A&S Annual Review:  
Interfolio Packet Guidelines for  
Tenure-track and Tenured Faculty

The successful preparation of personnel packets is essential to Annual Review, Tenure, and Promotion processes. Thus, the A&S Dean’s office is providing the following guidelines to help the process move smoothly. Please note that you are making a case for your contributions as a teacher, scholar, and university community member.

To do this, you must consider how to best represent yourself and your accomplishments to faculty and administrators who are not in your field. You will be responsible for explaining the value of your work and the prestige and reach of the venues in which it appears. Like most universities, we are interested in the narrative of your development as a scholar and teacher, as well as your planned trajectory. But we also need to see data that supports the impact of your scholarly work and your success as a teacher. Similarly, you will need support for your argument about your effectiveness in service to the college or university. In addition to identifying your activities or achievements, therefore, your annual review materials should include evidence of the impact of your work.

URI’s website for annual review, promotion and tenure is located here:  
https://web.uri.edu/provost/promotion-and-tenure/

Teaching and Learning Support Materials

The Interfolio packet asks for a Teaching, Learning, and Student Advising Statement in Section 10. This statement describes your approach to teaching and your self-assessment of teaching effectiveness (recommended 750-word limit). Here are some questions to consider:

- How do your teaching practices and advising contribute to student learning and departmental objectives?
- How do you know your students are learning?
- How do you know your advising is effective?

Also, please remember to include as requested:

1. A completed Form 10: a list of courses taught by semester with course code and number, credits, contact hours, # of students, sole/team taught, extra compensation # of GTAs assigned to course.

2. All IDEA Faculty Reports in Section 11. (The online reports, which began in spring 2018, are found here on the Provost’s website. For each of your courses from each semester, click View Results, and then click Print Reports in the top right corner. Download as PDF). Candidates should include the progress on relevant learning objectives and teaching methods and style sections of the IDEA report. As the collective bargaining agreement states, there shall not be an exclusive or overreliance
on IDEA results as along as a faculty member provides other meaningful evidence of teaching effectiveness. Please see Appendix A for all relevant passages from the collective bargaining agreement re: the evaluation of teaching effectiveness.

3. Evidence of effective teaching practices that have an impact on student learning. In Section 10, please also include selected or representative samples of teaching materials (e.g., syllabi, assignments, rubrics, assessments, etc.), peer or unsolicited student reviews, awards, and any other materials that would provide evidence of teaching effectiveness. The packet should include multiple forms of evidence for teaching effectiveness, as IDEA reports are only one form of that evidence. Note: Peer review can include the following: classroom observation; review of course syllabus and materials; review of supplementary online components and how they complement the face-to-face classroom activities; review of grading practices. It’s best to have a mix of different types of peer review.

4. Support for your narrative about your teaching effectiveness. This might include the following: course assignments, student work, internal evaluations (like a mid-course survey), course proposals, changes made to syllabi in response to student feedback, exams and/or study guides. Also helpful here would be a discussion of activities that you engaged in through the Office for the Advancement of Teaching and Learning and how that engagement impacted your teaching practices, and/or an explanation of how you used your IDEA reports to improve the effectiveness of your teaching, etc.

5. Support for your teaching statement about advising effectiveness (see Appendix B to the CBA below). This might include: summary of numbers of students advised compared to department average; summary of mentoring of students through letters of recommendation, extra office hours, serving on an honors, MA, or PhD thesis committees (other than as a major professor), directing an honors thesis or independent study, and/or sponsoring students for research projects and presentations (e.g., document the success of students you’ve mentored or advised through internship, work, or graduate school attendance); a list of students for whom you have served as major professor for MA or Ph.D. candidates and examples of your guidance to their timely degree completion.

Research, Artistic, Creative, and other Scholarly Activity

Section 12 asks for a description and characterization of one’s program of scholarly or creative activity and how you view your work and its context within your discipline. Consider these questions:

- What is your research agenda?
- How is your research contributing to your field of study?
- How do you see your research progressing in the future?

