Teaching Handbook for Faculty and Instructors

Chicago Center for Teaching and Learning

University of Chicago

Wieboldt Hall | Harper Memorial Library

teaching.uchicago.edu

September 2025

Introduction to the Faculty Teaching Handbook

Dear Colleague,

I am delighted to introduce the Handbook of Teaching at the University of Chicago, authored by the staff of the CCTL. It is a resource that offers both practical tips and imaginative possibilities as you embark upon your pedagogical practice.

In my years of teaching at the U of Chicago, I have learned that our students are themselves powerful teachers. Our students ask questions, generate lines of inquiry, and focus discussions in imaginative, creative ways that I often cannot anticipate. At the same time, teaching and mentoring is a challenging and time-consuming endeavor. The goals and approach of a particular class or sequence may require clarification or refreshing, and a particular text or problem set that once worked well may cease to function effectively. Whether we are first time teachers or seasoned veterans, our work with students, in classrooms, offices, and laboratories, prompt us to confront central questions: What do we hope to convey and achieve in a particular discussion, class, sequence, or training module? How do the materials we use help to achieve those goals? Even more fundamentally: Why do we teach, and why do we value it?

As you develop and pursue your own approach to pedagogy, I hope that you will find the following resources of use. The CCTL is here to support your work with our students in our classrooms, laboratories, and offices, and they bring to bear to this effort a wealth of expertise: from data-driven research on sound pedagogical practices, to a commitment to inclusion, to wide-ranging disciplinary perspectives and expertise.

Teaching is a practice that is both "craft and discipline, practice and spontaneity." It is also central to our mission at the University of Chicago, as an institution dedicated to pathbreaking research and discovery. The work that you do to disseminate and transform knowledge—in our classrooms, laboratories, and field sites – is of fundamental importance to advancing that mission.

Sincerely,

Emily Lynn Osborn

Associate Professor, Department of History
Master of the New Collegiate Division
Faculty Director, Senegal CIV
eosborn1@uchicago.edu

Information about the Chicago Center for Teaching and Learning

The CCTL fosters pedagogical reflection, innovation, and community through an array of programs and services. We provide a number of modes for engagement, from one-on-one consultations, to workshops and reading groups, to year-long pedagogical communities organized around particular issues. All our work aims to cultivate dialogue and sharing among faculty and instructors and to inform those discussions with relevant pedagogical literature, with the goal of advancing student learning and promoting inclusive learning environments.

Faculty and Instructor Programming

Conversations on Research in Teaching and Learning

This series of presentations provides an overview of the research on timely and evergreen topics related to teaching and learning. Participants can join our presentations to learn about new teaching strategies and reflect on how this research might inform their teaching practices.

Discussions on Inclusive Pedagogy

This program is designed to support the development of a thoughtful, inclusive approach to teaching and learning. Participants can expect a discussion on inclusive practices with cross-disciplinary colleagues, reflection on one's teaching practices, and an examination of select scholarly literature. Participants are welcome to attend any and all sessions that fit their interests and schedules.

Exploratory Teaching Groups

Exploratory Teaching Groups (ETGs) provide faculty and instructors with a collaborative and flexible framework to explore and discuss ideas, issues, and challenges in their teaching, with the aim of developing new practices, resources, or other educational interventions. Funding available. Applications are typically due at the start of the Autumn Quarter.

"How I Teach" Roundtables and Panels

"How I Teach" Roundtables provide a venue for faculty and instructors to discuss their approach to pedagogy in a low-stakes, collegial setting. Organized around topics and themes that bring together scholars from different disciplines, these roundtables are an opportunity to extend the conversation about teaching at UChicago and meet colleagues with similar pedagogical interests.

Lunchtime Reading Groups

Lunchtime reading groups are intended to create community around specific topics among faculty and instructors as well as graduate students. Participants receive a copy of the book and may bring their observations and questions to the book group meetings.

Pedagogy Fellows Program

Selected faculty and instructors form a year-long pedagogical community in which they design (or redesign) a course as they engage in workshops, peer-to-peer discussions, and classroom observation and feedback. Participants receive $1000 in professional development funds.

Teaching and Learning Inquiry Program

This program is designed to support faculty and instructors in conducting scholarly inquiry on their teaching practices and student learning at UChicago. Over an academic year, participants will learn how to approach pedagogical research, including formulating questions, collecting and analyzing data, and preparing a project for publication or presentation.

Teaching Fellows Pedagogy Program

This program supports Teaching Fellows in the development and extension of fundamental teaching competencies and in the reflection upon, and articulation of, student-centered approaches to teaching. Fellows will engage with literature on teaching and learning through a cohort-style series of discussions and workshops led by the CCTL.

Teaching Support for Faculty and Instructors

Introduction to Teaching at UChicago and the CCTL

Aimed at faculty and instructors new to the University, this one-on-one 30-minute meeting will briefly introduce the programs and resources available to support their teaching, as well as key information to hit the ground running in the classroom. Meetings are available in-person or via Zoom. If you are interested in an introductory consultation, please book an appointment using Calendly.

Pedagogy Consultations

CCTL staff members are available for one-on-one appointments to provide advice and feedback on course and syllabus design, inclusive teaching, teaching statements, teaching portfolios, teaching demos, and general teaching topics. To request a consultation, please book an appointment using the CCTL Calendly page.

AI Pedagogy Consultations

The CCTL staff are available to meet one-on-one with individuals and units to discuss topics related to AI and pedagogy, such as course, syllabus, and assignment design, assessment strategies and challenges, or any other pedagogical topics related to teaching in the evolving AI landscape. To request a consultation, please book an appointment using the CCTL Calendly page.

Teaching Observations

Teaching observations are a confidential, individualized way to get feedback on your teaching. A CCTL staff member will observe one of your class sessions and share observations and constructive, collegial feedback in a confidential discussion. We are happy to arrange a classroom visit when it is most convenient for you. If you are interested, please complete the Teaching Observation Request Form.

Customized Pedagogy Research Reviews

After an initial meeting to discuss your goals, a CCTL staff member will conduct a thorough review of relevant literature on a specific pedagogical topic and provide you with an annotated bibliography of five to seven peer-reviewed sources about your requested pedagogical topic. The typical turnaround time per request is four to six weeks. Please complete the Research Review Request Form to indicate interest. Examples can be found on the CCTL website.

Midcourse Student Feedback

A CCTL staff member will visit your classroom and facilitate a discussion with your students about their learning. The staff member then shares this anonymous feedback with you during the post-session meeting and in a 1-page report, which contains a summary of the student feedback and related resources to enhance their learning and classroom engagement. To request a student feedback session, please complete the Midcourse Student Feedback Request Form. To get the most out of the process we suggest conducting the student focus group in your course between the third and the seventh week of the quarter.

Department and Program Support

Introduction to Teaching at UChicago and the CCTL

Aimed at faculty and instructors new to the University, this one-on-one 30-minute meeting will briefly introduce the programs and resources available to support their teaching, as well as key information to hit the ground running in the classroom. Chairs and administrators may request this meeting on behalf of new faculty and instructors, or it can be scheduled directly by the new faculty member. Meetings are available in-person or via Zoom. If you are interested in scheduling an introductory consultation, please book an appointment using Calendly.

