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1. The faculty, its committees and individual members are responsible for providing the best possible instruction in law to students at the University of Baltimore School of Law. They are also responsible, within the provisions of these By-Laws: (1) for providing advice and recommendations to the Dean of the School of Law, and through him to the President of the University of Baltimore and other administrative officials of that University, designed to improve the selection and development of members of the law student body and the faculty; and (2) for advancing the general welfare of the American society through participation in civic, political, educational and cultural activities, and the preparation and publication of scholarly works.

2. For purposes of these By-Laws, “the faculty” consists of the Dean of the School of Law (hereinafter referred to as the “Dean”), the associate and assistant deans, all full and part-time members of the teaching staff of the School of Law and the Librarian of the School of Law.

The “voting faculty” consists of the Dean, the associate and assistant deans on tenure track, all full-time members of the teaching staff of the School of Law who are on tenure-track or tenured at the University of Baltimore, not more than two part-time members of the teaching staff, who, by invitation of the full-time members of the teaching staff, are invited to serve as “voting faculty,” and the Librarian of the School of Law.

The “voting faculty” includes a full-time law-school faculty member who is on either paid or unpaid leave of absence (including a faculty member who either is visiting another school or is on a sabbatical).

3. Faculty meetings:

   a. May be regular or special; regular meetings will be held at least eight times a year at times, dates and places to be fixed by the faculty at the beginning of each academic year;

   b. Will be conducted on as informal a basis as possible under internal procedures fixed by the faculty and approved by the Dean; in the absence of such procedure, the current edition of Robert's Rules of Order will be used;

   c. Shall be preceded by issuance by the Dean of reasonable notice of what the items are on the agenda for the particular meeting; (Adopted 4/94)
d. The agenda shall consist of unfinished business from the previous meetings; items the Dean would like discussed; committee reports, if any; any item a member has timely requested in writing that the Dean place on the agenda; and any new business the faculty shall choose to hear. The presiding officer shall have discretion to decide the priority to be given any item on the agenda at a faculty meeting. (Adopted 4/94)

4. A Quorum consists of not less than two-thirds of the members of the voting faculty; unless excused by the Dean, all voting members are required to attend all faculty meetings.

5. Faculty Actions will be by not less than a majority of the voting faculty present; proxies will not be honored.

6. Special meetings:

   a. May be called by the Dean, the senior Associate Dean, the President of the University or by seven of the members of the voting faculty;

   b. May consider only urgent specific matters that are covered in writing in a notice of the special meeting involved delivered to all members of the voting faculty (by hand or postmarked) at least one week before the meeting; such notices shall specify the time, date and place of the meeting and contain a description of the subjects and issues to be considered.

**COMMITTEES**

**General Provisions**

7. Committees will be regular or special; regular committees shall be appointed by the Dean; special committees may be appointed by the Dean or the faculty and their membership appointed by the establishing authority. (Amended 3/94)

8. Unless otherwise specified:

   a. Each committee shall have a minimum of three members. The actual number of seats on a committee (except for Promotion and Tenure Committee) shall be increased beyond three in any year the committee's workload justifies this expansion. The members of each committee shall be selected by the Dean prior to the graduation ceremony at the end of each academic year. Each faculty committee (except Admissions and Student Aid) shall serve after selection from the beginning of that year's graduation ceremony until the beginning of the graduation ceremony the following academic year. The members of the Admissions and Student Aid Committee, however, shall serve from the beginning of the academic year following selection until the day before the beginning of the next academic year. (Amended 4/94)
b. A chairperson shall be designated by the Dean from members of each committee; chair-people are responsible for expediting the work of their committees and for reporting committee action in writing to the faculty. (Amended 3/94)

c. The Dean may appoint either the Associate Dean for Academic Affairs or another associate dean, or an assistant dean, as a voting member of the Curriculum Committee and the Academic Standards Committee. In addition, the Dean may appoint a designated representative to sit on any other faculty committee as an ex officio member. There will be no designated slots on faculty committees except for Academic Review, Admissions and Student Aid, Career Services, Library and Educational Technology, Clinic, Promotion and Tenure, Promotion and Tenure Policy and Student Life. (Amended 4/94 and 3/96)

d. The voting faculty, with the approval of the Dean, may provide for participation in committee actions by students designated by the Student Bar Association and provide for the extent of such participation;

e. Each regular committee shall be responsible for a general overview of the problems in its defined area including particular matters referred to it by the Dean or the faculty; any faculty member may request any regular or special committee to consider a particular matter within the committee's jurisdiction but such requests shall not place an obligation on the committee to act thereupon;

f. Each regular committee shall prepare and submit for approval by the Dean and voting faculty a statement of the policies and procedures under which it operates; such statements should be reviewed annually by each committee and any proposed changes therein reported to the Dean and voting faculty for their approval;

g. No voting faculty member may serve more than three consecutive years on any one committee, except a voting faculty member may serve up to six consecutive years on the Admissions and Student Aid Committee. The Dean and voting faculty may make exceptions to this provision when it is found that enforcement of it would be inconsistent with provisions of these By-Laws. (Amended 10/80 and 4/94)

h. Each regular Law School committee constituted under the faculty by-laws, except the Admissions and Student Aid Committee, Promotion and Tenure Committee, Post-Tenure Review Committee, the Dean's Advisory Committee, and the Academic Review Committee, shall have one student member and one student alternate member. Student membership on special committees shall be determined by the establishing authority. A student alternate member may attend all committee meetings but may vote only when the student member is unavailable. The student member or the student alternate member of any committee will be entitled to vote on all committee business (Amended 8/2007).
REGULAR COMMITTEES - DESCRIPTIONS

9. a. The Academic Review Committee shall consist of the Associate Dean for Academic Affairs and three other faculty members selected from the members of the Academic Standards Committee. The Committee shall hear and decide petitions filed by students who have been required to withdraw for academic deficiency and are seeking readmission or who are seeking a waiver of one of the academic rules or requirements for graduation. The Committee may grant a petition if it finds that extraordinary circumstances caused the deficiency or failure to meet the requirement and that such circumstances have been eliminated and are unlikely to recur. (Adopted 4/94)

b. The Academic Standards Committee shall recommend to the Dean academic standards for the dismissal, retention, and graduation of law students, and assist the Dean in the administration of such standards.

c. The Admissions and Student Aid Committee shall consist of the Assistant Dean of Admissions and at least three other faculty members. It shall recommend to the Dean standards for the admission to the law school of students and assist in the administration of those standards. It will, in cooperation with the Dean, seek funds for financial assistance for law students and establish standards for the awarding of such funds. It may also recommend the award of specific scholarships. (Amended 8/2007)

d. The Professor of the Practice and Adjunct Faculty Committee shall review the teaching of Professors of the Practice, report to the faculty, and make a recommendation to the Dean regarding contract renewal. The committee shall also work with the Associate Dean for Academic Affairs to establish effective procedures to govern the selection of adjunct faculty and to inform adjunct faculty of their obligations as law professors and shall assist the Associate Dean in developing and implementing procedures for orienting adjunct faculty to the law school culture and to evaluate the job performance of adjunct faculty. (Amended 8/2020)

e. The Fannie Angelos Program for Academic Excellence is an outreach and service initiative by the Law School to identify and assist students at the Historically Black Colleges and Universities (HBCU) in Maryland to improve their reading, writing and analytical skills and thereby prepare for law school. The Committee will develop program goals, methodologies, and outcome measurements. (Amended 8/2013)

f. The Committee on Assessment is responsible for evaluating and coordinating the assessment activities of the School of law, particularly as they relate to ABA and AALS requirements for assessing the School of Law’s programs of legal education. In addition, the committee will collaborate with the Excellence in Teaching Committee in educating faculty on best practices in assessing students and the ways in which those efforts contribute to the School of Law’s overall assessment obligations. The committee will
propose, develop, and implement activities designed to improve assessment and help the faculty develop the necessary tools to support such efforts. The committee will also support the University's assessment activities as requested by the Dean.

g. The Building and Facilities Committee shall make recommendations to the Dean concerning allocations of space and improvement of facilities. (Adopted 3/89)

h. The Career Services Committee shall consist of the Assistant Dean of Law Career Development and at least three other faculty members. It shall maintain an overview of Career Services functions and activities and shall make recommendations with respect to such activities to the Dean and Faculty Council as it deems appropriate. (Amended 8/2007)

i. The Curriculum Committee shall conduct a continuing evaluation of the law school curriculum and specific evaluations of particular existing and proposed courses as requested by the Dean or the faculty or developed on its own initiative. It shall recommend standards with respect to the quality of instruction and the kind of instructional programs offered and policies with respect to course requirements, and its faculty, as appropriate, and may extend to the scope of courses, the number of credits to be awarded and course prerequisites, sequences, formats and content. It will assist the Dean in the preparation of publications describing law school courses and curriculum. (Amended 4/94)

j. The Committee on Excellence in Teaching promotes effective teaching across the curriculum. To that end, the Committee develops programs that present research on best pedagogical practices, explores innovative techniques, and supports collaboration in our teaching-and-learning community.

k. The Dean's Advisory Committee shall counsel the Dean about long range planning, budgetary matters, conflicts of interest, alumni relations, intra-university concerns, and any other issues affecting the law school about which the Dean may choose to seek advice. (Adopted 3/94 and Amended 3/96)

l. The Faculty Appointments Committee shall assist the Dean in the recruiting, interviewing and selection of new appointees to the faculty. The Committee shall obtain the approval of the full faculty of any person it recommends for full-time faculty employment, before recommending that person to the Dean. If a faculty hiring need arises between the last faculty meeting of the spring semester and the first faculty meeting of the fall semester, the Dean, in consultation with the Faculty Appointments Committee, may offer a one year contract for a visiting faculty position without approval of the full faculty.

As early as possible at the beginning of each academic year, and, as appropriate, during the academic year, the Committee shall consult with, and obtain the sense of, the full
faculty as to: (A) how many positions should be filled; (B) how such positions should be filled (e.g., full-time tenure track, coverage visitor, or "look-see" visitor); (C) what areas of expertise the school should be focusing upon for prospective new faculty; and (D) what criteria should be applied in evaluating prospective new faculty members. (Adopted 10/93) (See Procedure for Selection of Full Time Faculty p. 30)

m. The Committee on Faculty Research and Development shall be responsible for organizing and conducting programs to assist full-time and adjunct teachers in developing teaching skills and scholarship, and to integrate adjunct faculty into the life of the law school. It shall also recommend standards for granting funds to voting faculty for sabbatical leave and summer research projects. (Adopted 3/94, Amended 3/97)

n. The International Legal Education Committee shall maintain an overview of the policies and procedures of the LLM in the Law of the United States program, and participate and make recommendations on admissions into the program and other issues affecting international legal education.

o. The Library and Educational Technology Committee shall consist of at least three members, one of whom shall be the librarian of the School of Law. The Committee shall provide oversight and consultation on the library's services to faculty and students in support of the research, teaching, and service mission of the Law School. The Committee will report to the faculty regarding the library's collection and other resources, research, and teaching support technology. (Adopted 3/96, Amended 8/2007)

p. The Post Tenure Review Committee will review tenured faculty members, pursuant to the University of Baltimore School of Law policy on the Comprehensive Review of Tenured Faculty.

1. The Post-tenure Review Committee shall be composed of five tenured professors from the School of Law. To the extent practical, each year's committee shall contain at least two members from the previous year's committee.

2. The Chair of the Post-Tenure Review Committee shall be appointed by the Dean. The Chair, together with the tenured members of the Dean’s Advisory Committee, shall nominate the remaining members of the Post-Tenure Review Committee. No member of the Dean’s Advisory Committee shall participate in the nomination of a candidate to the Post-Tenure Review Committee, if that candidate, once confirmed, will be a part of a Post-Tenure Review Committee that will review the relevant member of the Dean’s Advisory Committee. The membership of the Post-Tenure Review Committee must be approved each year by the entire Promotion and Tenure Committee. The Chair of the Post-Tenure Review Committee shall be a member of the Promotion and Tenure Policy Committee.
(3) No person shall serve as a member of the Post-Tenure Review Committee in a year in which he or she is to be reviewed.
(4) A faculty member may challenge any member of the Review Committee for cause (bias or prejudice). Such challenge shall be made in confidence to the Dean. If the Dean sustains the challenge, the challenged member shall not participate in the consideration of the challenging faculty member, whose evaluation shall be conducted by the remaining members. An individual member of the Post-Tenure Review Committee shall also have the power to recuse himself from consideration of any faculty member, if he or she believes they cannot render a fair and impartial judgment. (Adopted 4/97)

q. The Committee on Promotion and Tenure shall consist of all tenured members of the full-time teaching faculty, and all tenured associate and assistant deans. The Dean is an ex officio, non-voting member of the Committee. All members of the committee may participate in all committee discussions but members equal or junior in rank to the individual under consideration may not vote on the promotion or tenure of that individual. Annually the Committee shall:

(1) examine the qualifications of those voting faculty members eligible for promotion, tenure or retention and submit recommendations thereon to the Dean; and
(2) before any such recommendation is made, announce to the voting faculty the names of those under consideration for promotion, tenure or retention and the policies and procedures that will be followed by the committee in making its evaluations and recommendations. Procedures, standards and qualifications for retention, promotion and tenure of members of the voting faculty shall be adopted or amended by the voting faculty at a regular or special faculty meeting. (Amended 10/83, 1/87, and 4/94).

r. The Promotion and Tenure Policy Committee considers and recommends to the Faculty Council all promotion and tenure policy matters. The chair of the Promotion and Tenure Committee shall serve as chair of this committee. Four other faculty members shall also serve, including at least one tenured professor, one tenured associate professor, and one untenured faculty member. (Adopted 9/88)

s. The Student Life Committee shall consist of an appropriate administrator and three faculty members. The Committee shall function to fulfill the following purposes:

(1) To serve as a vehicle by which students may register complaints, and receive information on existing complaint procedures;
(2) To meet regularly and confidentially with individual students and student organizations in order to obtain information concerning the student life of the law school with confidentiality maintained at
student request, and to recommend to the faculty and the administration actions that will ameliorate the quality of student life;

(3) To serve as a record-keeping body for aggregate complaints concerning the quality of student life in the School of Law;

(4) To report regularly to the Dean and faculty concerning activities of the committee, including the preparation of an annual written report on the state of the School of Law;

(5) To plan and present a series of programs in which members of the local and national bars speak to students concerning the relationship between law school and the legal profession;

(6) To plan and create handbooks which will assist students in the transition between law school and entering the profession; and

(7) To make recommendations to faculty members and the administration concerning the quality of student life within the School of Law. (Adopted 12/91)

\text{t. The Ad Hoc Committee on Summer Research Stipends and Sabbaticals shall be created at the discretion of the Dean and shall consist of three tenured members of the full-time teaching faculty who have not applied either for a summer research stipend or a sabbatical. The Committee shall evaluate proposals for summer research and sabbaticals and make recommendations thereon to the Dean. (Adopted 3/97)}

\text{u. Ad Hoc Lateral Hiring Committee. As charged by the Dean, the Ad Hoc Lateral Hiring Committee will identify and recruit lateral candidates. As directed by the Dean, the Ad Hoc Lateral Hiring Committee will coordinate its work with that of the Faculty Appointments Committee. In this regard, the Dean may direct the Ad Hoc Lateral Hiring Committee to recommend candidates to the Faculty Appointments Committee, which may then recommend such candidates to the full faculty for appointment as full-time faculty members. The Dean may also direct the Ad Hoc Lateral Hiring Committee to recommend candidates directly to the full faculty for appointment as full-time faculty members. The Dean may determine that certain positions should be filled by lateral candidates recommended to the full faculty by the Ad Hoc Lateral Hiring Committee.}

When the Ad Hoc Lateral Hiring Committee is empowered by the Dean to recommend candidates directly to the full faculty for appointment as full-time faculty members, every reference to “Faculty Appointments Committee” in the University of Baltimore School of Law Procedure for Selection of Full Time Faculty and the University of Baltimore School of Law Policy for Tenure and Rank on Appointment of Laterals and Look-See Visitors as Full-Time Faculty Members shall be read to include “or the Ad Hoc Lateral Hiring Committee.” References to “Faculty Appointments Committee,” “Appointments Committee” or “FAC” in the University of Baltimore School of Law Plan for Diversity in Faculty Hiring: Recruitment and Retention (once effective) shall be read to include “or the Ad Hoc Lateral Hiring Committee.”
v. Additional Ad Hoc Committees designated by the Dean for academic year 2021-2022
   (1) Ad Hoc Budget
   (2) Ad Hoc Faculty Honors
   (3) Ad Hoc Committee on Bar Passage

10. These By-Laws shall be effective July 1, 1979.
# FACULTY COMMITTEE ASSIGNMENTS 2021-2022

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>CHAIR</th>
<th>MEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor of the Practice and Adjunct</td>
<td>M. Hayes</td>
<td>G. Dolin (spring), A. Dillard, D. Hatcher, R. Lande (fall), W. Schwidetzky, A. Vallario, K. Wehle, C. Havard (fall)</td>
</tr>
<tr>
<td>Faculty</td>
<td>M. Lindsay</td>
<td>J. Anderson, R. Knowles, O. Neal, H. McClean, A. Sloan, (Ex Officio: J. Zavrotny)</td>
</tr>
<tr>
<td>Admissions</td>
<td>J. Lee</td>
<td>A. Dillard, N. Kempler, S. Lyke, H. McClean, S. Trivedi, S. Ziaja (Ex Officio: C. Diamond, L. Harow)</td>
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<tr>
<td>Career Services</td>
<td>N. Modesitt</td>
<td>W. Hubbard, E. Keyes, R. Knowles, S. Lyke, H. McClean, O. Neal, R. Rubinson (Ex Officio: C. Starger, L. Harow, M. Johnson)</td>
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<tr>
<td>Dean’s Advisory</td>
<td>D. Hatcher</td>
<td>M. Baffy, F. Brown, A. Dillard, M. Higginbotham, Z. Makar; M. Meyerson, (Ex Officio: H. Morell, C. Starger)</td>
</tr>
<tr>
<td>Excellence in Teaching</td>
<td>E. Keyes</td>
<td>G. Daniels, N. Grossman, M. Sipe, J. Lee (Ex Officio: M. Gilman, C. Starger)</td>
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<tr>
<td>Faculty Appointments</td>
<td>M. Gilman</td>
<td>G. Daniels; N. Grossman; M. Johnson; R. Lande (fall); M. Lindsay; A. McFarlane (fall); Z. Makar; K. Wehle (Ex Officio: H. Morrell)</td>
</tr>
<tr>
<td>Faculty Research &amp; Development</td>
<td>M. Higginbotham</td>
<td>J. Bessler, J. Lee, A. McFarlane, M. Meyerson (Director and Co-Founder), O. Neal</td>
</tr>
<tr>
<td>Fannie Angelos Program of Academic</td>
<td>M. Higginbotham</td>
<td>J. Bessler, J. Lee, A. McFarlane, M. Meyerson (Director and Co-Founder), O. Neal</td>
</tr>
<tr>
<td>Excellence</td>
<td>M. Sellers</td>
<td>N. Grossman, J. Maxeiner, M. Oppenheimer, B. White (Ex Officio: M. Bell and J. Simermeyer)</td>
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### Promotion and Tenure

<table>
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<th>Promotion and Tenure Policy</th>
<th>F. Brown</th>
<th>All Tenured Faculty Members</th>
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<td>F. Brown</td>
<td>D. Jaros, A. McFarlane (fall), M. Sellers, M. Sipe, A. Vallario (Ex Officio: C. Starger, M. Gilman)</td>
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### COMMITTEE CHAIR MEMBERS

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>CHAIR</th>
<th>MEMBERS</th>
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<tbody>
<tr>
<td>Student Life</td>
<td>R. Knowles</td>
<td>D. Hatcher, D. Jaros, E. Keyes, S. Lyke, S. Trivedi, B. White (Ex Officio: P. Manrique, K. Hickey)</td>
</tr>
<tr>
<td>Ad Hoc Budget</td>
<td>M. Meyerson</td>
<td>C. Havard (fall), W. Hubbard, M. Johnson, C. Starger, V. Schultz (Ex Officio: B. O’Connell)</td>
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<td>Ad Hoc Committee on Bar Passage</td>
<td>F. Brown, A. Vallario</td>
<td>M. Hayes, M. Meyerson, N. Modesitt, O. Neal, (Ex Officio: M. Baffy, C. Starger, N. Kempler, J. Zavrotny)</td>
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<td>Ad Hoc Faculty Honors</td>
<td>C. Starger</td>
<td>F. Brown, G. Daniels, M. Gilman, M. Johnson, M. Lindsay</td>
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<td>Ad Hoc Summer Research Stipends and Sabbaticals</td>
<td>R. Rubinson</td>
<td>M. Lindsay, W. Schwidetzky, M. Oppenheimer, C. Tiefer, K. Wehle (Ex Officio: C. Starger)</td>
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### ACTIVITIES

**ACTIVITIES**

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<thead>
<tr>
<th>Honor Board Process Aide</th>
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<tbody>
<tr>
<td>Law Review Faculty Advisor</td>
<td>A. McFarlane (fall); D. Jaros (spring)</td>
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<tr>
<td>Law Forum Faculty Advisor</td>
<td>A. Vallario</td>
</tr>
<tr>
<td>Moot Court Advisor</td>
<td>C. Diamond</td>
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### UNIVERSITY SERVICE ACTIVITIES 2021-2022 (AS OF AUGUST 2021)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>MEMBERS</th>
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<tbody>
<tr>
<td>University Faculty Senate (UFS)</td>
<td>M. Hayes, M. Sellers, J. Anderson</td>
</tr>
<tr>
<td>UFS Academic Policy Committee</td>
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<td>University Facilities Committee</td>
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<td>UFS Faculty Work Life Committee</td>
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<td>University Diversity Committee</td>
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<td>UFS General Education Council</td>
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<td>USF Research Council</td>
<td>M. Gilman; H. Morrell</td>
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<td>University International Review Board (IRB)</td>
<td>H. McClean (fall), G. Dolin (spring)</td>
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<td>Global Field Study / Study Abroad Advisory Committee</td>
<td>M. Hayes</td>
</tr>
<tr>
<td>UFS Graduate Council</td>
<td>W. Schwidetzky</td>
</tr>
</tbody>
</table>
MISSION STATEMENT OF THE SCHOOL OF LAW

Adopted by the Faculty Council, 10/20/2015

We educate students to become exceptional and principled lawyers; to contribute to local, national and international discourse about the law and legal institutions; and to promote efforts to achieve justice in local, national, and international communities. As an urban law school, we value diversity, academic excellence, and public service, and seek to improve the legal system and the quality of people’s lives. The School of Law prepares its students to assume leadership roles in the public and private sectors in the City of Baltimore, throughout the state of Maryland, across the United States, and around the world.

MISSION STATEMENT FOR THE J.D. PROGRAM

Adopted by the Faculty Council, 10/20/2015

We educate our students to become members of the legal profession who are exceptionally well prepared to serve clients, promote justice, and become leaders in a variety of disciplines. Using innovative teaching techniques, live-client experiential opportunities, simulation courses, and externships, we help our students to:

- develop knowledge of substantive and procedural law and theory in an array of contexts and legal systems;
- acquire legal analysis, research, writing, and communication skills so that they can effectively analyze and resolve client and societal problems; and
- adhere to the highest professional and ethical standards.
The University of Baltimore School of Law will teach legal doctrine, legal ethics, and legal skills in a manner that successfully combines theory and practice. We will provide students with practical legal experiences and an innovative writing program that is an integral part of the overall curriculum, thereby facilitating their understanding and application of the law. We will work with our students to identify and build on their strengths as they make the transition to their professional careers. To create the best possible environment for this comprehensive legal education, we will take advantage of our urban location and we will provide a state-of-the-art facility, a wide range of co-curricular activities, and productive centers for the study of law in areas of targeted strength. Our faculty will produce scholarship that makes substantial contributions to legal discourse, and our faculty and students will engage in service that benefits our local, regional, national, and international communities. We will continue our commitment to the dual goals of access and excellence by creating a welcoming and vibrant educational community that is rich in diversity in all of its varied forms, and by offering students the fullest opportunity to participate in the law school experience through flexible full time and part time programs.
The University of Baltimore School of Law Strategic Plan 2013-2018  
Adopted by the faculty on Nov. 8, 2013

Long-Range Planning Committee: Jane Murphy, Kimberly Brown, Richard Bourne, Eric Easton, Elizabeth Keyes, David Jaros, Will Tress, Angelica Bailey, Mortimer Sellers, Cassandra Havard, Amy Sloan, Steven Grossman, Fred Brown (Ex Officio: Vicki Schultz, Claudia Diamond, Jill Green, Jeffrey Zavrotyn)

Introduction

The School of Law’s magnificent new John and Frances Angelos Law Center opened in April 2013. Glass walls and soaring spaces infuse the building with natural light, creating an exciting and dynamic learning environment for students. The law center also provides students and faculty with sophisticated technology and an innovative variety of spaces for studying and collaboration. Significantly, the new law center enables the School of Law to integrate all of its doctrinal and clinical teaching spaces in one building, increasing the opportunities for new synergies within the law school community. The building also visibly affirms the School of Law’s long-standing commitment to the greater community. Organizations from the American Civil Liberties Union to local nonprofits already have been welcomed into the Angelos Law Center for important gatherings. Moreover, the law school is now home to a nonprofit organization that, like the school’s clinical program, brings low-income members of the community into the building for high-quality legal representation. In these and other ways, the new building will help the law school achieve all the goals of the Strategic Plan: to attract talented students, expand career opportunities, prepare students in a dynamic academic environment for a changing legal profession and advance justice.

