Island Administrators of Special Education, said hosting Möhlen offered her district a unique opportunity to share and exchange special education programming, practices and leadership that exist between the United States and Europe.

In addition to visiting schools, Möhlen will be discussing German and Austrian special education systems with teacher candidates, scholars, and community members during her travels. University of Texas Professor Jessica Reuter will host Möhlen as she visits PK–12 schools around the greater Fort Worth area.

"We are excited to support Ms. Möhlen in observing Texas schools during her Fulbright stay. The opportunity to learn about German and Austrian educational systems from her is equally appealing," Reuter said.

Moore, a former special education teacher who

has lived and taught in the Midwest and New England, said his own career has shown him firsthand how much variety there is to be found in how different communities approach special education.

Before coming to URI, Moore was a national board-certified special education teacher in the Boston Public Schools. He has been awarded several awards for his research, service, and teaching, including the New England Educational Research Organization's John Schmitt Award and a URI Kappa Delta Pi Outstanding Teaching Award. Moore's research focuses on inclusive education and family-centered partnerships. He is a leader for URI's Project SUSTAIN award from the U.S. Department of Education, which aims to address the national special education teacher shortage through a \$1.1 million educator personnel grant.

Moore believes Möhlen's visit will provide her with

"URI's Feinstein College of Education is expanding the scope and impact of this strategic partnership. This relationship offers exceptional global opportunities to students and researchers at both institutions."

—Kristin Johnson, URI vice provost for global initiatives

a contextual understanding of the range of special education services in the United States which can ultimately lead to improving how children with disabilities are served globally.

This summer, Moore and Colleen Rossignol, the College of Education's coordinator for global education and partnerships, will switch places with Möhlen. They're heading to Germany to lead a study-abroad course in Braunschweig, Nuremberg, and Munich, exploring how disability is constructed in both countries.

The College of Education now offers an advanced bachelor's to master's degree 4+1 program in special education, along with the traditional M.A. in special education. URI has tripled enrollment in its special education program in the last two years and is the largest producer of teacher candidates in Rhode Island. Last year, 186 students earned teacher certifications at URI.



English language teachers from 16 countries who participated in a URI cultural exchange program in July 2024 gather outside URI's Alumni Center.

College Hosts Cultural Exchange Program

English Language Teachers from Around the World Participate

The Feinstein College of Education hosted 25 international English language teachers from 16 countries in a cultural exchange program that provided a platform for the educators to share and develop best practices for integrating service learning into English language classrooms. The program—Service Learning Best Practices for English Language Classrooms—was held in July 2024 and included

participants from Algeria, Bangladesh, China, India, Iraq, Jordan, Malaysia, Mongolia, Morocco, Nepal, Qatar, Saudi Arabia, Sri Lanka, Thailand, Tunisia, and Ukraine.

The program was sponsored by the U.S.

Department of State's Bureau of Educational and Cultural Affairs Office of English Language Programs through the English Access Microscholarship Program and administered by FHI 360, a nonprofit human development organization.

Twenty of the participants work in elementary and secondary schools, and five work at the university level.

During their stay, the participants visited the Providence, R.I., Nuestro Mundo Public Charter School's dual language program and the Providence Public Schools' summer learning program to gain practical insights into bilingual education and urban schooling. They also participated in cultural immersion activities at the Tomaquag Museum in Exeter, R.I.

“Service learning is a powerful tool that not only boosts language proficiency, but also fosters civic engagement and social responsibility”

—Mariam Mostafa, former coordinator of English language programs at URI

Participants also explored the Rhode Island coastline and spent time with local host families who gave them a deeper understanding of Rhode Island's rich cultural heritage. The educators also met with Secretary of State Gregg M. Amore during a visit to the Rhode Island

State House, joined a legislative session led by state Rep. David Morales, and attended a violence prevention workshop presented by the URI Center for Nonviolence and Peace Studies.

Other workshops focused on integrating service learning into English language curricula, promoting culturally responsive teaching, and assessing the impact of service learning projects designed to



Service learning conference educators met with Secretary of State Gregg M. Amore during a July 2024 visit to the Rhode Island State Library.

equip participants with practical tools to enhance their teaching methods and foster cross-cultural understanding.

