Report
of the Faculty Policy Committee’s
Subcommittee on
Examination and Term Regulations

Appendices A-M

Massachusetts Institute of Technology
May 1999
Revised March 2000
APPENDIX A

Charge to the FPC Subcommittee on Examination and Term Regulations

The purpose of this special faculty committee is to re-examine current faculty regulations governing the administration of quizzes, tests, and exams during the regular term as well as the faculty regulations governing the end of term. This review is motivated by the concern over the increasing number of evening tests being scheduled by day-time classes as well as by the increase in the number of end-of-term rules violations reported by students. Many of these reported violations result from disregard or ignorance of faculty policies, but some are intentionally undertaken with the learning experience of students in mind. It seems timely, therefore, to begin a full review of these regulations, to ensure that they meet the goals of educational experience, and to devise procedures to sanction their disregard.

Goals:

1. to protect the students from overload caused by excessive demands on their time that go outside the bounds of regular class hours or what has been determined as a reasonable end-of-term load;
2. to enhance the learning experience of students by recognizing that some of these apparent violations have pedagogical strengths worth acknowledging; and
3. to support educational experimentation when a faculty member is trying something new.

Specific Tasks:

1. to review (and re-endorse or change) policies governing end-of-term regulations, including the regulations governing the definition and administration of comprehensive exams;
2. to review the current practices with respect to quizzes and exams scheduled in the evening by day-time classes in terms of length of tests, the scheduling of conflicts, the encroachment on regularly scheduled evening classes and extra-curricular activities;
3. to review the policies that currently prohibit take-home exams;
4. to decide which faculty committee or other authority should be empowered to monitor these regulations, to provide guidance to faculty in following them, and to grant exemptions to them when warranted by the goals (e.g., CAP, COC, faculty chair, Dean’s office);
5. to review the means by which reports of violations can be communicated and acted upon, including a process of identifying and working with departments to keep violations to a minimum;
6. to recommend the best timing and medium of reminding faculty of these regulations; and
7. to recommend additions to and changes in Rules and Regulations of the Faculty, as necessary.

The Committee shall consist of a chairman, the chairs of CAP and COC, a representative of the Dean’s office, the head of the student committee concerned with regulations, and another student representative.
1998 Evening Exam Survey Results

Prepared by:

Alberta Lipson
Academic Services Office
Office of the Dean of Students and Undergraduate Education
June, 1998
revised May, 1999
Evening Exam Survey Results

Introduction

An ad-hoc committee composed of the CAP Chair, the Associate Dean for Educational Research, and student representatives from the UA, SCEP, and CAP met several times during the early spring to design a short survey for undergraduates to elicit their opinions about evening exams given for daytime classes. The survey was pilot-tested by SCEP and revised. Some paper copies were administered by SCEP members, and in addition the survey was placed on Feedback Forum. Technical difficulties prevented the electronic survey from being available to students until the second week of May. A postcard which included the Feedback Forum URL was sent to all undergraduates informing them that the faculty was going to review the regulations that govern exams and that their input about evening exams was needed.

Methodology

Three hundred and seventy-one responses were received (133 paper; 238 electronic).

This represented 8 percent of the undergraduate population. The respondent group, though small, was fairly representative of the undergraduate student body. It was slightly over-represented by women and under-represented by men. It was also under-represented by lower GPAs and over-represented by higher GPAs. Both patterns are typical for surveys.

Demographics

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Survey Respondents (N=371)</th>
<th>Undergraduate Population (N=4381)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year in School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fresh.</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Soph.</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td>Jr.</td>
<td>27%</td>
<td>25%</td>
</tr>
<tr>
<td>Sr. (4th, 5th yr.)</td>
<td>20%</td>
<td>26%</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>Female</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Residence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Campus</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>Off-Campus</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>CUM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 3.50</td>
<td>5%</td>
<td>14%</td>
</tr>
<tr>
<td>3.5 - 3.99</td>
<td>12%</td>
<td>18%</td>
</tr>
<tr>
<td>4.0 - 4.20</td>
<td>19%</td>
<td>13%</td>
</tr>
<tr>
<td>4.21 - 4.50</td>
<td>22%</td>
<td>21%</td>
</tr>
<tr>
<td>4.51 - 5.0</td>
<td>43%</td>
<td>34%</td>
</tr>
<tr>
<td>No response</td>
<td>(105, including 84 freshmen)</td>
<td></td>
</tr>
</tbody>
</table>

The major independent variables in the study are: year in school, GPA, sex, number of extracurricular activities, number of evening subjects, number of subjects that offered evening exams during the year, number of evening exams taken during the year. All relevant items were crosstabulated by these independent variables. Only those relationships where the chi-square test indicated statistical significance at the.05 level are discussed.

Registrar’s Data

Data was collected from the Registrar’s Office about regularly scheduled evening exams and evening classes. Fifty-four evening exams were scheduled by the Registrar’s Office in Fall ’97-’98, and forty-six were scheduled in Spring ‘98. Only one subject scheduled evening exams on a Monday night. The most popular night for evening exams was Thursday, with 49 scheduled for that night. Fourteen subjects offered one evening exam and 23 subjects offered two. (See Figures 1-3.)

Survey Data Results

Participation Statistics

Ninety-five percent had taken evening exams for daytime classes, and 80 percent had taken at least one during the current ’97-98 academic year. Among those who had taken evening exams this year, 43 percent had taken one subject that held evening exams and 37 percent had taken two subjects. Among this same group, 31 percent had taken one or two evening exams; 35 percent had taken three or four; and the remainder had taken five or more evening exams. (See Figures 4 and 5.)

Since students’ experiences and attitudes toward evening exams may be influenced by their other evening activities, we asked students about the number of evening subjects they had taken during the year as well as the number of extracurricular activities they participated in. Two-thirds had not taken any evening subjects; 24 percent had taken one; 5 percent had taken two; and the remainder had taken more than two. Regarding extracurricular evening activities, 13 percent were not involved in any; one-third participated in one; 27 percent participated in two; 17 percent participated in three; and the rest participated in more than three.

