

TEACHING IN WEINBERG COLLEGE

Fall 2017

An online version of this document is available at:

http://www.weinberg.northwestern.edu/faculty/documents/Teaching_in_WCAS.pdf

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TEACHING IN WEINBERG COLLEGE

This document provides an overview of the undergraduate curriculum in Northwestern University's Judd A. and Marjorie Weinberg College of Arts and Sciences, and the roles of faculty members as teachers, advisers, and research mentors for undergraduate students. It also addresses important policies and procedures related to working with undergraduates in the College.

For more information, see the following sections of the Weinberg College website:

- **Teaching Guides and Resources**
<http://www.weinberg.northwestern.edu/faculty/teaching-research-service/teaching-curriculum/teaching-guides-resources.html>
- **Undergraduate Advising** (written for faculty with formal advising roles, but relevant for other faculty also) <http://www.weinberg.northwestern.edu/faculty/teaching-research-service/advising/>
- **Undergraduate Studies** (directed at students, but very useful for faculty too)
<http://www.weinberg.northwestern.edu/undergraduate>

Some documents are password protected. To access them, enter your Northwestern NetID and password.

The Weinberg College **Office of Undergraduate Studies and Advising (OUSA)** is the unit of the Dean's office dedicated to teaching, curriculum planning, and academic advising of undergraduate students. The office serves both students and members of the faculty. You can contact anyone on the OUSA staff for information or advice; see the OUSA Contact Information at the end of this document.

I. THE UNDERGRADUATE CURRICULUM

I-A. Weinberg College degree requirements.

In brief, students completing the Bachelor of Arts degree must fulfill these requirements:

- *Distribution requirements*: two courses in each of six major intellectual areas
- *First-year seminars*: two designated courses in the first year
- Demonstrate (through coursework or testing) *proficiency in a foreign language*
- Demonstrate (through coursework or portfolio review) *proficiency in writing*
- Depth in one field of inquiry (the *major*)
- A minimum number of classes and quarters of study in Weinberg College

Detailed information on requirements for earning a degree from Weinberg College can be found in the student section of the College website

<http://www.weinberg.northwestern.edu/undergraduate/degree/>.

I-B. Minors, second majors, certificates, concentrations, and off-campus study. Many Weinberg students use their elective courses to explore an area of interest outside their major. This may be a minor or an additional major in Weinberg College; some students are required to complete two majors because one of the majors is an “adjunct major,” and all adjunct majors require the completion of a second major that is *not* an adjunct major. Other study options exist outside the College too, including in the School of Education and Social Policy, School of Communication, Bienen School of Music, Kellogg School of Management, McCormick School of Engineering and Applied Science, and the Medill School of Journalism, Media, Integrated Marketing Communications. Many students take advantage of possibilities for off-campus study, including for-credit internships and study abroad.

Internship information

<http://www.weinberg.northwestern.edu/undergraduate/enrichment-opportunities/internships-and-volunteering/>

Study abroad information

<http://www.weinberg.northwestern.edu/undergraduate/enrichment-opportunities/study-abroad/>

When you advise students, keep in mind that a student’s total number of majors plus minors may not typically exceed three. We call this the *Rule of Three*. Exceptions require permission from the Weinberg College Advising Office and cannot be granted during the first year. A student considering exceeding this limit should meet with his or her College Adviser to discuss options and procedures.

Also note several rules restrict the counting of courses toward more than one major or minor; see <http://www.weinberg.northwestern.edu/undergraduate/degree/double-counting-faq.html>.

I-C. Special courses. Weinberg College offers several categories of courses outside the standard department and program curricula. The Weinberg College *Chairperson’s Handbook* <http://www.weinberg.northwestern.edu/faculty/teaching-research-service/teaching-curriculum/teaching-guides-resources.html> provides detailed information on **First-year Seminars** (restricted to first-year students) and **Professional Linkage Seminars** (taught by non-academics and exploring links between academic disciplines and professional practice). For information on **Student-Organized Seminars**, which always require the involvement of a faculty member, see the student section of our website <http://www.weinberg.northwestern.edu/undergraduate/courses-registration-grades/student-organized-seminars.html>.

Independent studies courses (typically numbered 399) let students and faculty members work together to investigate topics of mutual interest. Additional information on Independent Study, as well as funding sources for student research, is available in section IV-F below and in the student section of the Weinberg website: <http://www.weinberg.northwestern.edu/undergraduate/courses-registration-grades/independent-study.html>

I-D. Students in other undergraduate schools at Northwestern. Weinberg College is one of six undergraduate schools on Northwestern’s Evanston campus. Many students in College courses are enrolled in the School of Communication; the School of Education and Social Policy; the McCormick School of Engineering and Applied Science; the Medill School of Journalism, Media, Integrated Marketing Communications; or the Bienen School of Music. They rely on the College to provide the liberal arts component of their programs, taking College

courses to satisfy general education requirements and also to broaden their courses of study. They are also often pursuing a Weinberg minor or second major.

The Northwestern campus in Qatar offers undergraduate degrees in Communication and Journalism. Courses in the liberal arts and sciences are an important part of the curriculum there as well.

II. QUALITY OF TEACHING

II-A. Shared goal. Encouraging the active intellectual growth and achievement of our students is a central mission of the College. All faculty members should share the goal of excellence in teaching: classroom teaching, individual instruction outside the classroom, direction of research projects and independent studies, and other teaching activities. Aim to maximize opportunities for students to gain new knowledge and to engage in higher-order analysis. Students should explore problems through discussion and writing, interact with instructors and classmates, and engage in other active educational endeavors.

Faculty members are encouraged to recognize the strengths and weaknesses of their own teaching, share successful strategies, and inform themselves about learning theory and research findings. Excellent teachers should take the lead in helping colleagues address teaching challenges.

Chairpersons and program directors are asked to assemble evidence of the quality of a faculty member's teaching, and to give significant weight to that evidence, when making recommendations to the Dean regarding salary adjustment, reappointment, or promotion. They are also expected to be vigilant about the quality of instruction, intervening as appropriate.

II-B. Assessment of learning outcomes. Teaching a class always involves thinking about what you hope students will gain through taking it—your learning objectives—and assessing student performance related to these objectives. Papers, homework, projects, and examinations provide opportunities for learning and information for assigning grades. Assessment of student learning has broader purposes too. As stated in the Student Learning Outcomes Assessment Framework adopted by the University in 2010-2011:

Northwestern University's varied efforts to engage in assessment activities have multiple purposes. First and foremost, these efforts derive from the position that a systematic approach to assessing the learning outcomes of students is necessary to evaluate and improve upon the quality of learning. Through assessment we are able to learn about our unique strengths and opportunities for improvement. Secondly, assessment efforts are increasingly important for articulating to external entities (e.g., governmental regulators, accreditation agencies, peer institutions, parents and prospective students) the quality of Northwestern's educational programs, which are both curricular and co-curricular. Assessment enables us to express in concrete and often comparable terms the value of our educational programs as a leading institution in higher education.

For the complete document, see:

http://www.weinberg.northwestern.edu/faculty/documents/id/NU_Assessment_Framework.pdf

II-C. Resources for enhancing teaching. Efforts to improve the quality of teaching most often take place within departments. Formal mentoring arrangements may be instituted for junior members of the faculty. Resources are also available at the College and University levels to help faculty members improve their teaching.

In addition to providing programs aimed directly at students, Northwestern's **Searle Center for Advancing Learning and Teaching** <http://www.northwestern.edu/searle/> assists individual faculty members and the departments and programs. It coordinates workshops for new and experienced teachers and roundtable discussions led by award-winning members of the Northwestern faculty. Center personnel offer individual consultations to faculty members, and teaching consultants can attend a class and obtain feedback from students. The Center provides guidance on evaluation and assessment aspects of grants with pedagogical components, and it awards grants to faculty members working cooperatively on designated teaching improvements. Through a Provost-initiated program, early-career tenure-line faculty members are selected as Searle Fellows and take part in a year-long program involving a teaching-related project. The Center also maintains a library of teaching materials available to faculty members and teaching assistants. Faculty members at all levels, individually and in groups, are encouraged to acquaint themselves with and utilize the resources and services offered by the Searle Center.

Grants to improve learning and teaching. Many sources of funding help support faculty endeavors to improve their teaching and enhance student learning. Some funds support the design of new courses, or innovations and experimentation in existing courses. Some help fund activities such as field trips to theaters and museums, or field studies for observation and data collection. Some help with the purchase of special materials. Some help pay for outside speakers to visit a class, or to speak to a broader audience that includes undergraduates. For information on grants designed to enhance learning and teaching, see <http://www.weinberg.northwestern.edu/faculty/teaching-research-service/funding/>.