AI Pedagogy Consultations

The CCTL staff are available to meet with units to discuss topics related to AI and pedagogy, such as curricular and course design, assessment strategies and challenges, unit-wide AI guidelines, or any other pedagogical topics related to teaching in the evolving AI landscape. To request a consultation, please book an appointment using the CCTL Calendly page.

Workshops by Request and Custom Workshops

The CCTL provides a suite of evidence-informed workshops that departments, units, and other groups of faculty and instructors may request. All workshops provide the opportunity for participants to actively engage with pedagogical strategies and address common challenges. Current offerings include: Introduction to the CCTL; Inclusive Pedagogy: Small Changes for Effective Learning; Interactive Lecturing; Teaching by Discussion; Pedagogical Challenges and Opportunities in the Wake of AI; and Crafting and Communicating Course AI Policies. Please complete the Workshops by Request Form to indicate interest. To request a custom workshop outside of these topics, please contact Amanda M. Jungels at amanda.jungels@uchicago.edu.

Research Reviews

A research review provides the opportunity to learn more about the research and literature on a specific pedagogical topic. After a brief meeting to discuss your goals, a CCTL staff member will conduct a thorough review of relevant literature and provide you with an annotated bibliography of five to seven peer-reviewed sources about your requested pedagogical topic. Please complete the Research Review Request Form to indicate interest. Examples can be found on the CCTL website.

Assessment Support

CCTL staff are available to consult on the assessment of student learning, course and program level outcomes, and curriculum mapping. For questions or to set up a meeting to discuss how the CCTL can help with your unit's assessment plans, please contact Joseph Lampert at josephlampert@uchicago.edu.

Campus-wide Teaching & Learning Events

Teaching in the AI Landscape

The pedagogical implications of generative AI continue to evolve as these tools and technologies develop, and as instructors and students learn more about them. Informing our pedagogical decisions are a host of considerations related to the opportunities – and risks – of GAI tools for promoting student learning, equity of access to various tools, legal and privacy issues, and more. This event, hosted by the CCTL, Academic Technology Solutions (ATS), and the Library, features of a series of conversations and presentations over a day and a half as we take stock of the current pedagogical landscape as shaped by AI.

September Symposium on Teaching at UChicago

All faculty and instructors are invited to a series of workshops and discussions focused on teaching at UChicago. Sessions address the logistics of teaching, designing lectures to

support student learning, creating inclusive learning environments, and using feedback to support student learning.

Forum on Teaching in the Core

The Core is a defining feature of undergraduate education in the College and can be one of the more rewarding teaching experiences at UChicago. Every September, the CCTL hosts the Forum on Teaching in the Core, a venue for new and experienced faculty and instructors to discuss the aims and distinctive pedagogical issues that characterize Core teaching. The event is open to everyone and is aimed at those teaching in the Arts & Humanities and Social Sciences Collegiate Divisions, including faculty, instructional professors, lecturers, Harper-Schmidt Fellows, Teaching Fellows, and graduate student instructors.

Spring Pedagogy Symposium

Every spring, the CCTL invites the UChicago teaching community to come together for a keynote talk and guided discussion with a distinguished speaker in higher education pedagogy.

Thank a Professor

The Thank a Professor initiative encourages students to reflect on their learning experiences at UChicago and to thank a professor or instructor who has positively impacted their learning. Students have the opportunity to submit handwritten or digital notes (with their names or anonymously), and the CCTL sends them to professors at the end of the term.

Support for Graduate Students

The CCTL supports graduate student teaching and teaching development by providing resources, workshops, courses, consultations, and community. Key programs to be aware of are the quarterly Fundamentals of Teaching workshop series for new and newer TAs; the quarterly Course Design and College Teaching course and the yearly Scholarly Approaches to Teaching in Higher Ed course for those preparing to teach classes of their own design; and the College Teaching Certificate aimed at structuring, documenting, and receiving recognition for graduate teaching development at the University of Chicago.

Support for Undergraduate Students

In addition to supporting undergraduate learning by supporting those who teach them, the CCTL offers direct learning support to undergrads. Current initiatives include a series of Conversations on the Science of Learning for Undergraduates; "What I Want My Students to Know About…" panel discussions with faculty & instructors; online resources; support for the Core College Tutors program; and collaborations with other offices and programs on campus.

Resources

The CCTL offers several online resources to support the UChicago teaching and learning community, including:

- Programming and Resources on AI, a collection of CCTL resources on the teaching and learning implications of AI.
- Course and Syllabus Guidance, resources to support development of courses, syllabi, and classroom policies.
- Teaching Spotlights, a collection of pedagogical profiles of UChicago faculty and instructors.
- Teaching Matters, a pedagogy column where faculty, instructors, and CCTL staff share reflections on their approaches to teaching.
- Inclusive Teaching Resources, which highlights resources and strategies for making your course and classroom inclusive for all learners.
- Research Reviews, a synthesis of literature related to teaching and learning topics.
- Graduate and Undergraduate Students in Teaching Roles, which houses information for current graduate and undergraduate students teaching their own course, supporting instructors as a teaching assistant or grader, or supporting their peers' learning in a small group or one-on-one context.
- For Undergraduates, a hub for programs and online resources related to student learning.

About the Center for Teaching and Learning

Mission

The Chicago Center for Teaching and Learning supports effective teaching and learning at the University of Chicago. The Center fosters a community of practice dedicated to reflective and innovative pedagogy, teaching as a scholarly practice, and learning environments that are engaged, inclusive, and equitable. We engage faculty, instructors, and graduate students across all disciplines through workshops, conferences, courses, learning communities, and consultation on higher education pedagogy. We advance student learning both by serving educators and through direct student support that fosters independent learning in and outside of the classroom. The Center collaborates closely with campus partners, Divisions, Schools, and departments on teaching and learning issues.

Location

The CCTL offices are located in Wieboldt Hall 3rd floor and Harper Memorial Library, West Tower 5th floor.

Leadership Team

Joseph Lampert (he/him)
Acting Director
Assistant Dean for Teaching and Learning, the College
Senior Lecturer, the College
josephlampert@uchicago.edu | Harper Memorial W502

Amanda M. Jungels (she/her)
Director of Pedagogy
amanda.jungels@uchicago.edu | Wieboldt 317

CCTL Team

Vanessa Armand (she/her)
Associate Director of Operations and Finance
varmand@uchicago.edu | Harper Memorial W504

Sam Harris (he/him)
Associate Director for Graduate and Undergraduate Programs
slharris@uchicago.edu | Harper Memorial W503

Charmian Lam (she/her)
Senior Assistant Director of Assessment and Scholarship
lamcha@uchicago.edu | Harper Memorial W508

Mac Crite (they/them)
Assistant Director of STEM Pedagogy
maccrite@uchicago.edu | Wieboldt 316

Karin Maxey (she/her)
Assistant Director of Pedagogy
kmaxey1@uchicago.edu | Wieboldt 314

Kayla Swiderski (she/her)
Programs and Operations Administrator
kswiderski@uchicago.edu | Wieboldt 315

Policies and Procedures Related to Teaching

In this section, you'll find policies and procedures related to teaching, including how to find your course schedule, rosters, and classroom information; important quarter dates; resources for creating your syllabus; and university-wide policies related to teaching.