Awareness of Evening Exam Policies

Twenty-three percent were very familiar with the evening exam policies, while 56 percent knew about some, but not all, of the policies. The remainder either had heard about the policies, but did not know what they were (17%) or did not know there were any policies (4%). Students who had taken three or more evening exams during the past year were
Evening Exam Survey Results

Figure 1. Number of Evening Exams by Term Week: Registrar’s Data

Figure 2. Number of Subjects by Number of Evening Exams: Registrar’s Data

Figure 3. Number of Evening Exams by Day of Week Given: Registrar’s Data

Figure 4. Number of Evening Exams Taken by Students

Figure 5. Number of Subjects Taken by Students that Offered Evening Exams
somewhat more likely to be aware of the evening exam policy than those who had taken fewer evening exams (30% vs. 18%, \( \text{chisq} = 9.58, \ p<.01, \ \text{Gamma} = .33 \)). There were no relationships by year in school or sex.

**Overall Attitude Toward Evening Exams**

The opinion about whether evening exams for daytime classes were better than daytime exams was varied. Approximately one-third thought they were better than daytime exams, one quarter thought they were about the same, and the remainder, two-fifths, thought they were worse. (See Figure 6.) There was a slight tendency for juniors and seniors to have a more favorable attitude toward evening exams than freshmen and sophomores. Forty-one percent of the seniors and 45 percent of the juniors said evening exams were much better, compared to 22 percent of the freshmen and 37 percent of the sophomores (\( \text{chisq} = 15.48, \ 6\text{df}, \ p<.05, \ \text{Gamma} = -.15 \)).

The survey included an open-ended question which asked students why they thought evening exams were either better or worse than daytime exams for daytime classes. The reasons are indicated below.

Those who said that evening exams were “better” or “much better” said:

- There is more time given for the exam (35)
- Less rushed/more relaxed (25)
- More time to study during the day (22)
- Student is more alert in the evening (14)
- Evening exams cover more material (3)

Those who said that evening exams were “worse” or “much worse” gave as their reasons:

- Scheduling conflicts (27)
- Too long (20)
- Throws off studying schedule (14)
- More difficult (10)
- Too late in the day (7)
- Problems for commuters (4)
- Not enough time pressure (3)
- Have to worry about evening exam all day (3)

**Exam Scheduling and Administration Practices**

Students were asked about evening exam scheduling and administration practices with regard to the frequency of occurrence and whether there were problems connected with these practices. Eighty-five percent said evening exams or review sessions had been scheduled for Wednesday evenings, and three-fifths said review sessions had been scheduled for Monday nights. However, only 9 percent said evening exams were scheduled on a Monday night. Concerning the scheduling of conflict exams, nearly two-fifths said they were scheduled between 5-7 pm. In regard to whether any of these scheduling practices had caused problems, the two most frequently mentioned problems related to exams which were scheduled on Friday night and conflict exams which were scheduled before 9 am. However, these events occurred infrequently. (See Figure 7.)

Juniors and seniors were more likely than freshmen and sophomores to say that their instructors allowed more than two hours for completion of the evening exams (seniors, 34%; juniors, 29%, sophomores, 18%; freshmen, 4% - \( \text{chisq} = 19.86, \ 3\text{df}, \ p<.001, \ \text{Gamma} = .49 \)). Perhaps this explains why they had more a favorable attitude toward evening exams than freshmen and sophomores.

With regard to the administration of evening exams, 86 percent said faculty designed evening exams to be longer than one hour. Approximately one-third considered this a problem. Over half the students indicated problems occurred when faculty implied that students who took conflict exams imposed on their time and when faculty made the conflict exam more difficult than the regular exam. One-third of the students considered the practice of faculty asking students to vote on an exam practice that differed from the stated policy to be a problem. (See Figure 8.)

Students were asked about faculty practices during the week in which an evening exam was given. Approximately one-third said that new material was introduced that was covered on the exam that evening or the next evening. Nearly one-third said faculty canceled the lecture or recitation but asked for homework due the day after the exam. One half or more mentioned the following:

- faculty canceled class after the exam rather than before,
- they held the regularly scheduled lecture or recitation but gave out ungraded problem sets,
• they canceled lectures or recitations and replaced them with optional reviews,
• they did not cancel the regularly scheduled lecture or recitation and gave students compulsory homework that week.

The problems most frequently mentioned had to do with:
• the instructor asking for homework the day after the exam (although canceling a recitation or lecture),
• giving students compulsory homework and not canceling a recitation or lecture,
• introducing new material during the week in which an exam was given which was covered on the exam that evening or the next evening. (See Figure 9.)

Advantages and Disadvantages of Evening Exams

Students were given a series of “Agree/Disagree” statements (Strongly Agree to Strongly Disagree — 5 categories) and asked about the possible advantages and disadvantages of evening exams. The biggest advantages mentioned by over half the students were that evening exams give students the opportunity to prepare during the day and they provide a better environment for test-taking due to the longer time period. The biggest disadvantages were that they cause students to skip extracurricular evening activities; they cause students living off-campus to stay on-campus in the evening; and they disrupt the normal rhythm of studying at night. They were divided in their opinion as to whether evening exams added to or alleviated pressure. Slightly more than one-third mentioned they added to a student’s academic pressure, while fewer, one-fifth, said they alleviated it. (See Figures 10 and 11.)

As one would expect, students who had one or more evening subjects were more apt than those who had no evening subjects to agree that evening exams conflict with other evening classes (56% vs. 27%, chisq = 26.87, 2df, p<.001, Cramer’s V = .28). They were also more likely to agree that evening exams cause students to skip their evening classes (59% vs. 35%,...
chisq = 17.06, 2df, p<.001, Cramer's V = .22). Similarly, those who participated in two or more extracurricular activities were more likely than those who participated in none or one to agree that evening exams cause students to skip extracurricular activities (chisq = 44.90, 4df, p<.001, Gamma = -.57) and disrupt the normal rhythm of studying at night (chisq = 20.10, 4df, p<.001, Gamma = -.34).