Northwestern University Information Technology (NUIT)

NUIT <http://www.it.northwestern.edu/about/departments/at/> provides guidance on using electronic technology in teaching. Online documents and hands-on workshops help instructors create class webpages, provide assessments and feedback, facilitate interaction among students, and more. NUIT oversees "smart classrooms" and computer laboratories. The learning management system used at Northwestern is Canvas. For detailed information on Canvas tools and training, see:

<http://www.it.northwestern.edu/about/it-projects/learning-management/faculty.html>

II-D. Evaluation of teaching by students. The Registrar's Office coordinates student evaluation of teaching through the Course and Teacher Evaluation Council; student surveys used for this purpose are referred to as "CTECs." By Weinberg College faculty legislation, all 100-, 200-, and 300-level classes with five or more students must be evaluated through CTECs or another evaluation method approved in advance by the Associate Dean for Undergraduate Academic Affairs. Instructors are encouraged to have graduate courses evaluated as well. Student feedback can be invaluable in refining teaching approaches.

Mandatory publication of responses to some CTEC items was approved by the Faculty Senate in May 2006. The Dean's Office monitors compliance. Evaluations are accessible to those with a Northwestern NetID and password through CAESAR (the online registration, course, and student information system, <https://caesar.northwestern.edu/>). Recent/current ones may also be accessed through the course management system Canvas. Students who do not complete

evaluations of their classes are denied access. The University recently transitioned to a new CTEC platform, Blue by eXplorance. For up-to-date information please consult <http://www.northwestern.edu/ctec/>

II-E. Honoring outstanding teachers. Each year a student-faculty Committee on Teaching Awards nominates faculty members and teaching assistants for Weinberg College Distinguished Teaching Awards. The Dean selects members of the tenure-line and teaching-track faculty, as well as graduate teaching assistants, to receive awards and stipends. Additional awards recognize excellence in mentoring undergraduate researchers, and in efforts to build a sense of community among faculty members and undergraduates. More information and lists of past winners can be found at <http://www.weinberg.northwestern.edu/faculty/career/recognition/teaching-awards/>.

Several named teaching chairs rotate among outstanding teachers in the College. Each named position carries a discretionary account.

At the University level, McCormick Professorships and McCormick Distinguished Lectureships reward faculty members from throughout the university with outstanding teaching records.

III. ACADEMIC AND NON-ACADEMIC ADVISING

III-A. Advising as teaching. Academic advising is an important component of the College's teaching mission. Through interactions with members of the faculty, students learn more about courses, majors and minors, other academic options at Northwestern, graduate study, and possible career paths. Faculty members provide valuable guidance as students explore their options. You should be available on a regular basis to meet with students and should stay informed about relevant academic and procedural matters. Schedule regular office hours even during quarters when you are not teaching, or else make other arrangements to be available to interested students.

For the most part, academic advising of undergraduates is located within each of the six undergraduate schools because regulations vary from one school to another. If a student from another school seeks your advice on curricular matters, or if you sense that such a student is experiencing academic or personal difficulties, you should check that the student is also in touch with the appropriate associate dean or adviser in his or her home school.

Two valuable resources to guide faculty members in their advising of students are:

- the undergraduate student section of the Weinberg website <http://www.weinberg.northwestern.edu/undergraduate/>
- the Weinberg College *Advising Guides* <http://www.weinberg.northwestern.edu/faculty/teaching-research-service/advising>

III-B. Weinberg College Integrated Advising. While all College faculty members play a part in advising students, Fall First-year Seminar instructors, College Advisers, and department and program advisers have special responsibilities. Most faculty members should expect to serve in one or more of these roles during their years at Northwestern. The Office of Undergraduate Studies and Advising (OUSA) coordinates the work of Fall First-year Seminar Instructors, College Advisers, and advisers in the departments and programs. See the OUSA Contact Information at the end of this document for more on the roles of OUSA personnel and how to get in touch with them for information and assistance in working with students. Encourage students to make use of OUSA resources as needed.

One function of personnel at the OUSA is to cut through red tape that occasionally stands between students and education. Functioning with the consent of faculty committees, the OUSA can sometimes relax or waive a College requirement when such action is appropriate. At the same time, it is the responsibility of the OUSA to ensure that the educational programs of the College remain intact.

1. Fall First-year Seminar instructors. First-term advising in the College is organized around the seventy or so first-year seminars offered each fall (some students in special programs like Honors Program in Medical Education, Integrated Science Program, and Mathematical Methods in the Social Sciences receive additional advising through the program and may elect to not take a fall seminar). Instructors of a fall-quarter first-year seminar serve as the primary academic adviser for their students. They field questions about students' academic programs, help with course selections for fall and winter quarters, and direct students to resources across the University. They also help students make the academic transition from high school to college. In recognition of the importance of these duties, the College provides these instructors with a special stipend.

2. College Advisers. At the end of fall quarter, each first-year Weinberg College student is assigned to a College Adviser who works with that student until graduation. College Advisers are faculty members whose primary responsibility is advising undergraduate students. They meet with students by appointment at the Weinberg College Academic Advising Office, 1908 Sheridan Road and 619 Emerson Street, 847-491-8916. While department and program advisers are the primary source of guidance on issues related to a student's major or minor, College Advisers are generalists with broad knowledge of options across Weinberg and Northwestern. They counsel students on the interrelationships among various parts of their undergraduate education. College Advisers are trained to deal with a wide range of topics, including but not limited to: choosing a major, scheduling classes, considering second majors and minors, planning for study abroad and internships, requesting incompletes, dealing with academic and personal challenges, completing graduation requirements, and preparing for what might come next.

College Advisers answer inquiries from faculty members as well as from students. Students and faculty members can contact the College Advisers by calling 847-491-8916. Students can also request appointments through an online system; see <http://www.weinberg.northwestern.edu/undergraduate/advising/weinberg-college-advisers/>. Students should generally contact their individual advisers, but email may also be sent to the general advising address wcas-adviser@northwestern.edu. Faculty members with concerns or questions about a particular student should contact the Director of Academic Advising, Liz Trubey, 847-491-8916, eft@northwestern.edu.

3. Department and Program Advisers. Each department and program has a system for advising potential and declared majors and minors, including new and incoming students interested in exploring their field. Department and program advisers are available to students throughout the academic year, and especially before and during the preregistration and registration periods. Typically, the Department Chair names a Director of Undergraduate Studies and appoints other faculty members to serve as undergraduate advisers; one adviser is often designated as a contact person for incoming and first-year students. Department and program advisers should stay informed about requirements of the College—and should, in particular, be specialists regarding curricula, requirements, and procedures in their own department or program. They hold regular office hours, and they sign a Graduation Petition for each student majoring or minoring in the department or program, typically one year prior to the

student's graduation. The Director of Undergraduate Studies also acts as a liaison between the OUSA and the department or program on matters related to the undergraduate curriculum.

III-C. Other resources for advising and support.

University Academic Advising Center

<http://www.northwestern.edu/advising-center/>

847-467-3900

The main resource for advising related to the health professions (e.g., medicine, dentistry, and physical therapy).

Searle Center for Advancing Teaching and Learning

<http://www.northwestern.edu/searle/resources/undergraduate-academic-resources/index.html>

847-467-2338

Sponsors or co-sponsors a variety of peer-led workshops and mentoring, briefly described in Section VI-C of this document. Also offers support for faculty teaching development.

Northwestern Career Advancement

<http://www.northwestern.edu/careers/>

847-491-3700

Provides resources and guidance for student career exploration, summer internships, and post-graduation employment or study.

Study Abroad Office

<http://www.northwestern.edu/studyabroad/>

847-467-6400

The central resource for information about the many opportunities for overseas for-credit study by Northwestern students.

The Writing Place

<http://www.writing.northwestern.edu/>

847-467-2792

Provides peer tutors who offer feedback and guidance to help students improve their writing.

Student Assistance and Support Services (SASS)

<http://www.northwestern.edu/studentaffairs/dos/about-us/our-office/assistance-support/>

847-491-8430

Coordinates referrals for students to campus and community resources to promote well-being. If you have concerns about a student whose wellness is impacting academic work, you may wish to contact SASS.

Counseling and Psychological Services (CAPS)

<http://www.northwestern.edu/counseling/>

847-491-2151

Provides personal counseling and stress-management workshops for students. Faculty concerned about a student's emotional health may consult CAPS for guidance on how to handle the situation.

Student Health Service

<http://www.northwestern.edu/healthservice-evanston/>

847-491-8100

Assists students with a variety of ailments and make referrals for specialist care.

More information on services for students dealing with personal problems is in Section IX-C of this handbook.

Some advising resources are focused on the needs of particular groups of students; these resources include the following:

- **Academic Services for Student-Athletes**, <http://www.nusports.com/index.aspx?path=acad>, 847-491-7890
- **AccessibleNU** for students with disabilities, <http://www.northwestern.edu/accessiblenu/>, 847-467-5530
- **Office of Undergraduate Financial Aid**, <http://undergradaid.northwestern.edu/>, 847-491-7400
- **International Office** for students studying at Northwestern on an F-1 or J-1 visa, <http://www.northwestern.edu/international/>, 847-491-5613
- **Multicultural Student Affairs** enriches the cultural experience of Northwestern through leadership and education programming, providing opportunities for community engagement and identity expression, and assisting students in navigating the University. <http://www.northwestern.edu/msa/>, 847-467-6200.
- **Office of Fellowships**, <http://www.northwestern.edu/fellowships/>, 847-491-2617.
- **Religious and Spiritual Life**, <http://www.northwestern.edu/religious-life/>, 847-491-7256.
- **Student Enrichment Services (SES)** works with low-income and/or first-generation students to enhance their academic success, personal development, and professional growth. <http://www.northwestern.edu/enrichment/>, 847-491-5592.
- **Women's Center**, <http://www.northwestern.edu/womenscenter/>, 847-491-7360.

