

Information for New Faculty Members

2014-2015

**Wake Forest University
Office of the Dean of the College**

**104 Reynolda Hall
758-5311**

Information for New Faculty Members
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**INFORMATION FOR NEW FACULTY MEMBERS
FROM THE
OFFICE OF THE DEAN OF THE COLLEGE**

2014-2015

Welcome to Wake Forest. We are glad you have come. Although the spirit of the institution could never be captured on the written page, this document will try its best. It will begin with some excerpts relating to the history and philosophy of this college, and will end with mechanical and practical advice to instructors that probably is not found in any other single place. Two publications you will want to become familiar with are the *Wake Forest Fact Book* <http://www.wfu.edu/ir/factbook-2013-2014/index.html> and the Faculty Handbook: <http://www.wfu.edu/ir/faculty.html>.

If you have any questions at all, or if you would like to suggest what we should include or exclude from further editions, please let us know. Our more senior colleagues might also want to read through it, measure their own practice against the advice given, and then also let us know what, if anything, we should change.

Rebecca Thomas & Randall Rogan, Interim Co-Deans of Wake Forest College
Associate Deans Anne Boyle, Christy Buchanan, David Levy, and José Villalba
Assistant Dean Karen Bennett

History and Characteristics

On February 3, 1834, Wake Forest Institute was founded in cooperation with the North Carolina Baptist State Convention. Located near Raleigh in the town of Wake Forest, North Carolina, the school was rechartered as Wake Forest College in 1838. In 1894, the School of Law was established. The School of Medicine was founded in 1902. In 1942, Wake Forest admitted women as regular undergraduate students. A School of Business Administration was established in 1948. In 1956, Wake Forest moved all operations to a new campus in Winston-Salem, North Carolina.

In 1969, the Business School was named the Charles H. Babcock School of Business Administration and admitted the first graduate students in 1971. In 1980, the Department of Business and Accountancy was reconstituted as the School of Business and Accountancy, and the name was changed to the Wayne Calloway School of Business and Accountancy in 1995. In 2009, the undergraduate and graduate business programs were combined into the Schools of Business.

In February, 1996, the trustees approved the opening of a Divinity School. A full-time dean was hired in July 1996 with the first class enrolling in fall 1999.

In October, 1997, the Bowman Gray School of Medicine of Wake Forest University was renamed the Wake Forest University School of Medicine, while its campus is now known as the Bowman Gray Campus. In 2011, the research and educational enterprise became Wake Forest School of Medicine.

The current mission statement of the College includes the following: "The College honors the ideals of liberal learning, which encourage habits of mind that ask "why," that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth. Liberal education also entails commitment to teaching the modes of learning in the basic disciplines of human knowledge; advancing the frontiers of knowledge through in-depth and interdisciplinary study and research; transmitting cultural heritages; developing critical appreciation of moral, ethical, aesthetic, and religious values; and using knowledge in the service of humanity. The College believes in the development of the whole person and is committed to sustaining an environment where beliefs, assumptions, and ideas are examined thoughtfully and critically in a climate of academic freedom." The entire text can be found at <http://college.wfu.edu/about/vision-and-mission>.

One distinctive feature of Wake Forest is that the enrollment is small for a university with seven schools. Wake Forest enrolled a total of 7,432 students in fall 2012 with 49.2% of the 4,815 undergraduate students residing in the South (as defined by SACS). Wake Forest is regarded as a highly selective institution; the College had 11,407 applicants for 1,234 enrolled freshmen in fall 2012. For fall 2013, we received 11,121 applications for an estimated class of 1,230 first-year students. The typical list of peer institutions includes The College of William and Mary, Davidson College, Duke University, Emory University, The University of North Carolina at Chapel Hill, The University of Richmond, The University of Virginia, and Vanderbilt University.

SOURCE: WAKE FOREST UNIVERSITY OFFICE OF INSTITUTIONAL RESEARCH

The Teacher-Scholar Ideal

Wake Forest endorses a Teacher-Scholar Ideal and as a University is committed to providing the environment in which this ideal may be realized for both faculty and students. By “teacher-scholars” we mean faculty passionately committed to teaching and actively engaged in advancing their fields of specialty. By “providing the environment” we mean that faculty will have appropriate teaching loads and adequate infrastructure, and that the full range of their professional endeavors will be recognized and supported. Students will benefit directly from this commitment. They will interact with their faculty mentors and with each other, acquiring both grounding in the liberal arts and opportunities for excellence in their chosen fields.

The work of the faculty is to encourage the development of imaginative thinking and creativity as well as spiritual and philosophical inquiry, to foster aesthetic and ethical judgment, and to promote the use of language with integrity. The core conceptual skills of critical thinking, pattern recognition, reasoning by analogy, scientific observation, and alertness to new discoveries can be imparted to aspiring students by caring, enthusiastic faculty mentors. The discipline of effective teaching, of synthesizing old and new knowledge with imagination and passionate curiosity, inevitably raises new questions and makes the faculty stronger scholars. Teaching and scholarship are inextricably intertwined.

Wake Forest students share the responsibility for their education. Faculty members serve as catalysts for the students' own growth; they are not to function as mere conduits of information. Wake Forest students should not merely absorb information from faculty, but should engage in significant individualized research, which they will share with both the faculty and their fellow students. It is the goal of this University to provide students the opportunity both to teach and learn from one another.

