



WEINBERG COLLEGE OF ARTS & SCIENCES

TEACHING IN WEINBERG COLLEGE

Fall 2011

An online version of this document is available at
http://www.weinberg.northwestern.edu/faculty/teaching/Teaching_in_WCAS.pdf

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TEACHING IN WEINBERG COLLEGE

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

The following documents provide additional valuable information about being a member of the faculty of Northwestern University's Judd A. and Marjorie Weinberg College of Arts and Sciences:

- the Weinberg College *Chairperson's Handbook* and *Adviser Handbook*, both of which you can get to through the "Faculty Handbooks" page on the Weinberg site <<http://www.weinberg.northwestern.edu/faculty/handbook/index.html>>, and
- the student section of the Weinberg College website <<http://www.weinberg.northwestern.edu/advising/>>.

The *Chairperson's Handbook* and *Adviser Handbook* are password protected. To access them, you will need to enter your Northwestern NetID and password.

I. THE UNDERGRADUATE CURRICULUM

A. A liberal arts education. As stated in the Weinberg College *Chairperson's Handbook* <<http://www.weinberg.northwestern.edu/faculty/handbook/index.html>>, "Teaching is a central mission of the College, and the organization of a well-planned teaching program one of its most important tasks. Our goal should be to provide an adequate number of courses of sufficient coherence and diversity to ensure our students an outstanding liberal arts education."

B. Degree requirements. Each undergraduate course in Weinberg College fits into the undergraduate curriculum in one or more ways. Some courses must be taken by students choosing to complete a particular major or minor. Some count toward the basic language requirement, and some enable students to go beyond the minimum language competency required. Some help students to refine their writing skills. Many courses attract students seeking to broaden their knowledge, as part of a requirement or based on personal interest.

Students completing a Weinberg degree must fulfill six College requirements:

- Take courses in six major intellectual areas (the *distribution requirements*)
- Participate in two *freshman seminars*
- Demonstrate *proficiency in a foreign language*
- Demonstrate *proficiency in writing*
- Concentrate in a field of inquiry (the *major*)
- Complete a minimum number of classes and quarters in Weinberg College

Detailed information on requirements for earning a degree from Weinberg College is available in the student section of the College website <<http://www.weinberg.northwestern.edu/advising/degree/>>.

C. Second majors, minors, certificates, concentrations, and off-campus study. Most Weinberg students have room in their schedules for several elective courses beyond those needed for their majors and other degree requirements. (Some students have to complete two majors because one of their majors is an adjunct major; all adjunct majors require the completion of a second major that is *not* an adjunct major.) Students may choose to use electives to complete minors or additional majors in Weinberg departments or programs. Options outside the College are available as well, including minors in the School of Communication and the Bienen School of Music; a concentration in the Bienen School of Music; certificates in the Kellogg School of Management, the Medill School of Journalism, Media, Integrated Marketing Communications, and the McCormick School of Engineering and Applied Science, and several interschool options. Many students also take advantage of possibilities for off-campus study, including for-credit internships <<http://www.weinberg.northwestern.edu/advising/research/internships/credit.html>> and study abroad <<http://www.weinberg.northwestern.edu/advising/studyabroad/>>.

The student section of the Weinberg College website addresses advantages and disadvantages of doing a second major <<http://www.weinberg.northwestern.edu/advising/majors/secondmajor/>> or a minor, certificate, or concentration <<http://www.weinberg.northwestern.edu/advising/majors/minors/>> and presents some relevant rules. One rule is that a student's total number of majors plus minors may not typically exceed three. This is referred to as the *Rule of Three*. Exceptions require permission from the Weinberg College Advising Office and cannot be granted during the freshman year. A sophomore, junior, or senior considering exceeding this limit should meet with his or her College Adviser to discuss options and procedures. (This rule was introduced in 2009-2010 and superseded one limiting students to at most one minor.)

Several rules restrict the counting of courses toward more than one major or minor; see <http://www.weinberg.northwestern.edu/advising/rules/doublecounting.html>.

D. Special courses. Weinberg College offers several types of courses outside the standard department and program curricula. These include special seminars for freshmen, courses taught by non-academics that explore links between academic disciplines and professional practice, and courses designed and organized by students. Detailed information on **Freshman Seminars** and **Professional Linkage Seminars** is available in the *Chairperson's Handbook* <<http://www.weinberg.northwestern.edu/faculty/handbook/index.html>>. Information on **Student Organized Seminars** <<http://www.weinberg.northwestern.edu/advising/courses/studentseminars.html>>, which all require the involvement of a faculty member, can be found in the student section of the Weinberg College website.

Independent Studies (399s) provide opportunities for students and faculty members to work together to investigate topics of mutual interest; additional information on Independent Study, as well as funding sources for student research, is available in the student section of the Weinberg website <<http://www.weinberg.northwestern.edu/advising/research/research/>>. See also section IV-F below.

E. Students in other undergraduate schools at Northwestern. Weinberg College of Arts and Sciences is one of six undergraduate schools at Northwestern. 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 to broaden their courses of study.

The Northwestern campus in Qatar offers undergraduate degrees in Communication and Journalism. Liberal arts courses are an important part of the NU-Qatar curriculum.

II. QUALITY OF TEACHING

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, a term that includes classroom instruction, tutoring, direction of research projects and independent study, and other instructional activities. They should 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 non-passive 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. They should work together toward an ongoing sense of improvement and accomplishment. Excellent teachers should take the lead in helping colleagues find solutions to 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 forwarding to the Dean a recommendation about salary adjustment, reappointment, or promotion. They are expected to be vigilant about the quality of instruction, intervening as appropriate.

B. Assessment of learning outcomes. Teaching undergraduate classes at Northwestern will always involve thinking about what you hope students will gain through taking your class—your learning objectives—and assessing student performance related to these objectives. Faculty members require students to work on papers, homework, and projects and to take examinations in part to provide opportunities for learning and in part to provide bases for assigning grades to individual students. However, assessment of student learning has broader purposes as well. As stated in the Student Learning Outcomes 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.

C. Northwestern resources for improving teaching. Efforts to improve the quality of teaching most often take place within departments. Formal mentoring arrangements may

be instituted between senior and junior members of the faculty. Resources are also available at the University level to help faculty members improve their teaching.