Additional information about campus advising resources for students is available from the Division of Student Affairs <http://www.northwestern.edu/studentaffairs/>.

IV. CLASSES: WHAT, WHEN, AND WHERE

IV-A. Teaching assignments and responsibilities. Teaching responsibilities and specific course assignments in Weinberg College are established by the Dean and the Department Chair or Program Director. In setting teaching responsibilities, consideration is given to the faculty member's engagement in other University activities. The remaining paragraphs in this section are based on Northwestern's *Faculty Handbook*; some wording was modified to indicate College-specific procedures.

Every member of the faculty is responsible for ordering books and other required teaching materials in advance of class, and in compliance with The Higher Education Act of 2008, to make a very good faith effort to publish information about the cost of course materials prior to the pre-registration period. Course materials can be expensive for all students, but for low-income students these costs can cause them to fall behind academically because they may delay registering for a course, or wait to purchase supplies, until the necessary funds have been distributed to them. This problem is mitigated when faculty:

1. Order books and/or list the ISBN numbers in the CAESAR class description as early as possible. The list need not be complete from the beginning, but listing texts early gives students more time to track down used copies, borrow from the library, or make other financial arrangements.
2. List all versions of a textbook that are acceptable. If the newest version is minimally revised, make sure students know that they can use an older version.
3. When possible, make available extra copies of textbooks for students to borrow for the term.
4. Let students know via the syllabus or an in-class announcement that Student Enrichment Services is happy to advise them on how to find and afford the materials they need. <http://www.northwestern.edu/enrichment/>

Every member of the faculty is also responsible for meeting classes at scheduled times, honoring reading and examination periods, and evaluating students' work, including providing adequate and timely feedback to students and submitting grades by the stated deadlines. Faculty members are responsible for informing students in their classes of the criteria and methods to be employed in determining final course grades. Faculty members should report major academic problems (poor performance, frequent absences, etc.) to the Office of Undergraduate Studies and Advising.

In case of illness, emergency, or another pressing reason necessitating absence while the University is in session, faculty members should arrange to cover missed class sessions either by making them up or by having an appropriate colleague to teach them. Affected students should be informed promptly. Departments and programs should contact the Dean's Office for further guidance.

Faculty members should hold regular office hours, although in exceptional circumstances faculty members may instead, with the approval of the department chair or program director, offer students an alternative, easily accessible, regular method for communicating outside class. For students whose schedules conflict with the instructor's posted office hours, opportunity for consultation by appointment should be provided.

Graded examinations and papers should be provided for student inspection and discussion with the instructor. During the term, tests and quizzes should be graded and returned promptly. Reasonable opportunity should be provided for students to review final examinations and papers with their instructors during a period of at least two weeks at the beginning of the subsequent term. Instructors normally retain students' papers and answers to examination questions during this period. In order to verify grades recorded by the registrar and to answer possible inquiries, instructors should retain their grade books (or digital equivalent) for at least one year. (See section VII-H for more information on retaining student work.)

The faculty member is responsible for all work carried out by teaching assistants.

When reproducing materials for class, instructors should take care to secure the author or copyright owner's permission in cases where reproduction may exceed the "fair use" permitted under copyright laws.

IV-B. Class descriptions. Well before registration for each quarter, instructors provide their departments with written descriptions of classes they will teach the next quarter. These descriptions, which should include information about the required course materials and their cost (see section IV-A, above), are made available to students through the Registrar's website.

In addition, an instructor may be asked to furnish class descriptions for posting on a department website, printing in a newsletter, or other dissemination. Descriptions of first-year seminars and professional linkage seminars require review and approval by the OUSA.

IV-C. Class meeting times. The department chairperson or program director is responsible for scheduling classes, typically after consulting with the faculty members involved. To enable students to make the most effective use of tightly budgeted time and so that campus facilities will be used efficiently, departments and programs using “general purpose classrooms” scheduled through the Registrar’s Office must follow guidelines posted at <http://www.registrar.northwestern.edu/scheduling/compliance.html>. These guidelines specify starting and ending times for 50-minute, 80-minute, and longer class sessions, and they also limit the number of classes that may be scheduled at certain times.

IV-D. Assigning classrooms. You should make any classroom preferences known to the appropriate person in your department or program well before the quarter in question. Not all first and second choices can be honored. Classes are assigned to rooms by the Registrar’s Office, which must balance competing requests for the same space from different departments and programs.

IV-E. Under-enrolled classes. Very small classes can be less effective pedagogically and an inefficient use of teaching resources. Yet in a curriculum characterized by a diversity of offerings, some classes will attract relatively few students. It is important to minimize the number of under-enrolled and otherwise very small classes, but at the same time to sustain strong instructional programs. The College policy is that a class enrolling fewer than

- 8 students at the 100 and 200 level,
- 5 students at the 300 level, or
- 4 students at the 400 and 500 level

should be offered only under exceptional circumstances. (Limits are higher for courses taught by replacement instructors hired from outside the University.) Classes with smaller enrollments than these do not generally count as the equivalent of a full class in the calculation of a faculty member’s annual teaching. The Dean’s Office staff reviews enrollments carefully each quarter, and exceptions are very occasionally allowed.

IV-F. Teaching outside the classroom: Research mentoring. Many undergraduates become involved in research activities under the guidance of our faculty—for Independent Study (399) credit, for senior thesis projects, through work-study positions, and in other ways. Thus, many faculty members are involved in teaching students through their roles as research mentors. A comprehensive website on undergraduate research <http://undergradresearch.northwestern.edu/> maintained by the Provost’s Office provides information for students on how to get involved in research, on funding opportunities, on how to prepare a research proposal, and more. The website also provides useful information for faculty members on mentoring undergraduate researchers.

The Provost’s Office hosts the *Global and Research Opportunities* database, <http://globalresearchopportunities.northwestern.edu>, a searchable database of research and other engagement opportunities for undergraduates.

Information on student research possibilities is also available in the student section of the Weinberg College website at <http://www.weinberg.northwestern.edu/undergraduate/enrichment-opportunities/student-research/>. For information on College funding for student research, including academic year grants, summer stipends, and conference presentation grants, see

<http://www.weinberg.northwestern.edu/undergraduate/enrichment-opportunities/student-research/grants-undergraduate-research/> or contact Bill Haarlow, Director of College-Admission Relations and WCAS Undergraduate Research Grants, wnhaarlow@northwestern.edu. In addition, announcements of special competitions for scholarships and research awards are sent to departments and programs throughout the year.

Through the donor-funded Posner Fellowship Program, Weinberg College provides summer research funds for students from underrepresented groups who are at earlier stages than students eligible for most other funding sources. Awardees are typically rising sophomores, and their research plans are usually less fully developed than those qualifying for other funding. For more information, contact Associate Dean Mary Finn, mfinn@northwestern.edu.

You should encourage students to apply for research support and should encourage the best students to enter special competitions. Outstanding students can be encouraged to consider competing for prestigious national awards, such as the Goldwater, Rhodes, Marshall, Luce, Mellon, DAAD, Udall, Beinecke, Truman, and National Science Foundation scholarships and fellowships. Nurturing future winners—and thus assuring them the support and opportunities provided by these awards—begins with attention to first-year students and sophomores. Refer outstanding undergraduates or direct your questions about these competitions to the Office of Fellowships, <http://www.northwestern.edu/fellowships/>, 847-491-2617.

IV-G. Teaching outside the classroom: Student organizations and residential academic initiatives. Interactions outside of formal courses and research mentoring provide additional opportunities for teaching and advising of students. Northwestern students participate in a wide range of **extracurricular organizations**. Faculty members become involved in many of these activities, sometimes serving as faculty advisers to student groups. Students may invite faculty members to participate in their activities, and interested faculty members may also initiate the connection by contacting group members. Many student groups are listed at Wildcat Connection <https://northwestern.campuslabs.com/engage/>.

Northwestern's Office of Residential Academic Initiatives (ORAI) promotes interaction with faculty in settings beyond classrooms and <http://www.northwestern.edu/living/housing-options/undergrad-housing/orai/>. The long-standing set of **Residential Colleges** offer multiple opportunities for faculty involvement. As described on the website of the ORAI, "For over four decades, residential colleges have immersed students in energetic communities of peers, faculty, administrators, and graduate students. Some of the smaller residential colleges have specific themes related to academic and career areas while the largest ones are multi-thematic. Each is led by a faculty chair, a full-time faculty member who advises student leaders on the college's executive board, recruits fellows from the faculty and administration to be affiliated with the college, and helps shape the intellectual and cultural life of the college." Faculty fellows of each college participate in both recreational and academic activities. This can include teaching small seminars within the residential college setting. Additional opportunities for faculty involvement are also found in Northwestern's expanding **Undergraduate Residential Communities**, which include faculty-in-residence.