Wake Forest strives to bring together the best features of a liberal arts college and a research university. Our University should become a model for students seeking individualized instruction by a faculty with strong commitments to teaching, research, and professional endeavors. The presence of talented artists and scholars and of significant research programs within a nurturing environment offers unique benefits to our students. Individualized instruction, plus mentoring by accomplished scholars, helps our students achieve their potential and compete effectively for the most selective opportunities in graduate study and employment.

For teacher-scholars, teaching and scholarship are synergistic aspects of a single challenge and a single vocation. The existence of high-quality but moderately-sized graduate programs is a distinctive feature of Wake Forest and one that furthers this synergy. Our graduate and undergraduate students have the opportunity to gain experience in significant research projects, to keep pace with the expanding knowledge and sophisticated techniques of current disciplines, and to enhance meaningful research throughout campus. Such students, and the presence of talented scholars in every field, enrich the educational experience for all.

SOURCE: WAKE FOREST UNIVERSITY, 1993-94 PROGRAM PLANNING COMMITTEE.

Teaching

Given the philosophy just above, it may be redundant or oxymoronic to delineate the familiar categories of teaching, research, and service, only to assert that they are all of equal importance. If there were such a concept as *primus inter pares*, that designation would fall to teaching, not only because it may actually be true and deserved, but also because substandard teaching, once it has occurred, cannot be redeemed.

Your research and service contributions may be the vehicle by which Wake Forest grows in stature throughout the world, which in turn attracts unto us the best possible new learners, but our long-term survival actually depends more on the lifelong appreciation and allegiance that can only be forged by caring, enthusiastic, and dedicated teaching.

We, the Dean's Office, want you to tell us immediately if you ever feel that we are demoting the importance of teaching in the scheme of your work.

Collegial sharing of teaching strategies can be found in abundance here, not only at the lunch table, but especially at **The Teaching and Learning Center in Reynolda 307**. The best thing about the TLC is that, if you do not find your way to them, they will find their way to you! New faculty members are invited to lunch or some similar event during their first year, and are made to feel most welcome in every way. Deborah Snyder is the center's Administrative Assistant; Catherine Ross is the Managing Director; Prof. Susan Rupp of History is the Faculty Co-Director. The TLC's telephone extension is 4587. If you want to approach them first, their website is <http://www.wfu.edu/organizations/tlc/>. Their services are described as follows:

The Teaching and Learning Center is a resource center for Wake Forest faculty at all stages of their careers. We host events designed to bring together faculty and other professionals to share expertise, explore innovations, and discuss the challenges of teaching in and across disciplines. Books and articles on college teaching are available at the center for faculty use. We also offer teaching evaluation services (videotaping, classroom visits, and mid-term evaluations), which are arranged at the individual instructor's request.

Research

While Wake Forest seems quite open to imaginative ways of making a real contribution to your academic field, the expectation that you will contribute consistently and brightly will remain with you and us as long as you are here. Your department chair will have the best perspective on how you might best succeed at adding to the world of knowledge and inquiry, but you will also want to be sure to take full advantage of our support system for research by members of the faculty.

The Office of Research and Sponsored Programs, headed by Ms. Lori Messer, is located in Reynolda 306. That office can help you both with planning and with the actual application process. Remember that all requests for external funding must travel through this office, so that we do not risk confusion or overlap.

Service

Service to the College is simply a manifestation of shared stewardship. To the extent that members of the faculty themselves take up the burdens of running the school and making important decisions, they become empowered, and the College becomes more like those who teach and search in it.

Our advice to you is that you spend your first year meeting as many people across campus as you can, and then that you focus on one or two areas of your greatest interest. Before long, you will have found a way to contribute meaningfully to the running of the College; you will feel more engaged, and we will be pleased. If, for some odd reason, this does not happen naturally, just contact one of us in the Dean's Office and we will figure out where you can serve.

The Office of the Dean of the College

Our office, headquartered in 104 Reynolda Hall, at extension 5311, serves the needs of all who are engaged in work toward the B.A. or B.S. degrees in the Wake Forest College. We invite you to visit our website at <http://college.wfu.edu/> for further information and resources.

We meet with students, faculty members, and staff, year-round, usually by appointment, on any and all matters of academic policy and operation. One need not divine exactly which one of us to start with; in general, the Dean spends much of his/her time on faculty and budgetary matters, and the associate deans are more likely to take up matters involving the classroom and the curriculum. We are always eager to get to know faculty members better, and we urge you to contact us whenever you have the slightest excuse to do so.

Far from being a "power center", the Dean's Office has always felt, at least to us, like a place where the voice and will of the faculty reside. We devote much of our time to explaining the policies of the faculty to students and their parents, and to explaining the dilemmas of students to their professors and advisers. Once in a while, we even find ourselves reminding the faculty of their own policies!! All of us feel devoted to you and your work, and we want to do all we can to make it more and more rewarding to you, as well as to your students.

In 2009, we consolidated academic advising by creating the Office of Academic Advising (OAA). Among its responsibilities, the office (Reynolda Hall 125) seeks to provide a comprehensive system for monitoring student progress and intervening when problems begin to arise. (<http://advising.wfu.edu>)

Below we shall attempt to explain many of the policies and procedures you will need to understand for a smooth passage through the fall and spring semesters.

Prerequisites

Over the years, we have had too many occasions of finding that a student remained enrolled deep into a certain course, only to realize, too late, that there was a prerequisite course which he or she had not had. While you could logically assume that everyone who has enrolled in your course has figured out the rules and conferred with her or his adviser, there will occasionally be a student who will have missed the rules. The cure for this is simple: please check with your class on the first day, and with any late comers, saying something like: "This is Russian 153. Has everybody here had Russian 112 or the equivalent as determined by the Department? If not, please see me after class."