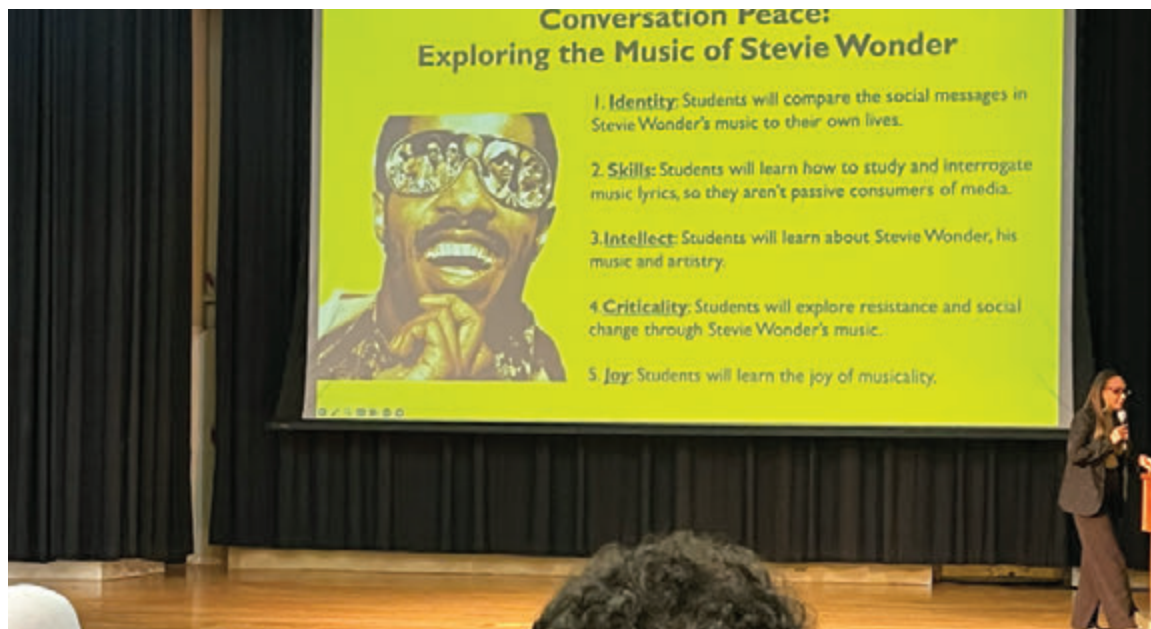
“Service learning is a powerful tool that not only boosts language proficiency, but also fosters civic engagement and social responsibility,” said Mariam Mostafa, former coordinator of English language programs at URI. “Through this program, we aimed to cultivate a sense of global citizenship among educators, empowering them to pass their values to their students.”

Mostafa explained that as the educators return to their respective countries, they are equipped to use service learning as a tool to enrich English language education and contribute to the development of socially conscious global citizens. The program, she said, stands as a testament to the power of collaborative learning and the transformative potential of service learning in education.

“As teachers of English, we have the power to change the world one lesson at a time,” said Ikram Debbouza, an English teacher from Morocco.

Conference participants gather on the stairs of the Rhode Island State House in July 2024.





Gholnecsar (Gholdy) Muhammad tells the audience she teaches about peace through music, using the music of Steve Wonder.

Finkelstein Lecture Series

Incorporating Genius, Justice, and Joy in Curriculum

“It is not just about skills and standards. It’s about students in their lives, their identities, and knowing who they are and finding refuge and a sense of self.”

This is what happens when genius, justice, and joy are implemented in curriculum and classrooms, as Gholnecsar (Gholdy) Muhammad, professor of literacy, language, and culture at the University of Illinois Chicago, and a leading voice in culturally and historically responsive education, told an audience of about 100 students and educators, in her address to the Feinstein College of Education’s annual Finkelstein Lecture on Feb. 19 in Edwards Hall.

Muhammad studies Black historical excellence within educational communities to reframe curriculum and instruction to meet the needs of today’s classroom and has been named in the top 1% of educational influencers for 2022–2025.

She believes that we’re not reaching many of our students, especially Black students, because curricula and standards emphasize skills and standardized tests.

Her educational model, an equity framework for teaching and learning across disciplines, outlines five pursuits of education—identity, skills, intellect, criticality, and joy—to help educators develop students’ histories, identities, literacies, and liberation that informs learning goals, lesson plans, and the teaching texts.

Muhammad highlighted the critical role of joy in academic success and belonging, advocating for its integration into the curriculum, noting that joyful, safe, and inclusive environments honor students’ identities and promote critical thinking and self-expression.

These practices, she said, “haven’t been normalized, especially in K–12. We don’t access joy. Historically, it has never been addressed.”



Gholnecsar (Gholdy) Muhammad

“It is not just about skills and standards. It’s about students in their lives, their identities, and knowing who they are and finding refuge and a sense of self.”

—Gholnecsar (Gholdy) Muhammad,
professor of literacy, language,
and culture, University of
Illinois Chicago

Muhammad demonstrated several examples of putting these pursuits into practice, including a lesson about peace through the music of Stevie Wonder.

- **Identity:** Students will compare the social messages in Steve Wonder’s music to their own lives.
- **Skills:** Students will learn how to study and interrogate music lyrics, so they aren’t passive consumers of media.
- **Intellect:** Students will learn about Stevie Wonder, his music, and artistry.
- **Criticality:** Students will explore resistance and social change through Stevie Wonder’s music.
- **Joy:** Students will learn the joy of music.

Genius isn’t just academic; it is around us on many levels, she said, citing examples of young students braiding hair in perfect ratio, freestyling (improvised verse), and taking apart, then reassembling things in perfect placement.

“Believe in their genius,” she said.

Genius has been evident throughout history, Muhammad said, noting that her love of history is at the heart of her work. “Everything can be answered through history.”

She likened 13th-century poet Rumi’s description of a flower blooming to opening of students’ minds. The literary societies of the 1800s, where people gathered to think, write, debate, and engage in lectures, endeavored to create a better humanity,

as was the 1954 Brown v. Board of Education landmark Supreme Court case that ended mandated racial segregation in public schools and the 1969 student movements protesting standardized tests and demanding more relevant books and qualified teachers.

The ever-evolving topic of justice in the classroom is more than access and representation, according to Muhammad. Educators need to be ideologically prepared and anti-oppressive to ensure that curriculum and environments reflect justice, she said.

“Children have been teaching us justice for a long time,” she said, noting that children understand that differences in their skin color, language, culture cause separation, and she encourages teachers to engage the students’ full selves into lessons.

“There are more animals in children’s books than there are people of color,” she said.

Muhammad authored the bestsellers *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* and *Unearthing Joy: A Guide to Culturally and Historically Responsive Curriculum and Instruction* that include musical playlists, poetry, art, and creative activities to stimulate the learning process and invoke joy. Her HILL educational model has been adopted in school districts across the U.S. and has been applied to life models as well as medical, musical, and mixed-media practices.