V. CLASSES: ORGANIZATIONAL MATTERS

V-A. The quarter system. All classes on Northwestern's Evanston campus follow a quarter system. Most students take classes during fall, winter, and spring quarters, and some attend during the summer quarter. The academic quarters are shorter than the semesters at many other institutions. Keep this in mind when determining length of paper assignments, selecting

dates for paper submissions, and scheduling midterm exams. Details on starting and ending dates for each quarter, as well as times set aside for the Reading Period and Final Examinations (see V-K and V-L below), are included in the academic calendar on the Registrar's website at <http://www.registrar.northwestern.edu/calendars/>.

V-B. Student registration for classes. Most students register for classes well in advance of the start of a quarter, at times specified by the Registrar's Office. Many departments and programs hold preregistration for their majors and minors prior to the regular registration period to give these students greater access to popular or required classes. Registration dates are indicated in the academic calendar on the Registrar's website at <http://www.registrar.northwestern.edu/calendars/>. Exact preregistration and registration times are posted quarterly; see <http://www.registrar.northwestern.edu/registration/>.

Students register online via CAESAR (Computer-Assisted Electronic Student Access Route): <https://www.caesar.northwestern.edu/>. They may register no earlier than the times assigned to them by the Registrar's Office; they may register at any time after that until registration closes. More information on registration procedures is on the Registrar's website and in the Weinberg College *Advising Guides* at <http://www.weinberg.northwestern.edu/faculty/teaching-research-service/advising/>.

V-C. Class rosters. Instructors often want lists of students in their classes, as well as email addresses and Student ID numbers. Department staff may provide this information. You can also access student information directly through two systems, both accessible through links on Northwestern's homepage.

- The "Faculty/Advisor Center" on **CAESAR**. CAESAR also lets you see photos of students in a class. Instructions about accessing class rosters can be found at <http://www.northwestern.edu/ses/faculty-instructors/viewing-and-printing-rosters.html>
- The **Canvas** learning management system. Note that a Canvas site will automatically be created for each class, but will not be accessible by students until you publish it. Support guides can be found at the Canvas login page: <http://www.it.northwestern.edu/education/login.html>

V-D. The first day of class: Information to provide for students. Faculty members are required to provide students with a complete syllabus in each class they teach, and to avoid major changes that seriously alter the nature of the material to be covered or the schedule to be followed. The syllabus should include not just a list of required texts, scheduled readings, topics, and assignments, but also information on learning objectives—what you expect students to be able to do as a consequence of taking the class.

The syllabus should also provide carefully worded statements on how students will be evaluated, including whether late work will be accepted and, if so, how it will be graded. Students should know how each component of the class (papers, exams, blog posts, etc.) will contribute to the course grade. Students should also be informed about whether Pass/No credit grading is allowed (see section VII-D on Grading). Explicit statements on these and other important matters, set down in print at the start of the quarter, can prevent difficulties from emerging later.

Final exams are given at the time and date assigned to a class by the Registrar's Office and posted on their website. Final papers assigned in lieu of an exam are also expected to be due during the exam period, though they can be due as early as the first day of exam period. On

your syllabus, clearly state the date of final exam or deadline of final paper. Changes must be arranged very early in the quarter; see the section on Final Examinations below (in section V-L) for appropriate procedures.

During the first days of each quarter, you must announce office hours to your class; this information should also be included in the class syllabus. You should also arrange to be available by appointment to students who have other classes at these times.

AccessibleNU, the Northwestern office serving and supporting students with disabilities, recommends that faculty members include the following statement in their syllabi:

Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

Providing information on academic integrity is also advisable. The syllabus can include the following:

Suspected violations of academic integrity will be reported to the Dean's Office. For more information on Northwestern's academic integrity policies, see <http://www.weinberg.northwestern.edu/undergraduate/courses-registration-grades/integrity/>.

In either the syllabus or in guidelines for specific assignments, you should specify how much collaboration will be permitted among students, how secondary sources should be documented, and whether plagiarism detection software (see section VIII-C) will be used.

During the first meetings of a class, you should describe any unusual aspects: field trips, other required activities outside of regularly scheduled class meetings, extra expenses, irregular meetings, and the like. Schedule required field trips or similar activities so that they do not coincide with demanding times in other classes, such as just before and during midterm and final examinations. Inform students as early as possible about all course expenses; to be compliant with The Higher Education Act of 2008 a very good faith effort should be made to disclose information about costs such that the information is available at the time of pre-registration, and communicate any changes as promptly as possible (see also section IV-A, above).

You should also try to avoid scheduling exams or other important class activities on religious holidays and, when possible, reschedule exams or change assignment due dates if students inform you of conflicts with religious obligations. The Provost's Statement on Academic Accommodations for Religious Holidays is available at <http://www.northwestern.edu/provost/policies/faculty-leave-and-holidays/statement-on-academic-accommodations-for-religious-holidays.html>, and dates of many holidays are posted by the Office of Religious and Spiritual Life at <http://www.northwestern.edu/religious-life/programs-events/religious-holidays/index.html>.

V-E. Adding, dropping, and withdrawal from classes. Northwestern students generally sign up for classes during the registration period preceding each quarter. However, at the start of the quarter students sometimes change their schedules by adding a class for which they are not yet enrolled or by dropping a class in which they are enrolled. Full-time enrollment for students in

the College is three or four classes per quarter; students can register for a fifth one-unit class only during the “add” period at the start of the quarter. The student section of the Weinberg website provides information on how, and under what circumstances, students can enroll in five or more classes; see <http://www.weinberg.northwestern.edu/undergraduate/courses-registration-grades/overloads-underloads.html>.

Deadlines for adding and dropping classes are included in the academic calendar on the Registrar’s website. Classes can be added only through the fifth day of classes for each quarter. They can be dropped through the sixth week of the quarter (though tuition charges are not reduced when classes are dropped after the fifth day). Consult the academic calendar <http://www.registrar.northwestern.edu/calendars/> for exact deadlines. **Class instructors are strongly encouraged to ensure that at least some graded work is in the hands of students prior to the deadline for dropping classes.**

After the deadline students may not drop, but may withdraw from a course between weeks 6-9 of the term. A withdrawal from a course results in a notation of “W” in place of a grade. For add, drop, and withdrawal policies and procedures, see: <http://www.weinberg.northwestern.edu/undergraduate/courses-registration-grades/adding-dropping.html>

V-F. The P/N deadline. Students are permitted to enroll in some classes with the understanding that they will receive a P (pass) or N (no credit) rather than a typical letter grade. The P/N option was created to allow students to experiment with classes outside their usual sphere of interest without endangering their academic standing. Departments and faculty members decide whether P/N registration will be available for a particular class. If P/N registration is available, students must decide whether or not to take the class P/N during the first three weeks of the quarter. The exact deadline for a student to change to or from P/N grading is included in the academic calendar on the Registrar’s website; see <http://www.registrar.northwestern.edu/calendars/>.

You should not know which students have chosen the P/N option. You will assign a standard letter grade to each student in the class (unless the class is offered only with P/N grading). The Registrar’s Office will then convert grades of D and above to P; F grades are changed to N. For more information on the P/N option, see the student section of the Weinberg website <http://www.weinberg.northwestern.edu/undergraduate/courses-registration-grades/the-pn-option.html>.

V-G. Access to and recording of remarks in scheduled classes. As noted in Northwestern’s *Faculty Handbook*, “Scheduled University classes normally are open only to students who have formally registered for the classes in the customary manner. The instructor responsible for a class may give permission to attend to a person not duly registered for the class and may require unauthorized persons to leave the classroom. The instructor may establish limits concerning the extent to which class proceedings may be electronically recorded and may permit or prohibit the use of electronic recording devices at his/her discretion.”

V-H. Student absences. “Students are expected to attend all sessions of the courses for which they are registered. Excessive absence is cause for failure in the course.” This University policy is printed in the *Undergraduate Catalog*. A student who is frequently absent without explanation should be reported to the Director of Advising for Weinberg, 847-491-8916 as early in the quarter as possible. Occasionally an error appears in a class list. At other times, prompt intervention can avert more serious consequences.

V-I. Posting grades and returning student work. Faculty members must abide by FERPA, the Family Educational Rights and Privacy Act, when communicating with students about grades on specific assignments or in the course as a whole and when returning work to them. More details are available on the Registrar's website at http://www.registrar.northwestern.edu/fac-staff_resources/FERPA_FAQs.html, which includes the following statements:

- Faculty members should not publicly display student grades or student work (e.g. papers, tests, laboratory reports), particularly in association with student names, identification numbers or other personal identifiers.
- Faculty members must develop a means of conveying grade information to students on an individual basis.

Northwestern's Faculty Handbook <http://www.northwestern.edu/provost/faculty-resources/shared-governance/faculty-handbook.html> states that "Graded examinations and papers should be provided for student inspection and discussion with the instructor." If you return graded exams or papers to individual students in class, this should be done so that scores and detailed feedback are not visible to other students. For example, the grade assigned to a paper should not be indicated on the first page, which might be readily viewed by students in nearby seats.