Your updated CV (uploaded separately in Section 9) should provide clear, detailed information. To assist your reviewers, your CV should provide:

1. Clear differentiation of peer-reviewed publications v. non-peer-reviewed;

2. Clear differentiation of journal articles v. chapters or articles in edited volumes or books;

3. Clear differentiation between types of academic presentations (peer reviewed, invited, national, international, regional, etc.);
4. Clear bibliographic citations of all works.

5. Identify any and all co-authors or co-editors. For multi-authored work, specify both the nature of the candidate’s contribution and the proportion of the work contributed by the candidate.

6. Clearly separate works already published, works accepted for publication (note: for the category of “in press,” there should be a specific date for the forthcoming publication, and you should include the press copy), works submitted and under review, and works in progress but not yet submitted.

It’s helpful if your CV highlights the work for the time period under review (e.g., put in bold the relevant items).

In your narrative, it’s helpful to provide information about your publication venues, grants, and conferences, exhibits, or performances. Here are some suggestions:

- Provide information on quality of publication venue: acceptance rate, any information about the extent of the peer-review process, any available data on journal impact, any available data on press reputation, circulation, and quality rating, citation count for your work. We recognize that specialty journals have different standards of ratings from general journals in your field. It would be useful to include that information.

- For grants: specify the funding agency to which the grant was submitted, with full and complete citation. Specify the amount of the grant and whether funded or not. Specify the dates of funded grants (begin and end dates). Specify the PI of the grant. If you are not the PI, specify the nature and extent of your involvement.

- For conference presentations: differentiate between professional conferences/venues at the international, national, and regional levels. Differentiate between papers presented and service as discussant or panel organizer. Differentiate between papers presented and invited lectures. Differentiate between venues at which scholars in the discipline participate from presentations to audiences of primarily non-expert scholars, for example, campus presentations, panel discussions, brown-bag lunches. Specify the full title of the conference, the date and place of the conference.

- For exhibitions and performances: specify if invited, peer-reviewed, or judged. Specify full title of exhibition or performance, date, and location. Differentiate between venues at the international, national, and regional levels. Differentiate between solo exhibits and performances and group exhibits and performances.

- For translations: specify the language of the original work and the language into which the translation was made. Specify whether any contextual or scholarly material was added by the candidate such as an introduction or annotations.

Service

The Interfolio packet asks for an applicant statement on service and professional outreach activities in Section 13. This statement offers faculty an opportunity to share their service and professional activities and reflect upon their contributions. Here are some questions to consider:

- How have your service contributions impacted your department, the college, or university?
• What leadership roles in service have you accepted at the department, college, or university level, and how demanding were these roles (number of meetings, etc.)?
• What evidence do you have to document the activity level of your committee work (e.g., # of meetings; work contributed; goals reached; letter of support)?
• How have your service contributions impacted your professional organizations or community groups? What impact have your professional outreach activities had (e.g., increasing membership contributions or other evidence of the impact or success of public service work?)

Appendix A

ARTICLE XV

15.6.1. Tabulation of Accomplishments. The tabulation of accomplishments may include but shall not necessarily be limited to, applicable items among the following: a) Contributions to the instructional program of the department, including student advising, thesis supervision, and such evidence as the faculty member may wish to present to demonstrate excellence in teaching (see Appendix B to the CBA below for guidance), and as to library faculty, excellence in librarianship and/or teaching.

15.12 Student Feedback on Courses and Teaching. A student course and teaching feedback instrument (formerly called the student evaluation of teaching [SET]) shall be administered as recommended by the Joint AAUP-University Committee on Student Evaluation of Teaching and approved by the Association and the University. Student feedback results are to be regarded as but one source of information about a faculty member’s teaching and used per the stipulations below.