Students were asked about the number of subjects they took during the year that offered evening exams. When this variable was crosstabulated with two of the “Agree/Disagree” statements: evening exams “add to academic pressure of students” and evening exams “alleviate academic pressure on students” both relationships were statistically significant at the.05 level. Students who took three or more subjects that offered evening exams were divided between those who thought that evening exams alleviated academic pressure and those who thought that evening exams added to academic pressure.

All the “Agree/Disagree” statements about advantages and disadvantages of evening exams were correlated with the
question “What is your general opinion of evening exams compared to exams given within regular daytime class periods?” The answer choices using a 5-point scale were “Much Better” to “Much Worse”.

Students who preferred evening exams thought the biggest advantages had to do with the evening exam providing students with a longer time period, under more relaxed conditions. Students who thought evening exams were worse thought that they disrupted the normal rhythm of studying at night and added to academic pressure.

### Correlations Between Attitudes and Whether Students Thought Evening Exams Were Better or Worse Than Daytime Exams: Spearman Correlation Coefficients

<table>
<thead>
<tr>
<th>Correlation</th>
<th>Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Provide better environment for test-taking due to longer time period</td>
<td>0.67</td>
</tr>
<tr>
<td>b. Give students opportunity to prepare for test during day</td>
<td>0.53</td>
</tr>
<tr>
<td>c. Allow students to perform better because they are more relaxed in evening</td>
<td>0.72</td>
</tr>
<tr>
<td>d. Good for students because they allow faculty more time to teach</td>
<td>0.45</td>
</tr>
<tr>
<td>e. Conflict with other evening classes</td>
<td>-0.34</td>
</tr>
<tr>
<td>f. Cause students to skip evening classes to take evening exam</td>
<td>-0.39</td>
</tr>
<tr>
<td>g. Cause students to skip extracurricular activities to take evening exam</td>
<td>-0.48</td>
</tr>
<tr>
<td>h. Disrupt normal rhythm of studying at night</td>
<td>-0.63</td>
</tr>
<tr>
<td>i. Create scheduling difficulties for students with many evening exams</td>
<td>-0.37</td>
</tr>
<tr>
<td>j. Add to academic pressure on students</td>
<td>0.67</td>
</tr>
<tr>
<td>k. Alleviate academic pressure on students</td>
<td>0.60</td>
</tr>
<tr>
<td>l. Cause students to miss dinner</td>
<td>-0.50</td>
</tr>
<tr>
<td>m. Cause students living off-campus to stay on campus in the evening</td>
<td>-0.37</td>
</tr>
</tbody>
</table>

1 Registrar’s Data: In fall ’97 there were 40 evening HASS classes. In Spring ’98 there were 33.

2 Policy on Evening Exams/Quizzes in Undergraduate Subjects:

1. An evening exam is defined as a written exercise (quiz) that is not given in a regular class period and begins after 7:00 pm. It must be the equivalent of a quiz that could be given in a normal one-hour class period. The duration of an evening exam may not exceed two hours.

2. It is the intent of the Faculty that evening exams be used only to ease the time pressure on students of one-hour exams given during a regular class period, and not as a means of adding to the number of class periods in a term. Therefore, during the week that an evening exam is given, a regularly scheduled class hour (lecture or recitation) shall be cancelled; or, alternatively, no homework shall be assigned for that week.

3. There is a need for times when evening classes and undergraduate seminars can be scheduled free from potential conflict with evening exams. Therefore, no evening exams or review sessions are to be scheduled on Monday evening, and faculty are urged to avoid scheduling exams and review sessions on Wednesday evening.

4. When possible, evening exams should be scheduled through the Registrar’s Office three weeks before Registration Day so that dates can be included on students’ Class Schedules for planning purposes during the Registration process. In any event, faculty must announce the schedule of any evening exams during the first week of the term.

5. Students who have a conflict between a scheduled evening exam and other scheduled academic or extracurricular activities will be provided with an exam at an alternate time. Alternate exams may not be scheduled between 5:00 and 7:00 pm, in accordance with current Faculty Regulations (although any individual student could request an alternative exam between 5:00 and 7:00 pm).

(From CAP/FPC Memorandum, January 25, 1991)
APPENDIX C
Current Term and End-of-term Regulations

Rules and Regulations of the Faculty

2.51 Final examinations shall be held during the final examination period following each term, and shall be scheduled through the Office of the Registrar, as well as announced to the class, before the end of the third week of the term. The final examination scheduled in any subject shall last at least one hour and not more than three hours.

2.53 For each subject with a final examination: no examination shall be given and no assignment, term paper, or oral presentation shall fall due after the Final Exercise Date for classes with final examinations. This Date shall be set as the Friday preceding the start of reading period. For each subject without a final examination: at most, either one in-class examination may be given, or one assignment, term paper, or oral presentation may fall due, between the Final Exercise Date and the end of the last regularly scheduled class in the subject. An in-class examination given during this period is limited to one normal class period (or to one and one-half hours, whichever is shorter).

No assignment, term paper, or oral presentation for any subject shall fall due after the last day of class exercises scheduled for that subject.

1998-99 MIT Bulletin

Term Regulations

The Faculty Regulations governing end-of-term examinations and assignments, together with the Faculty Policy Committee's interpretation, are described below. They apply both to undergraduate and graduate subjects.

Beginning of Term

- During the first three weeks of classes, instructors are asked to provide a clear and complete description of the requirements in each subject, including the due dates for required work, the schedule of examinations during the term, whether there will be a final examination and the grading criteria and procedures to be used. Major assignments should be assigned early enough to allow students the opportunity to manage their time effectively throughout the term.

- It is the instructor's responsibility early in the term to inform students of expectations regarding permissible academic conduct in the subject. Particular attention should be given to such questions as the extent of collaboration permitted or encouraged, and the use of prior years' materials in completing problem sets, lab reports, and other assignments.

