MEMORANDUM

TO: University Faculty

FROM: Sue K. Adams, Ph.D.
                   Interim Vice Provost for Academic and Faculty Initiatives

DATE: January 10, 2025

SUBJECT: Semester Information and Course Syllabus Guidance

Dear Faculty Colleagues,

This memo provides important updates and guidance to assist you in developing your syllabi for the spring 2025 semester. The document below is organized into 6 sections:

1) Spring 2025 Updates - general information for faculty with new additions/revisions including:
    a) Library Book Quarantine Notice if your students regularly use books from the third floor of the library
    b) Medical Illness policy updated in Fall of 2024
2) Syllabus Statements
3) Resources
4) Strategies for Student Support and Success
5) University Manual Requirements
6) Other Important Topics

Included below are numerous resources, policies, and general guidance. Please include all Syllabus Statements (or similar) in your course syllabi. Use your discernment to identify the additional information that you would like to include in your syllabi and which may be better placed in your Brightspace site.

Department Chairs: Please forward this information with your part-time faculty.

Launching of the Provost's Brightspace Site: The Provost's Office launched a new Brightspace site, Provost's Office: Faculty Resource Site, to act as a repository for the various resources regularly shared with Faculty via email (e.g., memos, P+T instructions, professional development opportunities, etc). All full-time faculty will gain access to this site over the next week. If you are having difficulty accessing it, please email Lorrie McCarty at lorrie.mccarty@uri.edu.

Wishing everyone a productive and energizing spring semester!

kj
c: Academic Deans

SPRING 2025 UPDATES

LIBRARY BOOK QUARANTINE NOTICE – Due to a mold issue that has been contained by Facilities, some books on the third floor of the University of Rhode Island's Carothers Library are under quarantine and will be unavailable during the spring 2025 semester. This primarily affects the Humanities disciplines, particularly English, Languages, and, to a lesser extent, History. While the building is safe, individuals with mold allergies or asthma are advised to avoid prolonged stays on the third floor during remediation. For updates on remediation progress and affected sections, please refer to the provided information link.

To support your research needs, URI encourages the use of its Interlibrary Loan (ILL) services, which allow you to request materials from other libraries. These materials can be delivered to the Carothers Library in Kingston or the Pell Library in Narragansett. To access ILL resources, visit the URI Libraries website and navigate to the Interlibrary Loan section to create an ILL account. Keep in mind that processing ILL requests typically takes one to two weeks, so early planning is essential. Librarians are available to assist with the ILL process and to help find alternative resources. Your understanding and cooperation are appreciated as we strive to maintain academic continuity during this period.

REMINDER REVISED ACADEMIC POLICY – Resolution of Grades of Incomplete: In February 2023, the URI Faculty Senate adopted updated guidelines for the resolution of grades of incomplete. See University Manual sections 8.53.20 – 8.53.24. The revised policy clarifies the temporary nature of the grade of Incomplete, the circumstances under which it is appropriate to assign the grade of Incomplete, and the process for resolution of grades of Incomplete.

DID YOU KNOW? - Students cannot be required to take three final exams on the same day - See [8.51.27](8.51.27) for details.

URI BOOKSTORE ADOPTIONS – Many students want to purchase textbooks and course access codes from the URI Bookstore <u>before the start of the semester using their financial aid</u>. Unfortunately, some faculty haven't submitted their course information to the bookstore and students must therefore wait for a refund, or use a credit card, to purchase through an outside source. The URI Campus Store has moved to a new software for course adoptions, please check your email for a personalized adoption message from URI@verbasoftware.com to ensure that your course materials are available.

USE OF GENERATIVE AI – Faculty are urged to provide students with a clear generative AI acceptable-use statement for all courses, including whether use is permitted, and how students should reference their use of this technology. Please visit the Office for the Advancement of Teaching and Learning (ATL) Teaching With ChatGPT and other AI website for resources related to teaching and AI, including a link to a crowd-sourced compilation of generative AI syllabus policies and a generative AI syllabus statement creator tool (Pepperdine University; not powered by gen AI).