Course and Quarter Information

Find Course Rosters and Locations

- To find your course information, including classroom location, see http://facultyaccess.uchicago.edu/. Here you can view and download text rosters, view photo rosters, submit end-of-quarter grades, and generate an alert to students' academic advisers (called a DOS Alert).

Find Academic Calendar

The Registrar's Office determines all academic calendar dates; they have a calendar that you can export and add to your own calendar.

Important Dates for Academic Year 2025-2026

Important Dates for Academic Year 2025-2026	
Autumn Quarter 2025	
Monday, September 29	Autumn Quarter Begins
Friday, October 17	Add/Drop Period Ends
Monday, November 24 – Friday, November 28	Thanksgiving Break
Saturday, December 6 – Monday, December 8	College Reading Period
Saturday, December 13	Autumn Quarter Ends
Tuesday, December 16	Grades Due
Winter Quarter 2026	
Monday, January 5	Winter Quarter Begins
Friday, January 23	Add/Drop Period Ends
Monday, January 19	Martin Luther King, Jr. Day
Saturday, March 7 – Monday, March 9	College Reading Period
Saturday, March 14	Winter Quarter Ends
Tuesday, March 17	Grades Due
Spring Quarter 2026	
Monday, March 23	Spring Quarter Begins
Friday, April 10	Add/Drop Period Ends
Saturday, May 23 – Monday, May 25	College Reading Period
Monday, May 25	Memorial Day
Sunday, May 31	Grades Due for Graduating Students
Tuesday, June 2	Grades Due for Non-Graduating Students
Saturday, June 6	Spring Quarter Ends
Saturday, June 6	Convocation

Registration Information

Instructor Consent for Waitlists and Special Registration

In some instances, students may not be able to register for a course you are teaching (e.g., the course is currently full). These courses require instructor consent, which is given at your discretion. Students complete a request form online, and you may approve or deny the request through http://facultyaccess.uchicago.edu/. If you approve it, students have 24 hours to accept the offer to register for the course. Approved consent forms can be submitted via email at registrar@uchicago.edu or in person to the Registrar's Office through Friday of Week 3. After Week 3, students may not add any class except by petition to the Dean of Students in the College.

Textbook Submission Requirements

Textbook orders should be placed a minimum of one week prior to registration and should be available by the time students register for classes. Book orders may be placed through "Book Orders" tab in Faculty Access. [Dates listed below are approximate.]

- For Winter Quarter 2026 – November 10, 2025
- For Spring Quarter 2026 – February 16, 2026

Grading and Student Feedback

Grading Policies

Most Schools and Divisions at UChicago use the Common Grade Policy, with a few slight modifications. Individual academic units determine how, and which, grades will apply in the courses they offer. Please see your School or Division leader for more information, or review the University Registrar's Grade Policies by Academic Unit.

Undergraduate Policy on Adding and Dropping Classes

In the College, undergraduate students may add classes through the end of Week 1 of the quarter, and they may drop classes through Week 3 of the quarter.

Undergraduate Pass/Fail Option[1]

Students who wish to receive a passing grade rather than a quality grade have one option open to them: Pass/Fail (P/F). Students considering P/F grading should consult with their College adviser early in the quarter because this option is subject to conditions and restrictions. All general education courses must be taken for quality grades and most courses satisfying requirements in the major must be taken for quality grades. However, some majors

---

[1] This language is taken from the College website on Grading Policies.

permit a limited number of P marks. For P/F grading, the student and instructor reach an informal agreement, at the discretion of the instructor and according to departmental policy before the instructor submits a grade for the course; no action is required by the student's adviser.

Reading Period

In the College, at least two days prior to the start of Finals Week is designated "Reading and Review Period." During this period, no new material may be introduced, assignments may not be due, and exams may not be given (except as necessary for graduating students). This requirement cannot be changed with a classroom vote.

Administering Final Exams

You can find information about when and where final exams for your classes may be held on the University Registrar's website.

Final Grade Entry

Final grades are entered through facultyaccess.uchicago.edu.

Administer and Retrieve Student Feedback

The University of Chicago makes all end-of-quarter student feedback (qualitative and quantitative) available to anyone with a CNetID. Students can review and use this information when making their registration selections.

To Administer Feedback

End-of-quarter student feedback is administered automatically through the University Registrar. Students receive a request to complete their course feedback after the quarter ends but before final grades are available.

To Retrieve Student Feedback

Faculty and instructors can access their student feedback results via coursefeedback.uchicago.edu.

Classrooms

Find Class Location

- To find course information, including classroom location, see facultyaccess.uchicago.edu
- For building codes and descriptions, see the Buildings Directory.
- Campus Map

Classroom Information

- To see images of Registrar-managed campus classrooms and to learn about room capacity and features, visit rooms.uchicago.edu and click on the "Rooms" menu under the "Settings" tab. This page allows you to click on each classroom managed by the Registrar and get more information about individual room features.

- For more information about the technical capabilities of Registrar-managed classrooms, visit the UChicago Autumn 2025 Classroom Technology List.

Classroom AV Equipment

- Call 773-834-4499 for immediate support.
- Email avs@uchicago.edu for a room orientation, AV equipment tutorial, or to report a problem.
- To borrow equipment for classroom use, contact 773-834-4499 for a consultation and avs@uchicago.edu for a reservation.

Non-scheduled Class Meetings

- To request the use of classroom/computer labs for activities, visit rooms.uchicago.edu and click on the calendar tab to search for available rooms.

Your Syllabus

Writing Your Syllabus

The CCTL has a resource which provides guidance on how to construct a syllabus. It discusses seven possible sections of a syllabus, providing an explanation of what one might include in each and, where appropriate, considerations on how to frame that section based on key pedagogical principles. An individual instructor might choose different sections to include in their syllabus, combine them in various ways, or title and order them differently. Please see the CCTL Syllabus Guide on the CCTL website.

Sample Statements for Syllabi

Faculty may choose to include a variety of policies and statements in their syllabus; please check with your academic unit to ensure you have all content required by the unit. The following section offers examples of various statements that you may consider, focusing on those that emphasize inclusion and diversity. Including these types of statements not only shares information about campus resources with students, but using a positive and affirming statement reinforces to students that you value inclusion and diversity. For more examples of syllabus statements, including sections on academic honesty, technology use in class, and attendance and late work, please see the CCTL Syllabus Guide.

General Inclusion Statements

You may wish to create a policy that signals to all students that you are willing to discuss how students learn best, how to create a learning environment that removes barriers and supports all students, and that discussing diversity and inclusion is a normal practice in your classroom.