Building on the Law School’s Strengths

The University of Baltimore School of Law has a strong foundation to build on to reach the goals outlined and commitments made in this new Strategic Plan. In developing the plan, the faculty, staff, students and alumni began by identifying the major strengths of the School of Law.

Engaged Students and Alumni

The School of Law enjoys a diverse student body and successful students who become active alumni. Although the school has long been known for educating aspiring Maryland lawyers, it also draws students from across the country and, increasingly, from around the world. The availability of scholarships in recent years has made the school more affordable for a broader range of students. The law school values the racial, ethnic and socio-economic diversity of its student body, and continuing to seek broad diversity is a critical goal of the new Strategic Plan.
The School of Law’s students have historically performed well on the Maryland bar examination, routinely exceeding the overall state passage rates. Since 2009, between 83 percent and 87 percent of the UB School of Law’s students taking the bar exam for the first time have passed. The school’s graduates can be found throughout the Baltimore, Maryland and District of Columbia legal communities in all areas of practice: large multinational firms, small or solo law offices, legal services programs, government agencies, corporations, the legislature in Annapolis and the benches of courts throughout the state. Many of these alumni maintain close ties to the school, coming back to teach, speak or coach moot court teams and providing students with invaluable externships, clerkships and other employment opportunities. The ongoing support of alumni is integral to the success of the new Strategic Plan.

Multiple Curricular Strengths
Many aspects of the School of Law’s existing curriculum also support the goals of the Strategic Plan. A number of current programs, for example, provide a springboard for the curricular innovations related to the plan’s goals. The School of Law’s Introduction to Lawyering Skills (ILS) program, developed as part of the previous strategic plan, is an ambitious innovation that integrates legal writing with a required first-year course (torts, criminal law or civil procedure). Popular among students, the ILS course provides a strong foundation in legal writing, which is reinforced with upper-level writing requirements. The first-year “law in context” program helps students understand the law in a variety of theoretical, social, historical and philosophical contexts. The law school’s pioneering Experience in Legal Organizations (EXPLOR) program provides students an opportunity to put their theoretical knowledge of the law into practice in a range of externship opportunities after their first year. Upper-level students can select courses in subject-matter concentrations such as estate planning and intellectual property, among other practice areas. The School of Law’s highly regarded clinical program enables students to provide legal services to the community’s most vulnerable members, while the long-standing externship program gives students course credit for rigorous experience in a wide variety of legal settings outside the school. Both clinics and externships support the plan’s goals of increasing experiential learning, fostering professionalism and advancing justice.

Outstanding Faculty
Professors at the School of Law are known for their strong commitment to classroom teaching, which they complement with outstanding scholarly contributions in a wide array of fields and with active service in the university and in local, state and national law-related organizations. Faculty members also direct and participate in the school’s five dynamic centers: the Center for International and Comparative Law; the Center on Applied Feminism; the Center for Sport and the Law; the Sayra and Neil Meyerhoff Center for Families, Children and the Courts; and the Center for Medicine and the Law. These centers support innovative scholarship, bring speakers to campus, and organize symposia and other programs that benefit students and faculty alike. Since the previous strategic plan was adopted, many excellent new faculty members have been hired, all of whom have brought strong academic and practice credentials. They and their more senior colleagues honor the school’s commitment to develop effective, practice-ready attorneys who are well-schooled in the theoretical underpinnings of the law.
**Highly Effective Career Services**

The School of Law’s deep commitment to career services furthers the goals set forth in this plan. The school’s impressive employment outcomes compare favorably to those of other law schools in the region. Nine months after graduation, 86.7 percent of students in the Class of 2012 were employed, almost all of them in positions for which the employer required or preferred a law degree. Nearly 18 percent of graduating students secured a judicial clerkship with a state trial, state appellate or federal court judge, almost double the national average.

Long before many other law schools began to focus on the connection between experiential learning and career development, the UB School of Law afforded students hands-on experience in government agencies, judges’ chambers, law firms and nonprofit and public-interest organizations throughout Maryland and the District of Columbia. In the past five years, the school’s externship offerings have grown dramatically. In 2012, for example, the school launched initiatives to support student interest in public-service careers: the Pro Bono Challenge, in which students earn recognition for pro bono work, and the Pro Bono Connection, in which students are trained to participate in pro bono matters. In addition, the school collaborates with organizations such as Maryland Legal Aid, the Maryland Office of the Public Defender and the House of Ruth Maryland to provide fellowship opportunities and, ultimately, opportunities for employment for recent law school graduates.

The School of Law provides comprehensive professionalism and career-skills training with events, ongoing programs and online resources. During the 2013-2014 academic year, for example, more than 100 legal practitioners with expertise in a range of practice areas and settings are to visit the campus to speak with students about professional development. Annual networking and career-fair events bring hundreds of employers to campus every year. The Legal Professional Development Institute, launched in 2012, offers students the opportunity to receive training throughout their law school careers and to earn a certificate upon completion of the program.

**Support from the University of Baltimore and the Broader Community**

Moving into the new Strategic Plan period, the School of Law also benefits in many ways from the support of the university. The School of Law collaborates with the University of Baltimore’s three other colleges -- the Yale Gordon College of Arts and Sciences, the College of Public Affairs and the Merrick School of Business – and benefits from university-wide initiatives that promote excellence in teaching and fund activities to enhance students’ learning. The university’s commitment to integrating experiential learning and community engagement throughout the institution complements the commitments in the School of Law’s Strategic Plan to develop experiential learning opportunities for students and to advance justice.

The School of Law’s relationships with the broader community also support the goals of the Strategic Plan. Through its network of active alumni, the school is connected to the local, national and international legal communities. The school’s faculty-directed centers partner with scholars and policymakers nationally and internationally. The faculty’s pro bono activities
connect the school with organizations that work on a wide variety of pressing legal issues. The new law center provides space for the school to engage with groups whose work involves seeking justice.

The University of Baltimore School of Law has experienced a period of growth and innovation. As this brief exposition of the school's strengths demonstrates, that growth and innovation are exemplified by the new building but reach far deeper, through the school's curriculum, faculty, staff and students, and extending to its critical institutional and community partnerships. With this foundation, the School of Law is well-situated to undertake the work of this new Strategic Plan.

**Goal 1: Attract a Talented, Diverse and Engaged Student Body With Excellent Prospects for Academic and Career Success**

The School of Law, like law schools around the country, has experienced declining applications in recent years as prospective students question the value of a law degree in the current marketplace. In response, the School of Law reduced the size of the 2013-2014 entering J.D. class by more than 50 students, or by about 15 percent. During this new Strategic Plan period, the School of Law will continue its commitment to the academic and professional success of students while closely monitoring conditions in the legal marketplace, including the availability of qualified applicants and the job prospects of its graduates.

Each year the school will consider the optimal number of students to admit, taking into account changes in internal and external conditions. Internally, the number of students admitted affects the amount of academic assistance available to students, bar passage rates and the ability of students to find suitable employment. The school also will remain cognizant of external conditions such as the national and regional economies, the demand for lawyers, and the number and quality of applicants.

Even as the size of the incoming J.D. class was reduced, the UB School of Law achieved notable growth in its international LL.M. program due to heightened interest in the school from students of diverse nationalities, including those from China, Brazil and Cameroon. The growth of the LL.M. program makes a positive contribution to the diversity and international character of the school and helps bolster its ability to accept J.D. students.

**Objective 1.1:** Attract highly talented J.D. students capable of success in the School of Law.

**Strategies:**
1. Maintain flexibility regarding the size of each incoming J.D. class in order to enroll only qualified students who will encounter good job prospects upon graduation.
2. Maintain and strive to improve funding for scholarships.
3. Increase the use of application fee waivers.
4. Maximize prospective students’ exposure to the new building.
5. Increase faculty involvement in recruiting prospective students.
6. Increase enrollment in non-J.D. programs, such as the LL.M. in the Law of the United States (LOTUS) and the LL.M. in Taxation, and explore other initiatives to allow flexibility in the size of the J.D. program.

Measures of Success Include:
- Improvement in the credentials of incoming J.D. students.
- Maintenance of strong bar passage rates.

(The baseline for measuring the success of the plan’s objectives will be Academic Year 2012-2013.)

Objective 1.2: Enhance diversity in the student body.

Strategies:
1. Appoint a director of diversity and outreach initiatives in the Admissions Office.
2. Strengthen pipeline programs such as the Fannie Angelos Program for Academic Excellence and the Charles Hamilton Houston Scholars Program, which create opportunities for students of diverse backgrounds.
3. Maintain and strive to improve funding for scholarships.
4. Appoint a coordinator to help recruit students for the LL.M. LOTUS program and to help build relationships that will increase and support existing and new international initiatives.
5. Maintain competitive tuition for LL.M. programs.
6. Attract students to the LL.M. LOTUS program from new regions of the world by establishing partnerships with other law schools in the United States and abroad.
7. Increase the use of application fee waivers to remove financial barriers to prospective students’ applying to law school.

Measures of Success Include:
- Greater ethnic, racial and economic diversity of J.D. and LL.M. student bodies.

Objective 1.3: Promote affordability of and access to legal education.

Strategies:
1. Increase efforts to raise revenue through grants, fundraising and continuing education programs to reduce reliance on J.D. tuition.
2. Increase enrollment in the LL.M. in the Law of the United States (LOTUS), the LL.M. in Taxation and the Certificate in Estate Planning programs to reduce reliance on J.D. tuition.
3. Build upon existing programs -- including the program for early entry to law school after three years of undergraduate education -- that afford promising students the chance to obtain their legal education with less indebtedness.
4. Use scholarships effectively.
5. Increase efforts to improve students’ financial literacy so they are better able to manage their indebtedness.

Measures of Success Include:
- Improved fundraising.
- Greater enrollment in non-J.D. programs.
- Affordable J.D. tuition and fees.
- Reduced student debt.

Goal 2: Expand Student Career Opportunities

At a time when the legal job market is undergoing dramatic change and constriction, the School of Law must work tirelessly to expand students’ opportunities to find meaningful employment. Under the Strategic Plan, the UB School of Law will focus on professionalism and career opportunities, from orientation through graduation and beyond so students have the knowledge, skills and confidence to identify and obtain satisfying employment.

In preparing this plan, the law school studied job-placement statistics, inventoried current professional training opportunities, and surveyed students, alumni and prospective employers about the skills graduates need to be competitive in the job market. Areas in which further programming will be valuable have been identified. In implementing the plan, the UB School of Law is fortunate to be able to draw upon a strong network of alumni and friends of the law school in the private bar, the public sector, the judiciary and nonprofit legal services programs. The School of Law will expand the kinds of opportunities available to students through increasingly strong programs in professionalism and business skills, an emphasis on law student networking opportunities, and expanded placements in externships and jobs during law school.

Objective 2.1: Promote students’ development of their professional identities.

Strategies:
1. Instill the professional standards of communication and conduct that will be expected of students in the future, beginning in first-year orientation and continuing throughout law school.
2. Supplement the curricular commitment to professionalism by expanding student participation in the Legal Professional Development Institute and by creating additional opportunities for learning and practicing both leadership and networking skills.
3. Develop a more comprehensive version of the Student Code of Conduct, which applies to students in conjunction with the school’s Honor Code.
4. Encourage students to develop a portfolio of polished written work developed from assignments completed in courses and employment.
5. With the Merrick School of Business, develop cross-curricular offerings in business skills and law-practice management.
Measures of Success Include:
- Improved rates of student employment, as measured by the National Association for Law Placement (NALP) Employment Report and Salary Survey.
- Increased student participation in and completion of the Legal Professional Development Institute program.
- Employer satisfaction with newly hired graduates’ performance.

Objective 2.2: Strengthen professional networks of students and alumni.

Strategies:
1. Maintain the strong tradition of connections among faculty, students, alumni and other community members by inviting practitioners to campus as adjunct professors, guest speakers, mentors, and moot court and mock trial judges.
2. Maintain strong relationships with professional associations, including the American Bar Association, the Maryland State Bar Association, city and county bar associations, the Association of Corporate Counsel, the Maryland Association for Justice and the Inns of Court.
3. Expand student participation in professional associations and pro bono work.

Measures of Success Include:
- Increased student participation in career-related programs, events, lectures and mentoring opportunities that bring employers, alumni and other practitioners to campus.
- Increased student involvement in professional associations.

Objective 2.3: Expand opportunities for students to pursue a variety of fulfilling career paths in alternative and emerging as well as traditional areas of law.

Strategies:
1. Appoint a director of externships.
2. Develop more practice area-linked externship classroom components so students can better connect their externships to a specific area of law.
3. Increase the variety of externship opportunities and maintain oversight over participating employers.
4. Increase the variety of employers participating in the Legal Professional Development Institute and in the Mentor Program.
5. Through targeted outreach, broaden the number and types of employers recruiting at the School of Law.

Measures of Success Include:
- Improved rates of student employment as measured by the NALP Employment Report and Salary Survey.
- Increased student and supervisor satisfaction in externship survey reports.
• Increased variety of externship opportunities.

Goal 3: Prepare Students in a Dynamic Academic Environment for a Changing Legal Profession

The School of Law strives to maintain a dynamic academic environment in which the faculty provides students with challenging instruction in legal theory and a range of experiential learning opportunities that inform students’ professional development. The new building and its cutting-edge technology will be creatively used to enhance the educational experience.

The School of Law also seeks to make its teaching and curriculum responsive to the needs of the profession and the public in light of the changes now taking place in the legal profession. The school will build on its strong tradition of blending theory and practice in its curriculum and of providing students with opportunities to use the law in the service of clients. The law school has made a number of changes in its first-year curriculum during the last five years that serve to strengthen students’ foundation before they choose from a largely elective second- and third-year curriculum. The focus in this plan is to promote changes to the upper-level curriculum that will build upon the strong foundation received in the first year and lead to the mastery of doctrine and skills. The first step in the process has been to develop a list of core competencies that all students should have grasped by the time they graduate. As part of the effort to design a curriculum that encourages these core competencies, the UB School of Law will expand the number of in-house clinical opportunities afforded students; develop new externship opportunities that combine diverse real-world experiences with robust classroom components; and explore ways to add simulations to the curriculum, including capstone courses that integrate multiple doctrinal areas in complex simulations.

Objective 3.1: Offer a curriculum that meets the demands of a changing legal profession and ensures that students attain the core competencies essential for the effective and ethical practice of law.

Strategies:

1. Ensure that every student who graduates from the School of Law has engaged in meaningful experiential learning.
2. Support students’ development of the core competencies through doctrinal classes, in-house clinics, externships, simulations and capstone courses.
3. Emphasize the core competencies during orientation, in academic advising and elsewhere as appropriate in formal and informal interactions with students.
4. Integrate more legal writing instruction throughout the curriculum.
5. Provide more focused academic advising to increase student awareness and mastery of the core competencies and to assist in course selection in areas of concentration.

Measures of Success Include:

• Revised degree requirements that align with students’ development of the core competencies, including:
Objective 3.2: Support teaching excellence and innovation that prepares students to be effective and ethical lawyers.

 Strategies:

 1. Appoint a Committee on Excellence in Teaching.
 2. Foster innovative and effective approaches to legal education with faculty colloquia, faculty self-assessment and peer feedback sessions designed to improve the quality of instruction.
 3. Maintain a diverse community of scholars that brings differing perspectives into the classroom by seeking to recruit and retain faculty who are members of minority groups.
 4. Encourage and support the use of improved technology available in the Angelos Law Center to strengthen classroom instruction.
 5. Explore the use of and support for online learning.
 6. Ensure that innovative and effective classroom teaching is valued by the School of Law, including in the annual faculty review process.

 Measures of Success Include:

- Improved teaching innovation and faculty collaboration.
- Increased student satisfaction reflected in course evaluations and other means of obtaining student feedback.
- Revised annual faculty review forms that reflect the value the school places on effective and innovative teaching.

Goal 4: Encourage a Vibrant Intellectual Community of Scholars

The School of Law seeks to nurture a community of scholars whose work both enriches teaching and advances the law. It seeks to provide its faculty with a range of opportunities to showcase their scholarship and to enhance their national and international reputations. It also seeks to encourage robust debate about legal issues, with a diversity of viewpoints and a variety of scholarly perspectives. These goals must be accomplished while taking account – indeed taking advantage – of rapid evolution in the content, forms, venues and funding of legal scholarship. Relevant developments include the increasing importance of interdisciplinary and collaborative scholarship; the proliferation of nontraditional forms and venues of scholarship such as blogs; and the demand for new ways to fund legal scholarship. The School of Law has a tradition of producing scholarship that is timely, relevant and accessible. We must continue this tradition, while enhancing the school’s capacity to disseminate its scholarship to others and positioning itself at the forefront of change in the ways that scholarship is created and shared.
Objective 4.1: Foster the production of high-quality scholarship that reaches a wide audience and promotes the public good.

Strategies:
1. Encourage and help faculty to bring their scholarship to a wider audience by using traditional and social media as well as the school’s website.
2. Sponsor conferences and other academic gatherings that offer opportunities for the exchange of ideas and that bring prominent scholars and policymakers to campus.
3. Support internal programs to develop scholarship, including workshops, mentoring and the exchange of scholarship-related information.
4. Expand the law library’s capacity to support faculty research.
5. Maintain competitive summer stipends to support faculty scholarship.

Measures of Success Include:
- Increased influence of the faculty’s scholarship among academic audiences, policymakers, opinion leaders and the general public.
- Increased scholarly collaboration within the School of Law.
- Robust support for research, conferences, workshops and symposia.
- Excellent faculty scholarship published by well-respected journals, academic presses and emerging outlets.

Objective 4.2: Position the School of Law at the forefront of changes in the form, content, dissemination and funding of legal scholarship.

Strategies:
1. Review policies and standards relating to faculty scholarship – including those for promotion and tenure, merit pay, summer stipends, sabbaticals and post-tenure review – to account for changes in legal scholarship.
2. Establish mechanisms to enhance the opportunities for outside funding of faculty research.
3. Actively seek to attract and retain faculty who will use emerging methods of creating, disseminating and funding scholarship.
4. Support research collaboration with faculty in other departments of the university and at other institutions.

Measures of Success Include:
- Increased scholarly collaboration with faculty outside the School of Law.
- Creation and dissemination of excellent interdisciplinary scholarship.
- Successful attainment of significant outside funding for faculty scholarship.
Goal 5: Support Academic Achievement for All Students, Including At-Risk Students

The School of Law is committed to helping its students succeed academically and professionally. The law school has long provided academic support to help students develop the critical skills necessary to become effective law students and lawyers. This assistance has included individual and small-group tutoring, writing instruction and skills workshops that focus on learning strategies as well as legal skills. The School of Law intends to expand academic support to meet the needs of current students.

Objective 5.1: Expand general academic support and writing instruction resources.

Strategies:
1. Hire additional staff to provide academic counseling and individualized instruction.
2. Consider developing first- and second-year courses to provide enhanced legal-skills instruction to struggling students.
3. Consider developing a course to train upper-level students as “teaching scholars” who will provide academic support to their fellow students.
4. Consider establishing a Legal Writing Center within the School of Law.

Measures of Success Include:
- Increased numbers of staff, students and faculty involved in providing academic support.
- Proposals for enhanced courses and for a teaching scholars training course.
- Improved student academic performance.

Objective 5.2: Offer academic support to a broader cross-section of students.

Strategies:
1. Consider increasing the GPA threshold at which upper-level students are required to participate in academic support programs.
2. Make online resources such as instructional videos and a practice exam data bank available to all students.

Measures of Success Include:
- Use of academic services by a broader cross-section of students.
- Student use of new online academic support resources.
- Improved student academic performance.
Goal 6: Advancing Justice and the Public Good in the Local, National and International Community

Lawyers should not only uphold the law as it exists today; they should also imagine a more just society and work to make it a reality. The School of Law school administration and faculty believe, therefore, that a core function of any law school is to advance justice and the public good. Faculty, students and staff of the University of Baltimore School of Law work to advance justice in many ways and in many settings. They serve the needs of individuals, organizations and society at large through clinics, externship opportunities, pro bono work and engaged scholarship. The School of Law seeks to increase its support of these and similar efforts as part of its commitment to strengthen the rule of law and nurture the ideal of justice.

Objective: Commit students and faculty to advancing justice and the public good through learning, service and community engagement.

Strategies:
1. Expand clinical offerings to meet significant community legal needs, such as by establishing a clinic to serve veterans.
2. Expand the availability of externships that enable students to address pressing legal needs in the community, including those in which students are admitted to the bar under the student-practice rule.
3. Create an externship classroom component for nonprofit legal services placements.
4. Expand the availability of summer stipends and apprentice fellowships for students and recent graduates engaged in public-interest work.
5. Expand participation in existing pro bono initiatives and create new efforts such as alternative winter and spring break pro bono experiences.
6. Encourage and recognize faculty involvement in pro bono service.
7. Support local and national efforts to provide loan forgiveness for graduates in public-interest positions.

Measures of Success Include:
- Increased student enrollment in clinics and public-interest externships.
- Increased number of pro bono hours contributed by students and faculty.
- Increased student and faculty participation in law reform efforts that advance justice.

Objective: Use the Angelos Law Center building to maximize service to the community.

Strategies:
1. Open the building for community events that promote access to justice.
2. Provide space for pro bono programs and trainings.
3. Provide office or meeting space to organizations that promote access to justice.

Measures of Success Include:
- Increased number of community groups using the Angelos Law Center building.
Appendix A: Core Competencies, as approved by the faculty on Dec. 12, 2012

JUSTICE, PROFESSIONALISM AND ETHICS
- Ethical responsibilities in the service of justice
- Development of a professional identity
- Development of professional values, including judgment, reflectiveness and decision-making
- Development of professional interpersonal skills and cultural sensitivity
- Commitment to public and pro bono service

SUBSTANTIVE KNOWLEDGE
- Knowledge of doctrinal law, including its history, theory, policy and context
- Principles of the U. S. legal system and legal systems worldwide

CORE LEGAL CONTEXTS
- Statutory law
- Common law
- Constitutional law
- Procedural law
- Administrative law
- International law

FUNDAMENTAL LAWYERING SKILLS
- Critical thinking, including critical analysis of law
- Legal and factual research and conventional legal citation
- Problem-solving
- Persuasion and rhetoric
- Litigation skills
- Transactional skills
- Legal writing
- Oral advocacy
- ADR
- Client interviewing
- Client counseling
“BEST PRACTICES” IN TEACHING

Compiled by the Committee on Excellence in Teaching, 2013-2014

Introduction
The Committee on Excellence in Teaching worked this year to provide opportunities to learn from experts in law teaching and general education and to share ideas among ourselves about teaching effectiveness and student engagement. In addition, both 1L and upper class students responded to the question of what they believe the faculty “owes them.” From this range of programming and discussion, one thing became clear: that the key to building a culture of greater student engagement and facilitating our continued development as law teachers is follow-up. To that end, the Committee has compiled what it believes is the faculty consensus on “best teaching practices,” along with examples supplied by faculty, students and Gerry Hess.