2025 INNOVATIVE EDUCATION CONFERENCE, Wednesday, March 26, 2025 (Virtual) - The Office for the Advancement of Teaching & Learning at the University of Rhode Island is proud to announce its inaugural Innovative Education Conference!

> The purpose of the **Innovative Education Conference (IEC)** is to bring together URI faculty with other faculty and practitioners from across Rhode Island, the New England region, and beyond, to share and discuss best practice approaches to teaching, learning, faculty development and support in a higher education context. Please visit the conference website for details.

ILLNESS-RELATED ABSENCES - Faculty should clearly outline class attendance and absence policies in their syllabus, bearing in mind that absences due to viral illness are expected. NOTE: Per *URI Health Services policy, please do not ask students to provide a medical excuse for a self-limiting illness of less than 3 days duration* (Medical Excuse Note Policy). If a student requires 3 or more days away from their academic responsibilities, a Dean's notification will be made via URI Health Services administration and the student's dean will contact the course instructors. Students who are absent due to illness should not be penalized by grading or assignment/exam make-up policies. See University Manual sections 8.51.11-8.51.14. The Academic Testing Center is available to support proctoring needs for make-up quizzes and exams.

Fall 2024 IDEA student feedback results are available for review – web.uri.edu/provost/idea/. See Reflective Teaching Practice & IDEA from ATL for resources to incorporate into your reflective teaching practice.

ACADEMIC POLICY – Military Service – In December 2023, the URI Faculty Senate adopted a new policy on absences due to military service. See University Manual Section 8.51.12. This new policy stipulates, per federal law, that students may not be penalized for absences due to United States Armed Forces and/or National Guard duty assignments.

SYLLABUS STATEMENTS

We ask you to include these statements (or similar) in your syllabi

Viral Illness Precautions Statement - The University is committed to delivering its educational mission while protecting the health and safety of our community. Students who are <u>experiencing symptoms of viral illness should NOT</u> go to class/work. The <u>Centers for Disease Control and Prevention (CDC)</u> recommends that all people who are experiencing viral illness should stay home and away from others until symptoms improve and they are fever free (without medications) for 24 hours. They should take added precautions for the next 5 days.

Academic Honesty - Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. [Faculty are encouraged to include details regarding course-specific expectations, including the use of generative AI tools.]

Excused Absences - Absences due to serious illness or traumatic loss, religious observances, military service, or participation in a university sanctioned event are considered excused absences. Students are responsible for work missed during an excused absence but will not be penalized by grading or assignment/exam make-up policies. Students should notify faculty in advance of absences due to religious observance or university-sanction events, and as soon as possible for other absences See <u>University Manual sections 8.51.11-8.51.16</u> for details.

Mental Health and Wellness - We understand that college comes with challenges and stress associated with your courses, job/family responsibilities and personal life. URI offers students a range of services to support your <u>mental health and wellbeing</u>, including the <u>URI Counseling Center</u>, <u>TELUS Health Student Support</u> App, the <u>Wellness Resource Center</u>, the <u>URI Couple and Family Therapy Clinic</u>, and <u>Well-being Coaching</u>.

Land Acknowledgement - The University of Rhode Island land acknowledgment is a statement written by members of the University community in close partnership with members of the Narragansett Tribe. The statement recognizes and pays tribute to the people who lived on and stewarded the land on which the University now resides. The statement seeks to show gratitude and respect to Indigenous people and cultures and build community with the Narragansett Nation and other Native American tribes.

University of Rhode Island Land Acknowledgment

The University of Rhode Island occupies the traditional stomping ground of the Narragansett Nation and the Niantic People. We honor and respect the enduring and continuing relationship between the Indigenous people and this land by teaching and learning more about their history and present-day communities, and by becoming stewards of the land we, too, inhabit.

Anti-Bias Syllabus Statement - We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Resource Team at <u>www.uri.edu/brt</u>. There you will also find people and resources to help.

Disability, Access, and Inclusion Statement - Your access in this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: <u>web.uri.edu/disability</u>, or emailing: <u>dai@etal.uri.edu</u>.