Fairness to all students:

We hope that everything we write in this section will seem redundant, obvious, and unnecessary. But each item made its way here because someone, somewhere, at least once, forgot.

(1) Class needs to end on time. The most unfair consequence of having students stay overtime is that some of them have other classes and obligations, and others do not. At times, students having a hard time with an hour test have been told "You can finish the test out in the hall, if you want", and so ten will linger in the lobby, writing frantically, while the other ten run off to their next class. Even if the test results do not depend on speed, the perception of unfairness will linger.

(2) Attendance policies. Attendance policies at Wake Forest vary widely from instructor to instructor, and very few departments have undertaken to legislate uniformity in this matter. You are free to set rules tighter than those set down in the Undergraduate Bulletin on page 30. It might be a good and safe idea, in your syllabus, simply to restate the most compelling parts of that section of the Bulletin, which include sentences like these:

"[Students are] expected to attend class regularly and punctually... [and] are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this personal responsibility...and to recognize and accept the consequences of failure to attend." You should refer students to us when they reach a point where their absence, for whatever reason, has rendered them unable to continue effectively and collegially in your course. We also ask that faculty refer students about whom they are concerned to the Office of Academic

Advising. This concern can be due to excessive absences, especially poor class performance, or other indicators of distress. The academic alert can be submitted electronically by going to OAA's website, advising.wfu.edu, or by e-mailing a staff member in OAA.

(3) Excuses. **Contrary to folkloric belief, there is no such thing as a "dean's excuse".** In fact, there is not even such a thing as an "excuse from Student Health Service". Many of you will choose to adjust your rules or expectations after receiving documentation of a medical difficulty or family emergency from the Office of Academic Advising or from Student Health Service, but, in the end, it is **you**, rather than anyone else, who hold the power to excuse.

It is University policy to excuse from class students who are representing the University in some official capacity, for example as members of debate or athletic teams, or in musical performances. Students will tell you ahead of time, often at the start of a course, about such foreseeable conflicts. If a student's absence is of the kinds described above, you will receive official notification, usually before, but sometimes shortly after, the fact. If in your judgment, however, one of your students is jeopardizing his or her academic success in your course because of absence, either excused or unexcused, we would appreciate knowing. If a student has missed class beyond the attendance expectations you have set in your syllabus or is exhibiting other behaviors of concern, and if you have no awareness of why this is happening, please let us know in the Office of Academic Advising. If a student is trying hard in a course and is just not doing well, please remind the student that tutoring is available; if your department doesn't provide it, the student should turn to the Learning Assistance Center in Reynolda Hall, room 117.

(4) Privacy. In handing back important tests or paperwork, it makes sense not to put the grade in big red letters on the front, where others could easily see it. In general, it is best to keep the exact nature of each student's progress as private as possible. Along the same lines, it is either insensitive or dangerous to leave a pile of unprotected papers or tests out in public for students to pick up: too much could go wrong, because a paper could easily get stolen or lost, and those who had not done well could be embarrassed. Now that we have so many electronic ways of conveying evaluations, it is probably no longer happening that grades get posted on an instructor's door, but if that were to happen, we know that you would devise some system by which each student's identity could be kept hidden from others.

(5) Electronic submissions. More and more we hear the sentence "I emailed the paper to the professor, but she never got it." This may or may not be the electronic equivalent of "I put the paper under her door but the cleaning staff must have thrown it out." Common sense tells us that you and the student would have arranged a fail-safe method by which the student can be entirely sure that you have received whatever was being submitted. We suggest that you create these safety nets before they are ever needed, and make sure that the students remember to use them.

Student-Athletes

We want to do two things at once to help athletes: (1) treat them as normal students in every way, free of any stereotyping, and (2) remind them to take full advantage of the extra help that is here for them in abundance.

To do these two things simultaneously is an art, not a science. In fact, it may be impossible to do it perfectly, because there may be, at times, sensitivity over whether an athlete is perceived as getting a "better deal" or is being "publicly identified as being different".

Athletes in your class may be known by their fame on campus or by their different rhythms, because some may have to miss class for official reasons. The more privately you can deal with their special needs and challenges, the more comfortable everybody will be.

Surely, you will apply the same standards and expectations to athletes and non-athletes in your classes. You will come to know who the athletes are either by their checking with you early in the course about their official, required schedules, or you will come to know it by getting contacted by the very helpful office called Student-Athlete Services, which is headed by Ms. Jane Caldwell. That office, located in the Miller Center at extension 6010, offers a high level of support for athletes in their class work; services include the assigning of tutors, required study halls for those without a proven academic track record, and a certain amount of benevolent

monitoring of their progress, as well as constant reminders of the importance and value of the Honor System at Wake Forest.

If Ms. Caldwell's office contacts you to see how a student is doing, we hope you will respond freely and helpfully. You will have a chance, though, along the way, to remind some students that their **academic counselor** in the Student Athlete Services division is *not the same as their faculty adviser*, and that all students are expected to be in regular touch with their faculty adviser both on matters of how they are progressing, and on matters of what courses should be chosen for each upcoming semester. A little too often, athletes will begin to think that their "adviser" is the person in the Athlete Services Office who has been asking more frequently about their progress, assigning tutors, and, sometimes, suggesting courses for future semesters.