Muhammad ended her talk challenging attendees to go forward and “unearth, uproot, mine, and bring genius to the surface.”



The College of Education hosted a forum in October that included four R.I. Teachers of the Year (from left): Aimee Couto '96, Lisa Leaheey, Lisa Garcia, and Ashley Adamson '05.

'You Are Not Alone'

R.I. Teachers of the Year Talk Candidly About Issues, Insights, and Experiences in Education

"What made you want to become a teacher?"

That was the first question asked of four Rhode Island Teachers of the Year in a forum hosted by the Feinstein College of Education, on Oct. 24 in the Center for Biotechnology and Life Sciences, that explored the issues and challenges in today's educational settings, the traits of a successful teacher, and the best advice for new teachers.

"Tonight is about great teachers," URI President Marc Parlange said to an audience of about 100 practicing and aspiring educators, before introducing the award-winning panelists: **Ashley Adamson '05**, third-grade teacher at Sowams School in Barrington, 2021 R.I. Teacher of the Year; **Lisa Garcia**, math teacher/departments head, North Kingstown High School, 2022 R.I. Teacher of the Year; **Lisa Leaheey**, English teacher, North Providence High School, 2023 R.I. Teacher of the Year; and **Aimee Couto '96**, K-5 instructional coach, East Providence School District, 2024 R.I. Teacher of the Year. URI College of Education Dean Danielle Dennis moderated the discussion.

The answers to the first question varied, which set the lively tone for the evening's discussion.

Leaheey said she wanted to be a teacher since she was a child and would assemble her stuffed

animals as students in a classroom because her brother wouldn't sit still.

Couto said she struggled with reading growing up and didn't intend to become a teacher. As she evolved into the education field, her own experiences taught her not to label students because they all have individual needs and talents.

When asked about the challenges today's educators face, the typical answers centered on state mandates, test scores, standards and policies, and ensuring that curriculums speak to a year's growth. However, the panelists shared that community expectations present the biggest challenges.

"We have a mental health crisis with our students that needs to be addressed," said Garcia.

An addiction to technology underlines a large part of mental wellness, she said, adding that many students are homeless or come to school hungry, further hindering their ability to learn.

Given the negative attention of the release of the recent Rhode Island Comprehensive Assessment System scores, the panelists were adamant the numbers don't tell the whole story.

"They are just a snapshot and do not say what a student can do across the board," Couto said.

"Keep passion in your heart. You are not alone."

—Aimee Couto '96

"We can all name a teacher that changed our life for the better, and that is why we take the time to recognize the incredible work that they do every day."

—Danielle Dennis, College of Education dean

"We are the profession that creates all other professions. We are role models, leaders, mentors. We are today's influencers."

—Ashley Adamson '05

"We have the ability to change someone's life."

—Lisa Garcia

"Invite students to tell their stories. This creates communities."

—Lisa Leaheey

Leaheey said that one test a year is not indicative of the day-to-day progress of students.

Garcia took a different perspective when citing that some colleges made SAT and ACT tests optional, and that there were some benefits to those tests. She also said that artificial intelligence has compromised the knowledge of basic skills.

The greatest advantage, they agreed, was developing relationships with students, that would carry them throughout their lifelong learning processes.

"We are the profession that creates all other professions," Adamson said. "We are role models, leaders, mentors. We are today's influencers."

Garcia added, "We have the ability to change someone's life."

The need to form a community and make time for planning and sharing ideas and resources with peers were common themes in the panelists' approach to navigating the "noise" associated with teaching.

The state Teachers of the Year winners are required to attend national conferences and special events and were asked about their favorites. Couto, Leaheey, Garcia, and Adamson agreed that Space Camp ranked at the top. Adamson also said visiting the White House was another highlight, and Leaheey said she has

enjoyed establishing friendships with Teachers of the Year in other states.

The last question of the night was asked by Rowan Akerlind, a sophomore secondary education major: "What advice do you have for those entering the teaching profession?"

"It's impossible to be perfect," Garcia replied. Remember, there is one student waiting for you right now."

"Look for the aha moments in your students," said Adamson.

"Invite students to tell their stories. This creates communities," noted Leaheey.

"Keep passion in your heart. You are not alone," said Couto.

"We can all name a teacher that changed our life for the better, and that is why we take the time to recognize the incredible work that they do every day," said Dennis.

The Teacher of the Year Award Program was initiated in 1952 by President Dwight D. Eisenhower to bring recognition to the importance of teachers as nurturers of the American dream. His intention was to honor all teachers by selecting a representative teacher from each state, who would compete in the yearly choice of a National Teacher of the Year.



Brandenburg Gate during sunset in Berlin, Germany

NEW PROGRAMS

Expanding the Educational Experience



URI students pose for a selfie at the Berlin Wall.

Globalizing Curriculum Through Experiential Learning

Since 2020, the college has prioritized diversifying and globalizing its curriculum through experiential learning, international partnerships, and diverse global education offerings. The college developed a global strategy to achieve a variety of global education opportunities and address local challenges, such as urban school districts hiring culturally competent, Spanish-proficient teachers critical to improving student outcomes in Rhode Island's urban schools.

The college chose study-abroad locations based on long-standing institutional partnerships and to reflect the demographics of urban public schools, fostering future educators' cultural competence and effectiveness in diverse classrooms. The college also introduced a minor in global education featuring a study-abroad component and a language proficiency requirement, to better prepare future educators to work in the state's urban schools.

