Nuts & Bolts of Teaching at URI

Dr. Anne Veeger, Vice Provost, Academic & Faculty Initiatives
Dr. Diane Goldsmith, Director, Office for the Advancement of Teaching & Learning

http://web.uri.edu/atl

Adapted from: Nuts & Bolts of Teaching at URI, by Dr. Eric Kaldor, 08/29/2018.
ATL Programs & Consultations

Faculty Development
- ATL Conversations
- ATL Book Clubs
- High Impact Teaching Seminars
- IDEA Consultations (student ratings of instruction)
- Course Design
- Curriculum Consultations

Academic Testing Center
- Face to Face proctored testing for DSS and make up exams

Online Education
- Online Pedagogy
- Hybrid Bootcamp
- Brightspace mentors
- Instructional Design Consultation
- URI Online

Student Learning
Outcomes Assessment & Accreditation (SLOAAA)
- Consultations
- Programmatic Assessment
Excellence in Teaching at URI

URI Foundation
Teaching Excellence Award
College Awards

Arts & Sciences
Teaching Excellence, Tenure-Track
Teaching Excellence, Full/Part-time Lecturer

Business Administration
Thomas Chisholm Undergraduate Teaching Award
Thomas Chisholm Graduate Teaching Award
Outstanding New Teacher Award
Teaching Excellence Award for Ph.D. Students

Engineering
Albert Carlotti Faculty Excellence Award in Teaching

Environmental & Life Sciences
Teaching Excellence
John J. Fisher Award for Excellence in Graduate Teaching
Graduate Teaching Excellence in Biological Sciences

Pharmacy
Teacher of the Year
Teaching Assistants of the Year

...and more are coming.
Nuts & Bolts Topics

- First steps
- Brightspace
- Classroom Support
- Disability Services
- Library Resources
- The Syllabus
- Academic Integrity Policies
- URI Attendance and Make-up Policies
- URI Testing Related Policies
- Academic Testing Center

- URI Grading Policies
- NW & I Grades
- Struggling students
- Academic Progress Reports
- Adds, Drops, & Withdrawals
- Unregistered students
- IDEA Student Ratings of Instruction
GETTING READY TO TEACH
First Steps

Need your URI ID# or Social Security # to start

- Sign up for e-Campus
- Set-up Brightspace Account
- Activate your email
- Pick up your ID card (https://web.uri.edu/campusid/idcard/)
- Register your license plate with parking services (https://web.uri.edu/transportation/parking/faculty-and-staff/)
Teaching Support
Collaboration & Learning Environment

- **Gateway:** [Brightspace.uri.edu](https://web.uri.edu/brightspace)
- **Useful Brightspace links:** [https://web.uri.edu/brightspace](https://web.uri.edu/brightspace)
- **ATL home page:** [https://web.uri.edu/atl/](https://web.uri.edu/atl/)
- **ATL calendar of events:** [https://web.uri.edu/atl/atlevents/](https://web.uri.edu/atl/atlevents/)
- **ITS & Brightspace support:** [https://web.uri.edu/atl/integrative-technology-brightspace-training-calendar/](https://web.uri.edu/atl/integrative-technology-brightspace-training-calendar/)
- **Tech Help Desk Phone Number:** 874-HELP (ext: 4-4357)
- **Brightspace Help** - 24/7 chat accessed in the LMS
Classroom Support

• Classroom Media Assistance
  – Web: http://web.uri.edu/cma/
  – Phone: 874-4278
  – Some classroom AV units require a key - the same key for all rooms. Contact the phone number above to get your key.

• Classroom Status
  – http://web.uri.edu/cma/classroom-status/

• Classroom Environment Problem

• Facilities Service Call
  – Phone: 874-4060
Library Instructional Online Resources

• Homepage:  
  – http://web.uri.edu/library/

• Resources for instructors:  
  – http://uri.libguides.com/instruction

• Resources for your students:  
  – http://uri.libguides.com/start
  – Check out InfoRhode Tutorials
Support for Experiential Education

Center for Career and Experiential Education offers a wide range of services to support student career development, but also offer support for faculty in the creation of experiential learning experiences on and off campus.

website: http://web.uri.edu/career/faculty/
Supporting Students with Disabilities

• Disability Services for Students - https://web.uri.edu/disability/

• Universal design for learning resources https://web.uri.edu/teachonline/universal-design/
  • Ensure captioning of videos used in class or online
  • Include “alt text” for pictures or images in PowerPoint or other visual available to students electronically

• Instructors are responsible for alternative testing arrangements.
  – (Academic Testing Center: https://web.uri.edu/atc/)
Just in Case

Emergencies are rare, be prepared.