Scholarship athletes in our classes almost always prove to be the steadiest workers, proud to be accomplishing the same curriculum as their other classmates in spite of the major demands which our intensive sports programs make on their time and bodies. We know you will enjoy them if they make their way to you.

Talking with parents

It is always a good idea for students to talk with their professors, and always a good idea for faculty advisers to talk with professors, but rarely, if ever, a good idea for professors to talk with the parents of a student currently enrolled in their own class.

Parent calls, out of the blue, though rare, have been known to happen. They can be upsetting, because they are usually unexpected and unsolicited. They can be embarrassing to the student in question, because most of the time the student wouldn't have wanted such an attempt at intercession to be made.

You are expected to excel at teaching, research, and service, but you certainly aren't expected to have to explain yourself in any way to an intruding parent. If we do that, we are traveling back to the third grade!! It is just better not to start trying, however pleasant the parent may sound, and however eager you may be to improve things if they aren't right.

All you have to do is deflect the concern of the parent into the right channel. You could politely and respectfully say "I regret that I am unable share a student's grades (or any other academic information) with you, as there are Federal laws that protect the privacy of our students that prevent me from doing so. I do not have access to the records that show whether your student has waived their rights to privacy. I appreciate your concern, but I recommend that you call the OAA at extension 3320."

The same approach can be used for parents' unexpected emails: you can write back with a sentence like that and include one of us (buchanan@wfu.edu, or bennekm3@wfu.edu) in your response. We will take it from there.

What do we do when we "take it from there"? We determine whether we are entitled to talk with the person calling, and when we do, we well might be calling you in a day or so ourselves. The strategy is always the same: to get the student into the center of the picture, put her or him in charge, and to let the OAA, or occasionally the faculty adviser, coordinate any help we are trying to offer.

Even a call like "Fred just broke his leg and is in the hospital", emotionally harmless as it may be, needs to be handled in the same basic way. You can say "I'm sorry to hear that, have Fred email me, I'll try to visit him, but be sure to tell the OAA at x3320 and Student Health Service at x5218 so that they can help with the adjustments we may need to make."

There is only one exception to what we have written above: if any student's life is in danger, we must break our own regular rules. Should that ever happen, do whatever seems necessary to you, and call 911, or if on campus x5911 (WFU Campus Police Emergency Line) immediately, even in the middle of the night.

Dropping and adding courses late (See *Bulletin* for additional information)

Wake Forest College sets reasonably tight limits on the period during which students can re-think their semester schedules. As the years have gone by, the process has moved toward a blend of the electronic and the paper method for dropping and adding; so some times the news will reach you on a slip of paper, and at other times by email. During the fall and spring semesters, students can drop your course without your knowledge or permission during the first two weeks of class. They can add it only with your electronic or written permission. During the second week, they can either drop or add, but they need to seek a magic number from you, which gives you the opportunity to find out why the change is being made. Dropping of courses in the third through the fifth week can be done with the adviser's and your approval, but by the end of the fifth week of the semester, your class will be set, and all students will be on board for the trip. Or so we hope. It is important to remember that students can only drop a summer school course during the first three days of classes. You may want to remind students of the drop date by adding them to your syllabus. Details of this staged tightening of the ropes are found on the Registrar's website course schedule, which is posted at <http://www.wfu.edu/registrar/courseschedules.html>. This is a pdf file which can be downloaded and/or printed as needed.

Any requests to drop or add after the deadlines given above must be made to the OAA. Whereas before the deadline a student initiates action with the computer or the Registrar, he or she begins with a visit to the OAA if the deadline has passed. Someone will be available and will discuss with the student the circumstances under which the request is being made. Late adds are risky, but we often approve them when the adviser and instructor are enthusiastic, and the student has a good history of handling large amounts of work.

With late drops, sometimes a true emergency exists, such as a death in the family or a sudden disability on the part of the student; in these cases we endorse the drop request and seek only your concurrence. At other times, the OAA is able to persuade students to persevere and stay in the course. More frequently however, the student is set on dropping, the OAA is not willing to act without further information, and the process of discussing exceptions to the rules begins.

At Wake Forest, it is presumed that a student who drops a course after the deadline will receive a grade of F. In fact, transcripts are currently set up so that the F that results from withdrawal looks no different from the F that comes from unsuccessful effort, i.e., flunking. But the student will frequently maintain that F is not the appropriate grade. When this happens, we in the OAA seek your advice, by giving the student a form called "Late Drop Request." Two copies of this form are attached near the end of this document, with some fictitious but typical responses from adviser and instructor. As you can see, the first version would be very helpful in deciding the case, while the second would probably cause us to make supplementary phone calls or write emails in search of information. In all cases, we need to know as much as you can tell us about the student's performance: when the student had no chance to succeed in the course (e.g., was placed incorrectly, missed too much time because of documented illness, or had the wrong background) you should explain why and recommend removal of the penalty. But more frequently, sad to say, the late drop request will be based on arguments like, "I didn't realize how hard the course was," "I thought I was passing until I saw my midterm" or "A 'D' will look terrible on my transcript." These are not suitable arguments for the removal of penalty, and if you find no compelling reasons for recommending otherwise, you should hold firm to a recommendation that the grade be F. You should write as much as you feel is appropriate on the form, take a position on the matter of the penalty, sign it, and give the form back to the student, who will carry it to us. If you feel uneasy about revealing your true thoughts in front of the student, you can just sign the form without comment, but if you don't comment on the form, you should be sure to call or email the OAA staff member who is presiding over the collection of the drop recommendations, so that we know what you really think. We absolutely have to have something for the record, whether it is confidential or not.