The **Searle Center for Teaching Excellence** <<http://www.northwestern.edu/searle/>> assists individual faculty members and the departments and programs in improving teaching. 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 (see section II-D below). Through a Provost-initiated program, early-career tenure-line faculty members are selected as Searle Fellows; they take part in a year-long program involving a teaching-related project. The Center also maintains a library of teaching materials, including DVDs, 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.

Northwestern's **Academic and Research Technologies Group** <<http://www.it.northwestern.edu/about/departments/at/>> provides guidance on ways that faculty members can use electronic technology in their teaching. They provide training sessions for faculty members, maintain the electronic Course Management System ("Blackboard") for creating course webpages, and oversee "smart classrooms" and computer laboratories.

D. Grants to improve teaching. Faculty members are encouraged to consistently work on improving their undergraduate teaching and enhancing their students' learning by providing special, course-related opportunities. Funding is available to support these endeavors; see <http://www.weinberg.northwestern.edu/faculty/funding.html> (which also lists some resources relevant for research funding). The following are among the College and University funds supporting the enhancement of undergraduate courses:

The **Hewlett Fund for Curricular Innovation** offers grants and matching funds to individual faculty members, groups, and departments for projects enhancing curricular innovation and development. Grants to individual faculty members generally range from \$500 to \$5000, although groups and departments may apply for larger grants. Application forms are available from the Associate Dean for Undergraduate Academic Affairs, Mary Finn <mfinn@northwestern.edu>, who co-chairs the committee. Application materials are also available at <http://www.weinberg.northwestern.edu/faculty/hewlett.html>.

Weinberg College **Course Enhancement Grants** are available to instructors to help fund activities such as field trips to theaters, museums, special lectures, and exhibitions; field studies for observation and data collection; and purchases of special materials for out-of-classroom uses, such as library materials or films. Grants, generally limited to \$500 per faculty member each year, may be applied for at any time. Instructors should contact Mary Finn, Associate Dean for Undergraduate Academic Affairs <mfinn@northwestern.edu> for more information.

Searle Family Grants for innovative teaching provide funds to subsidize the design and redesign of courses and to support improvements in undergraduate and graduate teaching activities. For further information, call the Searle Center for Teaching Excellence <<http://www.northwestern.edu/searle/>> at 847-467-2338.

The **Alumnae Board of Northwestern University** also provides funds to enhance teaching at Northwestern. The **Gifts and Grants Committee** supports faculty, department, and school projects designed to benefit students and/or promote research and scholarship and not included in a University budget. Examples include specialized equipment; lectures or symposia; academic conferences; and research projects. The **Academic Enrichment Committee** solicits proposals to bring distinguished scholars and artists to the campus for lectures, master classes, and performances. The primary goal is to provide significant learning experiences for undergraduates; however, these major events may also be open to the entire University community. For information, contact the Alumni Association at 847-491-7200.

E. Evaluation of teaching by students. The Registrar's Office coordinates student evaluation of teaching performance through procedures overseen by 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 enrolling 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. Feedback from students can be invaluable to instructors in refining their teaching approaches.

Mandatory publication of reports on the quantitative portion of the CTECs was approved by the Faculty Senate in May 2006. The Dean's Office monitors compliance with this requirement. Course evaluations are posted on the Registrar's website <<http://www.registrar.northwestern.edu/>> and are accessible through CAESAR (the online registration, course, and student information system) to those with a Northwestern NetID and password. (Students who do not complete evaluations of their classes are denied access.)

F. Honoring distinguished teachers. Excellence in teaching is recognized in a number of ways. Each year a student-faculty Committee on Teaching Awards nominates faculty members and teaching assistants for Weinberg College Distinguished Teaching Awards. The Dean usually selects five faculty members, including two members of the lecturer faculty, as well as three teaching assistants to receive an award and a stipend. Additional awards recognize excellence in mentoring undergraduates in research, in freshman advising, and in efforts to build a sense of community among faculty members and undergraduates. Departments should work with their undergraduate clubs and Student Advisory Board representatives to prepare nominations. More information about awards and lists of past winners can be found at <http://www.weinberg.northwestern.edu/faculty/teachingawards.html>.

Several named teaching chairs in the College rotate among outstanding teachers. When a vacancy occurs, the Dean may consult with the Committee on Teaching Awards and appropriate chairpersons to select the next recipient. 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

A. An extension of teaching. Academic advising is an extension of the College's teaching mission. Faculty members should be receptive to requests from students for advice about courses, majors and minors, departments, interdisciplinary programs, graduate study, and

other educational issues. Faculty members should be available on a regular basis for consultation with students and should inform themselves concerning academic and procedural matters that they may be asked to discuss with students seeking their counsel. Regular office hours should be scheduled even during quarters when a faculty member is not teaching, or the faculty member should 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 affecting students vary markedly 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 serious academic or personal difficulties, you should make sure that the student is in touch with the appropriate associate dean or adviser in his or her home school. Two valuable resources to guide the faculty in their advising of students are the Weinberg College *Adviser Handbook* <<http://www.weinberg.northwestern.edu/advisers/handbook.html>> and the student section of the Weinberg website <<http://www.weinberg.northwestern.edu/advising/>>.

B. Weinberg Integrated Advising: The Office of Undergraduate Studies and Advising (OUSA), Freshman Advisers, College Advisers, and department/program advisers. In addition to the roles played by all College faculty members in the advising of students, three types of advisers—Freshman Advisers, College Advisers, and department/program advisers—have special responsibilities. Most faculty members should expect to serve in one or more of these roles at some time during their years at Northwestern.