15.12.a. Student feedback shall not be considered as the only or principal evidence of teaching effectiveness as long as the faculty member includes in their review packet other meaningful evidence of teaching effectiveness as the faculty member may choose and includes a description of how that evidence was gathered and summarized (see Appendix B for guidance).

15.12.b. Departments and colleges may not use a numerical minimum score from a student feedback instrument in review, promotion and/or tenure standards (e.g. that a faculty member must achieve a score of “4 out of 5” on the “excellent teacher,” or any other, variable).

15.12.c. Quantitative results from the student feedback instrument may be used as one factor in promotion and/or tenure decisions. The response rate shall be considered when evaluating IDEA results. Such results may be factored into a decision to deny tenure and/or promotion if they reveal a pattern of students reporting little or no progress in meeting relevant course objectives in a majority of courses over five or more semesters.

15.12.d. Only faculty shall receive reports of students’ qualitative comments from the student feedback instrument. Faculty may include the qualitative comments in their review packet as long as all comments are included. Such comments alone may not be used in decisions to deny or grant promotion and/or tenure.
Appendix B to the CBA

Joint Guidance on Preparing Dossiers for the Evaluation of Contributions to the Instructional Program

The purpose of this appendix is to provide faculty members guidance in meeting their obligations under Section 15.6 of this Agreement and, specifically, the provisions relating to contributions relating to the instructional program.

In the section of the review packet entitled “Teaching and Learning,” faculty are encouraged to consider the inclusion of the following:

Section 1: Teaching, learning and advising statement. The statement may include, but is not limited to:

- A statement on teaching approach, pedagogy, and design
- An evidence-based narrative of development as a teacher and student mentor and/or advisor
- An explanation of how teaching approaches are implemented in courses and relate to course learning objectives and outcomes
- Reflections on teaching effectiveness and the improvement of teaching effectiveness
- An explanation of one’s planned trajectory as a teacher

Section 2: Evidence of effective teaching and advising practices that have an impact on student learning.

If appropriate to duties performed:

Representative teaching materials may include, but are not limited to, the following:

- Course syllabi with learning objectives and outcomes
- Representative course materials such as assignments, grading rubrics, exams and/or study guides
- Course proposals

Data/evidence demonstrating teaching effectiveness may include, but is not limited to, the following:

- Representative student work with feedback (student names redacted)
- Internal evaluations (such as a mid-semester survey)
- Changes made to syllabi in response to student feedback and the analysis of student achievement on learning outcomes
- Evidence of changes made to instruction or syllabi as a result of participation in teaching development activities (such as Office for the Advancement of Teaching and Learning workshops, teaching circles and teaching pairs, or by engaging in peer reviews of colleagues)
- An explanation of how results of the student feedback instrument were used to improve teaching effectiveness
- Peer review feedback, such as classroom observations; review of course syllabi and materials; review of supplementary online components and how they complement the face-to-face classroom activities; review of grading practices
- Documentation of student success (such as prizes won, publications, career placements, etc.)
- Invited lectures and readings
• Data from scholarship of teaching and learning projects
• Grants, fellowships, or other awards for teaching excellence and/or innovation

Data/evidence demonstrating advising effectiveness may include, but is not limited to, the following:

• Number of undergraduate students advised relative to department average
• Strategies used to promote student success and timely degree completion
• Supporting students through letters of recommendation
• Directing an honors project or independent study and/or sponsoring students for research projects or presentations
• Serving on honors project, thesis, and/or dissertation committees
• List of students mentored as major professor for a graduate degree and the students’ post-graduate placements
• Share the success of students you have mentored or advised through internship, work, or graduate school placement
• Contributions to student learning outside the classroom as demonstrated by, for example, independent or directed studies, development of co-curricular activities or community engagement projects
• Supervision of research/creative activity of graduate and undergraduate students beyond the mentoring expected as part of one’s professional responsibilities such as joint conference presentations, co-authorship of research articles, creative production and other work, and teaching independent study, research, and readings courses.