OPTIONAL: Please consider including the following information in your syllabus or course site to highlight these important student resources

Academic Enhancement Center (AEC) - All Academic Enhancement Center support services for Spring 2025 begin on January 27th and are offered at no added cost to undergraduate students. Visit <u>uri.edu/aec</u> for more information about our programs described below. Appointments can be scheduled in ***TracCloud*** located in <u>Microsoft 365.</u>

STEM & Business Tutoring
Get peer tutoring for many 100 and 200 level STEM, Business, Nursing, and Engineering courses. Choose weekly or occasional sessions through TracCloud or visit the Drop-In Center in Carothers Library LL004. <u>Click</u>

Academic Skills Development
Meet one-on-one with a peer academic coach to build habits and strategies around time management, goal setting, and studying. Contact Heather Price (hprice@uri.edu) for more information. Click here for more details.

UCS 160 and UCS 161 are 1 credit courses designed to improve your academic skills and strategies. Consider enrolling in one of these courses! Contact David Hayes (davidhayes@uri.edu) with any questions or to schedule a professional staff academic consultation. Click here for more details.

Undergraduate Writing Center
Receive peer writing support at any stage of your writing process. Schedule in-person or online consultations through TracCloud or stop by Roosevelt Hall Room 20 -***new location!*** Click here for more details.

Center for Career and Experiential Education - The Center for Career and Experiential Education (CCEE) supports undergraduate students with career preparation through one-on-one advising, 24-7 online resources, career education courses, and career events that prepare you for life after graduation and connect you with employers and community partners. Your Career Education Specialist (CES) is available to meet with you all year long, as early as your first-year, both in-person and virtually, to assist with exploring your career options, resume and cover letter writing, interview preparation, job and internship search, and more. We use Handshake to connect you to on and off campus jobs and internships and RhodyServes to connect you with volunteer opportunities in RI. Our team on the first floor of Roosevelt Hall can help you learn how to use Handshake effectively to find amazing opportunities. For more information or to meet with a CES, go to uri.edu/career.

Graduate Writing Center (for graduate courses) - The Graduate Writing Center provides writing support to all URI doctoral, master's, and certificate students to foster continuing development of academic and professional writing skills necessary to succeed in graduate programs and academic or professional careers.

Graduate Academic Support (for graduate students) - The office of Graduate Academic Support helps graduate students overcome learning, time management, and planning obstacles and succeed in graduate school through individual appointments and programs.

Rhody Outpost Basic Needs Pantry - Food insecurity affects up to 30% of college students. That means you might not have enough food to get through a day or week, you don't have money to purchase groceries or personal products, or you are primarily eating foods that don't provide a lot of nutrition because they're all you can afford. This can all impact your academic success.

Rhody Outpost provides URI students who are food insecure with emergency food services and resources. The Outpost is housed at the Dining Services Warehouse at 10 Tootell Road, between Flagg Road and West Alumni Avenue. We are open every Monday and Wednesday from 3-5pm. Any student in need should fill out an intake form.

If you have questions about food or housing insecurity, contact Barbara Sweeney, Coordinator of Food Security Outreach, at barbara_sweeney@uri.edu, or 401-874-5633. We want to help all students succeed and make URI a place with #NoRamHungry.

RESURCES

Concerned about AI/Chatbot GPT? The Office for the Advancement of Teaching and Learning has created a webpage resource for faculty interested in learning about AI and how courses and teaching pedagogy can be adapted in light of the rapidly growing use among students and faculty. Dr Stephen Atlas, from the URI College of Business, has written ChaptGPT for Higher Education and Professional Development: A Guide to Conversational AI.

Providing equal access for students with disabilities – Every qualified student with a disability has the right to equal access to educational programs, services, activities and facilities. Documentation-supported accommodations are communicated to faculty through a letter from Disability, Access and Inclusion (DAI), delivered by the student. Faculty are required by law to provide these accommodations and are encouraged to review the information on the DAI website. The Academic Testing Center is available to support testing accommodation needs.