1. The Office of Undergraduate Studies and Advising. The Office of Undergraduate Studies and Advising (OUSA) coordinates the work of the three categories of advisers: Freshman Advisers, College Advisers, and advisers in the departments and programs. The OUSA is split between two locations: 1922 Sheridan Road and 1908 Sheridan Road. College Advisers, who work primarily with sophomores, juniors, and seniors, are at 1908 Sheridan, as are the Assistant Dean for Advising and Academic Integrity, Mark Sheldon, and the Assistant Dean for Curriculum, Joan Linsenmeier. Among those with offices at 1922 Sheridan are the College's Associate Dean for Undergraduate Academic Affairs, Mary Finn; Assistant Dean for Freshmen, Lane Fenrich; Assistant Dean for Academic Standing, Richard Weimer; and the Director of Weinberg-Admissions Relations and Undergraduate Research, Bill Haarlow. Faculty members should encourage students to make use of the resources of the OUSA, and they are also welcome to contact office personnel themselves for information and assistance in working with students. For information on the roles of different OUSA personnel and how to get in touch with them, see the OUSA Contact Information at the end of this document.

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 insure that the educational programs of the College remain intact.

2. Freshman Advisers. Freshman advising in the college is organized around the seventy or so freshman seminars offered each fall. All but a handful of Freshman Advisers (those advising students entering some special degree programs: the Honors Program in Medical Education, the Integrated Science Program, Mathematical Methods in the Social Sciences, and the dual bachelor's degree program with the Bienen School of Music) offer a

fall-quarter seminar and act as academic adviser for the students in that seminar for the entire academic year. They field questions about students' academic programs, help them with their course selections, and direct them to resources across the University. Students are required to meet with their Freshman Advisers at least once a term, usually in the period just before registration. In recognition of the importance of these duties, the College provides Freshman Advisers with a special stipend.

3. College Advisers. At the end of the freshman year, each Weinberg College student is assigned to a College Adviser who will continue to work with that student until graduation. College Advisers are faculty members whose primary responsibility is advising undergraduate students. They meet with students by appointment or on a drop-in basis at the Weinberg College Academic Advising Office, 1908 Sheridan Road, 847-491-8916. Although individual department advisers are the primary source of guidance on issues related to a student's major or minor, a College Adviser can counsel the student on broader issues and on the interrelationships among various parts of his or her undergraduate education. All College Advisers are trained to deal with a wide range of topics, including but not limited to: choice of major, scheduling of classes, decisions about second majors and minors, planning for study abroad and internship opportunities, permission for overloads, interschool transfer, permission for incompletes, and requirements for graduation.

College Advisers answer many inquiries from faculty members as well as students. They serve as liaisons between the Weinberg College Office of Undergraduate Studies and Advising and individual departments and programs. Students and faculty members can contact the College Advisers by calling 847-491-8916. Email may be sent to the general advising address <wcas-adviser@northwestern.edu> or to individual advisers.

4. Departmental advising. Each department and program has a system for advising potential and declared majors and minors. Department advisers are available to students throughout the academic year, and especially before and during departmental preregistration and University-wide registration. Typically, the chairperson names a Director of Undergraduate Studies and appoints other faculty members to serve as department advisers. These persons inform themselves about the various requirements of the College and, in particular, the department or program. They keep regular office hours, and they sign a Graduation Petition for each student majoring or minoring in the department, typically one year prior to the student's graduation. The Director of Undergraduate Studies also acts as a liaison between the Office of Undergraduate Studies and Advising and the department on matters related to the undergraduate curriculum.

C. Other advising resources.

The Office of **Counseling and Psychological Services (CAPS)** <<http://www.northwestern.edu/counseling/>>, 847-491-2151, provides personal counseling and general guidance to students. A faculty member concerned about a student's emotional health may consult CAPS in confidence for guidance on how to best handle the situation. The faculty member may also recommend that the student visit CAPS or call to set up an appointment. (Similarly, faculty members concerned about a student's physical health may recommend that the student visit the **Student Health Service** directly or call 847-491-8100 to set up an appointment.) CAPS also offers student workshops designed to address such common issues as stress management, perfectionism, intimate relationships, communicating with confidence, and getting a good night's sleep.

The **University Academic Advising Center** <<http://www.northwestern.edu/advising-center/>>, 847-467-3900, provides academic advising for students across the University,

and is also the main resource for advising related to the health professions (e.g., medicine and dentistry). Another focus is issues involving more than one undergraduate school, including discussions about transferring from one school to another. They also maintain a listing of available tutoring services.

Career Services <<http://www.northwestern.edu/careers/>>, 847-491-3700, provides resources and guidance for obtaining summer internships and post-graduation employment. This office also helps students with career exploration and planning, and they can provide advice about graduate and professional study.

The **Study Abroad Office** <<http://www.northwestern.edu/studyabroad/>>, 847-467-6400, is the centralized resource for information about the many opportunities for overseas 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.

Some advising resources are most appropriate for certain groups of students; these include the following:

- **Academic Services for Athletes** <<http://nusports.cstv.com/school-bio/nw-acad.html>>, 847-491-7890
- **African American Student Affairs** <<http://www.northwestern.edu/msa/departments/aasa.html>>, 847-491-3610
- **Asian/Asian American Student Affairs** <<http://www.northwestern.edu/msa/departments/a-aasa.html>>, 847-467-7583
- **Financial Aid** <<http://ug-finaid.northwestern.edu/>>, 847-491-7400
- **Hispanic/Latino Student Affairs** <<http://www.northwestern.edu/msa/departments/hlsa.html>>, 847-467-7337
- **International Office** <<http://www.northwestern.edu/international/>>, 847-491-5613
- **LGBT Resource Center** <<http://www.norris.northwestern.edu/csi/lgbtcenter/>>, 847-491-2322
- **Multicultural Student Affairs** <<http://www.northwestern.edu/msa/>>, 847-467-6200
- **Office of Fellowships** <<http://www.northwestern.edu/fellowships/>>, 847-491-2617
- **Religious Life** <<http://www.northwestern.edu/religious-life/>>, 847-491-7256
- **Services for Students with Disabilities** <<http://www.northwestern.edu/disability/>>, 847-467-5530(v) 847-467-5533(TTY)
- **Women's Center** <<http://www.northwestern.edu/womenscenter/>>, 847-491-7360

Additional information about campus advising resources for students is available in the student section of the Weinberg website <<http://www.weinberg.northwestern.edu/advising/resources/advisers2.html>> and from the Division of Student Affairs <<http://www.northwestern.edu/studentaffairs/>>.

IV. CLASSES: WHAT, WHEN, AND WHERE

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 research and other University activities.