In 2023, the college launched its first hybrid course, Comparative Global Education Systems, in partnership with Technical University of Braunschweig, one of URI's longest-standing institution partners. This course examines inequities and social, historical, and political factors shaping education in the U.S. and Germany. The five-week program includes three weeks of online collaboration with German students, followed by a two-week study-

abroad experience in Germany, featuring cultural and historical activities, school visits, and dialogue with in-service educators and peers. The 2025 program will focus on understanding special education through a critical analysis of (dis)ability, examining historical, social, and political construction of disability, the disability rights movement in the U.S. and Germany, and how disability is portrayed in society, film, and media.

In 2024, the college launched its first faculty-led program in the Dominican Republic: A Cross-Cultural Understanding of Sociopolitical Issues, Educational Challenges, and Interventions, exploring sociopolitical and educational challenges through dialogues with local educators, youths, and nonprofit leaders, emphasizing asset-based narratives and sustainable solutions. Students engaged in hands-on activities to facilitate examinations and explorations of interventions that promote social change, culminating in an analysis and comparison of social inequities and interventions in the Dominican Republic and the U.S.

Looking ahead, the college plans to expand its global initiatives. In 2026, a hybrid course in Italy will explore early childhood education through the Reggio Emilia approach and Montessori method. This program combines academic content with cultural immersion, examining how Italian pedagogies can inform U.S. practices.



Master's in Educational Leadership and Policy

Launching in fall 2025, the new master's in educational leadership and policy program is designed for working professionals who want to become educational leaders, to prepare them to tackle today's most pressing educational challenges. Through an equity-focused curriculum and hands-on clinical experiences, candidates gain practical leadership skills while applying theory to real-world challenges. Graduates of the program will be ready to drive meaningful change, enhance student learning, and advance their careers in school leadership.

Delivered in a three-year, virtual hybrid format, the program offers comprehensive coursework that includes school law, budget management, instructional and curriculum leadership, school improvement, and human capital management. Experienced educational leaders offer students personalized mentorship and coaching.

Graduates of the program must pass the School Leaders Licensure Assessment and meet the Rhode Island Department of Education's teaching requirements.

Graduate Certificate in College Teaching

For current or aspiring college instructors, a 12-credit graduate certificate in college teaching will also be offered beginning in the fall of 2025 to prepare students to design and deliver teaching in college classrooms, laboratories, and community education settings, offering courses on adult learning theory and effective and inclusive instructional design.

In addition to the three required courses, students can select from three pathways for a fourth course that includes an education class aligned with the participant's interest, a discipline-specific class in a particular field, or a supervised practicum/field study and seminar where students can gain experience and expert feedback on their instructional design and delivery.



FACULTY AND STAFF

Dynamic Educators Preparing Tomorrow's Leaders



Tashal Brown

Elevating Black Voices and Experiences Professor Awarded Fellowship To Study Influence of Anti-Black Curriculums in Urban Middle, High Schools

Tashal Brown, assistant professor of urban education and secondary social studies, has been awarded a \$70,000 Spencer Postdoctoral Fellowship grant from the National Academy of Education (NAEd), to research the influence of anti-Blackness in U.S. education and promote comprehensive representations of Black experiences in middle and high school curricula.

Brown's project, entitled, "Disrupting Anti-Black Logics in Education: Cultivating Critical Perspectives and Expansive Representations of Black Histories and Cultures in School Curriculum," explores curricula that neglect Black histories and cultures, often portraying Blackness through a lens of trauma that harms Black students by denying their humanity, promoting deficit narratives, and distorting or prohibiting teaching Black history.

"Drawing from critical race theory and employing intersectional methodologies, the research aims to disrupt prevailing narratives and elevate the voices and experiences of Black students and other

youths of color," Brown said. "These frameworks are designed to authentically engage with students' backgrounds, identities, and literacy practices, fostering a more inclusive understanding of Blackness."

She added that, ultimately, the project will foster "liberatory learning spaces that honor the diversity and richness of Black histories and cultures."

Brown is collaborating with Black educators from Rhode Island's urban middle and high schools to collect and analyze data through a critical race theory lens to formulate interventions for educational environments where Black histories, cultures, and literacies are affirmed and valued.

Brown was one of only 25 NAEd/Spencer Fellowship awardees from more than 240 applications. The fellowships provide funding and professional

development to early-career scholars whose projects address critical issues in the history, theory, or practice of formal or informal education, at the national and international levels.

"These frameworks are designed to authentically engage with students' backgrounds, identities, and literacy practices, fostering a more inclusive understanding of Blackness."

—Tashal Brown, assistant professor of urban education and secondary social studies

Welcome New Faculty and Staff



Lindsey Callahan

Chief Business Officer

In the newly created chief business officer position for the college and across the University, Lindsey Callahan will recommend budget strategies to advance the college's mission to align with URI's new budget model, work with the deans to shape existing programs and create new ones, and generate financial process improvement plans and resource guides.

Before joining URI, she was the deputy chief financial officer at the Department of Children, Youth, and Families in Rhode Island and also worked for the state's Department of Administration's budget office. Callahan holds an M.P.A. from Syracuse University and a bachelor's degree in political science and public demonstration from Rhode Island College.

Allison Lenox

*Administrative Assistant
Office of Clinical Practice and Partnerships*

As administrative assistant in the Office of Clinical Practice and Partnerships, Allison Lenox will manage student placements and clinical educator information, in collaboration with offices across the university to facilitate the clinical educator certification process.