Disability, Access, and Inclusion Drop-In Hours – Questions about student DAI accommodations? DAI staff are available each weekday from 2-4pm in their webex room: https://rhody.webex.com/meet/DAI or call 874-2098. **DAI leadership also provides special Faculty WebEx Drop-in Hours, for the first month of the Fall and Spring semesters on Mondays from 11AM-1PM and Wednesdays from 8-10AM.** Please also reach out to us at dai@uri.edu if you would like to discuss a **Workshop** for your department or colleagues, we can work with you to tailor this to your individual needs and interests.

Spring 2025 Academic Calendar and Final Exam Schedule – Available here. Classes begin on Monday, January 22. Classes end on Monday, April 30. Spring Break is the week of March 9th.

Advancement for Teaching & Learning (ATL) Resources – As you develop your courses and syllabi, please take advantage of the instructor support resources offered through the Office for the Advancement of Teaching and Learning, including the syllabus development, course design, and assessment design resources. Visit the ATL website for their library of web-based resources, including the ATL Teaching Strategies and Techniques quick links, the spring 2025 schedule of professional development programming and opportunities, and information about the 2025 Innovative Education Conference happening **Wednesday, March 26, 2025** (virtual; free to attend). ATL also maintains the list of qualified online faculty.

ITS Teaching and Learning Services – Visit the ITS-TLS web site for educational technology support and training. See the full calendar of ITS training and support options here: https://its.uri.edu/training/

- o **New to Brightspace?** Take the self-paced Basic Brightspace Training Course.
- o **Captioning and ADA Accessibility Resources –** visit https://its.uri.edu/tls/ada/ for information on live and post-production captioning.
- o **Faculty Spotlight:** Faculty interviews about innovative implementation of instructional technologies: https://its.uri.edu/tls/ed-tech-faculty-spotlight/.

Writing Across URI - Writing retreats; support for faculty writers; consultations on designing effective writing assignments; support for integrating Eli Review in any course. Contact cywhite@uri.edu or visit https://web.uri.edu/writingacrossuri/ for more information.

Academic Testing Center (ATC) –The ATC offers a dedicated facility and professional proctoring support for faculty and students. Faculty are invited to submit proctoring requests for exams and quizzes for students with DAI approved testing accommodations, university excused absences, and culturally responsive make-ups. Visit https://web.uri.edu/atc/faculty/ for more information. Faculty, colleges, and departments seeking ATC services, with unique needs, or interested in expanding partnerships can contact Lisa Macaruso, lmacaruso@uri.edu, for a consultation.

STRATEGIES FOR STUDENT SUPPORT AND SUCCESS

SYLLABUS QUICK TIPS - Please visit web.uri.edu/atl/design/syllabus/ for syllabus resources.

Set students up for success:

- Get to know your students: use a survey to ask them to share something about themselves that they would like you to know.
- Clearly articulate what it takes to be successful in your course (how much time outside of class, how to approach the material, how to "study", etc).
- Encourage students to complete the AEC Academic Success modules to set themselves up for success in their courses.
- Clearly indicate which software/technology platforms students will need to use in your course and where to find them.
- Establish class conduct and communication expectations in collaboration with your students, including expectations regarding academic integrity, eating/drinking in class, and use of electronic devices in class.
- Be explicit, in writing, about what constitutes academic integrity in your course – common sources of confusion for example, are whether they can collaborate on homework/take-home tests, or look at (or share) exams from prior semesters, and what is considered acceptable use of AI tools like ChatGPT.
- Be explicit, in writing, about your policies regarding use/sharing of your course materials (e.g. posting course materials to a third party site like Chegg).
- Be explicit, in writing, about acceptable use of generative AI, including how to reference use.
- Clearly communicate class attendance/participation expectations.
    - Students should communicate illness-related absence in advance of missed class/assignment/assessment.
- Explicitly communicate options for accommodating illness-related absences, including missed work/exams.
    - If appropriate for your course, consider recording your class for later viewing. Students report that they find class recordings to be a helpful study resource, and this can also be helpful in the event of absences.
    - See Grading for Equitable Learning from ATL for resources on Grading and Student Assessment
- **Note on Finals**: students cannot be required to take three final exams on the same day - See 8.51.27 for details.
- To minimize conflicts with final examinations, list the time of the final for your course in the syllabus and to provide students with the link to the final exam schedule so they can plan ahead. (Final exam schedule is posted at https://web.uri.edu/academic-calendars/).