This document is intended to serve as a mechanism to allow each faculty member to think about his or her own teaching and consider what each of us might want to try. This is meant to be an individual exercise, based on our own personal assessment of what will fit in best with our own personality and teaching style. This is not meant to be part of any retention, promotion, tenure, or post-tenure decision.

The format of this document is as follows: First, we list the “best practices.” These are the basic principles on which we believe there is strong faculty consensus. After each of these principles is a list of “examples.” These examples were suggested by faculty, students, or Gerry Hess. They are presented not as a mandatory or even recommended list of activities. Rather, they are solely intended as a way of sharing ideas the faculty presented to encourage faculty members to decide, individually, which, if any, would be appropriate and effective for them.

The reason this is labeled “Part I” is that we hope to replicate this exercise next year to facilitate continued discussion of teaching issues, including: student assessment, improving students’ writing, using student evaluations, and means for handling challenging classroom moments.

Best Practices in Teaching
A. Faculty members should be readily accessible to students.
B. Faculty members should attempt to keep students engaged in class.
C. Faculty members should provide feedback to students during the course of the semester.
D. Faculty members should strive for “transparency”: clearly explain course expectations, the skills we hope students will learn, and how students will be evaluated.
E. Faculty members should demand excellence and professionalism of all students.
F. Faculty members should work continually to improve our teaching.
A. Faculty members should be readily accessible to students

*Examples*

1) Communicate to students that you want them to drop by your office; invite students to your office.
2) Have sufficient office hours that are posted and communicated to students.
3) Have an open door policy that extends beyond limited "office hours."
4) When possible, stay after class to answer questions; if another class needs the room, continue the discussion outside the classroom.
5) Be willing to talk with students about issues outside the course [law school in general, jobs, etc.].
6) Answer student emails and phone calls promptly.
7) Suggestions for encouraging student communication include: a) requiring students to come in to the office; b) requiring low performers to come in and meet; professor-hosted events or coffees to help students get to know the professor.
8) Have mandatory, individual 10-minute meetings between professor and each IL student in one’s class to discuss law school survival skills [efficiency and study habits] and not the substance of the course.

B. Faculty members should attempt to keep students engaged in class

*Examples*

1) Give constructive criticism accompanied by encouragement; praise correct answers.
2) Use variety within each class session since student attention goes up with a new activity. Keep lecture segments at a maximum of 10 minutes; accompany the lecture with visual aids (board, screen ppt.) or student activity.
3) Periodically place students in small groups and give clear guidance on task; circulate among groups to give feedback and encouragement.
4) Ask students to write a response to a question posed by the professor.
5) Have students do a surprise oral argument based on assigned readings.
6) Place a question on the board, ask students to think about an answer for 2 minutes, then ask for responses.
7) Use “visualization”: white boards or power point to present rules, factors, comparisons of cases or fact patterns, etc.
8) Use PowerPoint in effective ways: Don’t simply read a slide; for example, use Powerpoint to show broad outlines, pose a question, or give students something to do.
8) Encourage student collaboration on a task.
9) Relate law to practice, such as professor giving very short story based on own practice experience.
10) Use repetition – explaining the same concept in multiple ways.
12) Consider trade-offs—inject more active learning opportunities into class, but be willing to “cover” less material.
13) Use a variety of methods to call on students [cold, cool, dual].
14) Ensure all students speak regularly [or, in a large class, frequently].
15) Pay attention to how much we talk in class. Consider ways to “teach with our mouth shut.”

16) Avoid engaging in long one-on-one discussions with just one student; bring other students into the discussion.

17) Have students complete charts started by professor; assign students to make a visual representation of a difficult topic and then give feedback on it.

C. Faculty members should provide feedback to students during the course of the semester

Examples
1) Give a midterm in any exam course.
2) Give a graded midterm for all first-year courses and refer poor performers to academic support. [Most believe that little weight should be given to the midterm grade so that it is not determinative in the students’ overall course grade.]
3) For any midterm, faculty are doing the following: a) returning the midterms with comments; b) providing students with an overview of common mistakes; c) providing sample “best answers” [and sometimes answers that are not as good to highlight what is desired]; d) debriefing the midterm during class.
4) Post old exam questions with answers for practice. Some faculty discuss these questions and answers in class.
5) Assigning simpler hypos at the beginning of the semester and increase in complexity throughout the semester, and culminating in a final exam-style fact pattern.
6) In paper classes, meet with each student to review outlines and drafts.
7) In giving feedback, “express the good, the bad, and the ugly without discouraging the student.”

D. Faculty members should strive for “transparency”: clearly explain course expectations, the skills we hope students will learn, and how students will be evaluated

Examples
1) Explain to the students what the “learning goals” for each class or each topic are.
2) Summarize what was covered at the end of each class or each topic.
3) Provide students with guidance on how to do well on exams and papers; explain what we want in an exam answer.
4) Explain to students, especially upper-class students, the reason for the course’s focus [i.e. theory, skills, problem-solving, etc.]; explain the relevance of specific topics.
5) Provide key questions in advance of class; perhaps put on syllabus.
6) Use the syllabus to explain in detail what is expected [i.e., one faculty member told students to be courteous of one another by "not getting up in the middle of class to leave the room.”].
7) Explain what adequate “preparation” for class means [what sort of questions they should be able to answer; that they need not be able to answer all questions].
E. Faculty members should demand excellence and professionalism of all students

*Examples*
1) Be “demanding” in terms of assigned reading and expected preparation.
2) Communicate to upper-class students that upper-level courses are difficult and that students will be held to that standard.
3) Stress professionalism: Perhaps with harsher punishments for tardiness and failure to prepare.
4) Express to students high expectations in terms of mastery of doctrine, specific critical thinking skills, and professionalism.
5) Demonstrate respect for students’ concerns.
6) Demonstrate respect for opposing viewpoints and opinions; require students to present and respect opposing positions.

F. Faculty members should work continually to improve our teaching

*Examples*
1) Have “home and away” visits in which two colleagues visit each other’s classes.
2) Use colleagues to observe class and gather data—keep a class observation log and write down the questions professor asked, how long professor gave students to answer, gender and diversity data on students who spoke in class, how many minutes was professor talking vs. students talking or doing something, number of different students responding to professor questions, etc.
3) Use mid-semester “evaluations” (asking students what is most and least effective about class thus far) or more targeted requests for feedback on a particular topic (what was most memorable thing in class today? What was most elusive topic in class today?).
4) Let students know you considered their feedback: Read their feedback/report back to them/revise where appropriate.
5) Solicit students’ views on their expectations of the professor on the first day of class, and also ask what they expect of each other. Use this time to communicate professor’s expectations.
6) Refer to Teaching Law By Design for self-assessment exercises.
7) Use some type of journaling to document what works and what doesn’t in your teaching—It does not need to be a formal “journal,” but can be written after each class or by making notes in your class notes.
PROCEDURE FOR SELECTION OF FULL TIME FACULTY

The Faculty Appointments Committee shall recommend to the Faculty Council candidates for full time faculty appointment. The Faculty Council shall then recommend to the Dean those candidates to whom faculty positions should be offered. The faculty may choose to rank the candidates in order of preference or recommend conditions relating to the order of their preference.

The Dean should defer to the rankings and conditions, if any, enumerated by the faculty unless in good faith the Dean feels unable to do so. Should the Dean diverge from those rankings or conditions, the Dean shall inform the chair of the Appointments Committee of the decision prior to extending offers to the candidates.

If a faculty hiring need arises between the last faculty meeting of the spring semester and the first meeting of the fall semester, the Dean, in consultation with the Faculty Appointments Committee, may offer a one-year contract for a visiting faculty position without approval of the full faculty. (Adopted by the Faculty Council 10/20/10; Revised 11/17/21)

COMMENTS: These standards apply to the hiring of any full-time faculty member at the Law School - full-time tenure-track, tenured), and visiting faculty, including both a “coverage visitor” and a “look-see visitor.” A coverage visitor is someone who has been told that he or she is being hired temporarily for one year only; a "look-see" visitor is someone who may be told that he or she will be considered for a tenure track position during the visitation period. The reason applying these procedures with both types of visitors is that coverage visitors may decide to seek a full-time tenure track position at the Law School and may have an "inside track" in seeking a full-time position because of their visitation.

POLICY FOR TENURE AND RANK ON APPOINTMENT OF LATERALS AND LOOK-SEE VISITORS AS FULL-TIME FACULTY MEMBERS

[Approved by law school faculty 5/2021; pending system approval]

The following policy applies in making determinations regarding an appointment as a full-time faculty member with tenure and rank. For purposes of this policy, a “look-see visitor” is an individual who is serving as a visiting professor at the University of Baltimore School of Law and is told that he or she will be considered for a tenure-track or tenured position during the visitation period. For purposes of this policy, a “lateral” is an individual who is serving as a tenure-track or tenured full-time faculty member at another university or college at the time that the individual is being considered for appointment and who is not a look-see visitor. Unless
otherwise incorporated herein, the provisions of the University of Baltimore School of Law Promotion, Tenure and Retention Policy ("P&T Policy") do not apply for purposes of this policy.

I. Laterals

The procedure described in this part shall be used to determine the faculty’s recommendation to the Dean regarding the status of the appointment of a lateral as a tenured or tenure-track full-time faculty member -- i.e., with or without tenure and rank.

A. Tenure

If the Faculty Appointments Committee and Dean decide that a lateral should be considered for an appointment with tenure, the following procedure will apply:

1. Once the Faculty Appointments Committee concludes that it will recommend to the faculty that the lateral is acceptable for appointment as a tenured or tenure-track full-time member of the faculty, it shall notify the chair of the Committee on Promotion Tenure ("CPT chair"), who will then appoint a Promotion and Tenure ("P&T") subcommittee consisting of three members of the P&T Committee to conduct an evaluation of the lateral.

2. The P&T subcommittee evaluation will involve a review of at least two published law review articles (or their equivalent (as defined in part II.D.2.e(iii)(2) of the P&T Policy)), student and peer evaluations of teaching over the past five years, and service over the past five years.

3. Except for requiring outside reviews of the lateral’s scholarship and timing requirements, the promotion and tenure criteria provided in part II.D of the P&T Policy shall apply for purposes of this evaluation. In evaluating service under part II.D.3 of the P&T Policy, the lateral’s service to law schools, universities and colleges other than the University of Baltimore shall be taken into account.

4. In conducting the scholarship review, the P&T subcommittee should consider any previous outside evaluations of the lateral’s articles. The subcommittee shall select which published law review articles (or their equivalent) are to be reviewed, and should prefer articles (or their equivalent) for which previous outside evaluations are available. In conducting the scholarship review, The P&T subcommittee may seek the assistance of faculty who are experts in the subject matter of the lateral’s articles (or their equivalent) that are being reviewed.

5. The P&T subcommittee should also consider any previous promotion and tenure reports that are available from the lateral’s current and prior law schools, universities and colleges.
6. The P&T subcommittee will report its findings, and provide its recommendation, to the CPT chair by a date to be determined by the CPT chair. Such report should indicate at the top of the first page that it is the final report, and it should be signed by all three subcommittee members; signatures may be either digital or handwritten, at the discretion of the subcommittee chair. The CPT chair will then provide the P&T final subcommittee report to the P&T Committee.

7. The findings and recommendation of the P&T subcommittee as to tenure and rank will also be reported to the full voting faculty prior to the vote by the full voting faculty on the acceptability of the lateral for appointment as a tenured or tenure-track full-time faculty member.

8. If the lateral is voted as acceptable for appointment as a tenured or tenure-track full-time faculty member by the full voting faculty, the full P&T Committee shall vote on whether any offer to the lateral should be with the rank of Associate Professor and tenure.

B. Rank of Full Professor

1. If the Faculty Appointments Committee and Dean decide that the lateral should be considered for appointment with the rank of Professor with tenure, and provided that the lateral is eligible for consideration for appointment with the rank of Professor (described in 2 below), the procedure should be the same as in part A above, except that (i) all of the members of the P&T subcommittee shall hold the rank of Professor and (ii) the P&T subcommittee shall review at least two additional articles (or their equivalent (as defined in part II.D.2.e(iii)(2) of the P&T Policy)) of its choosing that are published after the two articles (or their equivalent) considered for tenure in part A.

2. To be eligible for the rank of Professor, the lateral must have served at least nine years as either a tenure-track or tenured professor at any university or college as of the beginning of the academic year in which the appointment as a Professor would take effect (“Nine-Year Requirement”). Based on its discretion, a majority of the members of the P&T Committee holding the rank of Professor may the waive Nine-Year Requirement.

3. If the lateral is voted as acceptable for appointment as a tenured or tenure-track full-time faculty member by the full voting faculty, and the full P&T Committee votes to recommend that any offer to the lateral should be with tenure, the members of the P&T Committee holding the rank of Professor shall vote on whether to recommend that any offer to the lateral should be with the rank of Professor.
II. **Look-See Visitors**

The procedure described in this part shall be used to determine whether the faculty should recommend to the Dean that an individual appointed as a look-see visitor should be offered an appointment as a tenured or tenure-track full-time member of the faculty, and the status of this appointment -- i.e., with or without tenure and rank. As described below, this procedure may involve the appointment of a P&T subcommittee to make recommendations as to the look-see visitor on acceptability to be hired as a tenured or tenure-track full-time faculty member, tenure and rank.

A. **Tenure**

If the Faculty Appointments Committee and Dean decide that the look-see visitor should be considered for an appointment with tenure, the following procedure will apply:

1. Upon the appointment of the candidate as a look-see visitor, the CPT chair will appoint a P&T subcommittee consisting of three members of the P&T Committee to conduct an evaluation of the look-see visitor.

2. The P&T subcommittee evaluation will involve a review of at least two published articles (or their equivalent (as defined in part II.D.2.e(iii)(2) of the P&T Policy)), teaching during the period of visitation, student and peer evaluations of teaching over the past five years, and service during the period of visitation and over the past five years.

3. Except for the outside review requirements (discussed below) and timing requirements, the promotion and tenure criteria provided part II.D of the P&T Policy shall apply for purposes of this review. In evaluating service under part II.D.3 of the P&T Policy, the look-see visitor’s service to law schools, universities and colleges other than the University of Baltimore shall be taken into account.

4. Except for the fact that presumably only classes for one semester (typically the fall) will be observed, the procedures provided in part III.D. of the P&T Policy shall apply for purposes of the evaluation of the look-see visitor’s teaching by the P&T subcommittee.

5. The P&T subcommittee shall select which published articles (or their equivalent) are to be reviewed.

6. In conducting the scholarship review, the regular outside review requirements contained in the part III.E of P&T Policy shall apply, except that scholarship need not be sent for outside review to the extent that the P&T subcommittee is provided outside reviews that were completed and submitted to another law
school within five years prior to the date of the beginning of the look-see visitor’s visitation.

7. The P&T subcommittee should also consider any previous promotion and tenure reports that are available from the look-see visitor’s current and prior law schools, universities and colleges.

8. The P&T subcommittee shall report its findings, and provide its recommendation, to the P&T chair by a date to be determined by the CPT chair (this date shall be determined before the beginning of the look-see visitor’s period of visitation). Such report should indicate at the top of the first page that it is the final report, and it should be signed by all three subcommittee members; signatures may be either digital or handwritten, at the discretion of the subcommittee chair. The CPT chair will then provide the final subcommittee report to the P&T Committee.

9. If the look-see visitor is voted as acceptable for appointment as a tenured or tenure-track full-time faculty member by the full voting faculty, the full P&T Committee shall vote on whether any offer to the look-see visitor should include the rank of Associate Professor and tenure.

B. Rank of Full Professor

1. If the Faculty Appointments Committee and Dean decide that the look-see visitor should be considered for appointment with the rank of Professor with tenure, and provided that the look-see visitor is eligible for consideration for appointment with the rank of Professor (described below), the procedure should be the same as in part A above, except that (i) all of the members of the P&T subcommittee shall hold the rank of Professor and (ii) the P&T subcommittee shall review at least two additional articles (or their equivalent (as defined in part II.D.2.e(iii)(2) of the P&T Policy)) of its choosing that are published after the two articles (or their equivalent) considered for tenure in part A.

2. To be eligible for the rank of Professor, the look-see visitor must have served at least nine years as either a tenure-track or tenured professor at any university or college as of the beginning of the academic year in which the appointment as a Professor would take effect (“Nine-Year Requirement”). Based on its discretion, a majority of the members of the P&T Committee holding the rank of Professor may waive the Nine-Year Requirement.

3. If the look-see visitor is voted as acceptable for appointment as a tenured or tenure-track full-time faculty member by the full voting faculty, and the full P&T Committee votes to recommend that any offer to the look-see visitor should be with tenure, the members of the P&T Committee holding the rank of Professor
shall vote on whether to recommend that any offer to the look-see visitor should be with the rank of Professor.

C. Acceptable for Appointment as a Tenured or Tenure-Track Full-Time Faculty Member -- Look-See Visitors Considered for Appointment with Tenure

1. The findings and recommendation of the P&T subcommittee as to tenure and rank will be reported to the full voting faculty prior to the vote by the full voting faculty on the acceptability of the look-see visitor for appointment as a tenured or tenure-track full-time faculty member.

2. The P&T subcommittee shall formulate and provide its recommendation to the full voting faculty as to the acceptability of the look-see visitor for appointment as a tenured or tenure-track full-time faculty member. The P&T subcommittee’s recommendation as to acceptability should take into account its findings and recommendation regarding tenure and rank, as well as any other relevant information.

D. Acceptable for Appointment as a Tenure-Track Full-Time Faculty Member -- Look-See Visitors Considered for Appointment without Tenure

If a look-see visitor is considered for appointment without tenure, a P&T subcommittee will not be appointed. Instead, the Faculty Appointments Committee shall make a recommendation on the acceptability of the look-see visitor for appointment as a tenure-track full-time faculty member.
I. Summary

Promotion and Tenure Periods for Full-Time Faculty Members. An Assistant Professor is eligible for tenure and promotion to Associate Professor after five years of service. An Assistant Professor whose primary responsibilities are teaching in the clinic is eligible for tenure review at his or her option either in the fifth or sixth year of service.

A faculty member with no prior teaching experience hired as an untenured Associate Professor or Professor is eligible for tenure after five years of service. A faculty member with prior teaching experience hired as an untenured Associate Professor or Professor is eligible for tenure after three years of service.

Individuals with tenure hired as Assistant Professors are eligible for promotion to Professor after serving four years in the rank of Associate Professor as of the beginning of the academic year in which the promotion to Professor will take effect. Individuals with tenure hired as Associate Professors, with or without tenure, are eligible for promotion to Professor after serving nine years as either a tenure-track or tenured professor at any university or college as of the beginning of the academic year in which the promotion to Professor will take effect.

Contract Non-Renewal Notice. Each tenure track full-time Assistant Professor faculty member who has not reached his/her tenure review year is to be given notice that his/her contract will not be renewed in accordance with USM II-1.00.I.C.3, as amended from time-to-time.

Evaluation of Faculty Members. Each tenure track full-time faculty member will be evaluated each year during the pre-tenure period. Evaluations are also conducted for full-
time faculty members who are seeking promotion/tenure in accordance with the timelines set forth herein.

Committee on Promotion and Tenure. Evaluations of faculty members for purposes of pre-tenure evaluation, promotion and tenure are conducted by the law faculty’s Committee on Promotion and Tenure. The criteria for pre-tenure evaluation, promotion and tenure determinations are competent classroom teaching, scholarly production, and service. The Committee has adopted standards to measure achievement in those areas. Committee findings regarding pre-tenure evaluation and recommendations regarding promotion and tenure are made to the Dean, who in turn makes recommendations to the Provost.

II. Policies

The law faculty has adopted the following policies regarding retention, promotion, and tenure.

A. Committee Structure

1. Committee on Promotion and Tenure (CPT) – This committee shall consist of all tenured members of the full-time teaching faculty and all tenured Associate and Assistant Deans. The Dean is an ex officio, non-voting member of the CPT. All members of the CPT may vote on issues of procedure. All full Professors on the CPT may vote on promotion or tenure, or both, for any faculty member, but other members of the CPT equal or junior in rank to an individual under consideration for promotion or tenure, or both, may not attend the CPT deliberations or vote on the promotion or tenure of that individual. Annually the CPT shall examine the qualifications of those faculty members eligible for promotion, tenure, or pre-tenure evaluation and submit findings or recommendations to the Dean. An individual subcommittee will be appointed to evaluate each candidate for the annual pre-tenure evaluation, tenure, and promotion (see III.A. and III.B.).

2. Promotion and Tenure Policy Committee (PTPC) – A separate committee of the faculty shall be formed to recommend to the voting faculty all matters of pre-tenure evaluation, tenure and promotion policy. This committee shall be known as the Promotion and Tenure Policy Committee (PTPC). Its members shall be appointed by the Dean. The PTPC shall be chaired by the chairperson of the CPT, and its other members shall include one tenured Professor, one tenured Associate Professor, one untenured Professor of any rank, and one other faculty member of any rank.

3. Chairperson – A chairperson shall be designated by the Dean. The chairperson is responsible for organizing and facilitating the work of: 1) the CPT and 2) the PTPC and for reporting committee actions in writing to the faculty.
B. Pre-Tenure Evaluation, Promotion and Tenure

1. Pre-Tenure Evaluation and Tenure

a. Tenure track faculty members are reviewed annually by the CPT and the Dean for reappointment. Notice of non-renewal of contract during the pre-tenure years shall be made in accordance with USM II.1.00.I.C.

b. A faculty member hired as an Assistant Professor without tenure will receive a contract for one to three years, provided that no appointment without tenure may extend beyond the end of the faculty’s mandatory review year. Notice of non-renewal of contract will be provided as set forth in USM II – 1.00.I.C.3, as amended from time to time.

A faculty member hired as an Associate Professor or Professor without tenure will receive a contract for one to four years; except that if the faculty member has no prior teaching experience, then the faculty member may receive a contract for six years.

Full-time faculty members hired as Assistant Professors, except for those whose primary responsibilities are teaching in the clinic, will be evaluated for tenure during the fifth year of service. Assistant Professors whose primary responsibilities are teaching in the clinic will be evaluated for tenure at their option either in their fifth or sixth year of service. Such faculty members must inform the CPT chairperson of their choice by January 15 of their fourth year of service. Failure to notify the chairperson by January 15 will result in the candidate automatically being considered for tenure and promotion in their fifth year of service.

Faculty members hired as Associate Professors or Professors without tenure shall be evaluated for tenure during their third year of service; except that if the faculty member has no prior teaching experience, he or she shall be evaluated for tenure during the fifth year of service. Associate Professors and Professors will be evaluated for tenure in accordance with USM II – 1.00.I.C.4 and 1.00.I.C.5, as amended from time-to-time.

An Associate Professor or Professor who does not receive tenure will not receive a contract renewal upon completion of his/her initial contract.

c. For tenure decisions, scholarship must be published, accepted for publication, or in final draft form by September 1.

d. A newly hired tenure track faculty member who has full-time law school teaching experience but is not tenured at another law school may be evaluated for tenure during his or her third year of service at the University of Baltimore School of Law. The Dean may reduce the time period to not less than two years if the faculty member has taught full time for at least three years at an ABA accredited law school.
Candidates for Early Tenure: Except for candidates for tenure in their last year of eligibility, a candidate for tenure shall be fully qualified by January 15 of the calendar year before the tenure decision is made. The candidate may supplement his or her file after date of application.

e. The CPT makes its recommendation to the Dean, who in turn makes a recommendation to the Provost and to the President. If the evaluation of the CPT results in an affirmative tenure recommendation and is accepted by the Dean and the University authorities, tenure is effective at the beginning of the next academic year. Negative tenure decisions will be conveyed in accordance USM II – 1.00.C.

