## Instructor Presence and Feedback Principles

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<th>PRINCIPLES</th>
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<tr>
<td><strong>Expectations for Faculty Presence</strong></td>
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<tr>
<td><strong>Adherence to Terms of Teaching Assignment</strong></td>
<td>Faculty members adhere to the requirements specified in their teaching assignment, including the class modality; on-ground meeting days and times (where applicable); and required contact time. (CPS)</td>
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<td>Regardless of possible online equivalent class time replacements, it is the obligation of the instructor(s) of record in a course to meet all the course’s scheduled face-to-face classes on time and for the full class period unless other arrangements have been made with the approval of the unit head, or unless instructional activities at the university or the relevant campus have been cancelled for weather or other emergencies. (FS)</td>
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<td>In online courses, it is the obligation of the instructor(s) of record to conduct all online course activities as scheduled in the syllabus unless other arrangements have been made with the approval of the unit head. (FS)</td>
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<td>In hybrid courses, regardless of possible online equivalent class time replacements, it is the obligation of the instructor(s) of record both to meet all scheduled face-to-face classes on time and for the full class period and to conduct all online course activities as scheduled in the syllabus unless other arrangements have been made with the approval of the unit head. (FS)</td>
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<td><strong>Expectations for Administrative Deadlines</strong></td>
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<td>It is important that faculty members adhere to all administrative deadlines set forth by the college and/or academic unit, as they are essential for regulatory compliance and our ability to deliver first-rate student services. Such deadlines include, but are not limited to, online course readiness (“2x2”), textbook adoption submission, and syllabi submission. (CPS)</td>
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<td>All online, hybrid and blended classes must include the minimum content as outlined and required by the applicable program prior to the start of term. This content must be made available in the course shell designated for the particular program and course. University policy requires that all students be able to access faculty syllabus online.</td>
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<td>In addition to posting syllabi, all faculty members are required to post assignments, maintain grades, and receive student work through the designated learning management system (such as Blackboard) designated by the program. (CPS)</td>
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<td>If, for some reason, faculty are not able to adhere to these administrative deadlines (i.e. they are dependent on materials provided by others), the faculty member should bring this to the attention of their lead faculty or unit head at least three days in advance of the identified deadline.</td>
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<td><strong>Expectations for Professional Conduct</strong></td>
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Professional Conduct

Faculty members conduct themselves in a professional manner both in the classroom when interacting with CPS’s culturally-diverse student population, as well as outside the classroom when dealing with colleagues (both administrative staff and other faculty members). (CPS)

Expectations for Active Engagement

Active Engagement

Faculty members make every effort to facilitate active student participation and interaction to achieve the learning outcomes of the course they are teaching.

Course content is delivered consistently, as indicated in the course syllabus, regardless of class modality and/or length. Faculty members must be regularly and consistently engaged with their classes and students. Specific guidelines may be set by academic units or programs.

Communication with students

Faculty members communicate with their students and colleagues using the Northeastern University e-mail. In order to ensure the integrity and documentation of course-related communication with students, external platforms, such as Facebook, should not be used in communication relating to assignments, student concerns, or student performance.

In developing email lists, web-sites, chat rooms, or other interactive courseware that mandate student participation, use of student identifiers such as social security, student identification numbers, or University assigned e-mail addresses in ways that could reveal such information to other class members or to the public violate provisions of the Family Educational Rights and Privacy Act. (FH)

Faculty members respond to student’s questions or concerns in a timely manner – as defined by the academic unit – recognizing that the generally accepted standard is within 48 hours during a class term.

Expectations for Faculty Feedback to Students

Clear course assignment expectations:

Using rubrics, faculty members set clear expectations on how feedback will be delivered and in a way that is aligned to best practices and guidelines established by academic program/unit.

As set out in the Faculty and Student Handbooks, Indicators of fair and reasonable evaluation include, but are not limited to: adherence to policies stated in syllabus; timely reporting of academic integrity violations; appropriate grade distribution; adherence to “Incomplete” grading policies; and accurate grade calculation and submission. (CPS)

Fair and Reasonable Evaluation of Student Academic Performance
Indicators of fair and reasonable evaluation include, but are not limited to: adherence to policies stated in syllabus; timely reporting of academic integrity violations; appropriate grade distribution as established by academic unit; adherence to “Incomplete” grading policies; and accurate grade calculation and submission. (CPS)

**Feedback on student work**

Constructive, consistent feedback, based on assignment rubrics, aimed at improving performance is at the heart of the learning process. Instructors provide frequent opportunities for students to demonstrate their active engagement with the course and their growing mastery of knowledge and skills; specific guidelines are established by academic programs. (CPS)

**Timely feedback on Assignments**

Timely feedback ensures that students are able to integrate instructor feedback into the ongoing work of a given course. In many disciplines and classes, assignments build on previous work throughout the term. Therefore, it is important that students receive timely feedback, allowing them to integrate the feedback into future iterations of an assignment and class work in general. Therefore, instructors should provide timely feedback to students as specified in the course syllabus and as established by the academic program.

**Adherence to grading policies**

It is expected that all instructors will carefully grade or supervise the grading of the examinations in the courses in which they teach.

Students have the right to see their graded papers and discuss them with the instructor even if the papers are not returned. The Family Educational Rights and Privacy Act of 1974 guidelines state that students are entitled to review and copy their exams, projects, papers, and other assignments (FH)

Faculty are required to post grades in the Blackboard Grade Center for online, blended, and hybrid courses.

Faculty submit grades for all students by the pertinent grade deadline. Grade deadlines can be found on the academic calendars located on the University Registrar website. (CPS)

**Sources:**

FS = Faculty Senate  
CPS = CPS Faculty Performance Expectations and Guidelines 2016  
FH = Faculty Handbook  
SH = Student Handbook