Every member of the faculty is responsible for ordering books and other required teaching materials in advance of class, 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 class grades.

Faculty members should report major academic problems of students (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 asking a colleague to cover. Affected students should be informed promptly. Should a department wish to use its own funds to compensate a non-regular faculty member for this task, it may do so, but it should be in touch with the Dean's office about amounts.

Faculty members should hold regular office hours, although in exceptional circumstances they may, with the approval of the department chair, 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 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.

B. Course descriptions. Well before registration for each quarter, instructors provide to their departments written descriptions of the classes they will teach the following quarter. These descriptions are made available to students through the Registrar's website <<http://www.registrar.northwestern.edu/>>. In addition, an instructor may be asked to furnish course descriptions to his or her department for posting on a department website, printing in a newsletter, or other dissemination. Descriptions of freshman seminars and professional linkage seminars require review and approval by the Office of Undergraduate Studies and Advising.

C. Established time slots. The department chairperson or program director is responsible for scheduling classes, typically after consulting with faculty members involved. In order to enable students to make the most effective use of tightly budgeted time and to have campus facilities used efficiently, departments and programs must observe these guidelines when using "general purpose classrooms" scheduled through the Registrar's Office:

Many classes meet three times a week, with each class session lasting 50 minutes. Such classes meet on the hour on a Monday-Wednesday-Friday schedule. The most heavily used

slots are those starting at 10:00, 11:00, 12:00, 1:00, and 2:00. The Registrar's Office therefore currently requires departments and programs to limit the number of classes scheduled at these times. Use of other time slots, including those in the evening, is not similarly restricted.

Many other classes meet twice a week for 80 minutes. These are typically scheduled either on Tuesdays and Thursdays or on Mondays and Wednesdays, and they begin at 8:00, 9:30, 11:00, 12:30, 2:00, or 3:30. Again, Registrar's Office guidelines restrict the number of classes in a department or program that may meet between 10:00 AM and 3:00 PM. Use of time slots before 10:00 or after 3:00 (including evenings) is not restricted.

The number of requests for "smart classrooms" has increased significantly in the last few years, and it has become even more important to spread classes throughout the week in order to meet that demand.

Detailed classroom scheduling guidelines are on the Registrar's website at <http://www.registrar.northwestern.edu/scheduling/classrm-scheduling-compliance.html> .

D. Assigning classrooms. An instructor should make any classroom preferences known to the appropriate person within the 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 University's Registrar, who is also responsible for maintaining the quality of the space—seats, equipment, and the like. Problems with classroom furniture and equipment should be called to the attention of the Registrar's Office.

E. Under-enrolled classes. Very small classes can be less than 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 are not counted as the equivalent of a full class in the calculation of a faculty member's annual teaching. If the case can be made that an under-enrolled classes is needed for an intellectually coherent major concentration and is taught at appropriate intervals, or if it belongs in a special category (federally supported non-traditional language study, for example), an exception to this rule may be considered.

F. Teaching outside the classroom: Research mentoring, student organizations, and residential colleges. For many members of the faculty, the teaching role extends beyond the classroom and office hours. Interactions outside of formal courses provide additional opportunities for teaching and advising of students. Undergraduates often welcome the opportunity to become involved in **research activities** under the guidance of our faculty for Independent Study (399) credit, for a senior thesis project, and in other ways; in turn, many faculty members serve as mentors for student researchers.

Funding for undergraduate research projects undertaken during the academic year or summer, and for conference presentations, is available through the University's Office of the Provost. A comprehensive website on undergraduate research <<http://undergradresearch.northwestern.edu/>> provides information for students on how to

become involved in research, on funding opportunities, on how to prepare a research proposal, and more. The website also provides useful information for faculty members regarding their roles as research mentors.

The College provides some funding for student research as well, including academic year grants, summer stipend grants, and conference presentation grants; see <http://www.weinberg.northwestern.edu/advising/honors/funding/> or contact Bill Haarlow. In addition, announcements of special competitions for scholarships and research awards are sent to department offices throughout the year.

Faculty members should encourage students to apply for research support and should encourage the best students to enter the special competitions. More information on student research possibilities is available in the student section of the Weinberg website at <http://www.weinberg.northwestern.edu/advising/research/research/>.

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 freshmen and sophomores, and their research plans are typically less fully developed. For more information, contact Associate Dean Mary Finn <mfinn@northwestern.edu>.

Outstanding students should also 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 freshmen and sophomores. Faculty members should refer outstanding undergraduates, and direct questions about these competitions, to Sara Anson Vaux <scv@northwestern.edu>, 847-491-2617, who heads the Office of Fellowships <<http://www.northwestern.edu/fellowships/>>.

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 <http://northwestern.collegiatelink.net/>.

Northwestern's network of **residential colleges** offers multiple opportunities for faculty involvement. As described on the Residential Colleges website at <http://www.northwestern.edu/residentialcolleges/>, the residential college system was designed with three goals: "first, to extend the learning environment from the classroom to extracurricular life; second, to provide relatively small supportive communities in which the student would find something of a small-college atmosphere within the University; and third, to nurture better relations between faculty members and students by establishing informal connections between student members and the colleges' Fellows." Each residential college is guided by faculty members who serve as its master or as one of the associate masters. In addition, faculty fellows of each college participate in both recreational and academic activities, including teaching small seminars within the residential college setting.

V. CLASSES: ORGANIZATIONAL MATTERS

A. The quarter system. All classes on Northwestern's Evanston campus follow a quarter system. Most students attend classes during fall, winter, and spring quarters. Summer quarter classes are available as well. The academic quarters are shorter than the semesters

at many other institutions. Faculty members should keep this in mind when planning classes and selecting dates for paper submissions and midterm exams. Details on the starting and ending dates for each quarter, as well as times set aside for the Reading Period and Final Examinations (see K and L below) are included in the academic calendar on the Registrar's website <<http://www.registrar.northwestern.edu/calendars/>>.

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. Several departments and programs hold preregistration for their majors and minors prior to the University's regular registration period in order 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 on the Registrar's website on a quarterly basis; see <http://www.registrar.northwestern.edu/registration/>.