2. Promotion

a. Full-time faculty members holding the rank of Assistant Professor are evaluated for promotion to Associate Professor at the same time they are evaluated for tenure. This evaluation may be accelerated to occur in the candidate's fourth year or, with permission of the Dean and according to USM policy, delayed to the candidate’s sixth year of service.

b. Individuals with tenure hired as Assistant Professors are eligible for promotion to Professor after serving four years in the rank of Associate Professor as of the beginning of the academic year in which the promotion to Professor will take effect. Individuals with tenure hired as Associate Professors, with or without tenure, are eligible for promotion to Professor after serving nine years as either a tenure-track or tenured professor at any university or college as of the beginning of the academic year in which the promotion to Professor will take effect.

c. A faculty member with tenure who is seeking promotion to Professor shall apply to the Dean to be considered for promotion no later than January 15 of the calendar year before the calendar year in which the promotion to Professor would take effect. At the time of application, the candidate for promotion must be fully qualified. At the time of the application, the candidate shall submit a memorandum setting forth why the candidate has satisfied the criteria for promotion, including copies of all scholarship he/she wishes to be considered by the CPT subcommittee. The candidate’s application can be supplemented after the date of application.

d. The CPT subcommittee for a candidate seeking promotion to Professor shall visit the classes of the candidate during the spring semester of the academic year of application and the following fall semester. The subcommittee shall file its report with the CPT by November 15. The CPT shall meet and file its report to the Dean by December 10.

e. The CPT makes its recommendation to the Dean, who in turn makes a recommendation to the Provost and the President. If the evaluation of the CPT results in an affirmative promotion recommendation and is accepted by the Dean and the University authorities, promotion is effective at the beginning of the next academic year.
C. Criteria for Pre-Tenure Evaluation

The criterion for pre-tenure evaluation is satisfactory progress towards meeting the teaching and service criteria for promotion and tenure.

During the third year of service, there is an additional requirement to demonstrate satisfactory progress toward meeting the scholarship standard for tenure. The candidate shall draft of a scholarly work, completed while a member of the UB faculty, which has been, or would reasonably be expected to be, accepted by a law review. The Promotion and Tenure Committee will vote on whether the scholarship presented by the candidate meets the scholarship standard for third year review.

Unless the candidate elects a binding scholarship review by September 1, the Promotion and Tenure Committee will also advise the candidate that the work either: (1) would be expected to meet the scholarship standard for tenure; or (2) would not be expected to meet the scholarship standard for tenure. This opinion is not binding on either the Promotion and Tenure Committee or the candidate.

If the candidate elects a binding scholarship review, the Committee will obtain at least two outside reviews of the candidate's scholarship. The outside review process shall be identical to outside scholarship review for tenure and promotion decisions. After the outside reviews are obtained, the Promotion and Tenure Committee will vote on whether the scholarship presented for pre-tenure evaluation review also meets the scholarship standard for tenure, which decision shall be binding and conclusive on both the candidate and the Promotion and Tenure Committee when the candidate applies for tenure.

Candidates whose primary responsibilities are teaching in a clinic will have their initial scholarship review in their fourth year of service unless the candidate elects an earlier scholarship review during his/her third year of service by notifying the chair of Promotion and Tenure Committee by June 1 of the candidate’s third year of service. All materials for scholarship review must be submitted by September 1. No scholarship will be considered by the Promotion and Tenure Committee that was submitted after September 1.

D. Criteria for Promotion and Tenure

The criteria for promotion and tenure are teaching of high quality, scholarly production, and service. Service is not given as much weight as the other two criteria.

1. Teaching

   a. Statement of Policy – Evaluation of teaching can only be done properly if many different sources of information are considered. Peer review is the single most important aspect of evaluating and improving the quality of teaching. The comments in student evaluations are a valuable source of information as to particular areas that significant numbers of students
may have found to be effective or ineffective in promoting learning; numerical scores from student evaluations that are lower, in a statistically significant way, than one’s peers can also indicate instances where closer peer evaluation of teaching may be warranted. Nonetheless, student evaluation forms should not be used by themselves to determine whether an individual faculty member meets the standards required for pre-tenure evaluation, promotion, or tenure. Unsubstantiated rumors and unrepresentative anecdotes shall not be the basis for any decision based on the quality of teaching.

b. Criteria for Evaluating Teaching – Evaluations of faculty teaching should include topics such as:
   (i) Professor’s mastery of subject
   (ii) Coverage given to the theory, policy, and uncertainties of law as well as knowledge of rules
   (iii) Rigor of Course
   (iv) Logical organization of the course
   (v) Relevance of course content to students’ professional development
   (vi) Modeling of and holding students to high professional standards
   (vii) Methods of engaging and inspiring students
   (viii) Clarity and effectiveness in communicating goals, organization, and substance of the class to students
   (ix) Fairness of assessment of student performance
   (x) Respect for students
   (xi) Professor’s response to comments and observations in previous reviews
   (xii) Other issues raised by either the review of student evaluation forms or provided by the Dean to the subcommittee

2. Scholarship

a. Statement of Policy – The faculty of the School of Law recognizes scholarship as one of three central responsibilities as professors of law.

b. Rationale – The faculty of law has defined scholarship as one of the criteria for promotion and tenure for the following reasons: First, scholarship is valuable in and of itself. It is one of the major means by which a professor of law can contribute to the life of the law and share in the intellectual traditions of the university. Second, scholarship contributes to teaching effectiveness. It does so by enriching one’s understanding of the law, improving one’s ability to communicate complex and difficult ideas, and helping maintain one's intellectual curiosity and vitality.

c. Definition of Scholarship – For purposes of promotion and tenure, "Scholarship" means written and published materials that meet all of the following criteria:
(i) **Analytical.** The materials must provide a detailed, well supported and sophisticated analysis that increases our understanding of the topic, and must do more than describe a body of law or a legal problem.

(ii) **Significant.** The materials must make a significant contribution to the legal literature. They must do more than reiterate or rephrase previous analysis of the topic and they must not represent the work of others.

(iii) **Learned.** The materials must demonstrate deep familiarity with and understanding of the body of knowledge associated with the topic.

(iv) **Well-written.** The materials must be written in a manner appropriate to the subject matter and must demonstrate the candidate’s ability to convey his or her ideas effectively.

(v) **Disinterested.** The materials must not be published to serve the interests of any client, either paid or pro bono.

d. **Materials to be considered**

(i) In order for materials to be considered as evidence of scholarship they must, either (a) be published or (b) be accepted for publication. Informally disseminated materials such as transcripts of speeches or materials duplicated for classroom distribution shall not be considered "published." Only materials published by or accepted for publication by a generally recognized publisher such as a law review, other scholarly journal or a publishing house shall be considered "published." Materials shall be considered "accepted for publication” only if they are in substantially final form, and the candidate has received a binding, written commitment for publication from a publisher.

(ii) The following published materials are not scholarship under these promotion and tenure standards: briefs, bar review and continuing education outlines, op-eds, and practice manuals. Published materials that do not constitute scholarship may be treated, depending on content, as a service or teaching contribution.

(iii) Materials prepared by a candidate acting in the capacity of reporter or draftsman in connection with the preparation of a model or uniform act, a restatement or similar project may be considered only if the candidate demonstrates that he or she was substantially responsible for both the conceptual structure and the overall execution of the project, and his or her contribution meets the definition of scholarship set out in subsection D.2.

(iv) Scholarship that is interdisciplinary in nature may meet the criteria for scholarship, but scholarly work unrelated to law is not relevant to the School of Law’s essential function, and thus shall not be considered scholarship for purposes of subsection D.2.
(v) Co-authored materials may be considered only if the candidate demonstrates that he or she bore substantial responsibility for the conceptualization and execution of the work.

e. Specific Standards for Promotion and Tenure

(i) Tenure and Promotion to Associate Professor. An Assistant Professor who is a candidate for tenure is automatically also a candidate for promotion to Associate Professor. Such candidate must demonstrate scholarly achievement and a commitment to scholarship as a central element of his or her responsibilities as a law professor.

The candidate must have accepted for publication, at the time he or she is considered for tenure and promotion to Associate Professor, at least two law review articles (or their equivalent) that meet the definition of scholarship set out in subsection D.2. For those hired as Assistant Professors on the standard five- or six-year tenure track, the scholarship standard must have been satisfied by materials published or accepted for publication while a full-time faculty member at the University of Baltimore School of Law. Those hired as Associate Professors or Professors without tenure must meet the same scholarship standard for tenure as required for the Assistant Professor, except that articles published before joining the faculty may be credited toward satisfying the scholarship standard upon agreement of the Dean. See subsection E for outside review requirements.

(ii) Promotion to Professor. A candidate for Professor must demonstrate maturation as a scholar and a continuing commitment to scholarship as a central element of his or her responsibilities as a law Professor. Between the date the faculty approved a candidate for tenure or promotion to Associate Professor, whichever is later, and January 15 of the year the candidate is considered for promotion to Professor, the candidate must have written at least two law review articles (or their equivalent) that meet the definition of scholarship set out in subsection D.2, and these must be published or accepted for publication. The candidate may submit any additional materials to his/her subcommittee by September 1 of that year. The scholarship standard for promotion to Professor generally must be satisfied by materials written and published or accepted for publication while a tenured or tenure-track full-time faculty member at the University of Baltimore School of Law. Those hired as Associate Professors with tenure must meet the same scholarship standard for promotion to Professor, except that articles (or their equivalent) published before joining the faculty may be credited toward satisfying the scholarship standard upon agreement of the Dean. See subsection E for outside review requirements.

(iii) When material submitted by a candidate for consideration as scholarship is written in a language other than English, the candidate must provide the subcommittee with an English language translation of the material.
(iii) Explanatory Notes.

(1) The standards set forth above are designed to impose increasingly higher standards on the two successive stages of the promotion and tenure process.

(2) The references to equivalent of law review articles mean that candidates may submit books, chapters of books, or similar materials in satisfaction of the minimum criteria for the amounts of scholarly work that must be published in order for a candidate to be considered for promotion or tenure. Such other forms of publication must be equivalent to law review articles, however, in length and substance, and they must meet the definition of scholarship set out in subsection D.2. Ordinarily, these publications will state a thesis, involve analysis, review and build on existing scholarly literature (not simply describe cases or statutes), and often include normative recommendations. In most cases, works whose audience is primarily students or practitioners would not meet the scholarship requirements for purposes of promotion and tenure (though such works may meet the definition of scholarship for non-promotion and tenure purposes including summer research fellowships, post-tenure review, and other evaluation purposes).

3. Service

a. Associate Professor and Tenure – The candidate for promotion to Associate Professor or for tenure must have carried his or her share of faculty responsibilities to the law school and to the University conscientiously and effectively. In addition, involvement in public service activities is desirable. This includes, for example, bar association projects, pro bono legal representation, consultantships and other efforts which involve the interaction of law and society.

b. Professor – Significant service to the larger legal community is required for promotion to Professor because such service has long been recognized as part of the law Professor's vocation. Such service by law school faculty members is consistent with the obligation of lawyers to provide pro bono service to the public. Service can increase a faculty member's knowledge of how the law works in practice, enabling the teacher to be more effective in the classroom. Service is a fertile source of ideas for scholarly work. Law school faculty members are uniquely qualified to provide community service because they have more time to devote to service than private practitioners. In addition to service to the broader legal community, service to the law school, the University, and the University System of Maryland (USM) is required as a condition of employment and as a traditional responsibility of law school faculty members.

c. Criteria for the Evaluation of Service – In order to satisfy the service requirement for promotion to Professor, a faculty member must have both: (1) provided significant service to the law school, the University, or the USM; and (2) provided significant service to the legal community outside of those institutions.
The two categories of service are judged on a case-by-case basis, with the significance of both the quality and quantity of the service evaluated. In most cases, a faculty member should document his or her service (e.g., provide a written draft of a speech, legislation drafted, memoranda written) and this documentation should be reviewed to substantiate the activity and evaluate its significance.

A strong showing in one of the two categories of service may overcome a marginal showing in the other, although some satisfactory activity in each category of service is required for consideration for promotion to Professor. On the other hand, a faculty member should not devote so much time to service that his performance as a classroom teacher and as a scholar suffers.

Service to the law school, the University, and the USM may include service on faculty, University, and USM committees and Senates. Such service includes participation in meetings of committees, Senates, and the Faculty Council and subcommittees of these bodies of which a faculty member is a member. Such service also may include ad hoc preparation of oral and written reports, service as a faculty advisor to student organizations, or participation in faculty development programs.

The following activities are examples of service to the larger legal community:

(i) Pro bono litigation;

(ii) Drafting of actual or model legislation or administrative rules for government agencies, state bar associations, the ABA, the National Conference of Commissioners on Uniform State Laws, public interest groups, etc.;

(iii) Drafting or other substantial contributions to position papers or reports by state bar associations, the ABA, the National Lawyers Guild, public interest groups, and other organizations;

(iv) Active participation in the projects of law school organizations such as the Society of American Law Teachers, Center for Critical Legal Studies, or the ABA Legal Education Section;

(v) Active participation in bar governance activities;

(vi) Providing comments or testimony on proposed legislation or rules;

(vii) Organization of legal conferences. Activities that take place at the law school or University, such as faculty colloquiums and programs and lectures offered to the public may qualify as service to the larger legal community.

Service to the federal, state, or local governments, the bar, or the public for which compensation is received may qualify as service to the larger legal community if the
compensation is nominal (i.e., well below market rates charged by private practitioners for such work—similar to the rate of pay by the State of Maryland for Hearing Officers and Reporters). Examples of such service are:

(i) Serving as Reporter for a governor's commission or committee or for a bar association section or committee;

(ii) Participation as an instructor in CLE programs such as those sponsored by MICPEL, ALI-ABA, PLI, or other groups, or in other legally-related educational programs;

(iii) Service as an administrative hearing officer; and

(iv) Client representation undertaken on the basis of a special appointment from a court, public agency, or public interest group.

Other types of activity may be found to be service to the larger legal community, on a case-by-case basis. Activity that qualifies as service to the larger legal community still must be evaluated to determine whether it is significant.

Legal practice, consulting, and other activity that is paid at or near market rates charged by private legal practitioners for such work do not qualify as service to the larger legal community. Major private legal practice outside the law school is inconsistent with the role of a law school faculty member. Other major commitments of time to compensated work or employment unrelated to legal education are inappropriate for a law school faculty member.

4. **Timeliness**

All dates regarding promotion and tenure are to be strictly applied. If a candidate fails to make an election or to submit required material by the dates stated in this handbook, the candidate shall be deemed to have waived his/her ability to make an election (thereby having the effect of not allowing any extension for a later date of consideration or, in the case of those faculty seeking promotion to Professor, thereby waiving his/her consideration for such promotion in that school year) or, if he/she has not submitted the required written evidence of scholarship by the stated date, the candidate shall be deemed not to have satisfied the scholarship requirement.

The Dean may allow candidates to withdraw their candidacy after Sept. 1. This withdrawal can only be made after the Dean has consulted with the chair of the CPT. If a candidate withdraws, the new subcommittee shall consult with the members of the previous subcommittee. However, if the subcommittee has already sent its proposed report to the candidate, this proposed report and any written response the candidate makes will become a permanent part of the candidate's record and will be distributed to the full CPT if and when the candidate again applies for promotion. If the subcommittee has already sent its final report to the CPT chair, the
final report will also become a permanent part of the candidate’s record and will be distributed to the full CPT if and when the candidate again applies for promotion.

III. Procedures

A. Committee and Evaluation Subcommittees of Candidates for Pre-Tenure Evaluation

1. An individual subcommittee composed of three members of the CPT shall be appointed by the chairperson of the CPT to evaluate each candidate for tenure for each year prior to tenure. The candidate shall be allowed to challenge proposed members of the evaluation subcommittee for cause and shall also have one peremptory strike.

2. The subcommittee shall evaluate the teaching and service of candidates for tenure. During the third year of service, the subcommittee shall also evaluate the scholarship of the candidate.

3. A candidate’s first subcommittee shall serve for three semesters (fall, spring, fall) in the case of a candidate whose service on behalf of the law school begins in a fall semester.

4. The subcommittee shall send its recommendation and report to the CPT chairperson who shall distribute it to each member of the CPT.

5. Within two weeks of receiving the subcommittee's report, any member of the CPT who desires that the full committee meet shall notify the chairperson.

6. Every candidate for pre-tenure evaluation shall be discussed by the full CPT.

7. During the candidate’s third year of service, the entire CPT shall meet to consider the recommendation of the subcommittee and to make a committee recommendation to the Dean.

8. If the Dean accepts the recommendation of the Committee, he shall so notify the members of the committee and the candidate. If the Dean rejects the recommendation of the committee, he shall notify the members of the Committee in writing of his rejection.

9. Within two weeks of receiving notice of the Dean's rejection of the CPT's recommendation, any member of the committee who has reservations about the Dean's decision should so notify the chairperson of the committee in writing.

10. If sixty percent (60%) of the members of the entire CPT (subcommittee included) express such reservations and if the committee as a whole has not met to consider the original subcommittee report, the chairperson shall call a meeting of the entire committee, as soon as possible, to consider asking the Dean to reassess his or her decision.
B. Committee and Evaluation Subcommittees of Candidates for Tenure and Candidates for Promotion to Professor

1. An individual subcommittee composed of three members of the CPT shall be appointed by the chairperson of the CPT to evaluate the qualifications of each candidate for tenure, and candidates for promotion to Professor. The candidate shall be allowed to challenge proposed members of the subcommittee for cause and shall have one peremptory strike.

2. The subcommittee shall evaluate the teaching, scholarship, and service of the candidate.

3. The subcommittee shall send its recommendation and report to the CPT chairperson who shall distribute it to each member of the Committee.

4. Upon receipt of the subcommittee report, the CPT chairperson shall call a meeting of the CPT to discuss and vote whether the CPT shall recommend to the Dean that tenure and/or promotion should be granted. The Dean will review and send his/her recommendation to the Provost. The Provost will then make a recommendation to the President who will make the final decision on promotion and tenure.

C. Withdrawal

Candidates for promotion may withdraw from consideration for promotion by September 1.

D. Evaluation of Teaching

1. Scope of peer review

The scope of review should extend beyond the classroom visit. In addition to classroom visits, reviewers should examine the syllabus, evaluation instruments, as well as other material used in teaching.

2. Self-Assessment Report for Pre-Tenure Evaluation, Promotion or Tenure

At the start of a review for pre-tenure evaluation, promotion or tenure, the faculty being reviewed should prepare a one- to three-page self-assessment report in which the instructor provides a statement of his/her goals for the course, teaching methods and philosophy, goals for student outcomes, and plan for improvement. The following list of questions can help in preparing the self-evaluation report:

a. What do I want students to get out of my courses? [Note: Each course should be discussed separately]
b. What techniques do I use that are most successful in accomplishing these goals? What have been the least successful?

c. How do I motivate students?

d. What is the nature and quality of feedback I give during the course of a semester?

e. Based on student evaluation forms, informal discussions with students, discussions with peer reviewers, and comments from the Dean:
   (i) What are the most common positive things said about my teaching?
   (ii) What are the most common negative things said about my teaching?
   (iii) Do I agree with the comments? To the extent the comments are valid, what I have done in response?

f. What steps have I taken or do I plan on taking to improve my teaching?
The self-assessment report will be included in the sub-committee’s report.

3. Classroom Visits for Pre-Tenure Evaluation, Promotion, and Tenure

a. Arranging Visits – Each subcommittee chairperson shall schedule classroom evaluations by members of the subcommittee to assure coverage of all the candidate's courses within the period before the subcommittee report is due. Each member of the candidate’s promotion and tenure subcommittee must observe at least one class each semester. Additionally, at least one member of the subcommittee must observe each of the candidate’s courses at least once each semester.

For each reviewer, one of the visits should be announced ahead of time. The instructor being reviewed should be informed of the timing of that visit at least a week before the specific class session being reviewed. If both the faculty member being reviewed and a member of the subcommittee agree, a video taping of one class can be used in lieu of this visit. The reviewer’s other visit should be unannounced.

At the beginning of each semester where an instructor is being reviewed, the instructor will inform the subcommittee chair of any specific class sessions that would be unrepresentative [such as midterms, review sessions, etc.]. In no case should a required visit be held on the first or final class sessions, nor should more than one reviewer attend a given class session.

b. Guidelines for Classroom Reviews – Prior to the classroom visit, the reviewer should read the candidate’s self-assessment report. During a classroom visit, reviewers should include in their observation their evaluation of the following:

   (i) Instructor’s ability to realize his or her goals for the class
(ii) Organization of the class [Was it clear at the beginning of class how this session related to the previous one? Was the relationship of different parts of the class session to one another clear? Did the ending of the class provide a guide to what would happen next class?]

(iii) Content of Class [Level of sophistication of presentation; where appropriate, discussion of theory and policy of law as well as of rules]

(iv) Degree to which students are engaged [participation of students; sense of the level of student interest; level of inappropriate student behavior (i.e. surfing the web)]

(v) Instructor relationship with class [Are students treated with respect? Are students challenged intellectually? Do students seem to feel comfortable talking in class?]

c. After the Classroom Visit – Within one week after a classroom visit, the reviewer should meet with the instructor being reviewed. In addition to the topics described in the “Guidelines for Classroom Review”, the reviewer should also discuss suggestions for improving teaching.

4. Contents of Report on Teaching

a. The subcommittee’s report on teaching must include an evaluation of the candidate’s teaching, discussing the topics described in II. D.1.b.

b. The report must include a discussion of the following:
   (i) Classroom visits;
   (ii) The candidate’s syllabus for each course taught;
   (iii) The candidate’s exam and/or other assessment materials for each course;
   (iv) The candidate’s student evaluations, including the comment portions of the form; and
   (v) The candidate’s self-assessment report.

E. Evaluation of Scholarship

1. Each article (or its equivalent) submitted by a candidate, up to three, shall be evaluated by two outside evaluators. In the case of a book authored or co-authored by the candidate, it shall meet these outside review standards if the subcommittee sends one chapter that the candidate played a substantial role in authoring for outside review.

2. The outside evaluators shall be knowledgeable and published in the field of the candidate’s scholarship and shall hold the rank to which the candidate seeks to be promoted. The outside evaluators also shall be currently employed at an ABA approved law school. They shall not be employed, on either a full-time or part-time basis, by the University of Baltimore School of Law.
3. The subcommittee should compile a list of potential, qualified evaluators. The subcommittee shall consult with the candidate as to the correct field of expertise, to obtain the names of possible evaluators, and to obtain the names of people who may suggest evaluators.

4. The subcommittee shall select evaluators who can fairly and objectively evaluate the scholarship, avoiding bias or conflict of interest, taking into consideration the information provided by the candidate.

5. The subcommittee shall compile a tentative list of evaluators and show the list to the candidate, who shall disclose any personal or professional relationship with any of the potential evaluators. The candidate shall advise the subcommittee of any reason why any of the potential evaluators may be unable to fairly and objectively evaluate the candidate’s work. The candidate’s objection to an evaluator shall be in writing. The subcommittee should acquiesce to any reasonable objections raised by the candidate to a particular proposed evaluator. If the candidate feels that the selection of evaluators is unfair, he or she may appeal to the chairperson of the CPT, who may submit the matter to the CPT for resolution in the chairperson’s discretion. No evaluator may be selected who has not gone through the procedure specified in this paragraph 5.

6. The designated member of the subcommittee shall contact potential evaluators and ensure that they are willing to perform the review and can do so in a timely manner.

7. The subcommittee shall promptly give the candidate the names of the outside evaluators who are ultimately selected once the selection process has been completed. A candidate is prohibited, while an outside evaluator is engaged in evaluating the candidate’s scholarship, from communicating with the outside evaluator with respect to the candidate’s scholarship that is being evaluated.

8. When the outside evaluators are selected, the subcommittee chairperson shall send to him or her the candidate’s relevant scholarship, together with the promotion and tenure scholarship standards (II. D. 2. of the policy in the School of Law Faculty Handbook). A suggested cover letter to the outside evaluators is contained in the appendix.

9. The evaluators should be identified during the spring semester. Requests for outside review of scholarship should be made by March 15. Outside reviews must be received by October 1.

10. A candidate for promotion or tenure may have his or her scholarship evaluated by any person, provided that the candidate provides his or her subcommittee with that person’s evaluation in writing and the evaluator’s curriculum vitae, as well as information about the evaluator’s relationship, if any, with the candidate, including whether the evaluator has read or commented on drafts of the candidate’s scholarship under review. The subcommittee and CPT shall consider, and give appropriate weight to, evaluations of a candidate’s scholarship by evaluators selected by the candidate.
11. All outside reviews are advisory to the subcommittee. In all cases, the subcommittee and the CPT shall make its own determination of whether the candidate’s writings meet the School of Law definition of scholarship contained in subsection D.2.c.

F. Confidentiality

Members of the CPT are free to discuss all CPT and subcommittee deliberations with all other full-time faculty members. Whatever is said about candidates for pre-tenure evaluation, tenure, and promotion, as well as the identity of the persons making the comments, can be discussed with members of the faculty who are not eligible to serve on the CPT or who were not in attendance at the subcommittee or full CPT meeting. Such information, however, cannot be discussed with persons such as students, staff, family, friends, members of the legal community, etc.