Do not put papers or lab reports containing student names and grades in publicly accessible places. In particular, do not put papers into a common box where students must go through everyone's paper to find their own. Students must not have access to the scores or grades of others in the class.

Canvas provides tools that allow you to communicate scores to students while maintaining confidentiality. Note that default settings on Canvas allow students to see a grade distribution for an assignment. For a small class, this is less useful and potentially may reveal more about scores or grades of individual peers than is appropriate. In such cases, it is advisable to set Canvas to "hide grade distribution graphs from students." For instructions, see <http://canvaspost.northwestern.edu/2015/09/24/hiding-grade-distribution-graphs-from-students-in-small-classes/>.

See section VII-H for information on retaining student work.

V-J. Mid-quarter grade reports. About halfway through each quarter, faculty members are asked to use the CAESAR online grading system to report all students currently earning a C- or below in their classes. This information is made available to relevant deans and/or academic advisers, who can then follow up with the student. Mid-quarter reports for student athletes will also go to academic advisers in the Athletics Department. You should plan your classes so that you will have adequate information for submitting these reports by the fifth week of the quarter (which is also before the deadline for dropping classes).

V-K. Reading period. The Weinberg College Reading Period falls between the end of classes and the start of final examinations and includes the Saturday and Sunday before the exam period. Exact dates for each quarter are included in the academic calendar on the Registrar's website; see <http://www.registrar.northwestern.edu/calendars/>. When the Reading Period was established, the College faculty resolved that "observance of a Reading Period shall constitute the norm, although instructors and students in individual courses shall always

have the right to continue to meet during the Reading Period if such extra classes are necessary.” That is, classes may be held and new material may be introduced, but this is not the usual situation. The intent of the College is to provide students with a relatively unstructured period in which to prepare for examinations and write final papers.

No examinations may be given during the Reading Period, and no papers or other written projects may be due. Students are not prohibited, however, from turning in work during this period.

Other undergraduate schools at Northwestern do not observe a Reading Period; the observance of a Reading Period is a Weinberg College policy. Students are often enrolled in a combination of College and non-College courses, so College faculty should keep this fact in mind.

V-L. Final examinations and term projects. You may not unilaterally change the time of a final examination. The final examination must be given at the time indicated on the Registrar’s website <http://www.registrar.northwestern.edu/registration/> unless all of the following conditions are met. First, any new examination date must nevertheless fall during the examination week. Second, the new date must have the *unanimous* consent of students in the class (who have other exams to take). To reduce possible pressure from peers or instructor, approval to reschedule a final examination must be voted by secret ballot. Third, a proposal to change the date of an in-class final must be announced no later than the second week of classes. Any student enrolled in the class can veto the proposed change by telling the instructor or the Associate Dean for Undergraduate Academic Affairs before the end of the third week of classes. Students must be informed of this right at the time the proposal is made. Beyond the third week of classes, no further changes can take place, and any unanimously approved time for the exam cannot be changed.

Changes to the scheduling of a final examination must also be cleared with the Coordinator of Classroom Scheduling at the Registrar’s Office (847-467-5916) to be sure a room is available at the proposed new time.

A “make-up” final examination for a student who anticipates being absent may not be offered earlier than the scheduled time of the final examination—that is, earlier than the time (1) listed on the Registrar’s website or else (2) agreed to unanimously by class members and cleared with the Registrar’s Office in line with all conditions listed above. Students sometimes approach faculty about how to resolve a conflict between Northwestern’s exam week and an internship start-date; faculty unsure how to handle the situation may consult the Associate Dean for Undergraduate Academic Affairs for guidance.

The date and time listed on the Registrar’s website for the final examination in a class is also the standard due date for term papers, take-home finals, and the like. If you would like the due date to differ from the final exam date and time listed by the Registrar, this fact must be announced to students on the first day of class and must also appear in a *written* syllabus handed out on the first day. The new due date can be no earlier than the first day of final examination week.

See also “Reading Period” above and section VII on Grading below.

VI. TEACHING ASSISTANTS, TUTORS, AND PEER-LEARNING PROGRAMS

VI-A. Teaching assistants. Teaching assistants play a vital role in the educational mission of the College. Some assistance for developing teaching assistants' skill as teachers is available at the University level. The Searle Center for Advancing Learning and Teaching <http://www.northwestern.edu/searle/> offers various services. Before classes begin each fall, the Searle Center runs a day-long workshop for new TAs. The rest of the academic year, the Center also offers other services to TAs, including workshops, discussions about teaching and learning, and the use of the Center's library.

Departments are urged to develop their own training programs that recognize unique teaching needs in their fields. These departmental efforts supplement the supervision and mentoring undertaken by faculty members in charge of a class using teaching assistants. Chairpersons may obtain further information on available help from the Searle Center.

Each department receives an allocation of teaching assistantships each year and develops a plan for using them to best meet the needs of the department. You should discuss the availability of teaching assistants with your department chair or other department administrators.

The main responsibility for the continuous and careful mentoring and supervision of a teaching assistant is the individual faculty member's; this is an obligation owed both to the undergraduate students in the class and to the teaching assistant. You are responsible for training and supervising the teaching assistants for your classes. This includes ensuring that they are acquainted with your practices related to the prevention of academic integrity violations, as well as with the College policy that applies when a violation is suspected. (See section VIII of this document for more information on Academic Integrity.) You must also carefully oversee the teaching assistants' marking and grading of student work; you, not the TAs, are responsible for grades given in your classes.

VI-B. Tutors. Some departments provide tutors to assist students taking their classes. The Searle Center for Advancing Learning and Teaching has compiled a list of tutoring and academic support services for Northwestern students; see <http://www.northwestern.edu/searle/resources/undergraduate-academic-resources/index.html>. You should learn about any services relevant for your academic discipline and encourage students who might benefit to use them.

No instructor or teaching assistant may be paid to tutor any undergraduate student in the work of a class that he or she is teaching (or TAing). Before any instructor, teaching assistant, or graduate student may tutor an undergraduate student for compensation, he or she must secure the approval of the department chairperson or program director.

VI-C. Peer-Learning programs. Students in all courses can be encouraged to work together to facilitate mastery of course material. The Searle Center for Advancing Learning and Teaching coordinates several formal peer-learning programs. In some, students taking a designated course meet regularly in small groups with a student facilitator who has successfully completed the course. **Peer-Guided Study Groups** and **Peer-Led Undergraduate Study** are examples of peer-learning groups linked with specific courses.

The Searle Center also offers programs not tied to specific courses. For example, the **Undergraduate Program for Advancing Learning (UPAL)** addresses such topics as studying effectively, interacting productively with faculty, and managing time and academic stress.

For more information about these and other undergraduate resources, see:
<http://www.northwestern.edu/searle/resources/undergraduate-academic-resources/index.html>.

VII. GRADING

VII-A. Marking and returning students' work. Providing useful feedback to students is an important ingredient of first-rate teaching, clearly valuable in the learning process. Students rightly expect their work to be returned promptly so that they will have an early opportunity to learn from their errors and be able to discuss them with their instructors. When returning work, you should not disclose information about the quality of any student's work to other students. For more information, see Section V-I.

VII-B. Submitting grades. The Registrar establishes deadlines for submission of class grades. The due date is typically 3PM the Monday after the last day of final examinations. All grades are entered electronically through CAESAR and faculty should make every effort to upload grades before the deadline; entering missing grades after the deadline is an onerous, time-consuming process and delays in grade-posting cause unnecessary worry for students. For more information on electronic grade submission, see http://www.registrar.northwestern.edu/fac-staff_resources/index.html.

VII-C. Final grades: A, B, C, D, and F. The College has no policy concerning the distribution of letter grades. Some departments and programs may however, provide faculty members with information on their own rules and policies, along with current information about the relative distribution of grades in certain courses.

The following letter grades and their numerical equivalents (for computing a student's grade point average) are used. A stands for "excellent," B for "good," C for "satisfactory," D for "poor but passing," and F for "failing".

A 4.0	B+ 3.3	C+ 2.3	D 1	F 0
A- 3.7	B 3.0	C 2.0		
	B- 2.7	C- 1.7		

Nearly all courses at Northwestern are worth one unit and thus count equally toward a student's grade point average.

The grades of C- and D represent cut-off points for a variety of requirements:

- Students must earn at least a C- in all major courses, all minor courses, all related courses for a major, and all courses that are prerequisites for a major or minor.
- Students must earn at least a C- in the last quarter of a foreign language sequence used to satisfy the foreign language requirement.
- Students must earn at least a D in all courses used to meet distribution requirements.
- Students must earn at least a D in both of their first-year seminars.
- No more than one-fifth of the courses offered to meet degree requirements may be completed with the grade of D and/or P.