End of Term

- Final examinations are held during the final examination period following each term, and must be scheduled through the Schedules Office, as well as announced to the class, before the end of the third week of the term. The final examination scheduled in any subject can last from one hour to three hours.
• For each subject that has a final examination, no examination may be given and no assignment, term paper, or oral presentation may fall due after the Final Exercise Date. This date shall be set as the Friday preceding the start of the Reading Period. The scheduled time for a final examination cannot be changed once it has been officially published; inquiries about limited exceptions to this policy should be directed promptly to the Schedules Office.

• Each subject in which no final examination is given may have at most one of the following fall due between the Final Exercise Date and the end of the last regularly scheduled class in the subject: one in-class quiz given during a regularly scheduled class period or one assignment (term paper, lab report, take-home quiz, problem set, oral presentation, etc.) An in-class quiz given during this period is limited to one normal class period (or to one and one-half hours, whichever is shorter).

• A comprehensive examination (covering most of the term's work) can only be given during the final examination period or before the last week of classes.

• No classes, examinations, or exercises of any kind may be scheduled beyond the end of the last regularly scheduled class in a subject, except for final examinations scheduled through the Schedules Office. Any formal reviews of subjects should be held during regular class periods, but the rule does not exclude the possibility of sessions after the last day of classes at which the instructing staff is available to answer questions of students who choose to attend. (The architecture design reviews that occur during finals week are considered to be equivalent to final examinations and are scheduled by the Department of Architecture.)

• No assignment of any kind may be given that falls due after the last regularly scheduled meeting of the class for that subject. This does not prevent an instructor from giving an extension to an individual student, but blanket extensions should not be given to the entire class.

• Any departure from these rules requires permission of the CAP for undergraduate subjects or the CGSP for graduate subjects. Any such approved exception will be announced early in the term and emphasized appropriately. Asking students to vote on some deviation from the rules is not an acceptable procedure.

Faculty or students with questions regarding the interpretation or application of any of these provisions should contact the Chair of the Faculty or request the assistance of the CAP, Room 7-104, (617) 253-4164.

Term Regulations from the Chair of the Faculty (Spring 1999)

1.2 FIRST THREE WEEKS
During the first three weeks of classes, faculty members are asked to provide a clear and complete description of the requirements in each subject, including: 1) the due dates for required work; 2) a schedule of examinations during the term; 3) whether there will be a final examination; and 4) the grading criteria and procedures to be used. Major assignments should be assigned early enough to allow students the opportunity to manage their time effectively throughout the term.

2.2 REGULATIONS FOR SUBJECTS WITH A FINAL EXAMINATION
In a subject with a final examination, no other examination may be given and no assignment may fall due after Friday, May 7. Please note that extending the due date makes it harder, not easier, for students to plan their work. Any such extension should only be done on an individual basis and at the request of the student. Of course, regular classes and reading assignments may continue during the last week of the term (through May 13), and new material presented during this period may be covered in the final examination. The scheduled time for a final examination cannot be changed once it has been officially published; inquiries about limited exceptions to this policy should be directed promptly to the Schedules Office.
2.3 REGULATIONS FOR SUBJECTS WITH NO FINAL EXAMINATION
In a subject with no final examination, only one of the following may be given or fall due during the last week of classes (May 10-13): a quiz given during a regularly scheduled class period (1 to 1.5 hours, depending upon the length of the class period and not in the evening) or one assignment (paper, lab report, problem set, oral presentation, etc.).

2.4 COMPREHENSIVE EXAMINATIONS
A comprehensive examination (covering most of the term’s work) can only be given during the final examination period or before the last week of classes (i.e., before May 7).

2.5 EXERCISES AFTER THE LAST SCHEDULED CLASS
No classes, examinations, or exercises of any kind may be scheduled beyond the end of the last regularly scheduled class in a subject, except for Architecture design reviews and final examinations scheduled through the Schedules Office.

No assignment of any kind may fall due after the last regularly scheduled meeting of that subject. This does not prevent an instructor from giving an extension to an individual student, but blanket extensions should not be given to the entire class. Although formal reviews of subjects should be held during regular class periods, the rule does not exclude the possibility of sessions after the last day of classes at which the instructing staff is available to answer questions of students who choose to attend. Such sessions should be publicized in advance and open to all students enrolled in a subject.
APPENDIX D
Summary of Violation Reports
Fall Semester, 1998

During the Fall 1998 semester, most students reported violations of academic policies to the Chair of the Faculty via email to feedback@mit.edu. The chair also received some additional messages forwarded from SCEP (the Student Committee on Educational Policy) and a few telephone calls.

A review of the 33 messages sent to feedback@mit.edu reveals that some students were knowledgeable about the Faculty regulations, some were confused and uncertain as to whether or not there had been a violation, and some were mistaken. The students questioned procedures in 21 different subjects. The Chair of the Faculty, Professor Lotte Bailyn said that the messages in this sample are typical of all of the messages she received that fall or in the prior year.

What follows is a breakdown of complaint types. Some of the 33 messages concerned more than one violation, so there were a total of 37 complaints/questions.

EVENING EXAMINATIONS —11 complaints/questions

Complaints/questions about time allotted to an evening examination (8 complaints)

• 1 complaint that examination could not possibly be interpreted to fit into a normal class period.
• 3 complaints about one evening examination which was extended during the examination itself, placing at a disadvantage students who had to leave because of other obligations.
• 3 complaints that showed a misunderstanding of the policy. Students thought the evening examination should only last for as long as a normal class period.
• 1 question about whether the 7:30-9 time slot for an evening examination was against policy.

Complaints about the scheduled class or assignments during the week of an evening examination (3 complaints)

All 3 complaints concerned scheduled presentations of some sort when no class/lecture/recitation, etc. was cancelled. (In these situations, students were making the assumption that these presentations were the equivalent of an examination).