The Committee on Academic Affairs (Bulletin, p. 342) has among its responsibilities the authority to impose academic suspension or probation, to rule on petitions for readmission, and the responsibility we are discussing here, namely to decide whether the penalty should stand when a course is dropped. It has delegated to the OAA the job of ruling on those petitions for removal of grade penalty that are clearly deserving or undeserving. In complicated cases or in case of appeal, the Committee on Academic Affairs makes the final decision. You will eventually be notified of the decision in drop requests, but it can take up to two weeks when the Committee is involved. Until notification arrives, you should continue to consider the student enrolled in the course in question.

It is very helpful to students to have an indication of how they are doing before the last day to drop deadline. We encourage professors to be sure to schedule in some assessments or other forms of feedback before the deadline (ideally no more than one month into the course) so that students can decide about staying in or dropping a class based on realistic feedback.

Grades (See *Bulletin* for additional information)

Faculty members arriving from other universities may find that the current values of grades "A", "B", "C", etc., at Wake Forest may be different from those they have recently been using. You may find, for example, that fewer "A's" are given in courses like yours, or, conversely, you may be surprised at the number of high grades your colleagues say (or students claim) have been assigned recently. The complex matter of grades will probably level out for you in time. At the start, we recommend that you consult with as many of your colleagues as possible about grading trends in your department, and then go ahead and develop your own philosophy of grades in that context. Please remember, however, that the Wake Forest Bulletin defines "A" as meaning "exceptionally high achievement" and B as meaning "superior". Wake Forest has never been known as an easy school.

The Syllabus

Many misunderstandings about grades can be prevented by good planning at the beginning of a course. Students appreciate two things: (1) having the expectations of the instructor in writing, in a handout, at the beginning of the course, and (2) being apprised frequently of their progress along the way. An instructor must provide a class, on the first day, with a basic outline or schedule of what will be covered in the course and when. Minor departures from this schedule are inevitable, even expected, but the early existence of a document that charts the proposed direction of a course gives students the ability to gauge how much work will be expected of them and at what points in the semester. You can take advantage of the syllabus to define your policy on grades and state how much the various components of the course count toward the overall grade. For example, you might state that class discussion counts 33%, papers 33%, and tests, including final exam, 34%. This will help the students to know how much energy to invest in certain areas of endeavor. But will they make their investments wisely? The answer follows.

Midterm grades

PLEASE NOTE:

There is a midterm grade report: you will be asked for it about midway through the semester, and you absolutely must fill it out and submit it. The number of times when a midterm grade is missing seems far too high. We get phone calls from frantic parents who see few (or even no) grades on midterm reports, and we find it very hard to explain why some kind of grade, however loosely predictive it might be, is missing.

If you communicate your evaluation of students' performance only to the Registrar electronically, however, extra time will be lost, and certain individuals will often not become aware until later in the semester, when they get around to learning their midterm grades from their advisers or checking them on the computer, that, for example, they are getting a "D". It seems totally logical for an instructor to communicate directly with each student, as soon as possible but not later than a month into the course, about how he or she is doing. If there hasn't been a test or paper yet, it's still possible: the instructor can declare that "report cards" will be going out. The notes can evaluate the student's performance in discussion, if nothing else, through statements like "I hope you'll speak up more in class," "I'm worried that you haven't been doing the readings" or "Keep up the good work." When a test paper or a quiz has occurred, it makes a good occasion for each student to receive a "to date" evaluation in the margin or on the back, for example, "If the course were to end today, your overall grade would be 'C'." In short, it is hard to overdo communication of this sort with your students.

Of course, there will be times when, despite your best efforts, a student will fail to perform, fail to care, and even fail to appear. When this happens, we strongly urge you to be outgoing in attempting to learn the reasons why. Your concern for your students as individuals will always be appreciated, and such concern is a hallmark of Wake Forest. As mentioned earlier, there is also an academic alert system through which you can enlist help in reaching out to or supporting a student from OAA (see advising.wfu.edu).

Final Exams

Final examinations require careful adherence to procedure. You will learn from your department whether or not a final exam is required for your course. If you give one, you must be sure that you comply with the policies on examinations below; they were adopted by the faculty over the past thirty years and are taken very seriously by the students. The scheduling of exams and the faculty's policies are all designed to ensure that students do not have to face a time crunch at the end of a semester; if important tests were to be crammed into the last few days of class sessions, it might be more convenient for some instructors, but it would put too heavy a burden on the unlucky student who faced several such events on the same day.

Faculty Policies on Examinations

Present policy (adopted April 12, 1971) permits "any professor at her/his discretion to schedule alternative examinations in addition to the regularly scheduled examinations, provided the additional examination scheduled falls within the time period allotted for examinations. It is assumed that reading day and evenings could be used for such alternative scheduling."

In its meeting of March 10, 1975, the Faculty reaffirmed its approval of the current policy "including the principle that no examinations be given in lieu of final examinations before the beginning of the regularly scheduled examination period." In its meeting of February 11, 1980, the Faculty resolved "that tests counting one-fourth or more of a student's grade not be given during the last week of classes. If such tests are deemed necessary at the end of the semester, they should be given during the scheduled final examination period."

There should be no departure from this policy, unless prior arrangement has been made through The Committee on Academic Affairs. If you have any question about this policy, please consult your chairperson or Associate Dean Levy at x5107.