Northwestern also uses the following grades, discussed further below:

- P for “pass with credit” and N for “no credit”
- K “course in progress”
- Y for “work incomplete: no credit” and X for “missed final exam: no credit”

VII-D. Grades of P and N (Pass and No Credit). The option of allowing students to register for a class on a Pass/No credit basis is at the discretion of the instructor and the department or program. (Special rules apply to courses involving learning a foreign language.) In 1974 the faculty indicated its sense that the grade of P encompasses all grades of D or better; an instructor who would prefer not to award a P to a student who does poor work should, if permitted by the offering department or program, prohibit P/N registrations in his or her classes. A student may not earn distribution requirement credit for a class in which he or she has elected the P/N option. The grades P and N are ignored in computing a student's grade point average. See section V-F for more on P/N grading.

VII-E. The K notation: Course in progress. The K notation is reserved for students in a class that, from the outset, is understood to involve work extending beyond one quarter. One example is the first of two sequential classes in which a student prepares a senior thesis. At the end of the first quarter, students may receive the K notation; it is then replaced by a grade at the end of the second quarter. A small number of courses have permanent approval for K grading. The K notation is ignored in computing a student's grade point average.

VII-F. The X and Y notations: Absence from final examinations and other incomplete work. Students are expected to complete all work in each of their classes by the appropriate deadline. They are not granted permission to make up a final examination or complete other assigned course work after the end of a quarter except in unforeseen circumstances clearly beyond their control. ***A student must substantially complete the course to qualify for an incomplete grade.*** Students who believe they have sufficient reason to obtain an incomplete must submit a **Petition to Receive an Incomplete** to the Weinberg College Office of Academic Advising (1908 Sheridan or 619 Emerson). The form is available at http://www.weinberg.northwestern.edu/undergraduate/documents/Petition_to_Receive_an_Incomplete.pdf.

The decision to grant a student an incomplete originates with the instructor. Once a faculty member signs the petition form to approve an incomplete, and the student submits it, the Dean's Office reviews the petition to ensure that it is consistent with College policy. The petition will also be reviewed in the context of the student's academic record.

An incomplete is not appropriate when the student disengaged from the class early in the term. An incomplete should not be given when a student's work is unfinished because of negligence or because a student desires additional time to improve performance on pending assignments or submit missing assignments. In cases of negligence, it is the professor's responsibility to determine what affect the uncompleted work should have on the student's grade.

If you do not think an incomplete is warranted, but do not wish to communicate a denial to a student, please contact the Assistant Dean of Academic Standing and also direct the student to this dean. Do **not** sign the Petition to Receive an Incomplete if you will not allow the student to complete the missing work.

Faculty members should communicate with AccessibleNU <http://www.northwestern.edu/accessiblenu/> if students with a documented disability request an incomplete as a reasonable accommodation for their condition. AccessibleNU can provide information about formal accommodations for registered students, as well as guidance regarding requests from unregistered students requesting a modification (informal accommodation) to your syllabus.

1. Grades of X are given when students have been making good progress in a course, but miss the final exam without advance notice. It is the student's responsibility to communicate any unforeseen circumstances to the faculty member in a timely manner after missing an exam. If a faculty member assigns a student an X, he/she should either a) contact the student about submitting a Petition to Receive an Incomplete if he/she wishes for the student to make up the exam, or b) submit a change of grade form to assign the student the grade he/she earned in the course if the make-up is not allowed.

The most common approved reason for an X is illness. A student who is ill should report *in person* to the Student Health Service prior to the time of the examination—for appropriate care, but also so that the illness can be documented.

2. Grades of Y are given to students who have not completed assigned work, such as course papers, because of illness or other circumstances beyond their personal control. To be eligible, a student must have engaged in the course throughout the entire quarter (or, for example, up until the start of the illness) and be able to pass the course when the missing assessments are completed. An incomplete grade should not be assigned to accommodate students' negligence or because they desire more time to improve their performance on any assignments. Please do not assign an incomplete grade to students who have disengaged from the course early in the term. An incomplete is also not appropriate if the faculty member does not intend to permit a student to make up any outstanding assessments. In these cases, students should be assigned the grade that they earned and be directed to a Weinberg adviser to discuss their academic progress. If you have specific questions about a student's status, please contact the Weinberg College Advising Office or the Office of Undergraduate Studies and Advising for assistance.

Students should submit the Petition to Receive an Incomplete, available at http://www.weinberg.northwestern.edu/undergraduate/documents/Petition_to_Receive_an_Incomplete.pdf, to the Office of Academic Advising (1908 Sheridan or 619 Emerson) before the end of the quarter to request permission to make up missing work. In most cases, the student will meet with a College Adviser. This office is involved in order to prevent patterns of abuse and to ensure the equity of the process—but also to intercept and counsel any student who repeatedly requests incompletes or is overloading his or her schedule for the following quarter with a combination of regular classes and incompletes that must be made up.

Instructors are informed of decisions regarding petitions for incompletes and may assign a Y grade only with prior permission from the Office of Undergraduate Studies and Advising.

Both X and Y grades are numerically equivalent to 0 (and thus equivalent to a failing grade), and that value is included when the student's grade point average is calculated. When an X or Y is resolved to a regular letter-grade, the student's grade point average is recalculated.

More information on policies and processes related to incompletes is available through

- the Weinberg College *Advising Guide* on dealing with academic problems, <http://www.weinberg.northwestern.edu/faculty/teaching-research-service/advising/academic-problems/>
- the student section of the Weinberg website, <http://www.weinberg.northwestern.edu/undergraduate/courses-registration-grades/incompletes.html>

3. Changing an X or Y to a standard letter grade. The University guideline is that undergraduate students have until *no later than the end of the following quarter* that the student is in residence, or a maximum of one calendar year if the student is not in residence, to finish work in a course where they earned an X or Y. After one calendar year, an X or Y grade will convert automatically to an F. Note that the actual deadline for an individual student to finish work is occasionally set for an earlier date. To change a student's grade before the deadline for posting grades for the following quarter, use the online grade change function in CAESAR (see http://www.registrar.northwestern.edu/fac-staff_resources/index.html for instructions). Sometimes students are granted an extension of this one-quarter deadline. To request approval to change an X or Y to a regular letter grade after the end of the next quarter, contact Assistant Dean Constance Wright, 847-491-7560, constance.wright@northwestern.edu.

VII-G. Grade changes and challenges. By faculty policy, an instructor may request a change in a final grade (other than an X or Y) only to correct a **clerical or computational error**. You should memorialize the evidence of the error for review by the Dean's office or the Office of the Registrar. Grade changes requested for the following reasons are *not* appropriate: a student's redoing of work or submission of extra work after the end of the quarter; reexamination of a student; a make-up examination administered without the authorization of the Office of Undergraduate Studies and Advising; reevaluation of a student's work after grades of other students in the class have been submitted to the Registrar; and re-grading of work that was first marked by a teaching assistant. Grade changes based on student lobbying (without the presence of an error) will be denied.

To change a student's grade before the deadline for posting grades for the following quarter, use the online grade change function in CAESAR (see http://www.registrar.northwestern.edu/fac-staff_resources/index.html for instructions). The request will be routed to the Dean's Office to ensure that guidelines for grade changes have been met. To request approval to change a grade after the end of the next quarter, contact Assistant Dean Constance Wright, 847-491-7559, constance.wright@northwestern.edu.

Sometimes students claim that the grade they received in a class is excessively harsh or capricious. Students dissatisfied with the grading in a class can discuss their dissatisfaction with the instructor. If students remain dissatisfied, they should talk with the chair of the department (or director of the program) in which the class is offered. The College encourages students and instructors to resolve grade disagreements before taking a dispute to the chair. In the case of prejudicial or capricious grading, however, students may petition the chair to convene a grade dispute committee within the department; if satisfaction is not reached at this level, students may, with the approval of the Associate Dean for Undergraduate Academic Affairs, petition the College's Committee on Appeals. Neither the department chair nor the Associate Dean has authority to change a grade assigned by an instructor, and appeals will be allowed only when there is *prima facie* evidence of prejudicial or capricious grading. Additional information on handling grade disputes can be found in the Weinberg College *Chairperson's Handbook*, <http://www.weinberg.northwestern.edu/faculty/teaching-research-service/teaching-curriculum/teaching-guides-resources.html>.

VII-H. Retaining student work. As specified in Northwestern University's *Faculty Handbook*, tests, papers, and other assignments should be made available to students for at least two weeks into the subsequent academic quarter (where the term subsequent to spring is considered to be the following fall quarter).

You can decide whether to return students' exams or to retain them. If you do not return them, then retaining them past the first weeks of the subsequent quarter is advisable. This can be useful for subsequent discussions with students, for writing letters of recommendation, and so forth. However, returning work to students so that they can review it at their leisure and refer to it in the future can increase its educational value. It is a good idea to include your policy on retention and accessibility of students' work in your syllabi. (See also section VIII-B regarding retaining examination questions.)

University policy requires faculty members to retain records of grades awarded in their classes for at least one year, for verifying the Registrar's records and other purposes. Weinberg College strongly urges faculty members to keep their grading records for at least *three* years, so this information can be used in selecting former students from whom to solicit letters of recommendation for promotion and tenure cases, teaching award nominations, etc. Similarly, faculty will find these records useful for writing letters of recommendation for former students.