Before joining URI, Lenox worked for the East Greenwich School District as a substitute teacher.



Nicole King

Assistant Professor, TESOL and Bilingual Education

Nicole King comes to URI as an assistant professor of teaching English to speakers of other languages (TESOL) and bilingual education. A former teacher of multilingual learners in Louisiana, South Carolina, and Italy, her research interests are in the translanguaging and transmodal practices of multilingual students, families, communities, and teachers, and she brings these perspectives to teacher education. King's work has been supported through the collaborative Fulbright Distinguished Awards in Teaching Program for International Teachers and Mother Cabrini Health Foundation

grants. She has been published in *TESOL Journal*, *System*, *Foreign Language Annals*, *Language Teaching*, *The Language Educator*, and a recent coedited volume, *Developing Translanguaging Repertoires in Critical Teacher Education*.

She earned a Ph.D. in teaching and curriculum: foreign, second, and multilingual language education from Ohio State University; an M.Ed. in international literacy from Sam Houston State University; teacher certification from the state of New Orleans; and a B.A. in psychology and economics from Tulane University.



STUDENTS

Prepared To Be the Next Leaders in Education

The Next Generation of Education Leaders

Feinstein College of Education Establishes its First Student Advisory Board

What can we learn about our college from our students?

That is exactly what Danielle Dennis, dean of the Feinstein College of Education, intended to find out when she established the college's first student advisory board in the fall of 2024.

"Students are the best resource for providing feedback that will make us the best college we can be," Dennis said. "Our students can help us bridge our curricular responsibilities with their needs and what they are experiencing in classrooms. Including their voice in the development of new programs and the revision of current ones, will allow us to live our ethos of partnership and collaboration."

The six-member board will serve as a communication channel between students, the dean's office, and college administrators and will be able to voice its opinions on decisions related to students' educational experience, share ideas, and create a support system for education majors.

"Since the board is new, the mission is still developing, but we have established three objectives for the group as we get started: recruitment, connection/outreach, and advocacy," Dennis said.

The board members were nominated by the college's faculty and staff.

Student advisory board members:

- **Rowan Akerlind**, sophomore, secondary education, Hebron, Conn.
- **Molly Fitzgerald**, sophomore, elementary education, Cranston, R.I.
- **Shayne Flanagan**, senior, secondary education/English, Hawthorne, N.J.
- **Comfort Saine**, junior, elementary education, Cumberland, R.I.
- **Eric Towne**, sophomore, secondary education/math, Bradford, R.I.
- **Jaxson Troxell**, sophomore, secondary education/history, Johnston, R.I.

"It is important for us to have a medium with which we can speak to and through to reach the grander URI populace, and I hope to serve as the middling party," said Towne.

"Students are the best resource for providing feedback that will make us the best college we can be."

—Danielle Dennis, dean, College of Education

Flanagan added that, "In order to improve student experience at the college and University, we must first gain insight from the students themselves."

The student experience is a main discussion topic for the board, as well as academic support, connecting with peers, expanding the education community, and networking with practicing educators and alumni.

"What interests me most about becoming a member of the advisory board is potentially advocating for students that won't (advocate) for themselves," said Saine.

Some of the ideas they have discussed so far include a Welcome Day panel and other events to introduce students to each other, and a student survey, and career development opportunities.

Through the discussions and activities, Dennis wants to ensure that students studying to be educators understand that teaching is "hard work" but is also "an extremely rewarding profession."



Students and mentors participate in a team-building exercise, sharing their goals for next semester at URI.

Setting a Good Example

Peer Mentors Provide Valuable Guidance to Incoming Students

Navigating academic, social and campus life can often be overwhelming—and sometimes frustrating—for new students. Thankfully, student mentors can offer guidance and a friendly connection.

“Mentors help serve as a bridge between professors and students,” said George Nippo, educational professional advisor for the Feinstein College of Education. “As mentors in the College of Education sections, they talk specifically about education classes and their goals at URI.”

Nippo also teaches the URI 101 seminar for incoming students, which assists them in their transition to college, and works in tandem with student mentors to design activities and group discussions that will help them achieve academic success.

“Mentors share things that were really successful during their first semester at URI, along with things that didn’t go as well, and advice on how not to make the same missteps that they made during their first year,” Nippo said.

The College of Education has six student mentors who assist incoming students with everything from

selecting courses to helping them find social groups that align with their interests. They are: Rebecca Buehler, elementary education/psychology; Geo Colon, secondary education/English; Callie Fagundes, elementary education; Molly Fitzgerald, elementary and early childhood education; Lea Ricci, secondary education/biology; Jenna Seplowitz, elementary education.

Nippo said the mentors are instrumental in helping first-year students boost their confidence.

“Mentors reach out weekly just to check in, remind students about assignments, expectations, or just to say hello. First-year students hearing from a peer can be just the push they need to get things done that week,” he said.

Fitzgerald knows firsthand the effect that a mentor can have on an incoming student, which prompted her to become one.

“I wanted to create a strong impact on my group of first-year students just as my URI 101 mentor did for me,” Fitzgerald said. “The biggest challenge for students adapting to college life in today’s

academic environment is time management. Having a busy schedule and managing your freedom for the first time is a daunting task for most students,” said Fitzgerald.

She added that with the increased use of technology, students have a difficult time staying focused on their assignments.

The pressure of “trying to fit in among the student body,” is what Fagundes found to be the common theme among her student group. “Whether that pressure comes from their parents to withhold certain GPAs or play on sports teams or that pressure from peers trying to persuade them to join Greek life, these pressures are so heavy,” she said.