ACCESSIBILITY REQUIREMENTS - To ensure that we are supporting the success of all students, federal law requires course materials to be accessible (e.g., videos, audio recording, texts, etc.) in face-to-face, blended and fully online courses. The Office of Disability, Access, and Inclusion provides resources for faculty and staff.
ITS Instructional Technology and Media Services provides information and support about captioning video content. Adding captioning to video content is required to make videos accessible to all viewers – especially for learners who are deaf or have low hearing. Captions are also shown to increase comprehension for students whose native language is different from what is spoken in the video.

ILLNESS-RELATED ABSENCES - Faculty should clearly outline class attendance and absence policies in their syllabus, bearing in mind that absences due to viral illness are expected. NOTE: Per *URI Health Services policy, please do not ask students to provide a medical excuse for a self-limiting illness of less than 3 days duration* (Medical Excuse Note Policy). If a student requires 3 or more days away from their academic responsibilities, a Dean's notification will be made via URI Health Services administration and the student's dean will contact the course instructors. Students who are absent due to illness should not be penalized by grading or assignment/exam make-up policies. See University Manual sections 8.51.11-8.51.14. The Academic Testing Center is available to support proctoring needs for make-up quizzes and exams.

CONNECTING STUDENTS WITH CAMPUS RESOURCES - Find resources, report a concern or refer a student through the Faculty & Staff resources page.

REPORT IT: Students exhibiting concerning behaviors may have difficulties both in and out of the classroom. You may be the first contact person who is in a position to help a student in need. Being aware of distress signals, ways to intervene, and resources to help a student may assist you in responding effectively to such an event. If you find yourself feeling worried, alarmed, or threatened, take signs of distress seriously. Help ANCHOR the student by calling for assistance, reporting your concerns (https://web.uri.edu/deanofstudents/report-it/), or accessing resources to share with the student. This page is not for emergencies. Reports are routed to the office designated below. Students are typically contacted within 2 business days. The report forms are not monitored in real time.

UNIVERSITY MANUAL REQUIREMENTS

Please familiarize yourself with Chapter 8 of the University Manual which contains important academic regulations.

Course Syllabus Requirement (University Manual 8.50.30) – According to the University Manual: "*All instructors shall make available a syllabus in the first week of class, or first day of class for fully-online accelerated programs (8.51.24), to students enrolled in each of their courses. Syllabi components should clearly communicate classroom policies, essential aspects of the course, and expectations of student participation.*"

In addition to satisfying Faculty Senate approved policies, your syllabus communicates mutual expectations between you and your students and serves as a roadmap to successful course completion, including your course scope, expectations, learning outcomes, deadlines, attendance policies, grading criteria, and other important information. Please provide students with information about assessment/major paper/project due dates, office hours, availability of special tutorial sessions, and expectations on individual vs group work. This clear outlining of expectations helps to ensure that students in your classes understand what they are expected to learn, how they will be assessed, and are fully aware of your academic standards. Providing such information can help avoid misunderstanding, frustration—on both sides—and foster acceptance of responsibility by our students.

RESOURCE NOTE: As you develop your courses and syllabi, please refer to the faculty development resources offered through the Office for the Advancement of Teaching and Learning, including the syllabus development, course design, and assessment design resources.

The *University Manual* also contains information that is helpful in preparing your syllabus. I refer particularly to the following sections in Chapter 8 of the Manual: 8.27.10-19 (plagiarism—instructor's responsibilities, judicial action, and student's responsibilities); 8.39.10-12 (attendance); and 8.51.10-27 (examinations). Each semester, issues are directed to this office that are addressed specifically in these sections.