G. Committee Organization

The chairperson shall call a meeting of the CPT before March 1 of the academic year preceding each review cycle. The meeting shall be for the purpose, among others, of approving the final selection of Promotion and Tenure subcommittees, establishing a schedule for evaluating the subcommittees' action on candidates, and delivering candidates' files to subcommittee chairpersons. Candidates under review shall send the subcommittee chairs their class schedules as soon as these are finalized. At least one subcommittee member must visit each of the candidate’s classes during the Spring and Fall.

The subcommittee chair must provide the candidate with a copy of the subcommittee’s report by November 1. Such proposed report should indicate at the top of the first page that it is the proposed report and it should be signed by all three subcommittee members; signatures may be either digital or by hand writing, at the discretion of the subcommittee chair. After the candidate has given any response to the subcommittee, and the subcommittee has considered this response, subcommittee chairs must provide the CPT chair with a final subcommittee report by November 15. Such final report should indicate at the top of the first page that is the final report and it should be signed by all three subcommittee members; signatures may be either digital or by hand writing, at the discretion of the subcommittee chair. Reports on all candidates will be then distributed to the full CPT.

The chairperson may call other meetings of the CPT as deemed necessary.
Summary of Dates

January 15—A faculty member with tenure who is seeking promotion to Professor shall apply to the Dean.

September 1—For tenure decisions, scholarship must be published, accepted for publication, or in final draft form.

October 1—For tenure and promotion decisions, all outside reviews of scholarship should be received by subcommittee chair.

November 1—Candidate to receive copy of subcommittee draft report to allow for comments and corrections.

November 15—Subcommittee report to be signed and sent to P & T Committee char.

December 10—The CPT shall meet and file its report to the Dean.

February 15—deadline for recommendation from Dean to Provost and President.

April 30—deadline for President’s decision to candidate.

H. Initiation of Communication to Potential Candidates

At or near the beginning of classes each fall, the chairperson shall notify each candidate who is required to be considered for pre-tenure evaluation or tenure. The chairperson may seek the assistance of the Dean in determining who must be reviewed for pre-tenure evaluation or tenure.

I. List of Candidates

By February 1 of the preceding year, the chairperson shall compose a list of candidates for pre-tenure evaluation, promotion, and tenure. The list shall include the names of all untenured full-time faculty members (candidates for pre-tenure evaluation), all untenured full-time faculty members in their fourth year of service (candidates for tenure), and applicants for promotion to Associate Professor and Professor. The chairperson may seek the assistance of the Dean in determining who may be eligible for advancement.

J. Selection of Evaluation Subcommittees

The chairperson, with the advice and consent of the other officers of the CPT, shall tentatively compose a subcommittee to evaluate each candidate for pre-tenure evaluation, promotion, or tenure. The subcommittee shall be composed of three members of the CPT who are senior in rank to the candidate, except in the case of a candidate for tenure who holds the rank of
Professor, in which case the subcommittee members shall be Professors. Other considerations of composing subcommittees may include compatibility of candidate and evaluator class schedules, rotation of evaluators, expertise of evaluators, and subcommittee balance.

Prior to formal appointment and announcement of a proposed member of a subcommittee, the chairperson shall advise the candidate of the names of each proposed member of the subcommittee for possible challenges by the candidate for "good cause" and one possible peremptory strike. Challenges and strikes shall be kept in confidence by the chairperson. In the event such challenges are sustained by the chairperson or in the event of a peremptory strike, the chairperson shall, as before, tentatively compose a subcommittee and communicate with the candidate regarding that action.

After tentative subcommittee assignments have been made with the participation of the candidates, the chairperson shall communicate those assignments to the members of the CPT for CPT approval. The chairperson shall advise each candidate of the final composition of the candidate's subcommittee and the candidate's rights and responsibilities in the evaluation process.

K. Evaluation Subcommittees

The chairperson of the CPT shall appoint the chairperson of each subcommittee. Each subcommittee chairperson shall gather data on the candidate and disseminate it to members of the subcommittee. Such data shall include prior reports on the candidate from the committee file, student course evaluations from the Dean's office, and other data from the candidate.

A member of the CPT who is not a member of a candidate's subcommittee may participate in the evaluation of a candidate. In such case that member shall give reasonable notice to the candidate before visiting the candidate's class.

A candidate may request an evaluation of teaching, scholarship and service by a faculty member who is not assigned to the candidate's subcommittee. In such case that faculty member is subject to the same policies and procedures as is an assigned member of the candidate's subcommittee.

After completion of visitation reports and review of the candidate's submissions, the subcommittee chairperson shall call a meeting of the subcommittee to discuss the candidate's fitness for advancement. The subcommittee shall prepare a report, analyzing the candidate's achievements in the areas of teaching, scholarship, and service. The report shall include findings regarding candidates for pre-tenure evaluation and recommendations regarding candidates for promotion or tenure.

A subcommittee shall first send its draft evaluation report to the candidate. A candidate shall have two weeks after receiving the report to request a hearing before the subcommittee, but that candidate can waive the two-week period. If the candidate does not request a hearing...
before the subcommittee during this period, the subcommittee shall forward its report, with any necessary changes to the draft report included, to the chairperson who shall distribute it to the full CPT. If the candidate requests a hearing before the subcommittee during this specified period, the subcommittee shall not send its report to the CPT chairperson until such hearing has been held.

A hearing shall be held within two weeks of the subcommittee's receipt of the candidate's request and the subcommittee's final report shall be submitted to the full CPT, with a copy to the candidate, not later than one week after the completion of the hearing.

The subcommittee chairperson shall return the candidate's committee file to the CPT chairperson.

L. Committee Action

The chairperson of the Committee shall advise the candidate of the action the Committee has taken on the subcommittee's recommendation. The report of the subcommittee, and the report of action taken by the Committee, if any, shall be included by the Dean with his recommendation to the Provost regarding the candidate's advancement. Such reports also become part of the candidate's committee file.

M. Candidate's Access

The candidate shall have access to all documentation, including the reports and recommendations of the CPT, the Dean, Provost, and President.

IV. Appeal to University

The appeal procedures for a negative decision regarding promotion or tenure are set forth in the University of Baltimore Promotion and Tenure Policy that can be found in the online Policy Guide at [http://www.ubalt.edu/policies/index.cfm?page=105](http://www.ubalt.edu/policies/index.cfm?page=105).

V. Law Faculty Appointment to Professor of the Practice for the University of Baltimore School of Law Library Director. (This appointment is in addition to any Librarian faculty appointment by the University).

Hiring Criteria

1. The individual is appointed as the University of Baltimore School of Law Library Director.

2. The individual has demonstrated excellence in the practice as well as leadership in specific fields.
3. The appointee shall have attained regional and national prominence and, when appropriate, international recognition of outstanding achievement.

4. The appointee shall have demonstrated superior teaching ability appropriate to assigned responsibilities.

5. As a minimum, the appointee shall hold the terminal professional degree in the field or equivalent stature by virtue of experience.

6. The Appointee will hold the rank of Professor but, while having that stature, will not have rights that are limited to tenured faculty.

7. Initial appointment is for periods up to five years, and reappointment is possible.

8. This title does not carry tenure, nor does time served as a Professor of the Practice count toward achieving tenure in another title.

9. This appointment is a joint appointment to whatever librarian faculty position the Law Library Director is appointed to under the Librarian Status pursuant to the University of Baltimore Librarian Policy on Promotion and Permanent Status.

10. This position of Professor of the Practice reports directly to the Dean of the School of Law.

11. This position does not alter the voting faculty designation of the Librarian of the School of Law in the Faculty By-Laws in the University of Baltimore School of Law Faculty Handbook.

Appointment Procedure

1. The Dean shall submit a request to the Appointments Committee to recommend appointment of the Law Library Director to the law school appointment of Professor of the Practice.

2. The Appointments Committee shall review the qualifications and teaching evaluations of the Law Library Director and make a recommendation thereto to the Law Faculty Council.

3. Law Faculty Council shall then make a recommendation to the Dean.

Reappointment Criteria

1. By February 1 of the year before the end of the Law Library Director’s appointment as Professor of the Practice, the Dean shall appoint a review committee of the Law Library Director for purposes of recommending reappointment as Professor of the Practice.
2. The review committee shall review the Law Library Director's accomplishments in carrying out the administration of the law library; service to law school, University, and any librarian associations; as well as any teaching.

VI. Policy for Review of Professors of the Practice (adopted Sept. 2020)

A. Applicability and Scope of Review

This policy shall apply to faculty holding the rank of Professor of the Practice and shall include review of the Law Library Director if the Director teaches courses offered by the School of Law as part of the Director’s duties. The review undertaken pursuant to this policy shall be for the purposes of evaluating the teaching of Professors of the Practice. It is the intent of this policy to perform a review of teaching that is substantively and procedurally equivalent to the review conducted pursuant to the promotion and tenure process.

The review shall not include an evaluation of the administrative duties performed by Professors of the Practice. The review of the administrative duties performed by Professors of the Practice will be conducted on an annual basis through the usual review process for administrative staff. Professors of the Practice administrative duties will be evaluated by their respective supervisors (the Associate Dean for Academic Affairs and the Associate Dean for Experiential Learning). The annual review will include any committee service performed by the Professor of the Practice.

B. Timing and Use of Teaching Review

Professors of the Practice shall have their teaching reviewed pursuant to this policy in every academic year of their teaching, including the year preceding the expiration of their contract, and -- when necessary -- in the final year of their contract. The last teaching review conducted prior to the expiration of their contract will be presented to the voting faculty for the purpose of making a recommendation to the Dean as to whether the contract for the Professor of the Practice should be renewed. The teaching review shall also be used for developmental purposes to provide feedback and helpful suggestions for the Professor of the Practice’s teaching.

C. Standards and Procedures for Teaching Review

1. Statement of Policy—Evaluation of teaching can only be done properly if many different sources of information are considered. Peer review is the single most important aspect of evaluating and improving the quality of teaching. The comments in student evaluations are a valuable source of information as to particular areas that significant numbers of students may have found to be effective or ineffective in promoting learning; numerical scores from student evaluations that are lower, in a statistically significant way, than one’s peers can also indicate instances where closer peer evaluation of teaching may be warranted.
Nonetheless, student evaluation forms by themselves do not form a reliable basis for evaluating whether a Professor of the Practice meets the standards required for contract renewal. Unsubstantiated rumors and unrepresentative anecdotes shall not be the basis for any decision based on the quality of teaching.

2. Criteria for Evaluating Teaching—Evaluations of teaching should include topics such as:

(i) Professor’s mastery of subject; (ii) Coverage given to the theory, policy, and uncertainties of law as well as knowledge of rules; (iii) Rigor of the course; (iv) Logical organization of the course; (v) Relevance of course content to students’ professional development; (vi) Modeling of and holding students to high professional standards; (vii) Methods of engaging and inspiring students; (viii) Clarity and effectiveness in communicating goals, organization, and substance of the class to students; (ix) Fairness of assessment of student performance; (x) Professor’s respect for students; (xi) Other issues raised by either the review of student evaluation forms or provided by the Dean to the subcommittee.

These criteria are referenced in a rubric that shall be used for Professor of the Practice teaching reviews.

3. Procedures for Teaching Review

a. Scope of Peer Review

The scope of review should extend beyond the classroom visit. In addition to classroom visits, reviewers should examine the syllabus, evaluation instruments, as well as other material used in teaching.

b. Self-Assessment Report

At the start of a review for contract renewal, the faculty being reviewed should prepare a one- to three-page self-assessment report in which the instructor provides a statement of his/her goals for the course, teaching methods and philosophy, goals for student outcomes, and plan for improvement. The following list of questions can help in preparing the self-evaluation report:

1. What do I want students to get out of my courses? [Note: Each course should be discussed separately.]

2. What techniques do I use that are most successful in accomplishing these goals? What have been the least successful?

3. How do I motivate students?

4. What is the nature and quality of feedback I give during the course of a semester?
5. Based on student evaluation forms, informal discussions with students, discussions with peer reviewers, and comments from the Dean:
   (i) What are the most common positive things said about my teaching?
   (ii) What are the most common negative things said about my teaching?
   (iii) Do I agree with the comments? To the extent the comments are valid, what I have done in response?
   (iv) What steps have I taken or do I plan on taking to improve my teaching?
   
The self-assessment report will be included in the sub-committee’s report.

c. Classroom Visits

i. Arranging the visit—Each subcommittee chairperson shall schedule classroom evaluations by members of the subcommittee to assure coverage of all the Professor of the Practice’s courses within the period before the subcommittee report is due. Each member of the Professor of the Practice’s subcommittee must observe at least one class each semester. Additionally, at least one member of the subcommittee must observe each of the Professor of the Practice’s courses at least once each semester.

For each reviewer, one of the visits should be announced ahead of time. The instructor being reviewed should be informed of the timing of that visit at least a week before the specific class session being reviewed. If both the instructor being reviewed and a member of the subcommittee agree, a video taping of one class can be used in lieu of this visit. The reviewer’s other visit should be unannounced.

At the beginning of each semester where an instructor is being reviewed, the instructor will inform the subcommittee chair of any specific class sessions that would be unrepresentative [such as midterms, review sessions, etc.]. In no case should a required visit be held on the first or final class sessions, nor should more than one reviewer attend a given class session.

ii. Guidelines for classroom reviews—Prior to the classroom visit, the reviewer should read the Professor of the Practice’s self-assessment report. During a classroom visit, reviewers should include in their observation their evaluation of the following:

(i) Instructor’s ability to realize his or her goals for the class;
(ii) Organization of the class [Was it clear at the beginning of class how this session related to the previous one? Was the relationship of different parts of the class session to one another clear? Did the ending of the class provide a guide to what would happen next class?]
(iii) Content of Class [Level of sophistication of presentation; where appropriate, discussion of theory and policy of law as well as of rules]
(iv) Degree to which students are engaged [participation of students; sense of the level of student interest; level of inappropriate student behavior (i.e. surfing the web)]
Instructor relationship with class [Are students treated with respect? Are students challenged intellectually? Do students seem to feel comfortable talking in class?]

iii. After the classroom visit-- Within one week after a classroom visit, the reviewer should meet with the instructor being reviewed. In addition to the topics described in the “Guidelines for Classroom Review,” the reviewer should also discuss suggestions for improving teaching.

d. Contents of Report on Teaching—The subcommittee’s report on teaching must include an evaluation of the Professor of the Practice’s teaching, discussing the topics described above.

The report must include a discussion of the following:

(i) Classroom visits;
(ii) The instructor’s syllabus for each course taught;
(iii) The instructor’s exam and/or other assessment materials for each course;
(iv) The instructor’s student evaluations, including the comment portions of the form; and
(v) The instructor’s self-assessment report.
APPENDIX A:

Approved Cover Letter to Outside Evaluator

Dear ____________:

Thank you for agreeing to be an outside reviewer for the scholarship of, _______________, who is being considered this year for tenure and promotion to ___________. Enclosed are copies of articles that we are asking you to review.

Enclosed also is a copy of the University of Baltimore School of Law Scholarship Standard. We would appreciate your giving us your candid judgment of the overall quality and significance of the candidate’s scholarship, keeping in mind the Definition of Scholarship contained in the attached policy. We are not, of course, asking for your judgment as to whether the candidate should be granted tenure or be promoted, but rather for your careful evaluation of the candidate’s scholarship in light of the enclosed standards.

As I indicated over the telephone, we need to receive your written evaluation of the candidate’s scholarship no later than October 1. Of course, if it is possible for you to complete that evaluation earlier, we would greatly appreciate your doing so. When you send the evaluation, please also enclose a copy of your current vitae. Please be aware that the candidate will receive a copy of your evaluation.

Thank you again for agreeing to assist us in this important tenure and promotion process. Please feel free to give me a call if you have any questions.

Very truly yours,
Professor of Law
Enclosures
cc: _____________________, Chairperson Committee on Promotion and Tenure
In order to fulfill the mission of the School of Law, each tenured and tenure-track faculty member is expected to be engaged in instruction of law students, and to be engaged in scholarship and service that are consistent with the Law School's mission. The workload of each Law School faculty member shall be compatible with the workload policies of the University of Baltimore and the University System of Maryland, which are hereby incorporated.

**Instruction**

It is expected that each Law School tenured and tenure-track faculty member will spend between 40-55% of his/her time on instruction activities. Such activities include classroom teaching, preparation, grading, office hours, student counseling, supervision of moot court teams and law journals, and general research related to the subject matter of the courses taught. In general, a faculty member's standard teaching load will be four courses per academic year, although factors such as class size and credit hours per course may alter this. Instructional credit will also be given for supervision of advanced legal research papers. Faculty teaching full-time in a clinic in a semester will be considered to be teaching two courses. Faculty teaching full-time in the Legal Skills Program in a semester also will be considered to be teaching two courses.

**Scholarship**

It is expected that each Law School tenured and tenure-track faculty member will spend between 20-35% of his/her time engaged in scholarly activities intended to lead to consistently publish law review articles or their equivalents that would satisfy the scholarship standard established in the Law School's promotion and tenure policies. Factors such as higher than standard teaching or service loads will alter this expectation, as will projects of greater length and complexity. Faculty members whose workload allocation for scholarship exceeds the normal range are expected to exceed the normal productivity.

**Service**

It is expected that each Law School faculty member will spend between 20-30% of his/her time engaged in service to the law school, the university, and the public community that is consistent with the Law School's mission as defined by the school's promotion and tenure policies. In general, a faculty member's normal law school and university service load will be service on two or three law school or university committees. Tenured faculty members in addition must serve on the Promotion and Tenure Committee. Factors such as the agenda of a particular committee or service as committee chair may alter what is considered the normal service load.

**Exceptions to Standard Workload Expectations**

All tenured and tenure-track faculty at the Law School are expected to be involved in instruction, scholarship and service as defined by the Law School's promotion and tenure policies.
policies. Recognizing that some faculty will assume new or additional responsibilities in any one of these areas, exceptions to the standard workload may be made. The dean is responsible for making appropriate adjustments to individual faculty workloads and for assuring that the objectives of the Faculty Workload Policy are met. Exceptions to the standard workload may be made based on the following considerations.

1. **Instruction.** Exceptions from the standard instructional load may be based upon a number of factors, including but not limited to number of credits per course; class size; development of new courses; modality of instruction; and complexity of subject matter.

2. **Law School Administration.** Assumption of responsibility for the functions of Associate Dean for Academic Affairs will require reduction of expectations for outside service, scholarship and instruction. Adjustments in instruction expectations also normally will be made for the Director of Clinical Programs, the Director of the Graduate Tax Program, Directors of Centers and may be made for faculty members who assume other unusually heavy administrative responsibilities. The magnitude of such reductions shall be dependent on the scope of administrative responsibilities.

3. **Sponsored Research.** Assignment of additional time for research can be supported by either Law School or external funds. In those instances where the research is supported by externally funded grants and contracts, the accompanying reduction of expectations for service or instruction should mirror the replacement of departmental salary support by externally-funded salary support.

4. **Service.** Assignment of additional time in areas of service and consequent reduction of expectations for scholarship or instruction should be directly related to the duration and the extensiveness of the commitment. For example, individual faculty members may be released from the standard expectation in the areas of scholarship or instruction in order to make major professional service contributions.

5. **Sabbaticals.** A faculty member on sabbatical will have his/her overall faculty workload adjusted in consultation with the dean.

6. **Other, including illness.** A faculty member may receive a reduced instructional workload in order to accommodate other individual needs, such as illness or temporary disability.

* * *
The distribution of each tenured and tenure-track faculty member’s workload will be made on an annual basis by the dean after consultation with each faculty member. Although the guidelines outlined above will apply in the majority of cases, it is recognized that there will be circumstances in which the distribution of responsibilities for a faculty member will differ from the norm in order to fulfill the needs of the Law School or the individual faculty member.

Adopted by the Faculty Council
September 29, 1994

Commentary on Faculty Workload and Responsibilities Policy (Adopted 9/94, Amended 9/08)

Workload standards developed by the University System of Maryland [USM] and the University of Baltimore are intended to apply to professors teaching at the undergraduate level. Although the Law School’s Faculty Workload Policy is compatible with both the USM and the University of Baltimore workload policies, there are some differences between the Law School policy and the other two. Those differences are based upon both the accreditation standards of the American Bar Association and the Association of American Law Schools and upon differences in duties performed by a law school professor and a faculty member teaching undergraduate or master’s level courses.

Instruction:
The University of Baltimore School of Law Faculty Workload Policy states that a faculty member’s normal teaching load will be four courses. This workload is in line with the average of ABA law schools with an enrollment of 700 to 1,099 students. The average workload at such ABA schools is eleven semester credit hours per year. In academic year 2007-2008, the teaching load for a University of Baltimore law faculty member was on average 12 semester credit hours per year.

Teaching of law school courses cannot be measured merely in numbers of credit hours because law school courses traditionally require substantial research and careful reading of periodic literature in order to remain current with the subject matter. Law school teaching requires a high level of sophistication. Law professors are required not only to convey substantive knowledge, but also, through an interactive teaching method, to develop the analytical skills of their students.

Although all law school courses involve the teaching and development of skills of synthesis and analysis, certain courses that emphasize skills training require smaller classes and more individual contact hours with students. For example, the clinics and the Legal Skills Program are examples of settings in which the student-teacher ratio must be low. It should also be noted that our professors teaching clinical courses must devote time not only to the students learning in their clinic, but also to clients whom they and their students must serve. Other teaching activities that require intensive work with individual students include, among others, advising moot court teams and supervising independent research projects.
The University of Baltimore School of Law also has a strong commitment to its evening division. This commitment requires that each faculty member normally teach at least one course each year in the evening division. In order to teach a course in the evening, a professor must be available to students for office consultation until late in the evening as well as during the day.

Law school examinations are three-hour examinations. These examinations must be designed to test analytical skills as well as substantive knowledge, and they require many hours to develop and grade. Law professors do not have student assistants to help them teach courses or grade examinations. Additionally, law students frequently review their entire examination with the law professor after the grades have been distributed. This places a high demand on the professor's time both during the day and evening hours after the end of the semester.

Scholarship:
Faculty members at the School of Law are expected to consistently publish legal scholarship. These will normally be law review articles that are substantial pieces of scholarship. They are more than descriptive of a particular subject matter. They are to be creative contributions to legal literature and, as such, require substantial independent research and normally are heavily documented with extensive footnotes. Law review articles also tend to be lengthy; on the average, an article in a law review is 25-30 published pages. The purpose of such articles is to be useful in law schools and beyond the academy, in courts of law, legislatures, and other policy making bodies. Due to the ever changing nature of law, the research for such articles must be rigorous and is very time consuming. Indeed, research must continue right up to the date of publication.

Service:
Due to the relatively small size of the law faculty compared to most undergraduate university faculties, a large burden of administration falls on each law school faculty member. Many functions normally dealt with by the administration of an undergraduate university are dealt with by law faculties. For example, law faculty members play a substantial role in the admissions process. Law faculty members read applications and make decisions about which student applicants will be admitted to the law school. The appointments process for hiring new faculty is conducted by the law faculty. All hiring of new faculty must go through the Appointments Committee and ultimately be approved by the entire faculty.

Being part of the University of Baltimore, there are also many university committee assignments which law school faculty must take, in addition to law school committee assignments. For example, law school faculty must sit on University of Baltimore committees such as the University Council, the Promotion and Tenure Appeals Committee, search committees for major university-wide positions, and other University committees.

Teaching in a professional school involves substantial career counseling of students. Moreover, employers often call law professors for recommendations on potential hires. This faculty role in assisting law students obtain professional positions is even more important in the recent tight
job market. In addition, alumni relations has recently become an increasingly important part of a law faculty member's role at the University of Baltimore.