It is absolutely essential that you submit your midterm and final grades to the Registrar's Office by the deadlines given by that office. When grades are late or missing, graduations, futures, scholarships, and summer jobs can be placed in jeopardy. We ask your utmost compliance with this simple responsibility: it is the mechanical sine qua non of college teaching.

Pass-fail grading

The College rules for **pass-fail grading** are not too complicated. A few courses are offered only on the pass-fail basis, but the rest presume that grades will be given, and that is the operative mode unless a student contracts to take the course pass-fail (Bulletin, p. 33). There are limits on when and how often that can happen. It is not your job to figure out those limits (this is the job of the student and the student's adviser) but you should know that you are always free to refuse to agree to the pass-fail mode. A typical reason for not agreeing to it is that students sometimes seem to lower their effort levels to the minimum, believing that a grade of P which is the equivalent of a D- will look just as good on the transcript as an A would. (You cannot set a higher bar than a D- for passing in this mode; it is a logical urge, but it is not legal.) It is worth noting that Core Requirements (basic and divisional) cannot be taken in pass/fail mode.

Mode changes

If you do agree to let a student take your course pass-fail, you should remember that the deadline for making a switch in this direction (or, indeed, in the other direction, toward a grade) is the same as the deadline for a late add, namely two weeks into the semester. All requests for a switch of mode after the second week, except those rectifying clerical errors, have been denied by the Committee on Academic Affairs.

Incompletes

Faculty must adhere to the policy of awarding "Incomplete" grades, as described on p. 33 of the 2013-2014 Bulletin. Here is the rule:

"Incomplete grades.

An "I" (incomplete) may be assigned only when a student fails to complete the work of a course because of illness or some other emergency. If the work recorded as "I" is not completed within thirty days after the student begins his or her next semester, the grade automatically becomes the grade of "F".

The instructor must report the final grade to the registrar within forty-five days after the beginning of that semester. Faculty can enter an "I" designation in the "pull down grade box" in WIN.

Incompletes count as F's

Contrary to occasional assumptions by students and instructors, the grade of "Incomplete" has real teeth! It counts as an F until it is resolved into a grade, and if it remains unresolved halfway into a student's subsequent semester, it converts to a permanent F, unless an extension has been arranged.

Extensions on incompletes

If for some good reason (such as access to particular materials or people) you think you and the student cannot make the 30-day deadline, the student can appeal to the CAA for an extension of the time granted for finishing the incomplete. Do not assume your student can have an extension; for reasons of fairness and equity across students, the CAA holds firm to the 30-day deadline unless there are extenuating circumstances.

The grade of "NR"

Like the grade of I, this grade, or, more accurately, lack of grade, counts as an F until it is resolved. There are two uses for it: (1) it means a student never showed up for the course (although we hope you will have alerted us to such lack of attendance much earlier in the semester!), or (2) it is a temporary *'nolo contendere'* grade for a judicial case in process (see "Honor system" below). The very sight of it will usually drive a student into our arms, or, at least, will prompt us to investigate the situation.

Grade changes

If you find that you need to change a student's grade for mechanical reasons (clerical error, for example), you need only consult the Registrar's Office for advice about the relevant procedure. In a window of time stretching out 60 days past the end of a given semester or summer term, you are free to make the change yourself. Any changes proposed after that deadline need to go down a more complex path, because the Faculty has set up procedures designed to stave off belated visits from students who are searching for ways to make improvements in their grade point averages. If you believe a grade change should occur after sixty days, you need to write to Christy Buchanan or Karen Bennett, telling why the change should occur. We take these requests to the Committee on Academic Affairs, which decides whether the change will be allowed.

Grade complaints

If you have a student who feels his or her grade is not fair, and you are unable to reach an understanding independently, you may refer the student to the chairperson of your department if the two of you are unable to reach an understanding independently. There is a procedure spelled out on page 16 of the Bulletin which shows how the process works. It is rarely invoked, but it does provide a fair and collegial pathway to finality in the sensitive matter of grades. A thorough syllabus, distributed at the beginning of the course and followed faithfully, is likely to guarantee that grade complaints will bring no lasting discomfort to you or your students.

Promises, promises

Over the years professors, old and new, have at times learned to their surprise that they had made promises that they themselves did not have the power to keep. As you can see from the sections above, it is risky to say sentences like "I'll let you drop my course without penalty". "I'll let you switch to pass/fail" or "I'll raise your grade even though it's been three months since I assigned it." It is better to err on the side of caution: if a student is proposing something and you are not 100% sure that it is within your power to grant, just tell the student you are not sure whether you can do it, and check with your department head or the OAA.

Independent study

One other promise that you might want to make carefully, after checking around, is that of undertaking what is variously referred to as "**independent study**", "**individual study**", "**directed reading**", or an "**internship**". While these projects often represent the most spectacular ventures we undertake as a college based on close collaboration between students and professors, they must be deployed sparingly and along guidelines which we, as a faculty, agreed to follow at a faculty meeting of October, 1999. At that time, we agreed that in such courses,

1. Such work would ordinarily be reserved for junior and senior students in the undergraduate school;
2. Any student requesting approval for such a course must possess a cumulative grade average of no less than 2.0 in Wake Forest;
3. All such course requests must be approved by the appropriate department; and
4. A student should complete the academic requirements during the semester in which he/she is enrolled.