Final Exams - Please pay special attention to sections 8.51.18, which states the University's long-standing policy regarding administering examinations during the final week of classes -
*… Final examinations are not required by the university, but any final examination, with the exception of take-home examinations, must be administered according to the final examination schedule prepared by the Office of Enrollment Services. …..****Faculty members cannot administer an examination during the last five days of classes are in session in lieu of a final examination, but must instead postpone such an examination to be administered according to the final examination schedule.***

OTHER IMPORTANT TOPICS

FERPA - Please be aware in your communications with students and about a student's academic progress in your course, that FERPA (Family Educational Rights and Privacy Act) regulations prohibit any disclosure of "personally identifiable information" from a student's "education record" without the prior written consent of the student. For more detailed information on FERPA regulations, please go to: security.uri.edu/policies/ferpa/

Video Capture – There are some privacy issues to consider for those faculty who are using video capture in their classrooms. If the video captures only the instructor and course materials, there are no privacy issues. If the video captures images or voices of your students AND you intend to use these recordings in another class or for any other purpose, students must be notified of this in advance on the syllabus and you must provide accommodations for students who do not wish to appear in class recordings.

Academic Integrity - Understanding the culture of source management and attribution in academe is a process of learning and relearning, with increasing complexity over time. Our goal is to better distinguish between intentional plagiarism or cheating, and making mistakes. URI's Student Handbook web.uri.edu/studentconduct/student-handbook/) provides guidelines concerning academic honesty in this regard. Additional assistance is available at the Writing Center and the Academic Enhancement Center. It may be useful to add an extended and course-specific statement to your syllabi such as:

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- *Using material, directly or paraphrasing, from published/web sources (print or electronic, including ChatGPT) without appropriate citation*
- *Claiming disproportionate credit for work not done independently*
- *Unauthorized possession or access to exams*
- *Unauthorized communication during exams*
- *Unauthorized use of another's work or preparing work for another student*
- *Taking an exam for another student*
- *Altering or attempting to alter grades*
- *The use of notes or electronic devices to gain an unauthorized advantage during exams*
- *Fabricating or falsifying facts, data or references*
- *Facilitating or aiding another's academic dishonesty*
- *Submitting the same paper for more than one course without prior approval from the instructors*

Students who engage in academic dishonesty should be reported through the Student Conduct process (see Report Academic Misconduct).

Student Feedback – URI uses the IDEA Diagnostic Feedback Instrument to collect student feedback. As you develop your syllabus and course learning objectives, please think ahead to their alignment with IDEA course objectives that will be measured at the end of the semester (see list below). Incorporation of relevant learning objectives in your course syllabus is likely to yield more reliable and informative student feedback on the IDEA feedback form at the end of your course. Instructors will be able to set IDEA objectives for their courses during the last 6 weeks of the semester. While you may want your students to master many of the IDEA objectives, you should choose between 3-5 Important or Essential objectives that are critical learning objectives for your course. Choosing a larger number of objectives will limit the usefulness of your feedback. The student response period begins ~2 weeks before the end of classes and closes at 11:59 pm on the last reading day; students can use a variety of devices e.g. (laptop, cell phone, tablet) and in order to maximize response rates, faculty are encouraged to provide 15 minutes at the beginning of a class for students to complete the IDEA survey. Results are available to Instructors, Chairs, and Deans two days after official grades are officially posted for the semester.

The 13 IDEA course objectives are listed below for your convenience (with links to IDEA resources):

1. *Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)*
2. *Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures*
3. *Learning to Apply Course Material (to improve thinking, problem solving, and decisions)*
4. *Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course*
5. *Acquiring skills in working with others as a member of a team*

6. *Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)*
7. *Gaining a broader understanding and appreciation of intellectual/cultural activity*
8. *Developing skill in expressing myself orally or in writing*
9. *Learning how to find, evaluate, and use resources to explore a topic in depth*
10. *Developing ethical reasoning and/or ethical decision making*
11. *Learning to analyze and critically evaluate ideas, arguments, and points of view*
12. *Learning to apply knowledge and skills to benefit others or serve the public good*
13. *Learning appropriate methods for collecting, analyzing, and interpreting numerical information*

The Office for the Advancement of Teaching and Learning provides support for setting your objectives and interpreting your results. If you would like to review the elements of the IDEA instrument, please go to: https://www.ideaedu.org/Services/Student-Ratings-of-Instruction-Tools. If you have questions about how the process works at URI or are looking for ways to increase response rates please visit: https://web.uri.edu/provost/idea/, or contact Sean Krueger at, skrueger@uri.edu.