**Community and Public Service:**

In Maryland there are slightly over 100 law faculty members (half of them at the University of Baltimore) who often are called upon for advice and assistance by members of the legal community, public and public service entities, and the community at large. They serve as reporters to and members of national, state and local law revision commissions; advisors concerning and drafters of national, state and local legislation; and legal advisors to all levels and branches of government and to public interest entities. Law faculty also serve on national, state and local bar association committees, on national and local committees devoted to legal education, and as speakers on continuing legal education programs and at conferences and workshops for law teachers. Law faculty also render many hours of pro bono legal service for indigent and under-represented individuals, and they speak to and give legal advice and analysis to community groups and the media.
UNIVERSITY OF BALTIMORE SCHOOL OF LAW POLICY ON COMPREHENSIVE REVIEW OF TENURED FACULTY


I. Preamble

The Board of Regents of the University System of Maryland (USM) established the principle of faculty evaluation in its policy on Evaluation of Performance of Faculty (II - 1.20) and the principle of accountability for faculty workload and performance in its policy on Faculty Workload and Responsibilities (II - 1.25). To coordinate and implement these principles, as they apply to tenured faculty, the Board of Regents has required that each member institution establish a policy on the comprehensive review of tenured faculty, as well as procedures to implement such a policy. Pursuant to this mandate, the University of Baltimore has established such a policy, which requires that the School of Law develop procedures to carry out this system of review, and develop criteria for the assessment of faculty performance.

This Policy Statement constitutes such procedures and criteria for the University of Baltimore School of Law.

To facilitate continued professional development of the faculty, tenured faculty members shall undergo formal, periodic peer review of their professional activities.

The review process described below shall be conducted in a manner that is consistent with the preservation of academic freedom. This review process is separate from and may not be substituted, directly or indirectly, for the USM and institutional policies and procedures relating to the termination of tenured appointments, which are in no way amended by this policy.

II. Membership of Review Committee

A. The Post-Tenure Review Committee shall be composed of five tenured professors from the School of Law. To the extent practical, each year's committee shall contain at least two members from the previous year's committee.

B. The Chair of the Post-Tenure Review Committee shall be appointed by the Dean. The Chair, together with the tenured members of the Dean’s Advisory Committee, shall nominate the remaining members of the Post-Tenure Review Committee. No member of the Dean’s Advisory Committee shall participate in the nomination of a candidate to the Post-Tenure Review Committee, if that candidate, once confirmed, will be a part of a Post-Tenure Review Committee that will review the relevant member of the Dean’s Advisory Committee. The membership of the Post-Tenure Review Committee must be approved each year by the entire Promotion and
Tenure Committee. The Chair of the Post-Tenure Review Committee shall be a member of the Promotion and Tenure Policy Committee.

C. No person shall serve as a member of the Post-Tenure Review Committee in a year in which he or she is to be reviewed under this policy.

D. A faculty member may challenge any member of the Review Committee for cause (bias or prejudice). Such challenge shall be made in confidence to the Dean. If the Dean sustains the challenge, the challenged member shall not participate in the consideration of the challenging faculty member, whose evaluation shall be conducted by the remaining members. Individual members of the Post-Tenure Review Committee shall also have the power to recuse themselves from consideration of any faculty member, if they believe they cannot render a fair and impartial judgment.

III. Scope of Review

A. The Scope of the review shall be teaching, scholarship and service.

B. Faculty expectations shall be based on the standard that applies to promotion to the position held by the faculty member, with due regard to the allocations contained in the individual’s workload allocation.

C. Faculty productivity shall be evaluated in accordance with the law school’s Faculty Workload Policy, with due regard to the allocations contained in the individual’s workload allocation.

IV. Process of Review

A. Each faculty member to be reviewed shall be notified in writing by May 1 of the previous academic year, by the Dean or Dean’s designate.

B. Tenured members of the faculty shall be reviewed every five years, with the following exceptions:

1. Separate reviews conducted for promotion shall substitute for faculty review under this policy;

2. Two consecutive annual salary/workload reviews by the Dean that indicate that a faculty member is not meeting expectations shall occasion an immediate comprehensive review, which shall be in addition to those otherwise required by this policy.
3. If a faculty member has been on unpaid leave of absence or medical leave for a period of one year or more, the period of unpaid leave or medical leave shall not be counted toward the five-year period. (Effective August 1, 2006).

C. Each faculty member under review shall supply to the Review Committee, by October 1, a comprehensive written report, detailing his or her teaching, scholarship, and service for the previous five years.

D. In addition to the faculty member's report, the Review Committee may consider other reliable sources of information, including, but not limited to: classroom visitations, any written materials associated with the faculty member's annual salary/workload reviews by the Dean, their annual workload allocation, scholarly publications, student evaluations, and consultation with student government representatives.

E. The Chair of the Review Committee shall appoint from among the committee a reporter for each faculty member under review. The reporter must be of the same or greater rank as the faculty member under review. Selection of the reporters must be approved by a majority of the committee. The chair of the committee may also serve as a reporter. At any time in the process, a reporter may be replaced by another member of the committee, by vote of a majority of the other committee members.

The reporter shall have the responsibility of examining the appropriate written materials and making one classroom visitation. Additional classroom visitations may be scheduled at the discretion of a majority of the committee.

The reporter shall give a preliminary evaluation to the full Review Committee. After discussion by the committee, the reporter shall submit a proposed report to the full committee for its amendment and approval. A report approved by a majority of the committee shall become the committee's preliminary report.

F. If approval of any report is not unanimous, dissenting members may submit a minority report. The members of the committee shall sign the version of the report to which they subscribe.

G. For each area under review (teaching, scholarship and service) the report shall indicate whether the faculty member meets expectations or does not meet expectations and whether the faculty member meets the standards of the Faculty Workload and Responsibilities Policy or does not meet those standards.

H. The Review Committee shall give a copy of its preliminary report to the faculty member under review by March 1.
The faculty member shall have fourteen days to give a written response to the committee, if he or she so wishes.

After giving consideration to the faculty member's response, the committee shall issue its final report by April 15, supplying a copy of the report to the faculty member and to the Dean.

The faculty member shall have fourteen days to give a formal written response to the Committee's final report. Such response shall be provided to the Committee and to the Dean and shall be appended to the Committee's final report.

I. The Review Committee shall endeavor to keep all discussions confidential. The Committee shall keep its reports confidential, providing them only to the faculty member under review and to the Dean. The faculty member under review may waive the confidentiality of the report.

UNIVERSITY OF BALTIMORE POLICY ON COMPREHENSIVE REVIEW OF TENURED FACULTY

I. PREAMBLE

The Board of Regents of the University System of Maryland (USM) established the principle of faculty evaluation in its policy on Evaluation of Performance of Faculty (II - 1.20) and the principle of accountability for faculty workload and performance in its Policy on Faculty Workload and Responsibilities (II - 1.25). To coordinate and implement these principles, as they apply to tenured faculty, the Board of Regents has required that each member institution shall establish a policy on the comprehensive review of tenured faculty, as well as procedures to implement such a policy.

This Policy Statement constitutes such principles and procedures for the University of Baltimore.

With the intent of facilitating continued professional development of the faculty, tenured faculty members shall undergo formal, periodic peer review of their professional activities. For the purposes of this policy, the term "faculty" shall be defined as tenured faculty and instructors or lecturers with job security.

The primary purposes of this periodic faculty review are to:

1. improve the quality of faculty performance in teaching, scholarship and service;

2. recognize long-term meritorious service;
3. increase opportunities for professional development; and

4. identify, if any, deficiencies in and impediments to faculty productivity and development, with a view toward facilitating improvement.

The review process described below shall be conducted in a manner that is consistent with the preservation of academic freedom. This review process is separate from and may not be substituted, directly or indirectly, for the USM and institutional policies and procedures relating to the termination of tenured appointments, which are in no way amended by this policy.

I. PROCEDURES

A. Timing of Review

Faculty will be subject to this comprehensive review every five years, with the following exceptions:

1. Separate reviews mandated for promotion shall substitute for faculty review under this policy;

2. Two consecutive annual salary/workload reviews that indicate that a faculty member is materially deficient in meeting expectations shall occasion an immediate comprehensive review, which shall be in addition to those otherwise required by this policy.

B. Unit of Review

1. The appropriate unit of review for the School of Law shall be the entire Law School faculty;

2. The appropriate unit of review within the College of Liberal Arts shall be the divisions within the College.

3. The appropriate unit of review for the School of Business shall be the entire School of Business faculty.

C. Membership of Review Committee

1. Each faculty member's review committee shall be composed of tenured faculty within that member's unit of review;
2. The School of Law, College of Liberal Arts, and School of Business shall each determine the number of members and method of selection of all review committees within each school.

D. Method of Review

1. Each faculty member subject to review shall be notified in writing by May 1 of the previous academic year, by the School's Dean or Dean's designate.

2. Each faculty member under review shall supply, to the Review Committee, by October 1, a comprehensive written report, detailing, for the previous five years:

   a. teaching, advising, and other educational activities;
   b. research, scholarly, or creative activities; and
   c. service to the School, University, and public and professional communities.

3. In addition to the faculty member's report, the review committee may consider other reliable sources of information, including, but not limited to: the faculty member's annual review by their immediate supervisor (dean or department chair), their annual personal faculty portfolio, classroom visitations, and student evaluations.

E. Review Committee's Report

1. The review committee shall give a written draft of the report to the faculty member under review by March 1.

2. The faculty member shall have fourteen days to give a written response to the committee, if he or she so wishes.

3. After giving consideration to the faculty member's response, the committee shall issue its final report by April 15, supplying a copy of the report to the faculty member and to the appropriate Dean and/or Department Chair.

4. The faculty member shall have fourteen days to give a formal written response to the committee's final report. Such response shall be appended to the committee's report.
F. Result of an Unfavorable Report

If a faculty member's performance is judged as not meeting expectations, a specific development plan shall be worked out among the dean, department/division chair, and the individual faculty member, consistent with the overall faculty development programs and resources of the University. This plan shall include a procedure for evaluation of progress at fixed intervals and shall be signed by all parties.

III. POLICIES OF THE CONSTITUENT SCHOOLS

A. The College of Liberal Arts, School of Business and School of Law shall each develop procedures, consistent with this policy, in order to carry out this system of periodic review within each school.

B. Each constituent unit shall also develop specific criteria and expectations to assess faculty performance over time.

C. All school/college and unit policies shall be filed with and approved by the dean and provost as required in section 3 of the BOR policy’s Guiding Principles/Criteria.

Approved by Provost Council April 2, 1997
I. Preamble
This document, the Faculty Portfolio Process and Merit Pay Procedures, describes two procedures that implement the University of Baltimore School of Law Policy on Faculty Workload and Responsibilities, which was adopted by the Faculty Council on September 29, 1994. The Portfolio Process is the vehicle by which members of the faculty report on their achievements and activities during the reporting period. It is also the process by which a faculty member's responsibilities for the coming academic year are established, in conformity with the Workload and Responsibilities Policy. The Merit Pay Procedures describe the way in which the Dean makes determinations concerning the allocation of merit pay increases.

II. Portfolio Process
Each year, each member of the full-time faculty shall submit a report to the Dean concerning the faculty member's activities and achievements over the past year in the three areas of faculty responsibility: teaching, scholarship, and service. Each faculty member shall also submit a "Prospectus" for the coming academic year indicating the work that the faculty member would like to undertake during the coming year in each of the three areas.

In accordance with the Policy on Faculty Workload and Responsibilities, the Dean will meet with each member of the full-time faculty near the end of each academic year to discuss the faculty member's scholarship plans and service responsibilities for the coming academic year, and to determine the percentage of effort that the faculty member will be allocating during the coming year to each of the three areas of faculty responsibility: teaching, scholarship, and research. (The faculty member's specific teaching responsibilities for the coming academic year will have been determined, in discussions with the Associate Dean or the Dean, earlier in the academic year and prior to the general portfolio meeting with the Dean.)

At the end of each academic year, the Dean shall evaluate each full-time faculty member's performance and, if needed, meet with the faculty member.

III. Merit Pay Procedures
If funds are available for merit salary increases, the Dean shall make those merit pay determinations based upon the Dean's evaluation of the quality and quantity of work performed by the faculty member in the three areas of teaching, scholarship, and service. With respect to scholarship, the Dean shall appropriately reward distinguished scholarly achievement such as completion of a book, a substantial article or similar substantial, written scholarly accomplishments. Merit salary increase determinations shall be based upon the faculty member's performance over the most recent academic year. The Dean
may extend the evaluation period beyond one year if significant merit salary increase monies have not been available for two or more consecutive years.

MENTORING

The School of Law shall have a Faculty Mentoring Program to aid new teachers in becoming more effective in teaching, scholarship, and community service.

PROGRAM OUTLINE

The School of Law has established a mentoring system to enhance the ability of junior teachers to have senior mentors.

1. The process of matching mentor and mentee shall be initiated, at every stage, by the school, not the mentee. The initial contact should be through the Associate Dean of Academic Affairs, who contacts new hires to determine whether they want to participate and what sort of mentor(s) they want, and then helps the would-be mentee select one or two mentors from a list of tenured teachers who have volunteered to do the job. Once a mentor has been so "matched" to a mentee, that mentor's duties would be to approach the mentee with a welcome and an offer to assist at whatever level the two deem appropriate.

2. Only tenured faculty will be allowed to volunteer to be mentors in the system. When a mentor accepts appointment to work with a particular mentee, he or she should be given specific direction by the Associate Dean as to what his or her mentoring responsibilities to the mentee will be during the next year and should understand he or she is expected to meet these responsibilities.

3. No one should be compelled to be a mentee. An eligible teacher is free to decline to participate in the program, reject particular mentors, and withdraw from a mentoring relationship at any time. Indeed, it is our expectation that many junior teachers may elect to participate in the system for one or two years and then decide not to do so in the following year, either because they have established strong enough collegial relationships in the first year or so and do not wish to pursue others or because they are comfortable and self-confident and do not feel any need to continue to develop mentoring relationships at all.

4. There is a clear and unequivocal separation between the mentoring system and the system for evaluation for retention, promotion and tenure. The mentoring system's sole goal is to assist junior faculty in their career development; there is no place in it for grading or career evaluation. A mentor should not be on a candidate's P&T subcommittee during the year in which he or she is serving as the particular candidate's mentor. Willingness or unwillingness to accept mentoring should be held clearly irrelevant to consideration in the P&T process, and negative information gained by
mentors about mentees through the mentoring relationship should be off-limits in P&T discussions.

5. Each mentee should understand that his or her decisions and actions in pursuit of a mentoring relationship will be held in confidence. The mentee's discussions with the Associate Dean regarding who might serve as the mentee's mentor(s) should be held in strictest confidence. Information a mentor gathers about a mentee's early efforts at teaching, writing, and service, as well as the impression the mentor gathers regarding the mentee's collegiality, to the extent gained during the mentoring relationship, should likewise be held generally confidential.

6. Each mentee is assured of a wide variety of services from the system. Those a beginning teacher may want may well differ from those a person up for third year review may need. Senior teachers will vary tremendously in areas of strength. In order to assure a wide variety of services, a junior teacher should be allowed to select up to two mentors to serve in any one year. Those selected as a junior teacher's mentor should not repeat as system-appointed mentors for that person in ensuing years. This does not mean that whatever constructive relationship between mentor and mentee is created by the program would have to stop at the end of the mentoring year. We believe it is likely that many professional relationships initially fostered through the system will continue on an informal and increasingly collegial basis thereafter, and frankly hope that this will happen.

7. The system is only offered to full-time faculty appointees who are new hires or untenured persons through the year of their first scholarship review by the P&T committee. For most new appointees, this would mean the person would be eligible for mentoring through the third year of service here; for clinicians, mentoring would be available through fourth year review. There are several reasons for this limitation. First, there are limits to the capacity of the senior faculty to provide meaningful mentoring. Second, we doubt there will be much demand for mentoring help beyond the first scholarship review. By that time, most new teachers will have become acculturated to the life of the school, would resent participation in a formal mentoring relationship, and may in fact have become coequal colleagues for whom a mentor-protégé relationship is inappropriate.

RESEARCH AND DEVELOPMENT SUPPORT

1. Allocation for Professional Development Expenses
For the 2021-22 academic year, each full-time faculty member (including clinical fellows) will have an allocation of $2,000 for professional development. Professional development funding may be used for the cost of attending conferences, workshops and meetings, for other travel for professional development; and/or for memberships in professional organizations, including
bar dues. Requests to purchase subscriptions, books, or other publications must be directed to the Director of the Law Library.

The School of Law may approve additional funding of a faculty member’s professional development expenses. Such requests for additional Law School funds for professional development expenses will be approved by the Associate Dean for Academic Affairs and the Dean of the Law School for good cause on a case-by-case basis and subject to the availability of funds (from either the state or from the UB Educational Foundation). Examples of professional development activities that may be approved for additional Law School funding include a faculty member’s presentation of a paper at a conference and a faculty member’s participation in a conference as a member of a panel for a substantive program. While the Dean encourages and will make every effort to support faculty members’ participation on the national stage, the dean advises discretion in the use of the faculty allotment and requests for additional funds.

The School of Law does not separately fund a full-time faculty member’s expenses in attending the AALS Annual Meeting. A faculty member speaking at the AALS annual meeting and wishing to have the Law School cover some or all of those expenses will use funds in the faculty member’s professional development allocation to pay those expenses and must request additional funding (subject to advance approval) for expenses in excess of the allocation.

2. Research Assistance
In addition to a professional development allocation, each full-time faculty member has a presumptive allocation of 200 hours of paid student research assistance for AY 2021-22, which begins July 1 and ends June 30. Before a research assistant begins work that is to be paid from the faculty member’s 200-hour allocation, the faculty member must send a memorandum or e-mail to Katie Rolfes. In this memo or e-mail, the faculty member must state the research assistant’s name, the nature of the project(s) on which the research assistant will be working, an estimate of the number of hours (up to 200 hours), and the period of time that the research assistant is authorized to work on that project. Katie Rolfes will contact the research assistant to set up an appointment to fill out the forms required for the research assistant to be paid by the Law School. The research assistant cannot begin work until after completing all employment paperwork. In addition, the Office of Human Resources requires a two-week start date from the date of receipt of all employment paperwork. Requests for research assistant hours over the presumptive allocation shall be made to the Associate Dean for Academic Affairs.

3. Library Assistance
Faculty Copies: The Library will make every effort to support your teaching and research by supplying office copies of frequently consulted materials. If requested and subject to budget considerations, we will provide faculty copies of the Maryland Rules as well as Code titles related to your scholarship and teaching interests. Contact Harvey Morrell (hmorrell@ubalt.edu) to request an office copy.
4. **Procedural Requirements for Law School Funding of Professional Development Expenses**

You should submit requests for Law School funding of your professional development expenses to law_finops@ubalt.edu as early as possible. As a general rule, in order to qualify for any of the above Law School funding, a faculty member must inform the Law School of a particular professional development or research expense prior to incurring these expenses. All requests for authorization should include a brief statement of the nature of the activity and the expenses to be incurred. Requests for out-of-state travel or in-state travel, for which you will seek reimbursement for travel expenses should be submitted on the Request for Travel authorization form at least 30 days in advance of the travel so that we can comply with state regulations requiring 30 days advance approval of such travel. If you require additional copies of the form, they can be obtained from the Faculty Administrative Support personnel, the Office of Finance and Administration or on the University of Baltimore website at http://www.ubalt.edu/template.cfm?page=301.

Travel arrangements must be made through the state-approved travel agency, Globetrotter Travel (800.322.7032). If you locate a lower price online you may use it only if you first call Globetrotter Travel to see if they can match the price. If Globetrotter cannot match the price, you may purchase the online ticket and seek reimbursement when you return from the trip. Be sure to present all appropriate receipts and documentation showing: destination, dates, and total price pre-paid in full.

Within two weeks after completion of approved travel, you should submit a claim for your approved travel, hotel and meals expenses, with original receipts documenting the expense (other than for meals, unless you are seeking reimbursement for the actual cost of a particular meal rather than the State’s standard fixed rate for meals), on the State of Maryland Expense Reimbursement form to your administrative assistant. Receipts accompanying the reimbursement form must be letter-size or taped to a letter-size sheet of paper (no overlapping). From time to time the mileage and per diem rates change. Please check mileage rate on the UB website at: [http://www.ubalt.edu/about-ub/offices-and-services/comptroller/travel-policies/mileage/mileage.cfm](http://www.ubalt.edu/about-ub/offices-and-services/comptroller/travel-policies/mileage/mileage.cfm) For per diem rates: [http://www.ubalt.edu/about-ub/offices-and-services/comptroller/travel-policies/per-diem-rates.cfm](http://www.ubalt.edu/about-ub/offices-and-services/comptroller/travel-policies/per-diem-rates.cfm). Additional copies of the expense reimbursement form are available from the Faculty Administrative Support personnel.

Although you should obtain approval for reimbursement from your allocation in advance, you can receive reimbursement for non-travel related expenses from your allowance for professional development expenses incurred by you prior to approval. For reimbursement of non-travel related expenses incurred prior to approval, you must submit invoices and a statement of the activity to law_finops@ubalt.edu. Law School payment of expenses already incurred by a faculty member will be approved in exceptional circumstances when there was no reasonable amount of time available to obtain approval prior to the faculty member incurring the expense.
CRITERIA FOR SUMMER RESEARCH FELLOWSHIPS

Standards and Procedures for Granting Summer Fellowships (amended 5/10)

a. Summer Research Fellowships (fellowships) are available to support faculty in the production and publication of new (previously unpublished), original, and creative legal scholarly research and writing. Such scholarship is expected to be analytical, significant, learned, well-written and disinterested (in keeping with the spirit of the Law School’s promotion and tenure criteria for scholarship). The Fellowships are also intended to support the variety of legal scholarship that a faculty member may produce for a legal scholarly audience throughout his or her career. The Fellowships are also intended to support and encourage faculty to write and publish books either as solo authors or to seek out collaborative projects and co-authorships with other scholars.

b. Fellowship application guidelines and details. The presumption is that a faculty member applying for a Fellowship will receive a summer fellowship, subject to the expectation that, in the ordinary case, each summer Fellowship will result in the publication of an article, book chapter, book or other type of legal scholarship approved by the Dean.
   - Faculty may receive a Fellowship for a law review article if the article is published in a law review published by a United States law school. Faculty may receive up to two Fellowships and a sabbatical for University Press books. If no sabbatical is taken, faculty may receive up to three Fellowships.
   - Faculty may receive up to two Fellowships or one sabbatical for non-university press books or casebooks.
   - Faculty may receive one Fellowship for substantial work as an editor of a book

For purposes of considering a faculty member’s Fellowship application, the faculty member’s track record of successful scholarly production for the preceding three years, as well as, his or her immediate past record of production resulting from the most recent summer research Fellowship (or sabbatical, if applicable) will be taken into account. The Fellowship will be available, however, to support Assistant Professors who may require an additional summer to work on and complete their first article. Such faculty members should submit an application for the additional stipend (as described in this section (b) and report on their progress in the November 1st Annual Report as described in section (c) below). The Dean shall have the discretion to also make a Fellowship available, on a limited, case-by-case basis, to support faculty who have not recently published but are reasonably expected, with appropriate support from the Fellowship, to return to regular legal scholarly research, writing and publishing, or for projects that do not fit the above criteria.

c. Fellowship Reporting Requirements. In return for each Summer Research Fellowship received, each faculty member agrees to:
   i. Provide an Annual Report of Scholarship to the Dean no later than November 1 of the Fall following the award of the Fellowship. The November 1st Annual port
should consist of a written report of the Faculty Member’s progress since receipt of the Fellowship grant by attaching the completed article or written manuscript along with an explanation of the work remaining on the project, opportunities to present at workshops for feedback, and expected date of completion/submission for publication. (The Annual Report of Scholarship is also an opportunity to report any previously unreported completed or published scholarship). The ordinary expectation is that one research project will be completed and ready for publication before a Faculty Member applies for another Fellowship. The Dean shall retain the discretion, however, to grant additional summer research grants 1) where the Faculty Member has completed the article but is holding it for publication during the next publishing season; 2) for substantial projects that by their scope and/or complexity must take longer than one year; 3) or other exigency which it will be within the Dean’s discretion to evaluate.

ii. make a scholarly presentation to the Faculty about the results of his/her research project (whether completed or still in progress) if requested to do so by the Associate Dean.

iii. include an introductory footnote in the published work that the faculty member’s affiliation is the University of Baltimore School of Law and that the work was produced with the support of a University of Baltimore Summer Research Fellowship.

d. In determining whether to grant a Fellowship and whether a Fellowship should be fully or only partially funded, the Dean may consider whether other sources of funding are being paid or offered to the candidate to directly support the project, and whether the candidate will be otherwise employed during the summer during which the Fellowship is to be awarded.

e. All applications for Fellowships shall be submitted in writing to the Dean or his designee by February 15th preceding the summer for which the grant is sought. The February 15th application should also be considered an opportunity for the Faculty Member to update the November 1st report as support for the application for a subsequent grant.

f. Before deciding whether to grant or deny such applications, the Dean shall submit the applications to the Associate Dean for Academic Affairs who shall, in conjunction with an Ad Hoc Committee on Summer Research Fellowships and Sabbaticals report back to the Dean their views regarding whether the applicant has complied with the criteria set forth above and recommending approval or disapproval.

g. As soon as is practicable after he or she has reviewed the report of the Committee, the Dean shall award the Fellowships according to the criteria set forth above, shall advise each candidate of the decision made with respect to his or her application, and shall report to the Faculty who has been granted a Fellowship and the general nature of the project which has been funded.
h. Visiting Faculty and twelve month Faculty are not eligible for a Summer Research Fellowship.