Records of department/program inquiries into grade disputes should be kept for a minimum of four years, to ensure their availability prior to students' graduation.

Visiting instructors must deposit students' work and their own grading records in department or program offices before leaving the University.

VIII. ACADEMIC INTEGRITY

VIII-A. Policy. The Northwestern University *Undergraduate Catalog* http://www.registrar.northwestern.edu/courses/undergrad_catalog.html addresses this statement to students and members of the faculty:

Academic integrity at Northwestern is based on a respect for individual achievement that lies at the heart of academic culture. Every faculty member and student, both graduate and undergraduate, belongs to a community of scholars in which academic integrity is a fundamental commitment.

Students enrolled at Northwestern are expected to adhere to the University's standards of academic integrity. Questions about the acceptability of specific behavior should be addressed to the appropriate faculty member or school dean.

The *Undergraduate Catalog* describes some types of behavior that violate University standards of academic integrity; these include cheating, plagiarism, fabrication, obtaining an unfair advantage, aiding and abetting dishonesty, falsification of records and official documents, and unauthorized access to computerized academic or administrative records or systems. It continues:

It is the responsibility of every member of the academic community to be familiar with the specific policies of his or her school. A student who violates these policies may be subject to sanctions, including but not limited to one or more of the following: a letter of

warning; a defined period of probation with the attachment of conditions; a period of suspension with or without the attachment of conditions; course failure; notation on the official record; exclusion from the University, with notation on the transcript; or revocation of an awarded degree. A student may not change his or her registration in a course in which a violation of academic integrity has been alleged, regardless of whether the allegation has been referred to the designated school official. Nor may a student receive a University degree while a finding is pending or while a suspension has been imposed pursuant to a finding. Information on procedures that will be followed in cases of alleged violations of academic integrity may be obtained from the dean's office of each school.

Over the past years a framework has been developed that consists of a list of possible violations along with appropriate sanctions. This is not an exhaustive list, but its purpose is to help the College achieve a certain consistency in relation to the sanctions that are imposed. The document also includes possible mitigating and aggravating considerations. Although the sanctions, as noted above, do range from a letter of reprimand, through a one-quarter, two-quarter, and three-quarter suspension, as well as permanent exclusion, **it is important to understand that the basic sanction for an academic integrity violation is a one-quarter suspension.** Also, there is no necessary connection between a first-time offense and a letter of reprimand. This often surprises students. In fact, a student can be permanently excluded as a result of a first offense, depending, of course, on the nature of the offense. Faculty members are strongly encouraged to communicate with students—on the syllabus and in class—about how seriously the College regards academic integrity violations and that suspension is the basic sanction.

The Provost's Office maintains information on resources and university principles related to academic integrity; see <http://www.northwestern.edu/provost/policies/academic-integrity/>. All first-year students are required to read the document "Academic Integrity at Northwestern: A Basic Guide," linked to from that page. Faculty members, too, find this document very valuable.

VIII-B. Preventing dishonesty. All instructors should take reasonable measures to promote academic integrity among their students, explaining to students their responsibility to acknowledge sources they use in preparing written work. Students should be led to understand the conventions of citation and attribution within the discipline of the class; the scope of collaboration, if any, that will be permitted between students in completing their work; any special conventions about materials that may or may not be used in completing assignments; and any departures from the normal convention that students may not use notes or course materials when taking examinations. As suggested in Section V-D, the class syllabus can include a clear policy statement on academic integrity; it can be tailored to the specific nature of each course.

As noted above, all first-year students are required to read the document "Academic Integrity at Northwestern: A Basic Guide." Other resources for students are available through the Provost's website at <http://www.northwestern.edu/provost/policies/academic-integrity> and through the undergraduate section of the College website; see <http://www.weinberg.northwestern.edu/undergraduate/courses-registration-grades/integrity/>.

New faculty members, especially those unfamiliar with American university life, should acquaint themselves with the College's policy on academic integrity and its procedures for dealing with violations (see "Suspected violations" below). You should also ensure that your teaching assistants understand and comply with these basic procedures.

Departments are asked to institutionalize procedures to safeguard examination security; this includes establishing and practicing a consistent policy with regard to the proctoring of examinations. Each faculty member is responsible for the security of his or her examination questions. At no time may an undergraduate student be given custody of, or other responsibility over, examination questions before the examination is administered. Ideally, empty seats should be left between students taking an examination. When you know in advance that such seating will not be possible, you should use other measures to safeguard the security of the examination, such as alternating question formats.

You should decide in advance whether copies of an examination you have given will be placed in the department office, posted on the course website for current students or students in later quarters, or otherwise made available for review by students in the future. Examination questions that will be made available to future students (e.g., by posting on the class Canvas site) need not be collected after the test. Questions that will not be made available should carry the notice that each student's examination questions must be returned with his or her answers, and that requirement should be enforced. This is intended to reduce the possibility that some students will save exams and pass them on to others. The goal is to provide equal access—or else no access—for students who take the course in subsequent terms.

VIII-C. Checking the Internet for possible plagiarism. Northwestern University has subscribed to an electronic service allowing instructors to check electronically submitted papers against internet websites for matching phrases and against a database of previously submitted papers for possible plagiarism. Instructors with Canvas sites for their courses can use Turnitin to check papers for plagiarism.

If you plan to use one of these services, the course syllabus *must* contain the following paragraph (or comparable language) to advise students that their papers may be so checked:

All student work in this class may be analyzed electronically for violations of the University's academic integrity policy and may also be included in a database for the purpose of testing for plagiarized content.

VIII-D. Suspected violations of academic integrity. An instance of apparent dishonesty in academic work in a Weinberg College course must be reported to the Assistant Dean for Academic Integrity, Mark Sheldon, as soon as it is noticed. This obligation stems from a faculty member's responsibility to maintain fairness for all students with regard to the basis for grading. **Instructors may not take personal action, but should involve the Assistant Dean for Academic Integrity immediately.** You should also contact the Assistant Dean about how to proceed if you are uncertain about whether a suspected action constitutes academic dishonesty.

In most cases, only the instructor of the course, any TA involved, and Assistant Dean Mark Sheldon should discuss the incident. (The Assistant Dean consults with and keeps apprised the Associate Dean for Undergraduate Academic Affairs, who with the Assistant Dean is delegated to act for the faculty in such matters.) If a faculty member feels it is necessary to discuss the suspected dishonesty with the chairperson or with colleagues, it is important that the student's identity not be revealed to them. When consulted about a case of suspected academic dishonesty, the chairperson can best respect the integrity of the process by immediately referring the faculty member to Mark Sheldon. Contact with Mark Sheldon can be made directly either by phone (847-491-8918) or email (sheldon@northwestern.edu).

When an offense is alleged, the instructor is asked to submit a brief letter describing the circumstances, together with all relevant documents, to Assistant Dean Sheldon's assistant, Kelly Daniels, who works at 619 Emerson Street. Depending on the nature of the documents, there are two ways in which this can be accomplished. If the documents are electronic, it is acceptable, even preferable, to submit them as email attachments to Mark Sheldon (sheldon@northwestern.edu), copying Kelly Daniels (kldaniel@northwestern.edu). If the documents are in paper form, they should be hand-carried to 619 Emerson Street—and NOT put into the campus mail. Specific guidelines for the letter and the supporting documents will be supplied to the instructor when he or she contacts Assistant Dean Sheldon. On coming to a judgment, the Assistant Dean observes the principles and practices set forth in "Procedures for Cases of Alleged Academic Dishonesty," available online at <http://www.weinberg.northwestern.edu/undergraduate/courses-registration-grades/integrity/procedures-for-cases-of-alleged-violations-of-academic-integrity.html>.

Adherence to this policy by every faculty member is essential. The policy protects all parties—the instructor, any teaching assistant, the alleged offender or offenders, all students—and it helps to ensure that cases are judged consistently and equitably.

IX. SPECIAL SITUATIONS

IX-A. Confidentiality of student information: Recommendations and other issues. Faculty members are frequently asked to provide recommendations or other information about students. You may honor any written third-party request for information or a recommendation to which the affected student has consented in writing. In the absence of such written consent, the Family Educational Rights and Privacy Act (FERPA) permits faculty members to provide only very limited information such as that included in the publicly accessible portions of the University's online directory.

This is also the case for requests from students' parents. Only limited information can be provided without written permission from the student. Northwestern's policy on the release of student information is available on the Registrar's website at http://www.registrar.northwestern.edu/academic_records/FERPA_policy.html. A FAQ page can also be found at http://www.registrar.northwestern.edu/fac-staff_resources/FERPA_FAQs.html.

A FERPA handout for students, highlighting key points, is shown on page 28; this text is also posted at <http://www.weinberg.northwestern.edu/undergraduate/courses-registration-grades/confidentiality-and-student-records.html>.

A form on which students may give written consent for the release of information is available at http://www.registrar.northwestern.edu/forms/gen_consnt-1.pdf.

If you have questions about the propriety of providing information or recommendations or receive any request for information in the form of a summons, subpoena, or other official document, you should immediately consult the Office of General Counsel; see <http://www.northwestern.edu/general-counsel/>.