Student mentors face challenges as well since they, too, are students.

Fagundes said her biggest challenge as a mentor was to help her students realize that she was also a peer. “I am not a teacher or professor. I walk the same routes to class that they do and could even be in some of the same classes they are in,” she said.

Colon said it was challenging, but he made sure he interacted with every student in his group, and Fitzgerald strived for creative ways to keep the group engaged.

All the student mentors see the role as an opportunity to develop their leadership potential.

Fagundes said she was nervous to go through the interview process but pushed herself out of her comfort zone because it aligned with her goal to become an elementary school teacher.

“In my career, I would need to get comfortable speaking in a classroom setting and learn how to work with other instructors to support a group of students. This mentor role served just that purpose,” she said.

The mentors said they are proud of the personal connections they make with their student groups and make a point of letting the students know that they are approachable and a resource even after the URI 101 course is over.

“After class I had a few students reach out to me looking to meet for coffee on campus and discuss their future at URI,” Fagundes said.

This, she said, was the moment she knew that she had made an impact.



Not Just a Job—a Passion

Medallion Induction Ceremony Honors Students Entering Teaching Profession

“Tonight, we celebrate you and welcome you to the teaching profession.”

That was how Dean Danielle Dennis opened the first Medallion Induction Ceremony honoring the 2024 graduating seniors preparing to become educators. Aimee Couto '96, the 2024 R.I. Teacher of the Year and a first-grade teacher at Emma G. Whiteknact Elementary School in East Providence, R.I., was the keynote speaker.

Jessica Chapman, the 2024 Milken Educator Award winner and an educator in the college’s Multilingual Learner (MLL) education for school leaders endorsement program, will be the keynote speaker for the 2025 induction ceremony taking place on April 21.

“It is not enough to teach with our minds, we must also teach with our hearts,” Couto told the graduates at the inaugural ceremony.

URI President Marc Parlange added, “You have chosen not just a profession but a passion. We all had a teacher or a professor who impacted us. Soon you will be that person for your students.”

The medallion, a disc bearing the state’s anchor seal and displaying the word “HOPE” surrounded by the University of Rhode Island and College of Education, hangs on a navy blue ribbon that is presented to the students by Dean Dennis as they walk across the stage.

“As teachers, you are the hope for children,” Dennis said.



GRANT AWARDS

Making a Difference Beyond the Classroom



Promoting Healthy Habits, Building Community

Flutie Foundation Signature Grant Supports Sports Programs for Children with Disabilities

Children with autism and other physical disabilities enjoyed aquatic fun and surf therapy at Narragansett Town Beach last summer, thanks to a \$10,000 grant awarded to the Feinstein College of Education by the Doug Flutie Jr. Foundation for Autism, as part of URI's Xtreme Inclusion Sports program.

URI's Xtreme Inclusion Sports is the only disability sports inclusion program of its kind in the state.

In January, adapted dance and rock climbing were added to URI's Xtreme Inclusion Sports program offerings. The dance program is held at the Tootell Dance Studio on URI's Kingston Campus, and the climbing activities take place at Rock Spot Climbing gym in Peace Dale.

Participants ages 5–21 took part in eight-week programs designed for people with developmental, sensory, and physical disabilities.

All programs are free of charge to participants, their families, and caregivers. Each participant is paired with a URI student or volunteer to help set goals and work collaboratively with families for optimal learning opportunities.

Established at URI in 2003, URI Xtreme Inclusion Sports program provides adapted aquatic therapy for children with disabilities. Since 2015, under the direction of Emily Clapham, URI associate professor of health and physical education, the program has expanded to include fitness activities including dance, yoga, rock climbing, and cooperative games.

"The programs provide participants with physical, mental, and emotional benefits, as they provide a unique and inclusive opportunity for children with disabilities to engage in new physical activities, to learn about the importance of healthy lifestyles and habits, enhance physical fitness and ability, and to build a community among their peers," said Clapham.

The Doug Flutie Jr. Foundation for Autism was founded by National Football League quarterback Doug Flutie when his son Doug Jr. was diagnosed with autism at age 3. The foundation serves to empower families and individuals affected by autism.



Pathway to Teaching

Program Helps High School Students Get Early Start Toward Teaching Career

Students interested in becoming teachers experienced college life when the Feinstein College of Education hosted a “Pathways to Education Experience” on the Kingston Campus last spring, as part of a \$300,000 grant from the Rhode Island Foundation to enhance programs targeting students of color who are planning to become teachers.

The College of Education has developed a teacher-preparation program at Highlander Charter School in Providence, R.I., that includes admissions testing assistance and promotes continuing education credits.

“Our event encourages Highlander high school students to participate in a career and technical education pathway to teaching where students will earn URI credits and get to know the College of Education and URI’s Talent Development student leaders, faculty, and staff,” said Diane Kern, URI education professor.

Highlander high school students can earn up to 11 URI college credits while still in high school, taking

the same courses taught at URI that are approved to be instructed by a high school teacher with a master’s degree and expertise in the course content.

“We see this as a blueprint for future statewide education initiatives to diversify the state’s teaching workforce,” Kern said.

Students learned about education incentives, the University’s education-focused living and learning community, working in out-of-school programs, opportunities to return to their own communities as educators, and they also experienced the University’s innovation labs.

The Pathways to Education program grant will run through June 2025. The goal of the program is to increase the skills and sense of belonging for urban high school students seeking admission to educator preparation programs, in turn, increasing enrollment, completion, and employment for teacher candidates from racially, ethnically, and linguistically diverse backgrounds.