ANNOUNCEMENT OF ASSIGNMENTS AT BEGINNING OF TERM—10 complaints

Complaints about instructor changing quiz or final examination dates (7 complaints)

• 5 complaints that instructor changed the examination date (not the final examination) well into the term.
  • 3 concerned the same subject in which the instructor moved the quiz date to an earlier date at the last minute due to unforeseen holiday conflicts.
• 2 complaints that an instructor did not have an official examination time registered and later in the term decided to set an examination date.

Complaints about length of final examination (1 complaint)

1 complaint about a final examination being scheduled to last for 4 hours.

Complaints about changes in grading policy after term began (2 complaints)

Both complaints dealt with the same class in which a decision was made later in the term that a portion of the problem sets would count toward the final grade.

SCHEDULING OF ACADEMIC EXERCISES—3 complaints

• 1 complaint that a laboratory was running later than 5 p.m.

• 2 complaints that a review session and an activity linked to an evening examination were scheduled for a Monday night.

END OF TERM REGULATIONS—10 complaints

• 7 complaints that assignments were due during last week of classes in subjects with final examination.
  • 3 concerned same class; 4 concerned different classes.

• 1 complaint that an optional problem set was due during last week of class, and the instructor was to grade this problem set and drop lowest problem set grade for term.

• 1 complaint that presentations were due on the same day as final. For this same class, there was an additional complaint that presentations were changed to the week before the final (counted in 7 complaints above).

• 1 complaint that there was an examination during the last week of class as well as homework.

MISC. — 3 complaints

• 1 complaint about an unreasonable workload during a short period of time (paper, problem set, group presentation, take-home test).

• 1 complaint about review sessions on Monday nights.

• 1 report in which student confused the rules governing evening examinations and regular examinations taking place during normal class period.
APPENDIX E

Current Regulations on Scheduling Academic Exercises and on Evening Examinations

Rules and Regulations of the Faculty

2.12 Exercises shall, in general, be held between 9 A.M. and 5 P.M. Monday through Friday. Exercises shall begin five minutes after and end five minutes before the scheduled hour or half-hour.

It is the intent of the Faculty that for undergraduate subjects there shall be no required academic exercises between 5 P.M. and 7 P.M. Monday through Friday and between 1 P.M. Saturday and 8 A.M. Monday. Exceptions may be made with the concurrence of the Committee on Academic Performance.

2.83 One unit of credit toward degree requirements represents approximately one hour per week of lecture, exercise, or preparation for one term. Unit designations of courses normally shall be multiples of three units. No instructor shall require more outside work than can be satisfactorily performed under ordinary working conditions in the preparation time assigned to the course by students of average capacity, adequate preparation, and reasonably good habits of work; and, in order that this rule may be practically enforced, each instructor is expected from time to time to ascertain the amount of outside preparation actually given to each of his or her courses by students whose work is of passing grade.

Bulletin

Policy on Evening Examinations/Quizzes in Undergraduate Subjects

An evening examination is defined as a written exercise (quiz) that is not given in a regular class period and begins at or after 7:00 pm. It must be the equivalent of a quiz that could be given in a normal class period.

• It is the intent of the Faculty that evening examinations be used only to ease the time pressure on students of examinations given during a regular class period, and not as a means of adding to the number of class periods in a term. Therefore, during the week that an evening examination is given, a regularly scheduled class hour (lecture or recitation) shall be canceled; or, alternatively, no homework shall be assigned for that week.

• There is a need for times when evening classes and undergraduate seminars can be scheduled free from potential conflict with evening examinations. Therefore, no evening examinations or review sessions are to be scheduled on Monday evening, and faculty are urged to avoid scheduling examinations and review sessions on Wednesday evening.

• When possible, evening examinations should be scheduled through the Schedules Office three weeks before Registration Day so that dates can be included on students’ class schedules for planning purposes during the registration process. In any event, faculty must announce the schedule of any evening examinations during the first week of the term.

• Students who have a conflict between a scheduled evening examination and other scheduled academic or extracurricular activities will be provided with an examination at an alternate time.
1.3   CLASS TIMES
In accordance with the Regulations of the Faculty Section 2.10, exercises should, in general, be held between 9 a.m. and 5 p.m. Monday through Friday. Exercises begin five minutes after and end five minutes before the scheduled hour or half-hour. No undergraduate academic exercises may be required between 5 and 7 p.m., Monday through Friday without the prior approval of the Committee on Academic Performance (CAP). This rule also covers “optional” sections that students may feel obliged to attend. It also means that asking students to shift a scheduled class into this time slot is not acceptable.

1.4   EXAMINATIONS
1.4.1   The policy on evening quizzes/examinations for daytime classes states that 1) evening examinations should be the equivalent of a quiz that could be given in a normal class period; 2) a regularly scheduled class period should be canceled or no homework should be assigned for the week during which an evening examination is given; 3) there should be no examinations on Monday evenings, and preferably not on Wednesday evenings; 4) evening examinations should be scheduled through the Schedules Office; and 5) alternate evening examinations should be provided for students who have conflicts with scheduled academic or extracurricular activities.
A Partial History of the Evening Exams Issue:

Concern about evening exams was brought to the attention of the CAP five years ago, in April of 1985. A memo from the Faculty Chair (then Prof. Arthur Smith) made reference to conflicts with regular scheduled subjects, forcing students to miss class, with little attempt to work these evening exams around student schedules by using conflict exams. No action was taken by the CAP at that time.

The evening exam issue was raised again a year later. A faculty member in SHSS brought to the attention of the CUP in April 1986 the fact that a number of quizzes, particularly in engineering subjects, were being held during the evening hours, conflicting with scheduled HASS subjects held in the evening. Students having conflicts with their HASS class felt compelled to miss class. They were described as reluctant to ask for conflict exams in their engineering classes. The CUP chair (Dean Margaret MacVicar) requested that the CAP review evening exam policy.

The issue posed was essentially, "Can those classes offered in the evening be protected from conflict with exams in other courses?" A larger question that followed on the former was, "Should evening exams be permitted? Do they increase student workload in a term already extended to the limit?"