These special project courses should be reserved for students who have somehow "earned" the right to pursue them. This normally means that a student has already demonstrated proficiency in a particular subject, and would like to continue working in that area in a way which will profit both the student and the professor who will devote extra time and energy to the undertaking. They are not normally to be used as a solution for students whose timing doesn't match that of our course offerings, or for any other matter of pure convenience alone. Further, if an independent study project is going to occur, it is important for the student to register for the course in the semester in which the work will be done or, if it stretches across more than one session, completed. It is incorrect to have a student (and you) do all the work in the summer, and then plaster the course onto the fall schedule because it will save the student money. We need to record truthfully the period in which work was done and accomplished, both for budgetary purposes and for reasons of accuracy.

Internships

Academic internships are most often managed at the departmental level by faculty who have established relationships with community partners. For general college guidelines for internships, please contact Anne Boyle, Associate Dean for Student-Faculty Academic Initiatives.

The Honor System

The Honor System has been held in high esteem in the College by faculty and students alike for many years. Our experience with this system has for the most part been a happy one, for it has tended to promote a sense of civility and trustworthiness among us all.

Unfortunately, however, breaches of the Honor Code sometimes occur. Should you come to believe that such a breach has occurred, act quickly. Within 10 days of your having become aware of this potential honor violation, you should contact Professor John Llewellyn during the Fall term and Professor Barry Maine during the Spring term, the Judicial Liaisons in the Office of the Dean of the College. They will act as your guide through the process to determine the appropriate action to take in your case. Should the evidence at hand prompt an investigation which results in a hearing before the Honor and Ethics Council, Professors Llewellyn or Maine will assist you with each specific dimension of the judicial process.

In cases of alleged dishonesty, therefore, you are **not** required to serve as an investigator and you should **not** act as a prosecutor. You may be asked to offer testimony, however, if the evidence at hand justifies going to a hearing. We have added at the end of this document a statement from the English Department which may be of help in determining the difference between plagiarism and poor research techniques. At any time, you should feel free to consult with the chair of your department or with Professors Llewellyn or Maine in the Dean's Office regarding any questions about the Honor Code and the processes which govern it.

What should you do if the semester ends while a judicial complaint relevant to a student in your class remains unresolved? Do not enter a final grade. Enter an "NR", or **Not Reported**. Then, if at the end of the process the judicial system does not take charge of the grade, you will be free to enter the grade of your choice. If the system takes charge, an "F" grade will be entered by the Committee on Academic Affairs, and you will be notified.

The Writing Center

The primary purpose of the Writing Center at Wake Forest is to offer students a place where they can discuss their writing and writing processes with trained tutors. Because everyone writes differently, the Writing Center tailors its help to each student's needs. The Center is staffed by advanced Wake Forest students who act as an audience for students' writing; they work by asking questions to help students discover what they want to say and whether they have effectively communicated what they intended to say. Tutors do not evaluate, correct, or edit student assignments; their main goal is to help students become critical readers of their own writing. Students are encouraged to go to the Center as soon as possible after receiving a writing assignment. Help is provided during every stage of the writing process, including: generating ideas and settling on a topic; organizing ideas in a paper; developing support for arguments; composing more effectively; learning to revise drafts; learning to identify and correct errors in grammar and punctuation. Students may either drop in or make an appointment at <http://college.wfu.edu/writingcenter>. The Writing Center is located in Z. Smith Reynolds Library (426). During fall and spring terms, it is generally open Monday-Friday, 9:00 a.m. to 5:00 p.m., and Sunday-Thursday, 7:00 p.m. to 9:00 p.m. Because the ability to write well is an essential intellectual skill, the Dean encourages every faculty member to take writing very seriously and hold his or her students to high standards.

Helping students to get help

It is a faculty member's primary responsibility to help students with their academic performance, through good teaching, consultations, regular office hours, arrangements for tutoring, and thorough comments on each student's writing style. But a major secondary responsibility is to do whatever is possible along the way to help students who may be having personal problems. Although Wake Forest does not attempt to function in place of a student's parents, we are a caring community of individuals, and we on the faculty at times find that we have the opportunity to offer guidance to a student who needs it. If you find that you are in a position to help a student who is in trouble, you should urge that he or she visit one or more of these offices: (1) the Counseling

Center which is located in the east wing of Reynolda Hall, (2) the Learning Assistance Center, which is also located in the east wing of Reynolda, (3) the Chaplain's Office, which is on the ground floor of Reynolda Hall, (4) the Student Health Service, located on the right lower level of the Gymnasium and (5) the OAA, located on the first floor of Reynolda Hall. At night or on holidays, the Health Service is the place to start; if emergency counseling is needed, they will arrange it. If, during intersession, the Health Service is closed, one turns to Campus Security (911 from campus if it's an emergency and 5591 if it's not.) They can always locate someone ready to help at any hour.

Here is how the Learning Assistance Center currently describes its services:

"The University Counseling Center's Learning Assistance Center (LAC) provides study skills training and counseling. Students can learn to read critically, take notes effectively, manage their time, improve their motivation, increase their reading speed, and prepare for tests. Assistance is provided through counseling and individual and group tutoring. Students with a wide range of learning and other documented disabilities may also receive academic support, training, and advocacy through the LAC.

"Disability Services within the Learning Assistance Center exists to enable students with disabilities to experience equal access to the academic, social, and recreational activities and programs at Wake Forest. To achieve the goal of "equal access", the LAC staff works with students, faculty and staff to implement services and accommodations that are in accordance with both state and federal laws and our own commitment to this goal."