Sample Statement

I am committed to a climate of mutual respect and full participation. My goal is to create learning environments that are usable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, achievement, or the accurate assessment of your learning, please notify me as soon as possible. Students with disabilities are also welcome to contact Student Disability Services to discuss a range of options to removing barriers in the course, including official accommodations.[2]

Use of AI Tools

Due to concerns regarding academic honesty and plagiarism, instructors may also choose to outline their course policies on AI use. In general, most instructors will allow or limit the use of AI tools in ways that fall under four broad categories: (1) use prohibited in all situations; (2) use

---

[2] The preceding statement is adapted from Refocus: Viewing the Work of Disability Services Differently.

with prior permission; (3) use with proper citation; and (4) free use with no citation required. Below are examples of general statements in each of these categories. These examples are best used as starting points to adapt to your teaching, assignments, course design, and style of communicating with your students.

For more information, please see the CCTL's [Guidance for Syllabus Statements on the Use of AI Tools](#). You can also explore [Syllabi Policies on AI Use](#), a platform for UChicago faculty and instructors to share their policies and syllabus statements on the use of AI in their courses.

Use prohibited in all situations

In this course, we will be developing skills and knowledge that are important to discover and practice on your own. Because use of AI tools inhibits development of these skills and knowledge, students are not allowed to use any AI tools, such as ChatGPT or Dall-E 2, in this course. Students are expected to present work that is their own without assistance from others, including automated tools. If you are unclear if something is an AI tool, please check with your instructor. Using AI tools for any purposes in this course will violate the University's academic integrity policy. I treat potential academic integrity violations by […]

Use with prior permission

Students are only allowed to use AI tools, such as ChatGPT or Dall-E 2, on assignments in this course when advance permission is given by the instructor. Students must submit a written request with an explanation of how they will use a particular tool in their assignment. Students are not permitted to use these tools until permission is granted in writing. The instructor may encourage and give permission to students to use AI tools during class activities and in other contexts when it is considered in support of the course learning goals. Unless given permission to use those tools, each student is expected to complete each course assignment without substantive assistance from others, including AI tools. If you are unclear if something is an AI tool, please check with your instructor. Unauthorized use of AI tools for any purposes in this course will violate the University's academic integrity policy. I treat potential academic integrity violations by […]

Use only with proper citation

The use of AI tools, such as ChatGPT or Dall-E 2, for this course is allowed for specific assignments only when determined to be in support of the course learning goals. Assignments in which AI tools are permitted will be clearly identified by the instructor and noted in the assignment directions. You are not required to use AI tools, but if you choose to use them for any part of the assignment (from brainstorming to text editing), you must use proper citation (please use APA citation format). Failure to properly cite AI tools is considered a violation of the University of Chicago's Academic Honesty and Plagiarism policy. If you are unclear if

something is an AI Tool, please check with your instructor. I treat potential academic integrity violations by […]

Free use with no citation required

In this course, students are allowed to use AI tools (such as ChatGPT) on all assignments. No citation is required.

Academic Honesty

Acting with academic integrity is essential for students' academic development and ability to achieve course goals. Our aim with this policy is to communicate this to students, along with the seriousness of academic dishonesty, without conveying the message that we expect that they will cheat, which can undermine trust.

Sample Statement #1

Please note that an important element of academic integrity is fully and correctly attributing any materials taken from the work of others. Feel free to consult with me before completing assignments if you have concerns about the correct way to reference the work of others. More generally, please familiarize yourself with the University's policy on academic honesty, which applies to this course. Of course, I do not anticipate any problems with academic integrity. In the unlikely event that any concerns do arise regarding this matter, I will forward all related materials to the College for further review and action.

Sample Statement #2

Acting with academic integrity means, in brief, not submitting the statements, work, or ideas of others as one's own. Students are expected to comply with University regulations regarding honest work. If you are in doubt about what constitutes academic dishonesty, speak with me before the assignment is due. Failure to maintain academic integrity on an assignment will result in a penalty befitting the violation, up to and including failing the course and further University sanctions. For more information, consult the student manual.

Disability Accommodation Statement

For more information about UChicago's policies related to student accommodations or about the Student Disability Services office, please see the section below titled ["Disability Accommodations and the Americans with Disabilities Act (ADA)"](#) for more information.

Sample Statement #1

The University of Chicago is committed to ensuring equitable access to our academic programs and services. Students with disabilities who have been approved for the use of academic accommodations by Student Disability Services (SDS) and need a reasonable accommodation(s) to participate fully in this course should follow the procedures established

by SDS for using accommodations. Timely notifications are required to ensure that your accommodations can be implemented. Please meet with me to discuss your access needs in this class after you have completed the SDS procedures for requesting accommodations.[3]

To contact SDS:
Phone: 773-702-6000
Email: disabilities@uchicago.edu
Website: https://disabilities.uchicago.edu/

Sample Statement #2

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the disability service office to begin this conversation or to establish accommodations.

To contact SDS:
Phone: 773-702-6000
Email: disabilities@uchicago.edu
Website: https://disabilities.uchicago.edu/

Religious Observances

For more information on UChicago's policy on religious observances and course accommodations, please see the section below titled "Religious Observances and Course Accommodations."

Sample Syllabus Statement on Religious Observances #1

UChicago students are members of many religious faiths, and the ability to observe religious and cultural practices is an important aspect of diversity and inclusion. I am committed to supporting students of all backgrounds and cultural traditions, and that includes observances of religious holidays. Please review the syllabus and course due dates and email me within [number of weeks] of the quarter if you will miss class, an assignment due date, or an exam due to a religious observance. This will allow me time to work with you and make fair adjustments to the schedule and deadlines.

Sample Syllabus Statement on Religious Observances #2

It is the policy of The University of Chicago to accommodate students who miss class, assignments, or exams to observe a religious holiday. Please notify me in writing within [number of weeks] of the start of the quarter so I can make the necessary adjustments. It is the

---

[3] The following statement provided by UChicago's Student Disability Services.

student's responsibility to catch up on any material or assignments that were missed during that class period.

University Resources

The following sample syllabus statements share information about different forms of student support on campus, including financial resources and student wellness resources. Including information about campus resources in your syllabus can convey helpful information to students about the support available to them, particularly if they may be hesitant to reach out if they are struggling.

Sample Syllabus Statement on Financial Support Resources

If you are experiencing financial hardships, the University's Emergency Assistance Programs can help provide funding for emergency and non-emergency situations, including medical expenses, urgent travel needs, temporary loss of housing, or theft of personal items critical to completing your degree. To apply for Emergency Assistance, students should visit my.UChicago.edu and go to Finances > MyAccount > Emergency Assistance.

Sample Syllabus Statement on Student Wellness Resources Option #1

If you find yourself struggling with your mental or physical health this quarter, please feel free to approach me. I will try to be flexible and accommodating. You can also access free, confidential mental health services through UChicago Student Wellness, including 24/7 access to a Therapist-on-Call (773-702-3625) as well as short-term individual and couples therapy. If you need urgent medical care, you can schedule a same-day appointment online or by calling 773-834-9355 (from 8AM – 5PM, Monday through Friday) or 886-243-1242 (on weekends or after hours). For more information, please see UChicago Student Wellness's "Get Help Now" page or UChicago Student Wellness services.