**SCHEDULING GUIDELINES FOR FACULTY COLLOQUIA**

The Faculty Research and Development Committee (FRDC) has developed a scheduling framework to promote the expansion of faculty research and development events and to minimize the number of conflicts between events. One key component is to establish particular days of the week which are exclusively dedicated to faculty colloquia.

The following is the FRDC’s framework for scheduling faculty colloquia and similar events during 2021-2022:

I. Budget permitting, the FRDC will schedule an **FRD Distinguished Lecture Series** consisting of distinguished outside speakers with an established national or international reputation. Identifying and inviting these speakers will be handled by the FRDC or other appropriate faculty members in coordination with the FRDC. Faculty with ideas for potential Distinguished Lecture Series speakers should contact the Associate Dean for Faculty Research and Development.

II. **Thursday faculty colloquia**: Thursdays from noon to 1:30 during each semester will be set aside for weekly faculty colloquia relating to scholarship, teaching, and other subjects relevant to faculty development. Where appropriate, these colloquia may be scheduled for a day other than Thursday. Such colloquia may include:
   a) University of Baltimore Legal Scholarship Colloquia (workshops, work-in-progress lunches, and similar scholarship-related events sponsored by the FRDC);
   b) events sponsored by the Committee on Excellence in Teaching;
   c) events sponsored by one or more Centers at the School of Law; and
   d) other suitable events.

III. **Clinic Brown Bag Lunches**: The faculty members who teach in the clinics currently conduct a weekly Brown Bag Lunch during which clinical faculty and others make presentations on various topics, such as clinical pedagogy, issues in clinical education, and works-in-progress by Clinic Fellows and faculty members. These lunches typically occur on Tuesdays at noon. All law school faculty are welcome to attend the Brown Bags, and once per semester special efforts will be made to encourage all faculty to attend.

In order to carry out this framework, the FRDC will observe the following protocol for scheduling and calendaring to the extent practicable:

1. Faculty and staff (including faculty advising student organizations) who are planning events to which faculty will be invited should coordinate with the Associate Dean for Faculty Research and Development at the earliest possible opportunity to avoid conflicts.
2. The Law School calendar should reserve every Thursday for faculty colloquia. Events to which faculty are invited should not be scheduled to conflict with the regular Thursday colloquium unless absolutely necessary. Centers, committees, faculty, and staff planning events relating to scholarship, teaching, or other faculty development topics are encouraged to contact the Associate Dean for Faculty Research and Development to determine whether the event should be included as part of the Thursday colloquium series.

3. No other School of Law activities should be scheduled so as to conflict with FRD Distinguished Lecture Series events. To the extent possible, the Associate Dean for Faculty Research and Development and the Dean’s Office should coordinate with other units of the University to avoid conflict with the FRD Distinguished Lecture Series.

4. To the extent possible, the Appointments Committee should schedule candidate presentations on Mondays or Wednesdays to avoid conflicting with the Thursday faculty colloquium or the Clinic Brown Bag Lunch Series.

5. Major symposia, conferences, and similar events may in appropriate cases supersede the regular Thursday faculty colloquium. The FRDC encourages Centers, committees, faculty, and staff involved with planning such events to schedule them as far in advance as possible and to coordinate at the earliest possible opportunity with the Associate Dean for Faculty Research and Development.

UNIVERSITY OF BALTIMORE SCHOOL OF LAW SABBATICAL LEAVE POLICY

I. Preamble

a. The standards and procedures for granting sabbatical leaves for law school faculty shall be governed by the University of Baltimore Sabbatical Leave Guidelines, which are included in this Handbook.

b. Any application for sabbatical leave shall be submitted in writing to the Provost through the Dean’s office, and shall be submitted to the Dean’s office not later than November 1 of the fall of the academic year preceding the year in which sabbatical leave shall be requested.

c. Before deciding whether to recommend sabbatical leave applications to the President, the Dean shall submit the applications to the Ad Hoc Committee on Summer Research Stipends and Sabbaticals (Committee) for its critical evaluation under the standards for sabbatical leave herein stated.

d. As soon as is practicable after he or she has reviewed the report of the Committee and has ascertained whether the President will approve an application for sabbatical leave, the Dean shall advise the candidate with respect to the decision made with respect to his or her application and shall report to the Faculty who has been granted sabbatical leave and the general nature of his or her sabbatical project.
e. Sabbatical leave projects will be granted for research and production of scholarship (within the meaning of the Law School's promotion and tenure criteria for scholarship). Applications for leave will be evaluated in light of the specificity and significance of the proposed project, the degree to which it is would contribute to legal literature, and the likelihood of its completion. Sabbatical leaves will be granted only to a faculty member who has produced a substantial body of scholarship during his or her service at the University of Baltimore School of Law, whose recent record demonstrates the capacity and inclination to continue to produce sound scholarship, and who proposes to use the sabbatical leave to work on a significant project that is of such magnitude that it could not fairly be expected to be completed in the combination of a summer together with the amount of time a teacher should expend on research and writing during an academic year with a normal teaching load.

f. In years for which there are more applications for sabbatical leave than the university can fund, seniority (measured in terms of years in service at the University of Baltimore, and in case of a tie, length of service at a higher rank) shall be considered a tie-breaker only among equally meritorious applications. (Approved 2/96)

**UNIVERSITY OF BALTIMORE STANDARDS AND PROCEDURES FOR GRANTING SABBATICAL LEAVES**

**Background**
As an important component of ongoing faculty development, sabbatical leaves provide opportunities for enhancing the quality of teaching, scholarship, and service within the university by allowing faculty members to expand their skills, abilities, and experiences.

Faculty members use sabbatical leaves for diverse and innovative purposes, such as to develop new research skills and initiatives, conduct off-site research, prepare new courses or course materials, and expand pedagogical skills and teaching effectiveness. This faculty development is expected to promote the mission of the university.

The university president grants sabbatical leaves to faculty members whose proposals clearly demonstrate how the sabbatical: 1) provides an opportunity for conducting scholarly or creative work which would increase his/her contribution to the mission of the university; and 2) enhances his/her standing in the discipline or profession; and/or 3) advances the quality of instruction and student learning

**I. Required Status**
To be eligible for sabbatical leave, a faculty member must be tenured (holding the rank of assistant professor or professor), and must have been on active full-time service under a tenure track or tenured appointment with the university for a period of at least six years of service at the time of an initial sabbatical leave or subsequent to any previously granted sabbatical leave. A part-time faculty member must have been granted tenure and must have completed six or more years of at least half-time service with the university under a tenure track or tenured appointment to be eligible. Ordinarily, a leave of absence without pay or a visiting appointment
at another institution shall not be regarded as service to the institution for purposes of determining eligibility for sabbatical leave.

II. Request Procedure
A faculty member, applying for sabbatical leave, shall submit a formal written request to the dean of the school/college, stating clearly the nature of the proposed sabbatical project and his/her reasons for believing that the activity to be performed during the sabbatical will be professionally beneficial to the university and to him/her. Proposals for sabbatical shall be submitted to the dean at least six months prior to the start of the proposed leave period. Sabbatical requests will be reviewed by the appropriate faculty committee of each school/college; committee recommendations will be sent to the dean. The dean’s endorsement of the sabbatical request should include a statement that the faculty member can be spared during the sabbatical period without any disruption to academic programs and that sufficient funds are available in the operating budget of the school/college for the appointment of a temporary replacement if required.

The timeline for a sabbatical request for the following academic year is as follows:

February 1      Dean’s recommendations to the Provost
February 15     Provost’s recommendations to the President
March 1         President’s approval/ decline of sabbatical request

III. Approval
The president of the university, in considering a sabbatical request, shall be guided by the recommendations of the dean and the appropriate faculty committee.

IV. Operations
The faculty member applying for sabbatical leave shall agree, as a precondition for accepting same, to return promptly to the university upon termination of the sabbatical period and to remain in service for at least one academic year immediately subsequent to his/her return, except under unusual circumstances in which the president may decide otherwise. If the faculty member fails to return or fails to remain in service for at least one year, he/she shall be liable for the repayment of the whole or a proportionate share of the salary paid him/her during the sabbatical period.

V. Length
Sabbatical leave will be granted for one-half of the recipient’s annual contract period at his or her normal compensation or for the full annual contract period at one-half normal compensation for both full- and part-time faculty.
VI. Benefits
All benefits and privileges of a faculty member on sabbatical leave shall continue in effect as if he/she were not on such leave (i.e., salary merit increases, opportunity for promotion, retirement benefits, etc.) Certain benefits may be pro-rated according to policy during full-year sabbaticals. Faculty members considering a full-year sabbatical should consult with the Office of Human Resources.

VII. Employment During Sabbatical
Full-time employment by the faculty member on sabbatical leave is prohibited. He/she shall be permitted, with approval of the president or designee, to accept, in addition to the salary he/she receives from the university, only such awards, grants, contracts, fellowships, etc., as may also be given in aid of his/her approved sabbatical project. Compensation for occasional consulting services rendered during the sabbatical period shall be considered as payment of salaries or wages. Such services shall not exceed those allowed by the USM Policy on Professional Commitment of Faculty and shall not interfere with the approved sabbatical leave project.

VIII. Sabbatical Report
A report summarizing the activities and accomplishments of the sabbatical shall be submitted to the Dean and to the Provost in the semester immediately following completion of the sabbatical period. The report should describe how the activities of and accomplishments derived from the sabbatical leave will contribute to the mission of the University, school/college and relevant academic programs.
CONFLICT OF INTEREST

A. A faculty member shall not have a sexual relationship with, or attempt to have any such relationship, with any student while the student is enrolled in the School of Law, except when the relationship antedates the student's matriculation at the law school.

B. A faculty member shall not allow his or her academic judgment respecting a grade, award, penalty, or other matter affecting an individual student's performance at the University of Baltimore to be affected by any personal or business relationship he or she has or has had with a student, nor shall a faculty member indicate that his or her judgment might be so affected.

C. A faculty member shall not exploit his or her professional relationship with a student to induce the student to enter into a personal or business relationship with the faculty member.

D. Within the meaning of Paragraphs B and C above, personal relationship shall include a student's relationship with the faculty member's spouse, parent or step-parent, child or step-child, sibling, or cohabitant of the faculty member, and business relationship shall include a student's relationship with an entity in which the faculty member has a financial interest or with a person who is the faculty member's spouse, parent or step-parent, child or step-child, sibling, or cohabitant.

E. A faculty member shall avoid teaching or otherwise exercising academic authority over any student who is the faculty member's spouse, parent or step-parent, child or step-child, sibling, or cohabitant.

F. A faculty member should avoid teaching or otherwise exercising academic authority over any student in circumstances where the faculty member's independent professional judgment is reasonably likely to be adversely affected or his or her impartiality may reasonably be called into question. Such circumstances may include but are not limited to those (1) where a faculty member has a significant personal or business relationship with a student which a reasonable person might believe would be influenced by the faculty member's evaluation of the student, and (2) where a faculty member (or a member of the faculty member's household) has a sexual or family relationship with the student.

G. When a faculty member can avoid the kind of conflict of interest proscribed by Rules E and F above, he or she should take reasonable steps to do so. If the faculty member cannot avoid the conflict without failing or refusing to meet a responsibility owing to the university, the faculty member should disclose the conflict to appropriate authorities within the school and seek their assistance in avoiding it. Such assistance should include assigning the student to another course or course section, recusal of the faculty member from his or her responsibility of evaluating the
student regarding the matter at hand, or such other action as may be appropriate in the circumstances.

H. A faculty member may seek an advisory opinion from the Professional Responsibility Committee as to whether an activity is consistent with the rules.

OUTSIDE EMPLOYMENT

Outside, supplemental compensated work must be approved by the Dean prior to being undertaken. When an opportunity for such work is presented, send a written memo to the Dean for review.

A copy of the "Outside Employment" form must be submitted annually. See the University Faculty Handbook for further information.

PARENTING POLICY

I. Pregnancy and Pregnancy-Related Illnesses & Conditions

The Pregnancy Discrimination Act of 1978 has expanded the definition of unlawful gender discrimination in employment to include, in relevant part:

The terms "Because of sex" or "on the basis of sex" include, but are not limited to, because of or on the basis of pregnancy, childbirth, or related medical conditions; and women affected by pregnancy, childbirth, or related medical conditions shall be treated the same for all employment-related purposes, including receipt of benefits under fringe benefits programs, as other persons not so affected but similar in their ability or inability to work, and nothing in Section 703(h) of this title shall be interpreted to permit otherwise.

At a minimum, the statute mandates that all employers' health care plans must cover employees' pregnancies, pregnancy-related illnesses and conditions to the same extent that other illnesses and conditions are covered by the plan. Thus, accrued sick leave may be used by the pregnant employee to cover pregnancy-related illnesses and conditions including routine childbirth and subsequent recovery. Adoption leave of up to 30 days of an employee's saved sick leave may be taken immediately following placement of the infant if the employee is the parent primarily responsible for the infant's care.
II. New Parents

A. The following policy applies equally to both male and female members of the faculty who wish to participate in the nurturing of their newborn children, both biological and adopted.

B. The administration will accommodate to the fullest extent possible the needs of the faculty member regarding flexibility in scheduling and workload, partial leaves and leaves without pay. Partial leaves for one semester will have no effect on the faculty member’s progress through the promotion and tenure process. Semesters on leave without pay will not be counted for the purposes of promotion and tenure.

PUBLICaton IN THE UNIVERSITY OF BALTIMORE LAW REVIEW

It shall be the policy of the University of Baltimore Law Review that all acceptances for publication of articles or book reviews by full-time University of Baltimore School of Law faculty shall be in writing and shall be signed by one of the faculty advisers. The decision to accept or reject shall be made by the editorial board alone. Conditions may be imposed by the editorial board only. Any conditions imposed upon publication shall be discussed with a faculty adviser prior to acceptance and shall be specified in the written acceptance. It is anticipated that other members of the faculty may sometimes advise members of the editorial board concerning suitability of articles or book reviews for publication or concerning the imposition of conditions.

The written acceptance shall also be accompanied by a schedule of tasks to be completed by the author, the law review staff, or both. This schedule shall be prepared by the board. The editor responsible for the faculty article or book review shall notify the faculty adviser who signed the acceptance letter of any departure from the schedule, whether by the author or the staff.
CURRICULUM POLICIES

APPROVAL OF NEW COURSES AND CREDIT CHANGES

The following Procedures were adopted by the faculty in academic year 1978-79; and amended by the Faculty Council on February 25, 1999. The document was further amended on October 20, 2005 and March 15, 2017.

Curriculum Committee Procedures

SECTION A: NEW COURSES AND NON-CLASSROOM CREDIT ACTIVITIES

I. Who May Initiate Proposals for New Courses or Non-Classroom Credit Activities. The following categories of individuals may propose new courses or credit activities:
   A. Any member of the Curriculum Committee.
   B. Any member of the full-time or part-time faculty.
   C. Any student by either:
      1. Obtaining a faculty sponsor for a new course or credit activity, or
      2. Obtaining the signatures of at least 25 students interested in such a new course or credit activity.

II. Submissions for Consideration of New Courses.

   A. Required Submissions
      The following is a list of information that is required to be submitted in proposing a new course.
      1. Course Title
      2. Credit Hours and an explanation regarding the work students will be required to do in the appropriate out-of-classroom hours (e.g., reading, written assignments, negotiations, online discussions, interactive tutorials, and preparation for exams).
      3. Course Prerequisites, including why required
      4. Catalog Description (Paragraph should reflect general aims and nature of the course)
      5. Type of Course (seminar, workshop, advocacy, scholarly upper-level writing requirement, clinic, experiential education course)
      6. Whether Open or Limited Enrollment
      7. Suggested approximate class size
      8. Content outline
      9. Learning Goals
      10. Assessment Strategies (examination, paper, simulations, documents/complex instruments, short assignments, other)
      11. Text(s) (include author, title, publisher, date of publication, and an indication of whether or not the text is required)
      12. Suggested Concentration(s)
13. A full rationale for the proposed course (include how the proposed course will benefit the students, the Law School, and the University).

B. Suggested Submissions
While not mandatory, the following is a list of the type of information that may be helpful to the Curriculum Committee in its evaluation.
1. General course syllabus
2. What topics in course overlap with other courses in curriculum and justification for such overlap.
3. If course continues in-depth treatment of a subject area, why is this justified.
4. What student needs does course fulfill, looking at curriculum as whole (rather than at sponsor's interest).
5. Statement of existing interest or expertise on the faculty in the subject area of proposed course.

III. Submissions for Non-Classroom Credit Activities (currently includes Advocacy Activities, Externships, Publications, Student Fellows, Teaching Assistants and Moot Court Board)

A. Required Submissions
The following is a list of information that is required to be submitted in proposing a new non-classroom credit activity.
1. Description of Activity
2. Credit Hours and an explanation regarding the work students will be required to do in the appropriate out-of-classroom hours (e.g., reading, written assignments, negotiations, on line discussions, interactive tutorials, and preparation for exams).
3. Prerequisites, if any
4. Estimate of number of students to be involved in activity
5. Content Outline
6. Learning Goals
7. Assessment Strategies
8. Text(s), if any (include author, title, publisher, date of publication, and an indication of whether or not the text is required)
9. Suggested Concentration(s), if any
10. A full rationale for the proposed non-classroom credit activity (include how the proposed non-classroom credit activity will benefit students, the Law School, and the University).

B. Suggested Submissions
While not mandatory, the following is a list of the type of information that may be helpful to the Curriculum Committee in its evaluation.
1. Who will be conducting the evaluation for credit determination and what quality control will be employed.
2. What similar activities are currently receiving credit and how the activity in question will use similar or different format for evaluation.
3. School goals achieved by the activity.
4. Justification for need for credit rather than resume recognition.
5. Specification of faculty member willing to supervise activity.

IV. Criteria for Approval of New Courses or Non-Classroom Credit Activities. The criteria for approval of new courses and non-classroom credit activities are guidelines.

A. New Course
1. Adds depth to the curriculum as a whole.
2. Avoids excessive overlap with other courses in the curriculum.
3. Fulfills student needs in terms of number of students with an interest in the subject area or in terms of increased student employment opportunities.
4. Fits into the balance of other courses in the curriculum in terms of type of course (see II.A.4.) and type of evaluation (see II.A.10.).
5. Represents an area of law that the law school wishes to develop in greater depth.
6. Brings recognition to the law school.
7. Is a subject area for which the law library has a collection of materials that is adequate to support faculty members teaching the course and students taking the course.
8. Requires the appropriate amount of out-of-class student hours as defined in Section C herein.

B. Non-Classroom Credit Activities
1. There exists a presumption against new non-classroom credit activities in order to avoid a proliferation of unsupervised activities and activities that are largely clerical.
2. Must be a learning situation that deals with substantive law and includes some legal writing.
3. Brings recognition to the law school or is considered necessary for the law school.
4. Must be supervised by a faculty member in a manner appropriate to the activity in question.
5. Availability of a faculty member to supervise activity.
6. Requires the appropriate amount of out-of-class student hours as defined in Section C herein.

V. Procedures for Approval of New Courses or Non-Classroom Credit Activities.

A. Prerequisites to review.
1. If a new course or non-classroom credit activity is proposed by other than a faculty member, the Curriculum Committee will appoint a sponsor to complete the submission requirements under Part II or Part III, as the case may be, within three weeks from the date of the submission of the proposal.
2. Sponsors must complete the submission requirements under Part II or Part III, as the case may be, before the Curriculum Committee will review the proposed new course or non-classroom credit activity.

3. Completed submissions must be received by the Curriculum Committee in accordance with the following schedule:
   a. For a course or non-classroom credit activity to commence with the spring semester the deadline is August 15.
   b. For the course or non-classroom credit activity to commence with the summer or fall semester the deadline is November 15.

B. Review.

1. The Curriculum Committee will review the submission and discuss it at a meeting of the entire committee.

2. The Curriculum Committee will then conduct an open meeting for the faculty sponsor, any faculty member, or any student to address the desirability of adding the proposed new course or non-classroom credit activity to the curriculum.

3. The entire Curriculum Committee, including the Chair, will then vote on whether to add the proposed new course or non-classroom credit activity to the curriculum. The decision will be based on a majority of the members of the committee.

4. Upon approval by the majority of the Committee, the Chair shall submit the proposal for review by the full faculty at the next regular faculty meeting. The full faculty will vote on the recommendation at that meeting.

5. Upon approval of the faculty, the Dean will submit the proposal to the Provost.

SECTION B: RE-EVALUATION OF EXISTING COURSES AND NON-CLASSROOM CREDIT ACTIVITIES

I. Jurisdiction for Re-evaluation of Courses or Non-Classroom Credit Activities. Jurisdiction exists if the issue(s) is (are):

   A. The continued presence in the curriculum.
   B. The status as required or elective.
   C. The number of credits assigned.
   D. The frequency with which offered and the semester(s) designated for such offering(s).
   E. The prerequisites.

II. Who May Initiate Proposals for Re-evaluation of Existing Courses or Non-Classroom Credit Activities.

   A. Any member of the Curriculum Committee, including any student member.
   B. Any member of the full-time or part-time faculty.
   C. Any student by either
      I. Obtaining a faculty sponsor to seek re-evaluation, or
2. Obtaining the signatures of at least 25 students interested in having the course or credit activity re-evaluated.

III. Submission Requirements for Re-evaluation of Existing Courses or Non-Classroom Credit Activities. The submission requirements are the same as those contained in Section A, Part II and III of these procedures. The Curriculum Committee will determine who must make the required submissions, as well as which, if any, of the enumerated submission will not be required in a given case.

IV. Criteria for Approval of Continuation of Existing Courses or Non-Classroom Credit Activities. The criteria for approval of continuation upon re-evaluation are the same as those contained in Section A, Part IV of these procedures.

V. Procedures for Re-evaluation of Existing Courses or Non-Classroom Credit Activities.

A. The Curriculum Committee will send a letter to the faculty member(s) who will then be required to comply with the submission requirements.

B. If after three weeks, the Curriculum Committee has not received the required submissions, the Chairperson will appoint a subcommittee to compile the information required for a re-evaluation of the course or non-classroom credit activity.

C. The Curriculum Committee will review the submission and discuss it at a meeting of the entire committee.

D. The Curriculum Committee will then conduct an open meeting for the faculty sponsor, any faculty member, or any student to address the desirability of continuation of the course or non-classroom credit activity.

E. The entire Curriculum Committee, including the Chair, will then vote on whether to continue the course or non-classroom credit activity in the curriculum. The decision will be based on a majority of the members of the committee.

F. The Curriculum Committee Chair will then appoint a committee member to draft a report on the decision whether to continue the course or non-classroom credit activity in the curriculum, including the reasons for the decision, for submission to the Dean and the entire faculty.

G. Faculty members will then be given two weeks to submit their comments concerning the report to the Dean.

H. If, in light of his own position or in response to faculty comment(s), the Dean does not support the recommendation of the Curriculum Committee, the Dean will then send his comments to the faculty, and the faculty will vote on the recommendation at the next faculty meeting.

I. If, after the two week period, and in light of faculty comments, the Dean supports the recommendation of the Curriculum Committee, he or she will take no action. No action by the Dean by the next regular faculty meeting after the two week period will automatically adopt for implementation the recommendation of the Curriculum Committee.
VI. Periodic Review of Course Credit Hours

As outlined below, for traditional classroom credit courses, the Associate Dean for Academic Affairs shall, each semester, ask faculty members to certify through a worksheet or other comparable means that their courses meet the credit hour requirements of ABA Standard 310. In addition, the student evaluations of each course shall include a question asking the students “how many hours per work do you spend on out of class work for this course?” The reviewing faculty members and the Associate Dean shall consider the answers to that question as part of their review.

