Letter of Agreement
March 19, 2020

Pursuant to Memorandum of Agreement #12 of the 2018-2021 collective bargaining agreement between the University of Rhode Island Chapter of the American Association of University Professors and the Board of Trustees of the University of Rhode Island, the parties agree to the following amendments to the Agreement, which shall take effect upon execution of this Letter of Agreement:

ARTICLE XV

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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 for guidance), and as to library faculty, excellence in librarianship and/or teaching. As it relates to librarianship, the phrase “and/or teaching” means credit earning instruction which is assigned as part of library faculty workload. In addition, the reference to “librarianship” in this section shall not at any time be construed to relieve library faculty of their responsibility to perform in other areas enumerated in 15.6.1, including sections (b) and (c) unless otherwise

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15.12 Student Evaluation of Teaching. Student evaluation of teaching (SET) instrument shall be administered as recommended by the Joint AAUP-University Committee on Student Evaluation of Teaching and approved by the Association and the University. SET results are to be regarded as but one source of information about a faculty member’s 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
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

For the Association

Jay Walsh  June 16, 2020
Jay Walsh, Executive Director, URI Chapter,
American Association of University Professors

For the Board

Anne Marie Coleman, Assistant Vice President,
Human Resource Administration