Supporting Local Students

Grant Supports Partnership Between College, Nonprofit, School District

The Feinstein College of Education, along with the Jonnycake Center for Hope, was awarded another \$325,000 Learn365RI grant for October 2024 through September 2025, to support their partnership with the South Kingstown School District to provide academic tutoring for students in the town and to support school attendance and post-secondary access to education.

The Learn365RI grants were established as part of R.I. Gov. Dan McKee’s Advancing Learning Beyond the 180-Day School Year program, which supports the state’s extended learning programs. According to a press release from the governor’s office, the second round of funding was made possible by McKee’s “Team Rhode Island” budget, which directed \$5 million to support high-quality, out-of-school programming, with an emphasis on critical skill development.

The Jonnycake Center provides basic needs and resources to community members to help them

reach their full potential and improve their quality of life.

The funding supports after-school programs for elementary students aimed at improving English language arts achievement, social emotional learning, and school readiness, hiring new teachers and tutors for students struggling with absenteeism and academics, improving college access through a local FAFSA clinic, and professional development for teachers throughout the district.

URI’s South Kingstown Year Long Learning Support grant is one of the four largest investments through McKee’s Advancing Learning Beyond the 180-Day School Year program.

Kate Brewster, director of the Jonnycake Center for Hope, said the grant funds are coming at a perfect time, as renovations are underway for the center’s new neighborhood youth center.



ALUMNI

Representing the College's Tradition of Excellence

Milken Educator Award-Winners

Two Educators With URI Ties Earn Respected Accolade



Jillian Lombardi '17



Jessica Chapman

Two educators from the URI community—an alumna and a graduate certificate holder—have won the prestigious 2024 and 2025 Milken Educator Awards.

Jillian Lombardi '17, a sixth-grade science teacher at Southbridge Middle School in Southbridge, Mass., received the 2025 Milken Educator Award on Feb. 7. Lombardi earned a Bachelor of Science in animal science from URI and a Master of Education from American International College in Springfield, Mass.

Lombardi, who has taught sixth-grade science in Southbridge for seven years, was recognized for her commitment to her students, her hands-on teaching methods, and her ability to help students succeed beyond the classroom.

She was an early adopter of the inquiry-based OpenSciEd curriculum that promotes deep and engaging science learning that aligns with modern science standards, according to a press release from the Milken Family Foundation. She also leads a daily math lab and coaches basketball and tennis. “Ms. Lombardi brings her students a special blend of high expectations and strong support, all combined with a sense of humor. It’s clear that she cares for her students. She works hard for them, and they work hard for her,” said Massachusetts Education Secretary Patrick A. Tutwiler.

Jessica Chapman, who received the Milken Educator Award for 2024, is an educator in the Feinstein College’s Multilingual Learners (MLL) Endorsement for School Leaders cohort, earned the MLL graduate certificate in the spring, and is a

social studies teacher at Norwich Free Academy in Connecticut.

“Chapman was recognized for her excellence in providing a safe, supportive, and nurturing classroom environment to the diverse student body of Norwich Free Academy, which includes 9 percent of students born outside of the U.S. and representing more than 30 different languages,” notes a press release from the Milken Family Foundation.

Chapman tailors her curriculum to effectively engage both multilingual learners and seniors earning college credit. Students learn about the world and their responsibilities as global citizens through the exploration of topics including sociology, modern world history, global studies, and citizenship.

Chapman said the MLL Education for School Leaders at URI helped her commitment to deepening her understanding of best practices for MLLs and becoming a stronger advocate for her students. URI’s MLL program is the state’s first initiative to provide professional learning to administrators in multilingual learner education.

Known as the “Oscar of Teaching,” the Milken Educator Award includes an unrestricted cash prize of \$25,000.

In addition to the \$25,000 cash award, Lombardi and Chapman receive mentorship opportunities for expanded leadership roles that strengthen education practice and policy and the opportunity to network with fellow awardees, veteran Milken educators, and other esteemed education leaders at conferences and special events.

The first Milken Educator Awards were presented by the Milken Family Foundation in 1987. Created by philanthropist and education visionary Lowell Milken, the awards provide public recognition and individual financial rewards of \$25,000 to K–12 teachers, principals, and specialists from around the country who are furthering excellence in education. Recipients are heralded in early to mid-career for what they have achieved and for the promise of what they will accomplish. The Milken Family Foundation celebrates more than 40 years of elevating education in America and around the world. Learn more at [MFF.org](https://mff.org).

Supporting the Future of Education

Alumni Couple Make \$500,000 Gift To Advance Research

Diane Chace Fannon and S. Kent Fannon, both graduates of the Class of 1974, have made a gift of \$500,000 to the Feinstein College of Education to establish the Diane and Kent Fannon Education Research Endowment.

Faculty will be able to apply for funds from the endowment to support innovative research projects that will help teachers and improve learning outcomes. In

addition to preparing teachers for the classroom, the college conducts advanced research on topics including literacy, STEM education, equity and inclusion, teaching with technology, and more.

"I began at URI with the intention of becoming a teacher for life," said Diane Fannon. "After teaching first grade for two years in Connecticut, my career path took a different turn when we moved to New York. But my belief in the importance of teaching and education never wavered. When we had the opportunity to meet Dean (Danielle) Dennis, it became clear that a research endowment, with its potential to influence education well into the future, would have the longest echo."