If a student seems reluctant to seek help, and if you feel it is truly needed, please call the OAA; someone from that staff will alert the appropriate advisers in the residence halls or the advisers in charge of day students. Furthermore, the services mentioned above are not only available for students who are obviously troubled. They can be of good use for students who simply aren't performing with enthusiasm, for those who don't seem to have enough friends, or for those who fail to speak up in class. It may not be easy for a student to stop in at the Counseling Center and say "I just can't study" or "I just don't have any friends", but that is often exactly what needs to be done, and there will be a certain number of opportunities along the way for faculty members to help students take the first step toward self-help.

More than anything else, we in the Dean's Office encourage you as a faculty member to get to know your students as individuals and recognize when they may be experiencing difficulties. The variety of experiences between faculty member and student, some challenging, some warm and caring, a few even difficult, makes up the very heart of the University. We encourage you, in this most important venture of all, to care as much as you possibly can, and to offer your best effort in bringing your vision closer to reality.

The Department of English

Our students have grown up in a culture where downloading material is almost the norm; they often matriculate without full knowledge of what constitutes plagiarism. Although students are introduced to appropriate research strategies in English 111, not all students take this course and some need further guidance on how to cite sources accurately and document them properly. You may want to ask your students, particularly your first-year students, to take the brief plagiarism tutorial that the Z. Smith Reynolda Library and the Department of English have posted at <http://abacus.bates.edu/cbb/quiz/index.html>.

Statement of Policy Concerning Written Work Submitted For Credit in BASIC AND Core English Courses

Students in English are permitted to seek certain kinds of assistance in meeting the requirements of the basic courses. They are encouraged to stimulate their interest and improve their ability through reading and discussion beyond the classroom. The department insists, however, that all written work submitted for credit shall indicate accurately the students' own achievement in all aspects of composition. Students may seek writing assistance in the Writing Center; otherwise, students may not, under any circumstances, accept assistance in the execution of written assignments. These assignments must be planned, written, edited, and proofread by the student. These assignments may not be typed by anyone other than the student.

If students feel uncertain about the interpretation of any part of this policy, it is their responsibility to seek clarification from the instructor.

(Revised 8/94)

Plagiarism

To put your name on a piece of work is to say that it is yours, that the praise or criticism due to it is due to you. To put your name on a piece of work any part of which is not yours is plagiarism, unless that part is clearly marked, and the work from which you have borrowed fully identified. Plagiarism is cheating; it is a form of theft. Taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were yours, is like taking from that person a material possession, something he or she has worked for and earned. Even worse is the appropriation of someone else's ideas. By "ideas" is meant everything from the definition or interpretation of a single word to the overall approach of an argument. If you paraphrase, you merely translate from his or her language to yours; another person's ideas in your language are still not your ideas. Paraphrase, therefore, without proper citation, is theft, perhaps theft of the worst kind. Here a person loses not a material possession, but something of what characterizes him or her as an individual. Plagiarism, regardless of intent, is a serious violation of another's rights, whether the amount of material stolen is great or small; it is not a matter of degree or intent. You know how much you would have had to say without someone else's help; and you know how much you have added on your own. Your responsibility, when you put your name on a piece of work, is simply to distinguish between what is yours and what is not, and to credit those who in any way have contributed.

(Revised 9/93)

Wake Forest University First Year Composition

Director of Basic and Core Studies in English: Professor Anne Boyle

First-year writing seminars at Wake Forest emphasize expository writing to improve students' logic, clarity, and style. Essays are based on readings, which are chosen by the individual professor to provide models of exposition and spark scholarly discourse. In addition to the regular course in composition, English 111, tutorial assistance is provided in the Writing Center for those students who desire or require additional help with their writing. First-year students with AP scores of 4 and 5, or an IB score of 6 or 7, higher level test, are exempted from composition and may enroll in any Literature course.

SAMPLE: GOOD VERSION
LATE DROP REQUEST

Hreszczyszyn, Mike x1234 987-65-4321 October 31, 2003
Last Name, First, Middle Phone # WFU ID# Date Initiated

PERMISSION IS SOUGHT TO DROP
Russian 111 2192 Fall 2003 3
Department Course No. Call No. Term/Yr Hours

What is your credit load after this drop? 14 hours

Athlete No NC Resident Yes Veteran No

Possession of this form does not indicate that the student has conferred with a dean.

NOTE TO ADVISER AND INSTRUCTOR: The last day for dropping a class without a grade of F has passed. "Except in cases of emergency, the grade in the course will be recorded as F" (2004-2005 Bulletin, p. 29). 12 credits/9 hours constitute minimum full-time registration.

ADVISER, you must answer this question: Are there significant reasons why this grade should not be F? X yes ___no If yes, please explain.

Michael is in over his head in this course, and is the victim of bad advice; his friends told him that Russian would be so similar to Ukrainian that he would breeze through. I recommend removal of the penalty because he misjudged the course.

SIGNED: A. L. Teasley DATE: October 31, 2003

INSTRUCTOR, you must answer this question: Are there significant reasons why this grade should not be F? ___yes Xno If yes, please explain.

#OF ABSENCES 8 (!) PRESENT GRADE F

It is true that Michael thought his native language would help, but this is a beginning course where anyone who works hard can pass, and he is not trying. I recommend the penalty.

SIGNED: V. I. Petroff DATE: November 1, 2003

.....
FOR DEAN'S OFFICE USE ONLY COMMENTS:

FINAL ACTION

___WITH THE GRADE OF F ___CAA REFERRAL ___WITH NO GRADE
___EXPUNGE

DEAN'S SIGNATURE: _____ DATE: _____