Sample Syllabus Statement on Student Wellness Resources Option #2

Students often experience stressors that can impact both their academic success and their personal well-being. These stressors may include academic pressures, sleep problems, relationship and social concerns, and challenges associated with adjusting to college, mental health, alcohol or other drugs, identities, finances, or life events. If you or a friend is struggling, I strongly encourage you to seek support. If the source of your stress is this class, please contact me so that we can find solutions together.[4]

If you are struggling in multiple classes, unsure of whether you are making the most of your time at UChicago, or unsure what academic resources are available to you, check in with your

---

[4] Sample statements on student wellness resources are adapted from Student Wellbeing at Harvard University.

academic advisor. You can also access free, confidential mental health services through UChicago Student Wellness, including 24/7 access to a Therapist-on-Call (773-702-3625) as well as short-term individual and couples therapy. If you need urgent medical care, you can schedule a same-day appointment online or by calling 773-834-9355 (from 8AM – 5PM, Monday through Friday) or 886-243-1242 (on weekends or after hours). For more information, please see UChicago Student Wellness's "Get Help Now" page or UChicago Student Wellness services.

Title IX Policies and Faculty/Instructor Reporting Responsibilities

For more information on Title IX and faculty and instructor reporting responsibilities, please see the section below titled "Title IX and Reporting Gender-Based Misconduct." If you have a particular assignment that you believe may encourage disclosures from students that would fall under Title IV, it may be helpful to include this statement again in the assignment description.

Sample Syllabus Statement on Title IX Policies and Reporting Responsibilities[5]

The University and its faculty are committed to creating a safer and more inclusive learning environment for all students. At the University, all faculty, staff, graduate student instructors, and teaching assistants are considered "Individuals with Reporting Responsibilities" and are required to let the University's Title IX Coordinator know about any disclosures they receive from students about experiences of sexual misconduct (including sexual assault, dating violence, domestic violence, stalking, and sexual harassment). This includes disclosures of experiences that happened before their time at the University. This is to ensure that all students who have experienced sexual misconduct receive support, options, and information about their rights and resources. Community members are not obligated to respond to this outreach, and this will not generate a report to law enforcement.

For more information, please see this handout for students as well as the University's Policy on Harassment, Discrimination, and Sexual Misconduct and Policy on Title IX Sexual Harrassment. You can also reach out directly for services and support from UChicago CARES by emailing titleix@uchicago.edu.

If you, or another community member you know wishes to speak to a confidential resource who does not have this reporting responsibility, please contact:
- **For Students:** The Sexual Assault Dean on Call through the UChicago Safe App at *773.834.HELP*
- **For Academics and Staff:** Staff and Faculty Assistance Program (CNetID required)

---

[5] This language provided by the UChicago CARES Office.

Laws and Policies

The following section discusses some of the laws, regulations, and policies that impact University of Chicago faculty and instructors and their interactions with students. Please note that this section offers a general overview of the policy and is not intended to substitute for university-required training. For more information about each policy, please see the associated links or contact the relevant office, or review the UChicago Handbook for Faculty and Other Academic Appointees.

FERPA Guidelines[6]

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of educational records. Unlike high school students, FERPA considers college students to be independent and therefore information about them, save for basic "directory" information, may not be released to parents or guardians unless the student consents to disclosure or other exceptions to FERPA apply. Protected information includes information such as grades, GPA, credits earned, courses taken, names of instructors for courses a student has taken, gender, pronouns, race/ethnicity, family status, country of citizenship, or restrictions/disciplinary actions. Directory information, which can be released except in cases where the student has specifically requested confidentiality, includes their name, email address, residential addresses, major, awards and honors, participation in activities and sports, dates of attendance, and degree. Other exceptions may exist; for example, the College may choose to notify parents or guardians if the College is aware of a health or safety concern that poses a significant danger to the student or to others; the College may also notify parents of a change in a student's status. Protected information may only be released if the student has filed consent documentation through the online student portal.

Religious Observances and Course Accommodations[7]

The University of Chicago is home to students of all the world's major religions and, though firmly a secular institution, values the rich diversity of spiritual expression and practice found on campus. It is therefore the policy of the University that students who miss class, assignments, or exams to observe a religious holiday must be accommodated as follows: (i) absences may not be counted as a missed class in any course in which attendance is a measure of academic performance; (ii) reasonable extensions of time must be given, without academic penalty, for missed assignments; and (iii) exams must be reasonably rescheduled without academic penalty. Where a religious holiday occurs during the first week of the quarter,

---

students who miss the first meeting of a class due to religious observance may not be dropped from the course roster, provided they have given advance notice to the instructor of record of the need to miss the class due to a religious holiday.

Students must inform their instructors in writing of their need to observe a religious holiday reasonably well in advance of the absence, preferably at the beginning of the quarter. It is incumbent on the student who misses a class to catch up on any material discussed and assignments given during that class period.

Any instructor with concerns regarding either a given holiday, or the academic implications of a particular student's religious observance of holidays, may seek guidance from the chair of their department; Dean of their school; the Vice Provost for Academic Leadership, Advancement, and Diversity; or the Dean of Rockefeller Chapel. Additional resources include the area Dean of Students and the director of Spiritual Life.

Disability Accommodations and the Americans with Disabilities Act (ADA)

To ensure the intellectual richness of research and education, the University of Chicago seeks to provide an environment conducive to learning, teaching, working, and conducting research that values the diversity of its community. As an educator, you are an important partner in this endeavor. Reasonable accommodation in the classroom is a provision of federal and state laws including the Rehabilitation Act of 1973, commonly known as Section 504, and the Americans with Disabilities Act of 1990, commonly known as the ADA. Students with disabilities have met the same admission standards to be enrolled in courses as have other students in your class. Classroom accommodations provide an opportunity for them to learn and demonstrate their learning on equal terms with other students in class.

The goal of reasonable accommodations is to remove physical and instructional barriers to learning so that all students can experience an equitable learning environment that supports their learning, not one that hinders it. Students who wish to request an academic modification or adjustment must work with Student Disability Services (SDS) to initiate the disability determination process. After SDS determines a student's eligibility, it will issue the student an Accommodation Determination Letter, which outlines the precise reasonable accommodations that the University and must provide. Accommodations may include additional time to complete exams, note-taking assistance, interpreting or captioning class material, or accommodations related to class attendance or assignment deadlines. For more information on the current SDS testing procedures, please visit the Student Disability Services website. To receive accommodations, the student must submit a copy of the Accommodation Determination Letter to their course instructors with sufficient lead time for the instructors to make the necessary arrangements. The SDS requests that students submit their letters as soon as they register for a class and/or within the first week of class.

Title IX and Reporting Gender-Based Misconduct

Title IX of the Higher Education Amendments of 1972 prohibits discrimination on the basis of sex in educational programs and activities. This includes, but is not limited to, sexual misconduct, sexual violence, and relationship violence. This policy applies to all University of Chicago students at all times, whether they are on- or off-campus, and applies regardless of their gender, sexual orientation, or gender identity. Nearly all University of Chicago employees (including all faculty, instructors, lecturers, postdoctoral fellows, and graduate student assistants who have teaching responsibilities) have a duty to report incidents that violate Title IX to the appropriate office. If a student reports an incident of gender-based misconduct, make sure the student is safe and has their immediate needs tended to (including medical, police, or other crisis services).