Students register for classes online via a Web-based system named CAESAR <<http://www.northwestern.edu/caesar/>> (Computer Assisted Electronic Student Access Route). They may register no earlier than the times assigned to them by the Registrar's Office; they may register any time after the appointed time. More information on registration procedures is available in the Weinberg College *Adviser Handbook* <<http://www.weinberg.northwestern.edu/advisers/handbook.html>> and on the Registrar's website.

C. Class rosters and email communications. Instructors often want lists of the students in their classes, as well as their email addresses and Student ID numbers. Department staff may provide this information for instructors. Some or all of it can currently be accessed directly by instructors in two ways:

1. Through the Course Management System (Blackboard) site for a class; start at <http://www.it.northwestern.edu/education/course-management/> or click on the "CMS/BLACKBOARD" link in the upper-right corner of the Northwestern homepage. Instructors can also send email to some or all of the students in a class through this site. For either function, go to the "Control Panel" on the Blackboard homepage for the relevant course.

2. Through the "Faculty/Advisor Center" on CAESAR; start at <http://www.northwestern.edu/caesar/> or click the "CAESAR" link in the upper-right corner of the Northwestern homepage. This site also lets instructors see photos of students in their classes. A useful Tip Sheet for accessing student information can be found at http://ses.northwestern.edu/faculty_help.htm.

D. The first day of class: Information to provide for students. Faculty members are required to provide their students with a written syllabus in each class they teach and to avoid major changes to the syllabus that will seriously alter students' expectations regarding 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 your learning objectives—what you expect students to be able to do as a consequence of taking the course. You should also include carefully worded statements on how students will be evaluated, whether late work will be accepted, and how it will be graded. Faculty members should specify how much collaboration will be permitted among students, how secondary sources should be documented, and whether special plagiarism detection software (see section VIII-C) will be used to evaluate students' work. Students should also be informed about whether Pass/No credit grading will be allowed (see section VII-D on Grading). Explicit statements on these and other important

matters, set down in print at the beginning of the quarter, can prevent difficulties from emerging later.

It is expected that final exams will be 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 at that time. Changes must be arranged very early in the quarter; see the section on Final Examinations below for appropriate procedures.

During the first days of each quarter, instructors must announce office hours to their classes; this information is typically included in the course syllabus. Instructors are also expected to be available by appointment to students who have classes at these times.

Northwestern's Office of Services for Students with Disabilities recommends that faculty members include the following statement in their syllabi:

Any student with a documented disability requesting accommodations is required to speak directly to the Office of Services for Students with Disabilities (Evanston campus: 847-467-5530; Chicago campus: 312-503-4042), preferably within the first two weeks of class. All discussions will remain confidential.

During the first meetings of the class, the instructor should describe any unusual aspects: field trips, other required activities outside of regularly scheduled class meetings, unusual expenses, irregular meetings, and the like. Instructors should take pains to schedule required field trips or similar activities so that they do not occur during heavy assignments in other classes, especially just before and during midterm and final examinations.

Faculty members should also try to avoid scheduling exams or other important class activities on religious holidays. They should, when possible, reschedule exams or change assignment due dates if students inform them of a conflict with religious obligations. The Provost's Statement on Academic Accommodations for Religious Holidays is available at <http://www.northwestern.edu/provost/policies/statements/holidays.html>.

E. Adding and dropping classes. Northwestern students generally choose their classes and sign up for them during the registration period preceding each academic quarter. However, students sometimes change their schedules—by adding a class for which they are not yet signed up or by dropping a class in which they are enrolled. In addition, because full-time enrollment for students in the College is three or four classes per quarter, students can register for fifth classes only during the “add” period. (The student section of the Weinberg website provides information on how, and under what circumstances, students can receive permission to take five or more classes; see <http://www.weinberg.northwestern.edu/advising/rules/courseload.html>.)

Deadlines for adding and dropping classes are included in the academic calendar on the Registrar's website. Classes can be added only during the first week of each quarter. They can be dropped through the sixth week of the quarter. Consult the academic calendar <<http://www.registrar.northwestern.edu/calendars/>> or the Registrar's quarterly class information <<http://www.registrar.northwestern.edu/registration/>> for the exact deadlines.

Often students request permission to drop classes even later than the drop deadline on the premise that they had received no graded work from instructors before the end of the sixth week. Class instructors are strongly encouraged, but not required, to ensure that at least some graded work is in the hands of students prior to the deadline for dropping classes.

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 is included in the academic calendar on the Registrar's website; see <<http://www.registrar.northwestern.edu/calendars/>>

Instructors assign standard letter grades to students taking a class P/N. The Registrar's Office then converts grades of D and above to P. F grades are changed to N. Instructors should not know which of their students have selected P/N grading.

For more information on the P/N option, see the student section of the Weinberg website <<http://www.weinberg.northwestern.edu/advising/rules/grades.html>>.

G. Access to and recording of remarks in scheduled classes. Weinberg College classes normally are open only to students who have formally registered for them. The instructor may give or deny permission for unregistered persons to attend any given class meeting. The instructor may also establish limits concerning the extent to which class proceedings may be recorded and distributed and may regulate the use of electronic recording devices at his or her discretion.

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 or continually absent without explanation should be reported to the Office of Undergraduate Studies and Advising, 847-491-7560, as soon as the pattern is noticed and as early in the quarter as possible. Occasionally an error appears in the Registrar's class lists, or the student is registered for the wrong class or the wrong section of a class. At other times, prompt intervention can avert more serious consequences.

I. Posting grades and returning student work. Faculty members may not publicly display students' scores or grades in association with names or other information that might allow the student to be personally identified. The following guidelines have been issued by the Registrar:

Do not display student scores or grades publicly in association with names, Student ID numbers, or other personal identifiers.

Do not post class lists or Final Grade Collection Lists, even with the names removed. If scores or grades are posted in a place where they may be viewed by others, identify students using the last few digits of the Student ID instead, and sort the entries in **numerical** order. Displaying a list in alphabetical order allows students to infer other students' identities. (Instructors can find Student ID numbers online; see section V-C above.)

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.

If graded exams or papers are returned to individual students in class, this should be done in a way 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 adjoining seats in the classroom.