IX-B. Students with disabilities. As stated in Northwestern's *Faculty Handbook*, "It is University policy to ensure that no qualified student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any University program or activity." Accommodations and auxiliary aids for qualified students with a

documented disability are coordinated by AccessibleNU
<http://www.northwestern.edu/accessiblenu/>.

Students can arrange to have AccessibleNU provide documentation of disabilities to their course instructors, and they should discuss accommodation needs with instructors in relevant courses. Faculty members with questions about academic accommodations can contact AccessibleNU at 847-467-5530 or accessiblenu@northwestern.edu.

As already noted, the University encourages all faculty members to include in their syllabi a statement provided by AccessibleNU; see Section V-D.

IX-C. Personal problems of students. Students may come to you when they are experiencing personal problems. You may be able to help these students by referring them to the appropriate offices on campus, such as those listed in Section III-C. Don't attempt to diagnose any problem on your own. If you are unsure about where to refer a student or need direct assistance in dealing with a student, you can seek advice from a College Adviser (847-491-8916) or other personnel at the OUSA (847-491-7560). Assistant Dean Lane Fenrich is a key contact person for first-year students. Liz Trubey, Director of Academic Advising, is another good resource. Assistant Dean Constance Wright handles a wide range of special student situations. You can also contact Associate Dean Mary Finn with concerns about students you encounter through your teaching or advising.

Some student problems are best handled by the Student Health Service <http://www.northwestern.edu/healthservice-evanston/>. Their 24-hour phone number is 847-491-8100. Other students may benefit from a visit to Counseling and Psychological Services (CAPS) <http://www.northwestern.edu/counseling/>. The daytime phone number for CAPS is 847-491-2151; after hours, you can call the main Health Service number, 847-491-8100, and ask to speak with the CAPS person on call. The Dean of Students Office handles medical leaves of absence; for information on policies and processes, see <http://www.northwestern.edu/studentaffairs/dos/programs-services/medical-leave-of-absence/>. Additional information on Division of Student Affairs personnel and services can be found on their website <http://www.northwestern.edu/studentaffairs/> or by calling 847-491-8430.

Concerns about students may be reported to the Dean of Students Office through the NUHelp website <http://www.northwestern.edu/nuhelp/>. You will have the option of sharing your concerns anonymously through this system.

If you are concerned that a student may pose imminent danger to him- or herself or to others, or in any other type of emergency situation, you should contact University Police by calling 911.

Finally, if you are concerned about a student—whether the concern relates to academics and/or to other issues—and you are unsure about what steps to take, you are always welcome to contact the Weinberg College Office of Undergraduate Studies and Advising, 847-491-7560, or the Weinberg College Advising Office, 847-491-8916.

X. APPENDIX

The following three pages contain:

- A. Handout about FERPA, which may be copied and shared with students
- B. Table of whom faculty can contact in the Office of Undergraduate Studies and Advising (OUSA) for various types of issues
- C. Contact information for members of OUSA

What is FERPA and Why Should You Care?

Information for Students in the Weinberg College of Arts and Sciences

FERPA is the Family Educational Rights and Privacy Act.

This federal law protects the privacy of your educational records—including both electronic records and paper files at the Weinberg Office of Undergraduate Studies and Advising. FERPA, among other protections, restricts who can view your academic records, including advising notes. FERPA also restricts whom your College Adviser can speak with regarding information contained in your records.

Who gets to know?

You have the right to review the contents of your file. Certain other individuals can see your file, and can be consulted regarding issues raised during your advising meeting or over email with your adviser. These are individuals with a “legitimate educational interest,” and may include such people as the Weinberg College Dean, Associate Dean, and Assistant Deans and other official advisers in the College.

Who can't know?

No one else can see your file or be consulted regarding specific issues raised during your advising meeting or over email with your adviser—UNLESS you have first given your written permission (or unless you are kept anonymous). This includes your parents or guardian and other faculty. To give permission you must fill out a written form. You can download the consent form from the Registrar's website or get a copy at the Weinberg Office of Undergraduate Studies and Advising.

Wait! There are exceptions

Occasionally, circumstances create a need to know—for example, if your College Adviser has reason to believe that you may be in physical danger, or may hurt yourself or someone else, or if you disclose an incident of sexual harassment. Your College Adviser then may have an obligation to notify others at Northwestern (e.g., CAPS, the Sexual Harassment Prevention Office, the Dean of Student Affairs).

If you are looking for a more confidential conversation on campus, you can call one of the following.

- CAPS (Counseling and Psychological Services): 847-491-2151.
- The Women's Center: 847-491-7360.
- The Office of Religious and Spiritual Life: 847-491-7256. (Members of any or no particular religious tradition are welcome.)

This is not meant to be a comprehensive list.

This document is not intended to alter Northwestern's official FERPA compliance policy. For additional information on Northwestern's FERPA policy, see the FERPA FAQs on the Registrar's Website.

This information is also posted at:

<http://www.weinberg.northwestern.edu/undergraduate/courses-registration-grades/confidentiality-and-student-records.html>

Whom to contact in OUSA
Weinberg College of Arts and Sciences

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Contact information for each person follows on the next page.

Undergraduate Academic Issues	Whom to contact
Academic Integrity Violations: faculty questions and concerns	Mark Sheldon
Academic Standing (transfer, AP, and IB credits; probation; dismissal; returning students)	Constance Wright, College Advisers, Mary Finn, Ann Marshall
Ad hoc Majors	Mark Sheldon
Advising: first-year students in Fall quarter	Lane Fenrich, Liz Trubey
Advising: general	College Advisers, Liz Trubey
Concerns about Students (faculty concerns about performance, attendance, etc.)	College Advisers, Liz Trubey
Curriculum Changes: new courses, revisions to existing majors and minors, etc.	Laura Panko
Curriculum Changes: College policies, new majors and minors, etc.	Mary Finn
Curricular Enhancement Funds: faculty requests	Mary Finn, Ann Marshall
Dean's List	Ann Marshall
Department and Program Honors	Ann Marshall
Distribution Requirements	Laura Panko, College Advisers
Dropping and Adding Courses	College Advisers, Liz Trubey, Ann Marshall, Constance Wright
Foreign Language Requirement	College Advisers, Ann Marshall
First-year Seminars	Lane Fenrich
Graduate School: undergraduate questions and planning	College Advisers
Incompletes	College Advisers, Constance Wright
Internships	College Advisers, Ann Marshall
Interschool Transfers	College Advisers
Overloads, permission	College Advisers, Constance Wright
Probation and Dismissal	Constance Wright, Mary Finn
Professional Linkage Seminars	Mary Finn
Requirements for Graduation	College Advisers
Research Funds for Undergraduates	William Haarlow, Luke Flores, College Advisers
Returning Students	Constance Wright, College Advisers
Scholarships, Fellowships, and Awards	College Advisers
Student-Organized Seminars	Mark Sheldon
Study Abroad	College Advisers
Study at other US institutions	Ann Marshall, College Advisers
Transfer Student Advising	College Advisers, Liz Trubey
Withdrawal	Constance Wright, College Advisers, Mary Finn

Contact Information

Weinberg College Advisers

Office of Academic Advising, 1908 Sheridan Road and 619 Emerson Street, 847-491-8916

Christine Bell	Christine McCary
Alejandro Carrión	James O'Laughlin
Brady Clark	Jeff Rice
Jaime Dominguez	Andrew Rivers
Sheila Donohue	Deborah Rosenberg
Myrna Garcia	Fay Rosner
Shelby Hatch	Bill Savage
Hilarie Lieb	Elizabeth Smith
Michael Maltenfort	Glenn Sucich

Fenrich, Lane - Assistant Dean for First-Year Students and Transition Programs
1922 Sheridan Road fenrich@northwestern.edu 847-491-7560

Finn, Mary - Associate Dean for Undergraduate Academic Affairs
1922 Sheridan Road mfinn@northwestern.edu 847-491-7560

Flores, Luke – Assistant Director of First-Year and Transition Programs
1922 Sheridan Road l-flores2@northwestern.edu 847-467-1894

Haarlow, William – Director of College-Admission Relations and WCAS Undergraduate Research Grants
1922 Sheridan Road wnhaarlow@northwestern.edu 847-491-2207

Marshall, Ann – Associate Director for Undergraduate Academic Affairs
1922 Sheridan Road a-marshall@northwestern.edu 847-491-3284

Panko, Laura – Assistant Dean for Curriculum and Assessment
1908 Sheridan Road l-panko@northwestern.edu 847-491-8916

Sheldon, Mark - Assistant Dean for Academic Integrity
1908 Sheridan Road sheldon@northwestern.edu 847-491-8918

Trubey, Liz – Director of Academic Advising
1908 Sheridan Road eft@northwestern.edu 847-491-8916

Wright, Constance - Assistant Dean for Academic Standing
1922 Sheridan Road constance.wright@northwestern.edu 847-491-7560

NOTE: Many other people on campus can also be very useful sources of information and advice. For information on other advising resources at Northwestern, see <http://www.weinberg.northwestern.edu/undergraduate/advising/department-other-advisers.html>.