- To learn more about reporting requirements and procedures for navigating instances of gender-based misconduct at the University of Chicago, please refer to the info sheet "What Individuals with Reporting Responsibilities Need to Know."
- To report an incident of gender-based misconduct that someone shared with you, complete the Individuals with Reporting Responsibilities form or email titleix@uchicago.edu. You may also complete the Report Harassment, Discrimination, or Sexual Misconduct form through the Center for Awareness, Resolution, Education and Support (CARES) Office.

If a student asks for confidentiality, or if you sense that a student may disclose information that you will be required to report, let the student know that you are required to report violations of Title IX. Inform the student that if they want to speak to someone confidentially, they can speak to designated "Confidential Employees" who include the Sexual Assault Dean on Call, staff at UChicago Student Wellness, and ordained religious advisers.

Sexual Assault Dean on Call (SADoC)
- Available 24/7/365
- Phone: Call UCPD Dispatch at 773-702-8181 and ask them to page the SADoC
- Sexual Assault Dean on Call Incident Report form
- Students can also contact a SADoC directly via the UChicago Safe App

UChicago Student Wellness Therapist-on-Call
- Available 24/7/365
- Phone: 773-702-3625
- Students also have access to TimelyCare, available virtually 24/7/365

Ordained Religious Advisers
- Please see the list of Spiritual Life Advisors (organized by religious faith/tradition). Certain Spiritual Life Advisors are noted as *Confidential Resources*.

The Center for Awareness, Resolution, Education, and Support (UChicago CARES) works to prevent and respond to discrimination, harassment, and sexual misconduct within the University community. The Center supports all members of the University community through prevention education and training, responding to reports, providing services, support, and resources, and facilitating resolution options. Visit the CARES Center website for more information.

- Phone: 773-834-6367
- Email: titleix@uchicago.edu

Bias Incidents

Reporting Bias Incidents

You can document incidents of non-sexual/unlawful discrimination by filling out a Dean on Call Incident Report form.

Bias Education and Support Team (BEST)

BEST is comprised of staff members from offices across the University and assists the University Dean of Students in documenting and reporting incidents that affect UChicago students. Bias incidents that can be addressed by BEST include any actions that are motivated by bias, even if they do not include the elements required to prove a hate crime or violation of University policy. BEST will assist students in determining whether a violation of law or University policy occurred and will refer students to additional resources. However, BEST cannot initiate disciplinary action or impose sanctions.

At times, staff and/or faculty may reach out to BEST for consultation on student issues. BEST may offer recommendations, though the process is always intended to be student-driven. For more information about the BEST program and a link for students to file a bias report, visit the Bias Education and Support Team website. To request a BEST workshop for your team, please visit the BEST Workshops webpage.

Academic Honesty and Plagiarism[8]

Instructors have a range of options in dealing with academic dishonesty. It is within the discretion of the instructor to use evidence of plagiarism or academic dishonesty as grounds for failing the student in all or part of the course. The area Dean of Students may be asked to speak with the student to issue a formal warning or to consider disciplinary action. For

---

[8] The following language is taken from the Office of the Provost's page on Academic Honesty and Plagiarism.

example, in the College, the Dean of Students will frequently open a confidential file, to be used only in the event of repeated abuses, for first offenders when the case is not serious.

Faculty are urged to report any incident to the student's Dean of Students, even when the Dean of Students is not expected to take direct action. In that way, the Dean of Students will be aware of multiple offenses and be in a position to respond to them appropriately.

With the internet an integral part of academic research and the ubiquity of word processing methods, the opportunity to lift and reformat texts has greatly increased, and ambiguity about the boundaries of legitimate collaboration has been introduced. It is advisable for faculty to discuss these issues in classes early in the quarter and to be explicit about acceptable practices on joint projects, problem sets, and other collaborative efforts. One of the functions of teaching is to educate students in the norms and ethics of scholarly work, as well as in the substance of the field.

For more information about this and other academic policies, please visit the University of Chicago Student Manual site.

Audio and Visual Recordings of Classroom Activity[9]

Recording classroom activities or informal talks may be useful for some purposes. Units should be thoughtful about setting their own policies within the broad framework of University guidelines and expectations, to ensure that the act of recording does not impede expression or class participation and that the recording is not misused.

Members of the faculty may record, or have recorded, their own classes for their personal use or for the purpose of exchange with colleagues, e.g., for the purpose of developing or demonstrating pedagogical skills.

Instructors may permit a student to record a class session for the convenience of the student, for the benefit of another student who is unavoidably absent, or as part of an accommodation for a student with a disability. Students must understand that under University policy, permission given by a member of the faculty to record a class is limited to permission to record for personal use only. It is, for example, never permissible to copy, file-share, sell, distribute, or Web-serve such recordings. Members of the faculty who believe that their classes are being inappropriately recorded, or that recordings are being misused, should contact their Dean of Students.

The University may from time to time wish to record, preserve, or disseminate the exemplary work of distinguished colleagues in the classroom or lecture room. When the University undertakes to make recordings of this sort, it will secure appropriate permissions.

---

[9] The following language is taken from the Office of Provost's page on Audio and Video Recording on Campus.

University policies do not permit members of the faculty to "publish" recordings of their classroom or lecture room efforts, or to grant to others the right to distribute recordings, in any medium, of teaching or lecturing undertaken in fulfillment of teaching assignments, without prior approval by the Provost. The University has a sufficient interest in the intellectual property (Statute 18 and New Technology policy) and in the University's reputation to justify its setting this limitation on what a member of the faculty may do. Moreover, there is a potential conflict of commitment: a teacher may feel some pressure to modify what or how he teaches to make it more marketable.

Student Support Services

In this section, you'll find information about student support services, including offices on campus that support students academically, physically, and mentally so they can thrive at UChicago.

Academic Support Services

College Academic Advising Office

The College Academic Advising Office supports students as they develop individualized paths through the curriculum, allowing students to meet their academic, personal, and professional goals. Academic advisers serve as a primary point of contact, working in collaboration with faculty, campus partners, and other resources to support students' academic success. Faculty and instructors can contact the student's Academic Adviser for general concerns about an undergraduate student, such as lack of attendance in class, missed work, poor performance, or concerning behaviors. You can find the academic adviser listed on your course roster next to the student's name. On the roster page, click the "DOS Alert Flag" to identify a student of concern. When you select this flag, a notification is sent directly to the adviser and the office of the Dean of Students in the College. The adviser will then reach out to you via email to get more information or context about the student situation and take the appropriate actions. Alternatively, you are welcome to contact the student's academic adviser or the DOS Student Care and Support Team directly via email or phone call if you prefer.