The Fannons attended an informational session from College of Education hosted by Dean Dennis as part of a series of events for 50th reunion attendees in 2024. Along with a formal presentation, they were able to speak more specifically about strategic initiatives.

While significantly supporting discoveries to improve teaching and learning, the fund will also help to attract top-tier faculty to URI.

"The Diane and Kent Fannon Education Research Endowment will have a profound impact on our



Diane Fannon '74 and Kent Fannon '74

college's research mission," said Dennis. "Faculty in the college engage in scholarship that directly benefits Rhode Island schools and educational organizations, as well as these entities around the world. This will provide faculty with much-needed resources to seed new research and continue their impactful work."

With this recent gift, the Fannons continue a long tradition of giving to URI.

They made a transformational gift establishing the Fannon Student Success Center as part of the renovation of Ballentine Hall for the College of Business, created two endowed scholarships focused on marketing and entrepreneurship, and endowed the College of Business Career Day. They have been actively involved through the years on the College of Business advisory council and the University of Rhode Island Foundation & Alumni Engagement board. Each has received the University of Rhode Island Presidential Distinguished Achievement Award.

The Fannons live in the Dallas-Fort Worth area of Texas.

Diane retired as principal at The Richards Group, where she capped off an award-winning career in brand marketing, rising from copywriter to creative director, and then to executive vice president across a series of highly regarded firms.

Kent retired as a partner at executive search firm Chartwell Partners, following a series of senior positions in publicly traded and private equity-owned health-care companies. He began his career at American Airlines Inc. Along with his degree from URI, he holds an M.B.A. from the University of Chicago.

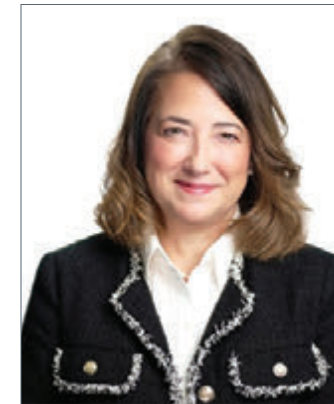
Making a Lasting Impact

URI Alum, Warwick Teacher Establishes Education Scholarship

Heidi Burke Cianfarani '92, M.A. '00, has established an endowed scholarship in the Feinstein College of Education to support Rhode Island students, particularly those graduating from Warwick public schools, who want to pursue a career in education.

Cianfarani, who graduated with bachelor's and master's degrees in elementary education from URI, has taught in the Warwick, R.I., school department for 32 years.

She began her teaching career as an elementary science specialist and then taught sixth grade for 20 years. For the last 10 years, she has been teaching third grade at Cedar Hill Elementary School.



Heidi Burke Cianfarani '92, M.A. '00

"It is my hope that this scholarship will inspire and empower future educators."

—Heidi Burke Cianfarani '92, M.A. '00

Lindsay Petrarca Wins Top Advising Award From NASPA

Lindsay Costa Petrarca '14, M.S. '16, has received the Doris Michiko Ching Excellence in Student Affairs Award by the National Association of Student Personnel Administrators (NASPA).

Petrarca currently serves as assistant director of academic advising at Rhode Island College (RIC).

Petrarca was recognized for her commitment to the student affairs profession, including the developing programs that address the needs of students, the creation of a campus environment that



Lindsay Costa Petrarca '14, M.S. '16

promotes student learning and development, and the support of and active engagement in NASPA, according to RIC.

"It's important to work with each individual student to support their unique academic journey. Relationship building, student support, degree progression, and academic skill-building are at the core of our team's approach to advising. We ensure that students are connected. I'm fortunate to be a part of this incredible team in the Office of Academic Advising. Each person on the team brings so much empathy, care, and attention to supporting students," she said.

"I feel appreciative and honored to receive this award from my colleagues in student affairs, a field full of folks working to support students every day."

"I feel appreciative and honored to receive this award from my colleagues in student affairs, a field full of folks working to support students every day."

—Lindsay Costa Petrarca '14, M.S. '16

EDITORIAL CONTRIBUTIONS

Faculty Serving as Editors, Board Members, Advisors for a Variety of Publications

Pete Adamy: editorial review board member, Contemporary Issues in Technology and Teacher Education; ad hoc reviewer, Journal of Computing in Higher Education

Susan Trostle Brand: editor (elementary education), International Journal of the Whole Child

Lazaro Camacho Jr. '02, M.S. '06: editorial board member, Journal of Student Affairs Research and Practice; editorial board member, Journal of Hispanic Higher Education

Audrey Cardany: research editor, Rhode Island Music Educators' Review

Julie Coiro: editorial review board member, Journal of Literacy Research

Theresa Deeney: editorial board member, The Reading Teacher

Danielle Dennis: editorial board member, The Reading Teacher; editorial review board member, Journal of Literacy Research

Laura Hamman-Ortiz: review board member, Journal of Education for Multilingualism

Virginia Killian Lund: editorial review board member, Language Arts

Kayon Murray-Johnson: editorial board member, Journal of Adult and Continuing Education; Studies in the Education of Adults

Kathy Peno: editor-in-chief, Adult Learning in Professional, Organizational, and Community Settings series, Information Age Publishing; editorial board member, Adult Education Quarterly; editorial board member, Journal of Transformative Education; editorial board member, International Journal of Self-Directed Learning; editorial board member, International Journal of Adult Vocational Education and Technology

Shane Tutwiler: editor-in-chief, Educational Innovations and Emerging Technologies; editorial board member, Journal of Educational Psychology

Furong Xu: editorial board member, Journal of Nutrition in Gerontology and Geriatrics

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