• Whether medical, safety, or security related
• In case of emergency phone 911
• Non emergency public safety: 401.874.4910
  – Sign up for emergency alerts (text, cell)
THE SYLLABUS
Purpose

• Serves as primary notification for students of all course specific details
  – Recommendation: Include that changes may occur in response to unforeseen circumstances and that students will be notified of any changes in advance

• Reviewed at first or early class meeting
  – Recommendation: Do not make review of syllabus the only activity of the first class.
  – Recommendation: Save paper and put your syllabus in Brightspace

• Record of curriculum for academic department
  – Submit copy for department files
Essential Content

• Learning outcomes or course objectives
  – Important to include academic program or general education outcomes associated with the course
  – Use language that students understand

• Requirements, equipment, textbooks, etc.
  – Things that must be purchased or acquired by student
  – Special meeting times or activities

• Grading System
  – Factors evaluated, assignment weighting, letter grade scale

• Course Schedule
  – Readings, topical outline
  – Examinations/ major assignment due dates
Contact Info & Communication

The syllabus and Brightspace should include the instructor’s contact information & office hours.

• Set students’ expectations for how they should communicate with you and how quickly you will respond to inquiries.

• Think carefully about how much communication you want to do via email and what students should expect about your response time.
It’s in the syllabus!

Many faculty complain about answering questions that students can find the answer to in the syllabus.

• Possible Solutions:
  – Syllabus Quiz or Scavenger Hunt
  – Created a Brightspace forum for students to post their questions. Encourage other students to answer questions. Instruct students to set notifications for new forum posts. Respond to posts in forum when appropriate.

Outside the Classroom

• Student contact with faculty outside the classroom have an incredibly positive impact on student learning and long-term success.

• URI expects instructors to be available to support student learning, but there are many ways to do this.

• There are no exact rules on office hours, but there are general expectations:
  – 1 hour/week or equivalent for each 3-credit course
  – Appropriate availability for course and student context
    • Example: Online office hours for an online course (also possible for face-to-face) or the ability for students to sign-up online for an appointment
    • Virtual meetings using Zoom, google hangouts, or the telephone
Policy Statements

• Recommended statements:
  http://web.uri.edu/teach/instructor_policies/
  – Academic Honesty & Integrity
  – Academic Support for Students
  – Standards of behavior
  – Religious holidays

• Individual policies:
  – Attendance/tardiness policy
  – Electronic devices/recording
  – Posting of quiz/test questions
Syllabus Development Resources

• Additional resources for developing your syllabus

http://web.uri.edu/teach/syllabus/
SOME IMPORTANT URI POLICIES
URI’s General Education Program

The General Education program focuses on 12 learning outcomes that every URI student should develop while pursuing their undergraduate degree.

- Not designed as breadth along-side depth in a major
- Instead, it is “Every student’s second major”
- Each course addresses two outcomes (at least one “full”)
- Students need to take at least one course that fully addresses each outcome
- Students must complete at least 40 credits in the program

Advising for students on the program can be found here: http://web.uri.edu/advising/general-education/
URI’s General Education Program

The program is designed so students can demonstrate what they are learning and where they need more help.

- Rubrics set shared expectations for students and faculty about the learning that matters in general education.
- Learning is assessed on developmental paths.
- Courses should include significant assignments for students to demonstrate their learning around each outcome that is “full”.
- Rubrics are currently under review as part of Phase 1 of General Education Assessment.

For more information and resources: https://web.uri.edu/general-education/faculty/
Academic Integrity Policies

• Consider how you will approach cheating or plagiarism in advance.

• URI Academic Honesty and Integrity Policy
  – URI policies on cheating and plagiarism (8.27)
    • http://web.uri.edu/manual/chapter-8/chapter-8-2/
  – URI policy highlighted version via College of Business Administration
    • http://www.cba.uri.edu/AcademicHonestyandIntegrity/
URI Attendance & Make-Up Policy

• Course attendance policies are set by instructor

• Instructors shall make reasonable efforts to allow the make-up of missed work due to a serious, verifiable reasons
  – including an illness, observance of religious holy day, personal tragedy, or participation in University sanctioned event
  – disagreements over the severity of the reason are to be mediated by the department chairperson, dean, or eventually the Provost and Vice President for Academic Affairs

• No instructor shall be required to allow a student to make-up work missed because of disciplinary action
URI Testing Related Policies

Options for make-up work
• Same quiz, test, or exam administered before or after
• Comparable alternative administered before or after
• Alternative weighting of the remaining course assignments mutually acceptable to both student and instructor

Final exams
• Not required
• Students have until the date and time of the identified final exam for turning in take-home exams.
• An exam can not be administered during the last five days of class in lieu of a final exam.
• Faculty must notify their chairperson if they are administering a take-home or no final exam
• For student scheduling conflict policies see University Manual Sections 8.51.26 and 8.51.27
Academic Testing Center

Proctors exams in a quiet, secure space for students who need to complete make-up exams and those with approved accommodations through Disability Services.

• Make-Ups for excused absences, such as traveling for URI athletics, academic conferences, documented medical issues
• Examples of disability accommodations: extended time, reduced distraction space
• Faculty submissions and student scheduling are done through convenient online system
• We employ highest reasonable standards to maintain security of the exams and encourage academic integrity
• Services not available for online courses or electronic exams

Visit website for policies and video tutorials of request process.

uri.edu/atc
URI Grading Policies

• All coursework, with the exception of the final exam, shall be completed by the final class meeting.