- Website: https://college.uchicago.edu/advising/college-academic-advising-office
- Email: collegeadvising@uchicago.edu
- Phone: 773-702-8615

College Academic and Student Services Office

Academic Support Specialists in the College Academic and Student Services Office offer individualized academic coaching sessions focused on building academic confidence and developing problem-solving skills needed to thrive in related coursework. Academic Support Specialists have a background in teaching and subject expertise in the Humanities, Arts, Social Sciences and Biological Sciences and Physical Sciences. They also work closely with staff and faculty across campus to connect with students facing broader academic challenges. Academic coaches build sustainable relationships with students throughout their time in the College by fostering a growth mindset in students, embracing the spectrum of student learning differences present on campus, and offering concrete methods to improve study skills and organizational habits.

- Email: CASSO@uchicago.edu

College Core Tutor Program

The College Core Tutor Program is a drop-in, peer-based tutoring program for UChicago undergraduates designed to provide one-on-one assistance and small group support to students in scientific and quantitative subjects, including chemistry, mathematics, statistics, physics, economics, and biology. Their tutors are upper-level students in the College with exceptional academic records in the subject area(s) in which they tutor (and often pursuing a major or minor in that subject area). Tutors are expected to help mostly with material studied in class (e.g., concepts and principles) and not to focus on problems assigned as homework. Tutors can assist students by explaining conceptual materials in new ways, using analogies or visuals, considering applications, and/or working through sample problems to help students solve assigned problems on their own.

- Website: https://college.uchicago.edu/academics/college-core-tutor-program

University of Chicago Writing Program

The University of Chicago Writing Program offers for-credit and non-credit courses, seminars and workshops focused on writing for readers in academic and professional contexts. They offer writing support to all University divisions, schools, and programs, including tutoring for undergraduates, specialized coursework for graduate students, and individualized consultations for staff and faculty. They also provide training in writing pedagogy, as well as employment and professional development opportunities for graduate students interested in the teaching of writing. For a detailed account of all the services provided for students, faculty, and staff, please visit the Writing Program website.

- Phone: 773-834-0850
- Email: writing-program@uchicago.edu

The Logan Center for the Arts

The Logan Center for the Arts encourages the making and presenting of art through a dynamic suite of equipment, labs, and shops designed to bring creative ideas to fruition. Their digital media, technology, equipment, and facilities are available to University of Chicago students, staff, faculty, partners, and participants in select community arts programs for artistic creation, experimentation, and teaching. Managed by the Logan Center's Arts Technologies team, along with skilled student assistants, their staff are present to support students in their coursework by providing safety training, advanced skill demonstrations, equipment reservations, and troubleshooting advice. All users must complete a General Access Orientation quiz to access creative production equipment and spaces. For more information, visit the Resources page on the Logan Center website.

- Phone: 773-702-2787
- Email: logancenter@uchicago.edu

Career Advancement

Career Advancement is the undergraduate career services office at the University of Chicago. They prepare College students and recent alumni to find fulfilling careers in their field of interest. The Career Advancement office offers advising appointments, practice interview programs, and various online resources to support students in their career journey. In addition, Career Advancement partners with employers of all locations and industries, ranging from neighborhood nonprofits to multinational corporations, to connect them with UChicago talent.

- Website: https://careeradvancement.uchicago.edu/about-us/

Student Disability Services

Student Disability Services (SDS) works to provide resources, support, and accommodations for all students with disabilities and works to remove physical and mitigate attitudinal barriers, which may prevent their full participation in the life of the university. Students with documented disabilities can work with SDS on an individual basis to determine reasonable accommodations to facilitate equitable access to learning and student learning. Students who need accommodations should contact Student Disability Services or visit the "Students" page on the SDS website to initiate a SDS Accommodation Request Form and get more information about the documentation needed for accommodation.

- Phone: 703-702-6000
- Email: disabilities@uchicago.edu

Students will notify their instructors of the accommodations they will use in their course by requesting that an Accommodations Determination Letter (ADL) be sent via the AIM student portal, an online portal for requesting accommodations. Faculty members can log into the AIM

Faculty Portal to view a list of students who have requested to use their approved accommodations in the courses for which you are the instructor. These accommodations may include extended time for test taking, reduced-distraction testing environment, stop-the-clock breaks during timed assessments, note-taking assistance, and interpreter and captioning services. For more information on the current SDS testing procedures, please visit the Student Disability Services website. If a student requests accommodations but you have not received official documentation from SDS, please refer your them to Student Disability Services to begin the process.

Faculty may choose to include an accommodations statement in their syllabus. Including a statement not only shares information about campus resources with students, but using a positive and affirming statement reinforces to students that you value inclusion and diversity. Please see "Disability Accommodations Statement" section above for suggested language.

Office of International Affairs

The Office of International Affairs (OIA) provides advising services and supportive programming to the international community at the University of Chicago. OIA works to enable UChicago's international community to fully access the opportunities offered by the University from before their arrival in the United States and until well after their departure and provides immigration guidance.

- Phone: 773-702-7752
- Email: international-affairs@uchicago.edu

Center for Identity and Inclusion

The Center for Identity and Inclusion creates intentionally diverse and inclusive communities, serving as a bridge builder by engaging students and members of the University community of all backgrounds to ensure personal, academic, and professional growth and success. They offer a variety of engagement opportunities.

- Phone: 773-702-5710
- Email: inclusion@uchicago.edu

The Center for Identity and Inclusion is made up of several campus organizations, including:

- The Office of Multicultural Student Affairs (OMSA), which strives to foster intercultural engagement and raise the critical consciousness of students and the broader UChicago community, particularly as it relates to the lived experiences of varied racial and ethnic communities. Contact OMSA at omsa@uchicago.edu.

- [LGBTQ Student Life](#), which strives to create an inclusive and safe community for lesbian, gay, bisexual, transgender, queer, questioning students, and allies at UChicago. Contact LGBTQ Student Life at lgbtq@uchicago.edu.
- [Student Support Services](#) (SSS), which utilizes a holistic approach to create an environment in which low-income, first generation, and/or undocumented students can thrive and succeed on campus. SSS focuses primarily on graduate and professional students, but everyone is welcome to contact them. Contact Student Support Services at studentsupport@uchicago.edu.

Health and Wellbeing

There are a variety of services available to UChicago undergraduate and graduate students to support their mental and physical wellbeing.

UChicago Student Wellness

[UChicago Student Wellness](#) aims to provide students with comprehensive health, mental health, and wellness services to support their academic, personal, and professional success. Please see the section ["Handling Student Emergencies"](#) for more information about how to help a student to seek mental or physical health support.

Location: Student Wellness Center (840 East 59th St)

- Medical Services:
  - Hours: 8:00AM – 5:00PM
  - Appointments: 773-834-9355
  - Nurse Advice Line (24/7): 866-243-1242
  - Student Wellness On-Call Provider: 773-834-9355
- Mental Health Services
  - Hours: 8:30AM – 5:00PM
  - Appointments: 773-834-9355
  - Therapist On-Call (24/7): 773-702-3625

Emergency Assistance Programs for Students

Emergency Assistance Programs are available to assist currently matriculated degree-seeking students when unanticipated and unexpected costs arise that students need to manage during their academic career. These circumstances may include unanticipated medical expenses, theft of personal items critical to a student's academic program, urgent travel/transportation needs surrounding an unexpected life event, temporary loss of housing, and others. Students can apply for Emergency Assistance at [my.UChicago.edu](#) and received three types of funding: a Living Expense Advance, Emergency Loan, or an Emergency Grant. For more information

about Emergency Assistance, visit the UChicago Office of the Bursar's webpage on Emergency Assistance Programs.