The "Grade Center" included in the Course Management System (Blackboard) offers another way to provide students with their scores while maintaining confidentiality. Each student in the class can view only his or her own scores. For information on using this tool, see http://www.it.northwestern.edu/bin/docs/course-management/cms_assessments.pdf.

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

J. Mid-quarter warnings. Beginning in 2011-2012, faculty members will be asked to report all students currently earning a C- or below in their courses. Reports will be due the fifth week of the quarter (and thus prior to the drop deadline) and will be entered using the online grading system. The information will be made available to relevant deans and/or academic advisers, who can then follow up with the student. It is therefore important to plan a course so that the instructor has adequate information for responding to this request by the fifth week of the quarter.

K. Reading period. The 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 examination may be given during the Reading Period, and no essays or written projects may be required to be submitted. 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.

L. Final examinations and term projects. An instructor may not unilaterally change the time of a final examination. The final examination must be given at the time assigned in the quarterly information 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 the 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 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.

The date and time listed for the final examination each quarter on the Registrar's website is also the normal due date for term papers, take-home finals, and the like. If an instructor wishes 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 AND TUTORS

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 Teaching Excellence <<http://www.northwestern.edu/searle/>> offers various services. Before classes begin each fall, the Searle Center runs a day-long workshop linking new TAs with Teaching Assistant Fellows to explore ideas and skills specific to their teaching assignments. For the rest of the academic year, the Center 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 the unique teaching needs of their specific field. 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 for Teaching Excellence <<http://www.northwestern.edu/searle/>>.

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. Faculty members should discuss the availability of teaching assistants with their department chairs 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. The individual instructor is responsible for training and supervising the teaching assistant. This includes ensuring that he or she is acquainted with the instructor's practices related to the prevention of academic integrity violations, as well as with the policy that applies when an act of dishonesty is suspected. (See section VIII of this document for more information on Academic Integrity.) The supervising faculty member must also carefully oversee the teaching assistant's

marking and grading of student work; the faculty member, not the TA, is responsible for the grades given in the class.

B. Tutors. Some departments hire tutors to assist students in the work of regularly scheduled classes. No instructor or teaching assistant may be paid to tutor any undergraduate student in the work of a class being taught by that same instructor or teaching assistant. 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.

The University Academic Advising Center has compiled an annotated list of tutoring and academic support services for Northwestern students; see <http://www.northwestern.edu/advising-center/academic-support/tutoring-academic-resources.html>. Faculty members should become aware of services relevant for their academic disciplines and encourage students who might benefit to use them.

The University Academic Advising Center also provides other resources to help students be successful in their classes. See their website <<http://www.northwestern.edu/advising-center/>> for more information.

VII. GRADING

A. Marking and returning students' work. Careful marking and conscientious grading are important ingredients 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 errors and be able to discuss them with their instructors. When returning work, instructors should not disclose information about the quality of any student's work to others.

B. Submitting grades. Instructors must meet the deadlines established by the Registrar for submission of class grades. (The due date is typically the Monday after the last day of final examinations.) All grades must be entered electronically. For more information on electronic grade submission, see http://www.registrar.northwestern.edu/fac-staff_resources/index.html on the Registrar's website.

C. Final grades: A, B, C, D, and F. The College has no policy concerning the distribution of letter grades. Some departments and programs 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		

Two additional letter grades are in use, P standing for "pass with credit" and N standing for "no credit," as are three grade notations, K standing for "course in progress," X for "absent from final examination: no credit," and Y for "assigned work is incomplete: no credit." These are discussed further below.

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 courses required in a major or minor (including related courses).
- 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 freshman 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.

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. 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 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.

E. The K notation: Class in progress. This is reserved for students in a class that, from the outset, is understood to involve work extending beyond one quarter. One common example is the first of two sequential classes in which a student will prepare a senior thesis. At the end of the first quarter, students in the class may receive the K notation, which is then replaced by a grade at the end of the second quarter. When planning such a class (that is, before offering it), the instructor must secure the permission of the Associate Dean for Undergraduate Academic Affairs to use the K notation. (Some courses have permanent approval for being offered in this format.) The K notation is ignored in computing a student's grade-point average.

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 circumstances clearly beyond their control. Instructors may assign an incomplete (Y) or administer a make-up final examination only with *prior* permission from the Office of Undergraduate Studies and Advising. More information on the policy and process for incompletes is available in the Weinberg College *Adviser Handbook* at <http://www.weinberg.northwestern.edu/advisers/incompletes.html>. Students may be referred, instead, to relevant information in the student section of the Weinberg website <<http://www.weinberg.northwestern.edu/advising/rules/grades.html#5>>.

Students who believe they have sufficient reason to obtain an incomplete or to take a make-up exam must submit a Petition to Receive an Incomplete <<http://www.weinberg.northwestern.edu/advising/rules/documents/incomplete.pdf>> to the Weinberg College Office of Academic Advising, 1908 Sheridan Road; forms may also be obtained there. The form includes a place for the instructor to comment on the request; a College Adviser then determines whether the request is consistent with faculty policy.

1. The X notation is reserved for the student who is absent from a final examination. The instructor should not give an X to a student who asks to not take the exam merely because she or he is not prepared; such a student receives whatever grades he or she earns on the examination and in the class. The most common 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; the Student Health Service provides the Office of Undergraduate Studies and Advising with a list of students who have missed exams for medical reasons. Students should submit the Petition to Receive an Incomplete <<http://www.weinberg.northwestern.edu/advising/rules/documents/incomplete.pdf>> to request permission for make-up final examinations to the Office of Academic Advising no later than the first week of the following quarter.

Make-up examinations are normally scheduled by the department or instructor at a date early in the following quarter. If the student is denied permission to take a make-up examination, either the X stands or the student requests a grade in the class. If the student requests a grade, the instructor must weigh both the work the student has completed and the work not done (including the fact that the final exam is missing), and then assign the student a final grade.