Numbers of students affected at any given time was not the issue, as it would be a de facto minority. In fall of 1986 the number of scheduled undergraduate evening subjects (primarily HASS subjects with an average of 25 students per course) was 21. (These numbers were about the same in 1988.) Undergraduate subjects holding quizzes in the evening numbered at least 15. More evening classes are given on Mondays than on other days; hence Monday was the least liked day for evening exams. Sometimes the class missed was a several hour long class, so the equivalent of week's worth of class was lost.

Faculty in the subjects giving evening exams were polled informally in the same year. Those who supported holding evening exams cited (1) the need to give students a more relaxed atmosphere for quiz-taking, and (2) a reluctance to give up a lecture hour for quizzes.

Undergraduates were also polled informally about their feelings about evening exams in general in 1986 by an ODU student member (and polled also by a student interested in the issue in 1987). Students agreed generally that (1) evening exams provided breathing room, but (2) evening exams were sometimes structured to take two hours to complete.

At an April 1988 CAP meeting, student representatives, Dean MacVicar, and departmental representatives were invited to discuss evening exams. (Some undergraduate officers had also responded in writing before the meeting.) Results of a quick poll of course 16 faculty was presented, although these faculty rarely gave evening exams themselves; nevertheless, the poll indicated that while most did not favor evening exams in general (voting 41 to 11), limiting evening exams to certain evenings to avoid conflicts (44 to 8) was favored. Student representatives (the then UA president and a representative from the FPC) did not support having evening exams. Other faculty present (as well as several who had written the CAP) expressed a desire to avoid conflicts, but were not agreed how that was to be done.

---

3Evening, as used here, does not include the hours between 5 PM and 7 PM, since required academic exercises are prohibited in those hours by the Faculty Rules.

4An underestimate, since the number of quizzes scheduled through the Schedules Office may not reflect the actual number of quizzes held.
In the spring semester of 1988 EECS put into effect its own policy regarding evening exams which addressed the issue of student workload and arranging for conflict exams, but did not address the issue of protecting evening classes in other courses from conflict with evening exams.

---

EECS policy is as follows: (1) An evening quiz should be designed so that students can theoretically complete it in one hour; no more than two hours of time should be scheduled for such a quiz; (2) During the week an evening quiz is scheduled, either no homework should be required or a regularly scheduled class hour (lecture or recitation) should be cancelled. Quiz review sessions that precede the quiz are not considered regularly scheduled class meetings; (3) If a student has a conflict with a scheduled evening quiz, the conflict exam may not be scheduled during the hours of 5 PM to 7 PM which would violate Faculty Rules.
MEMORANDUM TO: Members of the Faculty

FROM: Vernon M. Ingram
Chairman

SUBJECT: Scheduling of evening classes

December 4, 1985

It has come to this Committee's attention that several instructors schedule classes or meetings between the hours of 5-10 p.m.

I would like to remind my colleagues of Regulation 2.11.1 of the Rules and Regulations of the Faculty which states:

"It is the intent of the Faculty that for undergraduate subjects, there should be no required academic exercises between 5 p.m. and 7 p.m. Monday through Friday and between 1 p.m. Saturday and 8 a.m. Monday. Exceptions may be made with the concurrence of the Committee on Academic Performance."

The Committee has discussed the following two problems and feels that students should be alerted at the beginning of the term if you plan to schedule class sessions after 7 p.m. on weekdays. Also, for every evening session which by itself extends the normal total weekly hours of a subject, the C.A.P. asks that the daytime schedule of that subject be reduced accordingly.
COMMITTEE ON ACADEMIC PERFORMANCE
FACULTY POLICY COMMITTEE

POLICY ON EVENING EXAMS/QUIZZES IN UNDERGRADUATE SUBJECTS

Evening exams — in which students typically have up to two hours to complete a one-hour exam — have become a replacement for one-hour in-class exams for some MIT undergraduate subjects.

These evening exams are seen as an advantage by many students and faculty because they can provide a better evaluation of understanding the material (less emphasis on speed), and provide a better, less pressured environment for the quiz. However, these exams can conflict with MIT classes (especially HASS subjects) scheduled in the evenings, which can mean missing a week's worth of classes in a subject in order to take an evening exam.

Further, evening exams can conflict with evening non-academic activities, disrupt students’ normal rhythm of studying and attending classes, and, in some cases, violate existing Faculty Regulations (i.e., the scheduling of conflict quizzes from 5 to 7 p.m.)

The following policies, applicable to undergraduate subjects only, are designed to maintain in a simple way the positive features of evening exams while minimizing their negative impacts:

1. An evening exam is defined as a written exercise (quiz) that is not given in a regular class period and begins after 7:00 p.m. It must be the equivalent of a quiz that could be given in a normal one-hour class period. The duration of an evening exam may not exceed two hours.

2. It is the intent of the Faculty that evening exams be used only to ease the time pressure on students of one-hour exams given during a regular class period, and not as a means of adding to the number of class periods in a term. Therefore, during the week that an evening exam is given, a regularly scheduled class hour (lecture or recitation) shall be cancelled; or, alternatively, no homework shall be assigned for that week.

3. There is a need for times when evening classes and undergraduate seminars can be scheduled free from potential conflict with evening exams. Therefore, no evening exams or review sessions are to be scheduled on Monday evening, and faculty are urged to avoid scheduling exams and review sessions on Wednesday evening.

4. When possible, evening exams should be scheduled through the Registrar's Office three weeks before Registration Day so that dates can be included on students’ Class Schedules for planning purposes during the Registration process. In any event, faculty must announce the schedule of any evening exams during the first week of the term.

5. Students who have a conflict between a scheduled evening exam and other scheduled academic or extracurricular activities will be provided with an exam at an alternate time. Alternate exams may not be scheduled between 5:00 and 7:00 p.m., in accordance with current Faculty Regulations (although any individual student could request an alternative exam between 5:00 and 7:00 p.m.)
FACULTY RULES YOU SHOULD KNOW

The Faculty have a number of regulations designed to ensure that you are able to get the most out of your educational experience. Here are a few of these rules.