- To apply for Emergency Assistance, students should visit the my.UChicago.edu page and go to Finances -> MyAccount -> Emergency Assistance.

Center for College Student Success

The Center for College Student Success (CCSS) empowers First-Generation and Lower-Income (FLI) students in the College, providing resources and tools that promote student success, and programming and community events that build positive self-identity and a sense of belonging. For more information about the services provided by the CCSS, including student mentorship programs, support with food access, emergency laptop lending, free lending library for course books, free printing, and more, please visit the Center for College Student Success website.

FLI Network

The CCSS, in collaboration with Student Support Services (SSS), also runs the First-generation, Low-income, Immigrant (FLI) Network. This organization connects students, faculty, administrators, and alumni who identify as first-generation, low-income, or immigrant (regardless of immigration status), and allies with the goal of creating a community of support. The FLI Network organizes a FLI Champions program, which matches FLI students to an on-campus mentor, and houses a directory of faculty, administrators, alumni, and allies who are willing to be contacted by students. For more information about the FLI network and how you can get involved, please visit the FLI Network website.

- Email: FLInetwork@uchicago.edu

Other Resources and Information for Faculty and Instructors

Academic Technology Solutions (ATS)

Academic Technology Solutions (ATS) supports teaching and learning tools, services, hardware, and software available to UChicago faculty. This includes technology and devices you find in your classroom, as well as Zoom and Canvas (the university's learning management system). ATS is your central point of contact for technical support across UChicago's campus.

Academic Technology Solutions group offers trainings, workshops, and one-on-one support with UChicago's learning management tools, such as Canvas, Zoom, and Panopto. You can learn more about their services here: https://academictech.uchicago.edu/

- Canvas 24/7 hotline: 833-564-8137
- ATS's in-person (at Regenstein Library TechBar) and remote office hours
- Set up a one-on-one consultation with ATS
- Find ATS workshops and other events

Library Support Services

Regenstein Library is the main library on campus. The Reg offers instruction services that may help in your teaching, including:

- Electronic and physical course reserves
- Customized research instruction programs for your courses to highlight relevant library resources and introduce research skills
- Canvas-based Library Guides to help students learn about library services and research skills
- Request any of the above Teaching and Learning Services

Subject Librarians can help answer reference questions, prepare printed and electronic library guides, instruct students on how to use electronic media, and advise on research. Please see the Subject Librarians' website to see a full list of Subject Librarians and to learn more about their services.

Handling Emergencies

Handling Student Emergencies

- Contact the student's Academic Adviser for general concerns about an undergraduate student, such as lack of attendance in class or missed work. You can find students' advisers on your course roster. On the roster page, click the "DOS Alert Flag" to identify a student, and the student's adviser or a member of the Dean of Student's staff will be in touch with you.

- If a student is experiencing psychological or medical distress, call
    - Your Dean of Students,
    - The student's Dean of Students, or
    - The Student Wellness Center at 773-834-9355 (8:30am – 5pm, Monday-Friday)
  You may opt to walk a student in distress to Student Counseling Services at 5555 S. Woodlawn Avenue. Please call ahead if possible: 773-702-9800

- Other important phone numbers:
    - Therapist-on-Call (available 24/7/365): 773-702-3625
    - The Dean-on-Call is the official responsible for coordinating the University's response to student emergencies, and is available 24/7/365.
        - To contact the Dean-on-Call (available 24/7/365): Call UCPD at 773-702-8181 and ask them to page the Dean-on-Call. You do not need to provide any information except a 10-digit callback number. You can also directly text the Dean-on-Call through the UChicago Safe App (see "Emergency Preparedness" section below).
        - You can also use the Dean on Call Incident Report form.
    - The Sexual Assault Dean on Call (SADoC) is the specially trained trauma-informed official responsible for responding to incidents of sexual assault or gender-based violence.
        - Available 24/7/365
        - Phone: Call UCPD Dispatch at 773-702-8181 and ask them to page the SADoC.
        - You can also use the Sexual Assault Dean on Call Incident Report form.
- If you are concerned about the physical or mental well-being of a student or if a student's behavior is causing you to worry about any future actions, please visit the "Report a Concern (Well-being Check)" webpage for instructions. The Report a Concern form will be responded to within 24 hours of receipt or by the next business day.
- The College Care and Support team provides comprehensive support and care for undergraduate students, helping them navigate both academic and personal

challenges. You can alert the team to matter by email (collegecareandsupport@uchicago.edu) or referral form. If there is an emergency, please contact UCPD.

- If a student is experiencing housing instability or is unhoused, please see the University's website on Housing Insecurity Resources. You can fill out a Housing Insecurity Referral Form to report a student experiencing housing insecurity.
- If you have reason to believe that a student has been seriously injured or has died, please contact the University of Chicago Police Department at 773-702-8181.

Emergency Preparedness

cAlert is the University's emergency mass notification system. It can send messages through landlines, cell phones, email, and pagers, and is used for the most immediate, life-threatening situations. You can sign up or change your contact information here on the cAlert website.

You can also make sure of the University's safety app, called UChicago Safe. You can use it to call the University of Chicago or Chicago Police Departments, send a blue-light emergency signal to UCPD, report a crime, find information on safe transportation options around campus, and contact Deans-on-Call (press the "HELP" button). Please see the UChicago Safe website for more information.

Emergency Assistance

If you need emergency assistance while on campus, including medical emergencies, call University of Chicago Police Department.

- Phone: 773-702-8181
- Campus Phone: 123
- Use one of the red-light emergency phones or blue light call boxes on campus.

UChicago at a Glance[10]

Size:

- In Fall 2024, there were 7,569 undergraduate students, 10,968 graduate students, and 750 non-degree seeking students.
- Campus is over 215 acres.

Selectivity:

- 20 applicants for each place in the Class of 2027.

Faculty & Instructors:

- 1,158 tenure-track faculty (excluding BSD Clinical departments) and 1,430 other academic appointees.
- There are 68 undergraduate majors and 57 minors in the College across four divisions of study (biological sciences, arts & humanities, physical sciences, and social sciences), and seven professional schools for graduate study.

Research excellence:

- 101 Nobel Laureates, eight currently on the faculty.
- UChicago is home to over 140 research centers, institutes, and groups.

Residence halls:

- 7 residence halls with their own unique cultures and communities.
- With the exception of transfer students, all first- and second- years live on campus.

Campus Map

Click here to access a printable campus map.

---

[10] The following data is drawn from the Office of Institutional Analysis, the UChicago Facts & Figures page, the College website, and the Housing & Residence Life website.