2. The Y notation indicates an *incomplete*, a failure to complete class assignments and/or exams other than a final examination. The instructor may not give a Y without the prior consent of the Office of Academic Advising, and that office permits the student to receive a Y only when he or she, because of illness or other circumstance beyond the student's control, is unable to complete the work assigned in a class by the end of the quarter. Students should submit the Petition to Receive an Incomplete <<http://www.weinberg.northwestern.edu/advising/rules/documents/incomplete.pdf>> to the Office of Academic Advising to request permission for making up incomplete work. This Office is involved in this process in order to prevent patterns of abuse and to ensure the equity of the process—but also to intercept and counsel the unfortunate student who may be overloading his or her schedule for the following quarter with a combination of regular classes and incompletes that must be made up. If permission is granted, the instructor is notified, the student receives the Y, and the instructor and student decide on a means of completing the assigned work. If the student's work is incomplete because of negligence, permission to receive the Y is denied, and the Office of Undergraduate Studies and Advising notifies the instructor, who must weigh completed work with incomplete work and assign the student a grade in the class.

If a student will both miss the final examination and not be able to complete his or her other course work on time, an "X," rather than a "Y," should be granted; a final examination takes precedence over missing written assignments.

Both the X and Y notation 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.

3. Changing an X or Y to a standard letter grade. An X or Y notation is replaced by a grade when the Registrar receives a change-of-grade notice from the instructor. Forms for reporting the grades are typically sent to instructors by the Office of Undergraduate Studies and Advising when an X or Y notation is approved. (Plans call for the introduction of an online process during 2011-2012.)

As indicated above, detailed information on guidelines and procedures for Y and X grades is available in the Weinberg College *Adviser Handbook* <<http://www.weinberg.northwestern.edu/advisers/incompletes.html>>. Students may be

referred, instead, to relevant information in the student section of the Weinberg website <<http://www.weinberg.northwestern.edu/advising/rules/grades.html#5>>.

G. Grade challenges and changes. By faculty policy, an instructor may request a change of final grade only to correct a *clerical or computational error*. 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 that is administered without the authorization of the Office of Undergraduate Studies and Advising; reevaluation of a student's work after the grades of others in the class have been submitted to the Registrar; and re-grading of work that was first marked by a teaching assistant. To request a change of grade, an instructor sends notification to the Office of Undergraduate Studies and Advising explaining the circumstances; special forms are available for this purpose. (Plans call for the introduction of an online process during 2011-2012.)

Sometimes students claim that the grade they received in a class is excessively harsh or capricious. Students who are 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 their grade disagreements before taking a grade 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/handbook/index.html>>.

H. Retaining student work. As specified in the Weinberg College *Chairperson's Handbook* <<http://www.weinberg.northwestern.edu/faculty/handbook/index.html>>, 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).

Instructors can decide whether to return students' work to them or to retain it. If you do not return it, then retaining it 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. Instructors are encouraged to declare their policy on retention and accessibility of students' work in their syllabi. (See also section VIII-B on 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 these 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.

Records of departmental 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 and program offices before leaving the University.

VIII. ACADEMIC INTEGRITY

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* lists 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 dishonesty can 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, three-quarter, and four-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 and single 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/students/integrity/index.html>. All entering freshmen are required to read the document "Academic Integrity at Northwestern: A Basic Guide," linked to from that page. Faculty members, too, will find this document very valuable.

B. Preventing dishonesty. All instructors should take reasonable measures to promote academic integrity among their students, explaining to students their responsibility to acknowledge the sources they use in preparing written work. Students should be led to understand the conventions of citation and attribution within the discipline of the course; the scope of collaboration, if any, that will be permitted between students in completing 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 noted above, all freshmen 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/students/integrity/index.html> and through the undergraduate section of the College website; see <http://www.weinberg.northwestern.edu/advising/integrity/>.

New faculty members, especially those unfamiliar with American university life, should acquaint themselves with the College's policy on academic integrity and its procedure for dealing with violations (see "Suspected violations" below). Members of the faculty should also ensure that their 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 the examination. When the faculty member knows in advance that such seating will not be possible, he or she should use other measures to safeguard the security of the examination, such as alternating question formats.

The instructor should decide in advance whether a given examination will be placed in the department office, posted on the course website, or otherwise made available for review by students in the future. Examination questions that will be placed on public file need not be collected after the test. Questions that will not be placed on public file 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 the 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.

C. Checking the Internet for possible plagiarism. Northwestern University has subscribed to SafeAssignment, an electronic service that allows instructors to check electronically submitted papers against internet websites for matching phrases and against a database of previously submitted papers for possible plagiarism. The SafeAssignment tool

is implemented within the university's Course Management System (Blackboard). Instructors should read the information posted at <http://www.it.northwestern.edu/education/course-management/support/assessments/safeassignment.html> and/or contact Course Management support staff for information on how to use the software.

If an instructor plans to use this service, the course syllabus *must* contain the following paragraph (or comparable language) to advise students that their papers may be so checked:

Instructors may require students to submit their work electronically in addition to or in place of printed form. 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.

D. Suspected violations of academic integrity. Any instance of apparent dishonesty in academic work in a Weinberg College course must be reported to Mark Sheldon, Assistant Dean for Advising and Academic Integrity, 847-491-8918, as soon as it is noticed. **Instructors may not take personal action, but should involve the Assistant Dean for Academic Integrity immediately.** If a faculty member is uncertain about whether a suspected action would constitute academic dishonesty, he or she should also contact the Assistant Dean about how to proceed.

In most cases, only the class instructor, any TA involved, and Assistant Dean 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 it becomes necessary to consult any other person, this must be done in a way that conceals the student's identity. Confidentiality should further be ensured through the use of a phone call rather than e-mail to notify the Assistant Dean of the incident.

When an offense is alleged, the instructor is asked to submit a brief, written description of the circumstances, together with all relevant documents, in person to the Assistant Dean's assistant in the College's Office of Undergraduate Studies and Advising. Specific guidelines for this 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 Violations of Academic Integrity," a statement that is available from the Office of Undergraduate Studies and Advising and online at <http://www.weinberg.northwestern.edu/advising/integrity/violations.html>. A student may appeal the Assistant Dean's judgment to the Committee on Appeals of Weinberg College.

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

A. Confidentiality of student information: Recommendations and other issues.

Faculty members are frequently asked to provide recommendations or other information about students. Faculty members should 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.