Brought to You by the UA STUDENT COMMITTEE ON EDUCATIONAL POLICY (SCEP)

EVENING EXAMS:

- "Must be the equivalent of a quiz that could be given in a normal class period."
- "During the week that an evening exam is given, a regularly scheduled class hour (lecture or recitation) shall be canceled; or, alternatively, no homework shall be assigned for that week."
- "No evening exams or review sessions are to be scheduled on Monday evening, and faculty are urged to avoid scheduling exams and review sessions on Wednesday evening."
- "Students who have a conflict between a scheduled evening exam and other scheduled ACADEMIC OR EXTRACURRICULAR ACTIVITIES will be provided with an exam at an alternate time."

NON-ACADEMIC TIME: 5 TO 7 PM

"It is the intent of the Faculty that for undergraduate subjects there shall be no required academic exercises between 5 p.m. and 7 p.m. Monday through Friday and between 1 p.m. Saturday and 8 a.m. Monday. Exceptions may be made with the concurrence of the Committee on Academic Performance."

Rules and Regulations of the Faculty, 2.12, p. 9

COMPREHENSIVE EXAMS:

"A comprehensive examination (covering most of the term's work) can only be given during the final exam period or before the last week of classes."

MIT Bulletin 98/99, p. 70

RELIGIOUS ABSENCES:

- Any student who is unable to attend classes or participate in any examination, study, or work requirement on a particular day because of his or her religious beliefs is excused from any such activity. The student will be given the opportunity to make up the work that was missed, provided that the makeup work does not create an unreasonable burden upon MIT.
- The Institute will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effects will result because students have made use of these provisions.

MIT Bulletin 98/99, p. 73

RIGHT TO REPORT VIOLATIONS:

"Individuals will not be reprimanded or discriminated against for initiating an inquiry or complaint..."

MIT Bulletin 98/99, p. 73

To Report Problems to the Chair of the Faculty: feedback@mit.edu

All names will be kept confidential.
Many potential problems are much easier to deal with at the beginning of the term than at the end. Each of your classes should have given you a written syllabus that summarizes all tests, quizzes, and required work—if not, you should get one by the end of the third week of the term. We urge you to check each of your syllabi against this checklist. Let us know if you notice any problems. It will be much easier both for you and for your professor to catch problems and make changes early.

<table>
<thead>
<tr>
<th>Subject Numbers</th>
<th>Syllabus Checklist for Undergraduate Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>UA Student Committee on Educational Policy (SCEP)</strong></td>
</tr>
<tr>
<td></td>
<td>Thanks to the Academic Services Office in the</td>
</tr>
<tr>
<td></td>
<td>Office of the Dean of Students and Undergraduate Education (ODSUE)</td>
</tr>
<tr>
<td></td>
<td>Contact information on other side of page.</td>
</tr>
</tbody>
</table>

- All exams, quizzes, and problem sets are marked on the syllabus.

- **In weeks when evening exams are given:**
  - Either a class is cancelled, or no homework is assigned.
  - No exam or review session is scheduled on a Monday night.
  - Students who have conflicts with scheduled academic or extra-curricular activities are provided an exam at an alternate time.

- No academic exercises are scheduled between 5 PM and 7 PM.

- The syllabus provides a clear description of the rules for collaboration in the subject. **Note:** If these guidelines aren't there, ask the professor to provide them. Collaboration rules vary from subject to subject.

- Any final exams are scheduled during the final exam period. Exams given in the last week of the term cover only recently presented material, not most of the term's work.

- **If the subject has a final exam:**
  - No tests are given and no assignment is due after Friday, May 7.

- **If the subject does not have a final exam:**
  - **At most** one assignment falls due or one test or quiz is given after Friday, May 7.

- No assignment falls due and no exercise other than a final exam is scheduled after the last day of classes, Thursday, May 13.
APPENDIX J
Current Regulations on Take-home Examinations

Rules and Regulations of the Faculty

2.51 Final examinations shall be held during the final examination period following each term, and shall be scheduled through the Office of the Registrar, as well as announced to the class, before the end of the third week of the term. The final examination scheduled in any subject shall last at least one hour and not more than three hours.

Term Regulations distributed by Chair of the Faculty (Spring 1999)

1.4.2 Take home final examinations are not permitted for any undergraduate subject. Final examinations must be announced to students before the end of the third week of the term (Friday, February 26). All final examinations are held during the final examination period following each term and must be scheduled through the Schedules Office. Scheduled final examinations may be from one to three hours.
MEMORANDUM

Date: 19 April 1994

To: Institute Faculty

From: Linn Hobbs  
Chair, CUP

Re: Take-Home Final Examinations

The Committee on the Undergraduate Program (CUP) voted at its 17 November 1993 meeting to discontinue an experiment, begun in the Spring 1992 semester, which had permitted certain HASS-D subject instructors to set take-home final examinations in place of a traditional, scheduled 1-3 hour sit-down final. The experiment had required an exemption from a Regulation of the Faculty which does not permit take-home final examinations.

The experiment was undertaken in response to a previous decision of the HASS-D Overview Committee to require a final exam in all HASS-D subjects. The motivation behind the experiment was to help the HASS-D Overview Committee evaluate alternative forms of student assessment for subjects where a traditional final examination appeared inappropriate or pedagogically questionable and to help determine whether final examinations should continue to be required in these subjects. CUP’s reconsideration was precipitated, at least in part, by a request from the faculty who teach 6.001 for a take-home final exam experiment in that subject. After considerable discussion, CUP concluded that the HASS-D take-home final examination experiment had not been a success and should not be extended to other subjects. The CUP voted to end the experiment, beginning with the Spring semester 1994.