• Instructors shall inform students in writing within one week after the beginning of class the criteria upon which grades will be determined.
  – With appropriate written notification, these criteria can be changed by the instructor until the late add period
  – After that time, changes require the approval of the chair/dean/director

• Records of grades and all papers, exams, reports, etc., will be retained by the instructor for at least two semesters (not including summer sessions).
  – In the case of leaving the employ of the University, copies need to be provided to the departmental office

See University Manual Sections 8.53.10 and 8.53.11 for grade details and point values. Syllabus should give clear cut offs for all grades given in your class.
NW & I Grades

- Students enrolled but never attend or stop attending early may receive a No Work submitted (NW) grade
  - No impact on student GPA
- Students with passing quality work until a documented reason for the non-completion of remaining work will receive an Incomplete (I)
  - Instructor needs to forward a written explanation to the student’s academic dean
  - Arrangements to remove the deficiency must be made between the student and instructor prior to the following midsemester (undergraduate) or within one calendar year (graduate)
Academic Progress Reports

All freshmen will receive an Academic Progress Report at the middle of the term (Midterm Grades).

- S (Satisfactory), S- (Marginal), or U (Unsatisfactory)
- The Office of Enrollment Services will prepare a list for each instructor.
- Instructors will submit a report for each name on the list no later than the start of Week 6.
- Available to students, advisors, and University College but will not become part of the student’s permanent record.

https://web.uri.edu/enrollment/submit-midterm-grades/
Early Alert Services

Concerned about a student academically or personally? Contact Early Alert Services

They:
- Collaborate with other campus support services
- Provide individual guidance
- Help create strategies addressing issues of concern

website: [http://web.uri.edu/earlyalert/](http://web.uri.edu/earlyalert/)
referral form: [http://web.uri.edu/earlyalert/referral-form/](http://web.uri.edu/earlyalert/referral-form/)
email: earlyalerturi@etal.uri.edu
401.874.5527 or 401.874.5168
Early Alert Services (cont)

Early Alert staff can address a range of issues including:

• Academic Performance
• Class Attendance
• Lack of Engagement in the Classroom
• Connecting with Campus Resources
• Family Concerns
• Financial Concerns
• Lack of Campus Involvement/ Social Isolation
• Time Management/Procrastination

+ Can connect to other counseling and support professionals at URI for wider range of issues
STARFISH

What is it?
• Starfish Connect (Courses, Success Network, and Services)
• Starfish Early Alert (Flags and Kudos)

Key Uses for Faculty
• Set-up Office Hours
• Messaging made easy: Flags & Kudos
• Attendance and Student pictures

Resources
http://web.uri.edu/starfish/faculty/
ANCHOR Team

• **A.N.C.H.O.R. Team**: A hub for a network of campus resources, focused on prevention and early intervention involving individuals displaying concerning or disruptive behaviors, or navigating complex family and personal concerns that may impact academic progress.

• Useful links:
Wellness Resource Center

Open 9am–4pm Monday–Friday for you to Relax, Refresh, Revive. Located on lower level of Anna Fascitelli Fitness & Wellness Center

Inviting all members to take a break and unwind with...

- Self-guided meditation station with music and meditation suggestions
- Time in massage chair
- Soothing music
- Jigsaw puzzles
- Board games
- Coloring
- Zen board painting
- Zen gardening
- Rock painting
- The company of others
- Relaxing atmosphere
Adds, Drops & Withdrawals

Adds
• Open add period: first seven calendar days of semester
• Late add period: additional seven calendar days of semester
  – requires permission numbers granted at the discretion of the instructor

Drop/Withdrawals
• Students not in attendance for both of the first two class meetings and have not contacted the instructor can be removed from the class roster at the request of the instructor
• Drop period: until the end of the third week of classes
• Withdrawal period: weeks four through six → “W” on transcript
• Exceptions may be granted after week six with authorization from the dean of the college → “W” on transcript
• Instructors must issue a grade for all students on the roster after the withdrawal period
Unregistered Students

- Auditing is not permitted in non-credit courses
- Auditing students are permitted when space is available and consent from the instructor is given prior to the end of the add period
- The instructor determines auditor’s level of class participation including how much feedback or grading the instructor will provide
- The auditor’s name will not appear on any class rosters
IDEA Student Ratings of Instruction

• Unlike other evaluation systems, IDEA items focus on students perceptions of their learning, frequency of different teaching techniques, and their motivation and workload.

• Two global questions: excellence of teacher and course

• Instructor makes critical choices (unless department has chosen):
  – Which learning objectives are relevant to the course.
  – Are those objectives “essential” (weighted twice) or “important” (weighted once) or “minor/not relevant” (not included)
  – IDEA recommends not choosing too many relevant objectives and giving all objectives equal weight if no significant difference in emphasis.
IDEA (Continued)

- URI recognizes that IDEA results are just one indicator of teaching effectiveness.
- Results from multiple semesters and multiple courses provide more meaningful data.
- Course context should always be considered.
- Teaching effectiveness should be evaluated in additional ways.
- ATL can help you interpret results.
  - Email us: teach@uri.edu
Thank you!

Questions? Email:

teach@uri.edu