Faculty members who have questions about the propriety of providing information or recommendations or who receive any request for information in the form of a summons, subpoena, or other official document should immediately consult the Office of General Counsel.

Northwestern's policy on the release of student information is available on the Registrar's website <http://www.registrar.northwestern.edu/academic_records/FERPA_policy.html>. A student webpage explaining FERPA implications <<http://www.weinberg.northwestern.edu/advising/forms/confidentiality.html>> provides useful information, as do the Registrar's FERPA FAQs <http://www.registrar.northwestern.edu/fac-staff_resources/FERPA_FAQs.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.

B. Students with disabilities. Northwestern University is committed to ensuring 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 Services for Students with Disabilities (SSD) <<http://www.northwestern.edu/disability/>>.

Students eligible for classroom accommodations are advised by SSD to present documentation from the SSD office to their instructors and to discuss accommodation needs. Faculty members can contact SSD at 847-467-5530 or ssd@northwestern.edu with any questions pertaining to academic accommodations.

As already noted above, the University encourages all faculty members to include in their syllabi a statement provided by the Office of Services for Students with Disabilities; see page 15.

C. Personal problems of students. Students may come to faculty members when they are experiencing personal problems. Faculty members may be able to help these students by referring them to the appropriate offices on campus. Faculty members should not attempt to "diagnose" any problem on their own. A faculty member unsure about where to refer a student or needing direct assistance in dealing with a student problem can seek advice from a College Adviser (847-491-8916) or member of the Dean's staff at the OUSA (847-491-7560). Lane Fenrich, Assistant Dean for Freshmen, is a key contact person for problems involving freshmen. Assistant Dean Mark Sheldon handles concerns related to academic integrity. Assistant Dean Dick Weimer handles a wide range of special student situations. Faculty members are also welcome to contact Associate Dean Mary Finn with concerns about students they encounter through their teaching and advising.

Some student problems are best handled by the Student Health Service <<http://www.nuhs.northwestern.edu/evanston/default.aspx>>. 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/>>. More information on CAPS can be found in section III of this document. 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 staff person on call. The Dean of Students, Burgwell Howard, can be reached at b-howard@northwestern.edu or 847-491-8430. Additional information about Division of Student Affairs personnel and services can be found on their website <<http://www.northwestern.edu/studentaffairs/>>.

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 (OUSA), 847-491-7560, or the Weinberg College Advising Office, 847-491-8916.

OUSA Contact Information
Weinberg College of Arts and Sciences
 September 2011

Contact information for each person follows the table.

Undergraduate Academic Issues	Whom to contact
Academic Integrity Violations: faculty questions and concerns	Mark Sheldon, Tessie Cachola
Academic Integrity Violations: student questions and concerns	College Advisers
Academic Standing (transfer, AP, and IB credits; probation; dismissal; returning students)	Richard Weimer, College Advisers
Ad hoc Majors	Mark Sheldon
Advising: sophomores, juniors, and seniors	College Advisers
Advising: freshmen	Lane Fenrich, Freshman Advisers
Advising: transfer students	Richard Weimer, College Advisers
Advising: prelaw	Jeanne Ravid
AP and IB Credits	Richard Weimer, College Advisers
Concerns about Students (faculty concerns about performance, attendance, etc.)	Richard Weimer, Mark Sheldon, College Advisers
Curriculum Changes: new courses, revisions to existing majors and minors, etc.	Joan Linsenmeier
Curriculum Changes: College policies, new majors and minors, etc.	Mary Finn
Curricular Enhancement Funds, faculty requests	Mary Finn, Tessie Cachola
Dean's List	Tessie Cachola
Departmental Honors	Tessie Cachola, William Haarlow
Distribution Requirements	Joan Linsenmeier, College Advisers
Dropping and Adding Courses	College Advisers, Richard Weimer
Foreign Language Requirement	College Advisers
Freshman Advising	Lane Fenrich, Freshman Advisers
Freshman Seminars	Lane Fenrich, Tessie Cachola
Graduate School: undergraduate questions and planning	College Advisers
Incompletes	College Advisers
Internships	College Advisers, Tessie Cachola
Interschool Transfers	College Advisers, Jan Norfray
Overloads, permission	Staff at the Office of Undergraduate Studies and Advising and at the Office of Academic Advising
Phi Beta Kappa	Jan Norfray
Prelaw Advising	Jeanne Ravid
Probation and Dismissal	Richard Weimer
Professional Linkage Seminars	Mary Finn
Requirements for Graduation	College Advisers
Research Funds for Undergraduates	College Advisers, William Haarlow
Returning Students	Richard Weimer, College Advisers
Scholarships, Fellowships, and Awards	College Advisers

Student-Organized Seminars	Mark Sheldon
Study Abroad	College Advisers
Study Away from NU – US and Canadian Institutions, permission	Jan Norfray
Test credits (AP, IB)	Richard Weimer, College Advisers
Transfer Credits	Richard Weimer, College Advisers
Transfer Student Advising	Richard Weimer, College Advisers
Withdrawal	Richard Weimer, College Advisers

NOTE: 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/advising/resources/advisers2.html>.

Contact Information

Weinberg College Advisers

Office of Academic Advising, 1908 Sheridan Road, 847-491-8916

Christine Bell	Jeff Rice
Jaime Dominguez	Andrew Rivers
Sheila Donohue	Fay Rosner
Michael Kramer	Bill Savage
Hilarie Lieb	Glenn Sucich
James O'Laughlin	Liz Trubey
Laura Panko	

Cachola, Tessie - Coordinator, Undergraduate Academic Affairs
1922 Sheridan Road m-cachola@northwestern.edu 847-491-7560

Fenrich, Lane - Assistant Dean for Freshmen
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

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

Linsenmeier, Joan – Assistant Dean for Curriculum
1908 Sheridan Road j-linsenmeier@northwestern.edu 847-491-8916

Norfray, Jan
1922 Sheridan Road j-norfray@northwestern.edu 847-491-7559

Ravid, Jeanne – Senior College Adviser for Prelaw
1908 Sheridan Road j-ravid@northwestern.edu 847-491-8916

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

Weimer, Richard - Assistant Dean for Academic Standing
1922 Sheridan Road rpw@northwestern.edu 847-491-7559