The CUP thought it would be useful to report to the Faculty the motivation for the original experiment and its subsequent implementation, the nature of the 6.001 request, and the reasoning behind CUP’s action to end the experiment. Several HASS-D instructors feel strongly that the traditional sit-down form of an examination represents a pedagogically-irrelevant examination tool, inappropriate to the mode or manner in which their subjects (poetry- or play-writing, for example) are taught. The 6.001 request was likewise prompted by pedagogical concerns, in this case that a traditional final does not allow the instructors to pose real-world design-like experiences, and that time-pressured exams discriminate unfairly against those students who are slow but nonetheless wise; an exercise was additionally sought which would encourage students to work together, rather than independently.

CUP, together with the Committee on Academic Performance who also considered the question at CUP’s request, feared that a take-home final exercise could easily escalate beyond what was reasonable to expect in a traditional three-hour exam, even counting in preparation time for the traditional exam. Indeed, their fears appeared confirmed by the extensive nature of some of the questions asked in HASS-D take-home examinations. Though survey data revealed that many
students liked the idea of take-home finals, several other significant problems were raised in discussion: 1) Few or no controls appear to have been instituted (or appear possible to have been instituted) in the HASS-D experiment over how much time a student would spend on a take-home final examination. 2) It seemed difficult for an outside overview committee to assess the time commitment required. 3) It seemed difficult also to guarantee fairness to those students who might have several other final examinations to prepare for and could find correspondingly less time to devote to a take-home exercise. 4) There appeared no easy way to assure equal access to resource materials, which might be easily available to some students through subject repositories in certain living groups and unavailable to others. 5) The difficulty of extending the experiment to only one or a few deserving subjects in other departments and other schools was acknowledged. And, 6) it was considered unrealistic to expect a student to complete multiple take-home finals in the brief time available. These problems are particularly compounded for a heavily-enrolled, demanding subject like 6.001, involving a large number of freshmen.

Given MIT's present short reading and final examination periods, CUP felt that the final examination period should continue to remain distinct. Exercises of the sort proposed for take-home final examinations might be done within the semester and should not extend into the final examination period. CUP was therefore reluctant to sanction continuation of the HASS-D take-home final experiment and unwilling to extend the experiment to other subjects. CUP therefore welcomed the recommendation of the HASS-D Review Committee that final examinations in HASS-D subjects should no longer be mandatory.

In summary, take-home final examinations in any subject therefore remain proscribed, as specified in §2.51 of Rules and Regulations of the Faculty. Any final examination given must be scheduled during the final examination period and cannot last more than three hours. Alternative evaluation exercises given in the semester must conform to the end-of-term regulations distributed to faculty members each semester by the Chair of the Faculty.
APPENDIX L

Current Regulations regarding Governance of Examinations

Rules and Regulations of the Faculty

1.72 The Faculty Policy Committee...

*The Committee shall have the following duties and responsibilities:*

a. Formulate policy on matters of concern to the Faculty, for approval by the Faculty; interpret and implement policy as approved by the Faculty.

b. Coordinate the work of the other Committees of the Faculty, establishing liaison with them, providing guidance and direction, and referring issues to particular Committees or establishing Ad Hoc Committees as appropriate.

c. Maintain a broad overview of the Institute's academic programs, coordinating and reviewing proposals from the Standing and Ad Hoc Committees for presentation to Faculty meeting.

d. Communicate with the Faculty as a whole on important matters of policy, reporting regularly at Faculty meetings....

1.73.1 The Committee on Graduate School Policy...

*Among the duties and responsibilities of the Committee shall be:*

d. Cooperating with the Committee on Academic Performance in making recommendations to the Faculty on such matters as calendar changes, examinations, and grading.

1.73.2 The Committee on the Undergraduate Program...

*Among the duties and responsibilities of the Committee shall be:*

a. Considering proposals that would change or modify undergraduate educational policies, and making suitable recommendations to the Faculty.

b. Exercising oversight responsibility for undergraduate education, including the freshman year, the General Institute Requirements, and other interdepartmental programs, giving attention to both short-term and long-term trends and directions.

c. Encouraging experimental innovation in undergraduate education, including the approval and supervision of limited educational experiments and granting of exceptions to allow any experiment to depart from specific Faculty Regulations and MIT administrative procedures. Descriptions of experiments and reports on their progress and outcome shall be circulated to the Faculty. Experiments that show enduring value should be incorporated in the usual ways into the Faculty Regulations and administrative practices.
d. Interacting with other Faculty Committees and with the Schools, departments, and programs on important issues in undergraduate education and communicating with the MIT community as a whole about such issues.

1.73.3 The Committee on Curricula...

   a. The Committee shall interpret and implement undergraduate educational policy as approved by the Faculty.....

   g. The Committee shall serve as the standing Faculty advisory body to the Registrar.

1.73.5 The Committee on Academic Performance...

   a. ... shall be concerned with the academic performance of undergraduates. It shall make recommendations to the Faculty on such matters as minimum scholastic standards, calendar changes, examinations, and grading, in consultation with the Committee on Graduate School Policy on those matters which also relate to graduate students.
Appendix M
Current Regulations regarding Violations of Examination Policies

Term Regulations Distributed by Chair of Faculty (Spring, 1999)

2. PLANNING FOR THE END OF TERM
To ensure that student and faculty workloads do not become overwhelming, the Faculty regulates examinations and work assignments at the end of term. Nonetheless, each term violations of these regulations arise in a number of subjects. While usually well intended, requirements that are in violation of the rules often impose hardships on students. When such violations occur, the Chair of the Faculty has the responsibility to contact the instructor to resolve the problem. It is often difficult and awkward to resolve such situations late in the term in a way that is fair to the students and that preserves the educational value intended by the instructor. For this reason, please read these guidelines carefully and contact the Faculty Chair Lotte Bailyn (lbailyn@mit.edu) early in the term with any questions you may have.

Please note that students are aware of these regulations; do not be surprised if they call them to your attention. Students are entitled to expect that no faculty member will deviate from these rules except with prior permission of the CAP for undergraduate subjects and the Committee on Graduate School Policy (CGSP) for graduate subjects, and that any such approved exception will be announced and appropriately emphasized early in the term. Having students vote on some deviation from the rules is not an acceptable procedure.