For non-classroom credit activities (including, but not limited to, Journals, Advanced Legal Research, Moot Court, Trial Teams and Externships), as explained below, students shall keep a record of their time spent on such activities each semester they participate in such activity. At the end of each semester, said time logs shall be submitted to the faculty advisor of the activity. The faculty advisor should review the logs to ensure that the student hours spent are appropriate. The Associate Dean for Academic Affairs shall, on a regular periodic basis, consult with the faculty advisors to ensure compliance with the policy contained Section C.

For all credit activities, the ultimate responsibility for establishing, monitoring, and confirming, as required, that the mandated student hours per credit are being met rests with the faculty member/advisor regardless of the participation of upper level students in the activity, as, for example, editors, moot court coaches or teaching assistants.

SECTION C: CRITERIA FOR DETERMINING CREDIT HOURS

A “credit hour” is an amount of work that reasonably approximates:

(1) not less than 1 hour of classroom or direct faculty instruction and 2 hours of out-of-class student work per week for 15 weeks, or the equivalent amount of work over a different amount of time; or
(2) at least an equivalent amount of work as required in subparagraph (1) of this definition for other academic activities as established by the institution, including simulation, field placement, clinical, co-curricular, and other academic work leading to the award of credit hours.

For purposes of this definition, 50 minutes equals 1 hour of classroom or direct faculty instruction. 60 minutes equals 1 hour for out-of-class student work. The 15 week period includes 1 week for final examinations. Therefore, a 2 credit hour course should require 100 minutes of classroom or other faculty instruction and 4 additional hours of student out-of-class work per week; a 3 credit hour course should require 150 minutes and 6 hours respectively; and a 4 credit hour course should require 200 minutes and 8 hours respectively. This policy shall be enforced by the Dean’s designee, the Associate Dean of Academic Affairs.
1. **Definitions**

*Classroom or direct faculty instruction* includes all scheduled class meetings, tutorials or other one-to-one or small-group meetings with the instructor, and taking in-class examinations.

*Out-of-Class work* includes time spent preparing for class (reading or completing class assignments); preparing for the in-class exam, completing the take home exam, and/or preparing and completing other assessments; researching and writing any required paper(s) or other writing assignments; performing clinical or field placement work; and attending educational events as mandated by the instructor.

2. **Determination of Classroom or Direct Faculty Instruction**

The School of Law has approved an academic calendar based on a 14 week semester plus a final exam period (or the equivalent in a more compressed time frame for the summer term or select weekend courses) followed by an examination period. For types of credit that include a classroom component, the Office of Academic Affairs schedules classes commensurate with the credit load of the course (no less than 50 minutes per week/per credit), as well as the scheduling of any required exam. Individual faculty members may require more than this minimum amount of class time, and may require students to attend other out-of-class meetings with the faculty member.

3. **Determination of Out-of-Classroom Work**

The following guidelines will be used to determine how many credit hours for out-of-classroom work will ordinarily be awarded for certain types of out-of-class activities. When completing the form describing the credit hours for their courses, faculty members may use different assumptions about the amount of time students spend on particular types of out-of-class work, as long as they provide adequate explanation of their reasons.

3.1 **Readings for 1L Courses:** Understanding that first-year law students are new to case reading and need additional time to complete or repeat reading assignments, credit hours for their reading assignments will be based on an assumption that they spend approximately 12 minutes on each page of reading. For a course in which reading assignments are the only required out-of-class activity, this means that in order to meet the minimum credit hour requirement, an average of at least 10 pages of weekly reading needs to be assigned per credit.

3.2 **Readings for Upper-Level Courses:** Understanding that reading comprehension improves as law students continue in their studies, credit hours for their reading assignments will be based on an assumption that they spend approximately 6 minutes on each page of reading, and approximately 12 minutes on each page for reading material that is particularly dense or complex. (For purposes of calculating credit hours, the faculty member will be given the opportunity to indicate how much of the reading falls into each category.) For a course in
which reading assignments are the only required out-of-class activity, this means that in order to meet the minimum credit hour requirement, an average of at least 20 pages of weekly reading per credit needs to be assigned (or less, depending on how much of the reading is particularly dense or complex).

3.3 **Outlining or Preparing for Examinations or for In-Class Exercises or Presentations:** In determining how much time students spend preparing for examinations, it will be assumed that students devote three hours of out of class preparation for each hour of a mid-term examination, and five hours of out of class preparation for each hour of a final examination. Faculty members shall provide a reasonable estimate of how much time students are expected to spend preparing for any required in-class exercises or presentations.

3.4 **Completion of Take Home Examinations:** Take home examinations, by policy, are to be no more than 72 hours. In determining how much time students spend completing take home examinations, it will be assumed that a maximum of 12 hours are spent on the exam—including on those exams for which more time has been allotted. For take home exams for which 12 or fewer hours has been allotted, it will be assumed that students spend the entirety of the allotted time on the exam.

3.5 **Preparation of Course Papers:** For short writing assignments with no research required, an estimate of 30 minutes per page will be used. For short writing assignments which require research, an estimate of 60 minutes per page will be used. For upper-division course research or final paper assignments, an estimate of 150 minutes (or 2.5 hours) per page will be used.

3.6 **Clinical Courses:** Faculty members teaching clinical courses shall provide a reasonable estimate of how much time students are required to spend on cases, projects, supervision meetings, moots, and seminars, including additional assignments and reading.

3.7 **Attorney Practice Externship.** Faculty members teaching in the Attorney Practice Externship course shall provide a reasonable estimate of how much time students are required to spend on cases, projects, and classroom work, including class time and homework assignments. These estimates are to be made based on student time logs, with consultation, as needed, with the students’ placement supervisor. Students must complete 130 hours in the field placement for three credits (12-14 hours per week).

3.8 **Co-Curricular Activities:** For other activities for which credit is awarded, faculty advisors shall provide, calculate, and report a reasonable estimate of hours required to complete the required tasks, in accordance with the minimum requirements of this policy.

*For Moot Court and Mock Trial Competitions:* A reasonable estimate of practice hours and hours spent in actual competition shall be reported, together with time devoted to preparing any required brief or other document(s). In calculating the time required to prepare briefs or other documents, an estimate of 60 minutes per page will be used. Certification that students have fulfilled these requirements will be provided by faculty advisors or faculty coaches.
For Law Review and Law Forum: The required time commitments and work product are addressed in the by-laws of each journal. Certification that students have fulfilled these requirements will be provided by faculty advisors in consultation with Editors-in-Chief.

3.9 Independent Research Projects ("ALR"): A minimum of 10 pages, as well as the research required to complete these pages, will be required for each credit awarded.

4. Notification of Requirements for Credit Determination

It shall be the responsibility of faculty members to announce all assignments and expectations for required out-of-class work.

5. Adherence to Guidelines for Credit Determination

It shall be the responsibility of the Associate Dean for Academic Affairs or his/her designee to assure consistency and adherence to the guidelines for credit determination.

5.1 Course Scheduling: The Associate Dean for Academic Affairs will ensure that all courses are scheduled in conformity with this policy.

5.2 Faculty Course Certifications: For each course with a regularly scheduled classroom component, the instructor shall submit a worksheet of how course credit requirements will be met. This certification will be completed for each course each term and shall include the amount of direct faculty instruction and out of classroom assignments. These certifications shall be reviewed by Associate Dean for Academic Affairs his/her designee for each term to ensure compliance with this policy.

Additional Review: The Associate Dean for Academic Affairs or his/her designee will undertake a biennial audit to ensure compliance with guidelines for credit determination for co-curricular credits. This may include review of the following:

- Independent Research Projects
- Individual Field Placement Logs
- Law Review/Law Forum certifications
- Mock Trial/Moot Court Competition Briefs

5.3 New/Revised Course Proposals: The Curriculum Committee shall review new/revised course proposals for compliance with the guidelines for credit determination.
APPROVAL OF NEW LAW COURSE “SUMMARY PAGE”
(Deadlines: to commence Spring semester: Aug. 15; Summer or Fall Semester: Nov. 15)

1. Date Prepared: _______________________________________________________
2. Prepared by: _________________________________________________________
3. Department: School of Law
4. Course Number(s), including HEGIS code(s): please leave blank
5. Course Title: _________________________________________________________
6. Credit Hours: _________________________________________________________
7. Catalog Description (Paragraph should reflect general aims and nature of the course):
   ___________________________________________________________________
8. Prerequisites: _________________________________________________________
9. Faculty qualified to teach course: _________________________________________
10. Course Type (check all that apply)
    Seminar satisfying the Scholarly Upper-Level Writing Req: _____
    Non-seminar Activity satisfying the Scholarly Upper-Level Writing Req): _____
    Clinic: _____
    Law in Context Course: _____
    Limited Enrollment: _____
    Open Enrollment: _____
    Externship: _____
    Simulation Course: _____
11. Suggested approximate class size: _______________________________________
12. Content Outline: _______________________________________________________
13. Student Learning Outcomes: ___________________________________________
14. Assessment Strategies (check all that apply)
    Examination ___
    25+ page Law Review Format Paper ___
    Simulations ___
    Student Self-Reflection ___
    Draft Documents/Complex instruments ___
    Short Assignments ___
    Other (explain) ___
15. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.):
   ___________________________________________________________________
16. Concentrations (check all that apply)
    Business Law ___Criminal Practice___ Estate Planning___
    Family Law___ Intellectual Property___ Int’l & Comp___
    Litigation & Advocacy___ Public Service___ Real Estate Practice___
17. A Full Rationale (include how the proposed course will benefit the students, the Law School and the University):
    ____________________________________________________________________
Note: Original syllabus shall be on file in the Office of Academic Affairs

COURSE SYLLABUS REQUIREMENTS

It is faculty policy for each faculty member to prepare a syllabus for distribution to the students at or before the first class meeting of each course and posted on the faculty member’s profile on the School of Law website. The syllabus shall include:

a. Name of Text(s) and other required reading materials, if not otherwise published;
b. Instructor's office hours, if not otherwise published;
c. School of Law attendance policy
d. Reading assignments and, where appropriate, the topics to be covered;
e. Description of any written assignments or other required class activities;
f. Basis for grading;
g. Student learning outcomes;
h. Course expectations;
i. The amount of credit hours for the course, the required number of fifty minute classroom or other faculty instruction per week and the required number of hours a student should spend in out-of-class activity per week.
j. Title IX information.

See Appendix A for syllabus template

Items included in the syllabus may be stated tentatively, if desired. A syllabus for a period of less than one semester should be supplemented in due course. The topics covered by the course must include those specified for the course in the current catalog of the law school, unless the instructor has published a new approved course description, which is included in registration materials or is placed in a location specifically described there. Any changes to the syllabus should be made in writing.

Advanced Legal Research: LIMITATION ON NUMBER OF STUDENTS SUPERVISED

Faculty members shall be limited to the supervision of no more than five research papers per semester as part of Advanced Legal Research. (Adopted 4/95)

Uniform Bar Exam

As of July, 2019, Maryland will administer the Uniform Bar Exam. Information regarding the exam may be found at https://www.courts.state.md.us/ble/admissionube. Information about the subjects tested on the Uniform Bar Exam may be found at http://www.ncbex.org/exams/ube/. Faculty members teaching courses that are tested on the Uniform Bar Exam are encouraged to review the tested subject matter and consider this when developing their syllabi and assessments. In addition, faculty are encouraged to give multiple assessments (including multiple choice questions) during the semester.
**STANDBY COURSE LIST**
(Approved 2/24/2005)

1. The Associate Dean for Academic Affairs shall create and maintain a list of courses that have been duly approved for addition to the Law School Course Catalog, but which have not been offered for the previous three academic years. This list shall be designated “Standby Course List”, and courses thereon shall not be listed in the official course catalog made available to students.

2. The Associate Dean shall be authorized to move any course from the “Standby Course List” to the official catalog without further consideration from the Curriculum Committee or the faculty at such time as the course is again offered. Requests to offer such a course must be made in advance of registration for the semester in which the course is to be taught, although this requirement can be waived by the Associate Dean for exigent circumstances.

3. From time to time, the Curriculum Committee shall review the “Standby Course List” and shall circulate copies to the faculty with a view toward determining whether any of the courses should be delisted and permanently removed from the catalog.

**Standby Course List: (Last Offered Term)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Last Offered Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 847</td>
<td>Administrative Litigation and Enforcement Workshop</td>
<td>Spring 2003</td>
</tr>
<tr>
<td>LAW 891</td>
<td>Adoption Law Seminar</td>
<td>Spring 2008</td>
</tr>
<tr>
<td>LAW 891A</td>
<td>Adoption, Guardianship and Assisted Reproductive Technology Practice Workshop</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>LAW 850</td>
<td>Alternative Dispute Resolution Seminar</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>LAW 899A</td>
<td>Advanced Criminal Law Seminar</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>LAW 989</td>
<td>Advanced Partnership Taxation</td>
<td>Never Offered</td>
</tr>
<tr>
<td>LAW 852A</td>
<td>Advanced Topics in Constitutional Law Seminar</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>LAW 800</td>
<td>Appellate Practice Clinic</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>LAW 705</td>
<td>Banking Law</td>
<td>Fall 2004</td>
</tr>
<tr>
<td>LAW 706</td>
<td>Business Bankruptcy</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>LAW 744</td>
<td>Business Immigration Law</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>LAW 805</td>
<td>Collective Bargaining Seminar</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>LAW 543</td>
<td>Commercialization Planning</td>
<td>Spring 2002</td>
</tr>
<tr>
<td>LAW 709</td>
<td>Communications Law</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>LAW 898</td>
<td>Comparative Constitutional Law Seminar</td>
<td>Fall 2005</td>
</tr>
<tr>
<td>LAW 806</td>
<td>Comparative Law Seminar</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>LAW 897</td>
<td>Constitutional Litigation: Suits Against State and Local Governments</td>
<td>Fall 2007</td>
</tr>
<tr>
<td>LAW</td>
<td>Course Code</td>
<td>Course Name</td>
</tr>
<tr>
<td>-------</td>
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<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>LAW</td>
<td>991</td>
<td>Current and Future Tax State Tax Policy Issues: An Advanced Seminar</td>
</tr>
<tr>
<td>LAW</td>
<td>843B</td>
<td>Current Issues in Sports Law</td>
</tr>
<tr>
<td>LAW</td>
<td>826</td>
<td>Hazardous Waste Law Workshop</td>
</tr>
<tr>
<td>LAW</td>
<td>754</td>
<td>International Finance</td>
</tr>
<tr>
<td>LAW</td>
<td>834</td>
<td>International Human Rights Law Seminar</td>
</tr>
<tr>
<td>LAW</td>
<td>895</td>
<td>International Sales Law</td>
</tr>
<tr>
<td>LAW</td>
<td>765</td>
<td>International Trade Law &amp; Policy</td>
</tr>
<tr>
<td>LAW</td>
<td>802</td>
<td>International Transactions Workshop</td>
</tr>
<tr>
<td>LAW</td>
<td>848</td>
<td>International Women's Human Rights Law Seminar</td>
</tr>
<tr>
<td>LAW</td>
<td>762</td>
<td>Intellectual Property Practice Workshop</td>
</tr>
<tr>
<td>LAW</td>
<td>814</td>
<td>Jurisprudence Seminar</td>
</tr>
<tr>
<td>LAW</td>
<td>733A</td>
<td>Law &amp; Economics Seminar</td>
</tr>
<tr>
<td>LAW</td>
<td>734</td>
<td>Law &amp; Education</td>
</tr>
<tr>
<td>LAW</td>
<td>735</td>
<td>Law &amp; Medicine</td>
</tr>
<tr>
<td>LAW</td>
<td>738</td>
<td>Legal Accounting</td>
</tr>
<tr>
<td>LAW</td>
<td>816</td>
<td>Legal Writing</td>
</tr>
<tr>
<td>LAW</td>
<td>818</td>
<td>Legal Writing Lab</td>
</tr>
<tr>
<td>LAW</td>
<td>896</td>
<td>Life and Death in the Law Seminar</td>
</tr>
<tr>
<td>LAW</td>
<td>854</td>
<td>Maryland Civil Procedure Workshop</td>
</tr>
<tr>
<td>LAW</td>
<td>865</td>
<td>Maryland State Constitutional Law Seminar</td>
</tr>
<tr>
<td>LAW</td>
<td>702</td>
<td>Philosophy of Law Seminar</td>
</tr>
<tr>
<td>LAW</td>
<td>820</td>
<td>Problems in International Trade Seminar</td>
</tr>
<tr>
<td>LAW</td>
<td>981</td>
<td>Taxation of Intellectual Property</td>
</tr>
<tr>
<td>LAW</td>
<td>824</td>
<td>Technology Licensing Workshop</td>
</tr>
<tr>
<td>LAW</td>
<td>590</td>
<td>Special Topics (Aberdeen Faculty)</td>
</tr>
<tr>
<td>LAW</td>
<td>894</td>
<td>Wrongful Convictions Seminar</td>
</tr>
</tbody>
</table>
A clinical teaching fellowship program is operated by the University of Baltimore School of Law within its Clinical Program. The fellowship program began in summer, 1995.

Educational Goals: The clinical teaching fellowship program offers attorneys opportunities for professional growth through clinical teaching and through service to the low-income community. It allows practicing attorneys an opportunity to explore the possibility of embarking upon a full-time career in law school clinical education and to make the transition from the practice of law to legal education. The educational goals of the program are to strengthen legal practice skills, to reflect on legal practice, and to learn clinical teaching methodology under the supervision of experienced clinical teachers on the U.B. faculty.

The fellowships help the school expand the number of positions for students in our “in house” clinics. The fellowships do not replace or substitute for full-time faculty on leave from the clinic or preclude the use of adjuncts or visitors.

The following describes the targeted allocation of a fellow’s responsibilities, although percentages may vary in light of the structure and needs of a particular clinic:

(1) direct supervision of the clinical course work of up to four first semester clinic students each semester and coordination with clinic faculty and periodic participation in clinic classroom activities (50%);

(2) development as a clinical teacher including scholarly writing under supervision and terms negotiated with his/her clinic director (30%);

(3) responsibility for the client caseload of the fellow’s clinic during academic breaks, including Winter Break, Spring Break, and the summer (20%).

Fellows supervise clinic students certified to practice under Rule 16 of the Maryland Rules Governing Admission to the Bar. Most Clinic students devote an average of 20 hours per week to clinical courses for six academic credits. In addition, students in each clinic may enroll for up to four additional credits for a second semester in the clinic with faculty permission, and fellows may assist or be responsible for supervision of these students as deemed appropriate by clinic faculty.

Fellows work with the faculty member who directs the clinic to identify areas of particular interest for practice and teaching within the clinic’s mission to strengthen the clinic and the fellow’s performance as a lawyer and teacher. The fellow may choose to audit law
school courses, engage in academic scholarship, and generally participate in the intellectual life of the law school.

The fellowship entails year-round responsibilities. To permit thoughtful planning, there is a brief orientation for new fellows during the summer. The fellowship is for a two-year term which is renewable for one additional year, due to particular case coverage or teaching needs, at the option of the fellow and the Clinic Director in consultation with the faculty teaching in the clinic. The fellow is not eligible for rehire to a faculty position at the Law School in the year immediately following the termination of the two- or three-year fellowship.

Fellowship qualifications: U.B. seeks in its fellows a combination of the following strengths: excellent oral and written communication skills; at least two years of experience as a lawyer; a strong academic record and/or other indicia of high performance ability; commitment to work for low income communities; and a strong interest in teaching. Fellows, if not already a member of the Maryland Bar, are required to take and pass the Maryland Bar exam at the next opportunity.

**Clinical Selection Process**

The Clinical selection process is implemented through a lottery system. Given that this process is only a means through which students are selected for registration for clinic slots, changes in selection procedures would ordinarily neither have to be submitted to the faculty nor have to be reviewed by the Curriculum Committee. Curriculum Committee review (and possibly faculty action) would ordinarily be appropriate, however, if the change in selection procedure effectively established a new pre- or co-requisite for a course.

Proposals for changes in selection procedures normally should be developed by the faculty teaching clinical courses and should be submitted to the administration (through the Associate Dean for Academic Affairs) for review.
STUDENT POLICIES

ACADEMIC RULES
Academic rules, examination policies and other student related matters needed to advise students are contained online at http://law.ubalt.edu/academics/jd-program/.

Use of Computers in the Classroom
Unless otherwise specified by the faculty, students may use laptop computers for class related purposes.

To whom can a student complain regarding a certain issue?

1) Accessibility policy:
   Office of Disability & Access Services (DAS)
   (410) 837-4775

2) ADA:
   Office of Disability & Access Services (DAS)
   (410) 837-4775

3) Code of Conduct, misconduct by a student:
   Division of Student Affairs
   (410) 837-4755

4) Grievances against faculty or grade appeals:
   a) Associate Dean for Academic Affairs,
      (410) 837-4468
   b) For a complaint against the Dean,
      Office of Provost, (410) 837-5244

5) Honor Code Violation
   Assistant Dean for Students
   (410) 837-5283

6) Privacy Act (Buckley Amendment):
   Division of Student Affairs
   (410) 837-4755

7) Title IX and Nondiscrimination
   http://www.ubalt.edu/titleix
   The University of Baltimore does not discriminate on the basis of race, religion, age, color, national origin, sex, sexual orientation, gender identification, or disability in its programs, activities, or employment practices. Inquiries regarding discrimination related to:
   a) Educational programs and activities:
      Office of Community Life
      Academic Center 112
      (410) 837-4755
   b) Employment:
      Office of Human Resources
      Charles Royal Building, third floor
      (410) 837-5410

POLICY FOR DISABLED STUDENTS

It is the policy of the University of Baltimore School of Law not to discriminate on the basis of disability in admissions or in any of its educational services, programs or activities. The policy regarding accommodations for students is set forth in the Student Catalog.
ASSESSMENTS, EXAMINATIONS & GRADING

1. **Formative Assessment Requirement.** Beginning with the Fall 2020 semester, faculty teaching law and Graduate Tax courses are required to provide at least one graded exercise that assesses legal analysis, along with meaningful feedback, prior to the final course assessment. Specific types of pre-final assessment exercises and feedback are provided below.

I. Types of Formative Assessment Exercises and Feedback

A. Doctrinal Courses

For doctrinal courses (i.e., courses other than seminars, Advanced Legal Research, simulation and experiential courses), faculty are required to provide at least one graded written assessment exercise in addition to the final exam. This can take a variety of forms, including an essay exam, a short-answer exam, a multiple-choice exam, a memorandum involving legal analysis, or a legal drafting exercise.

Faculty should provide meaningful and individualized feedback to students on the assessment. This could include an individualized grading rubric and model answer, individualized written feedback on exam answers or other student work product, or meetings with individual students.

While faculty can satisfy the formative assessment requirement in a variety of ways, faculty in doctrinal courses are encouraged to provide at least one pre-final graded assessment for which students must present coherent written legal analysis. This can include either an essay question in a pre-final assessment (which may also have multiple-choice questions), a memorandum involving legal analysis, a legal drafting exercise, or some similar exercise where students must present organized, thorough legal analysis. Faculty also are encouraged to provide students with an individualized grading rubric and model answer and to meet with a significant number of students individually to provide feedback on the pre-final assessment.

B. Seminars and Advanced Legal Research

For seminars and Advanced Legal Research papers, faculty are required to mandate that students submit a draft paper (in addition to the final paper); and faculty are required to review and grade the draft paper (in addition to the final paper), and provide individualized written feedback on the draft paper.

In addition, faculty should consider requiring and reviewing a detailed outline of the paper, along with individualized written feedback on the outline. Faculty also should consider requiring students to present their papers in seminar courses, along with individualized written or oral feedback on the presentations. Outlines and presentations may be graded or ungraded.
C. Simulation and Experiential Courses (including Workshops but not including Clinics)

For simulation and experiential courses (including workshops but not including clinics), faculty are required to mandate that students complete at least two written products and/or oral exercises throughout the semester; this includes the final assessment exercise. Faculty are required to review and grade the written products and/or oral exercises, and faculty should provide individualized written or oral feedback for each assessment.

II. Counting Formative Assessment Grades in Final Course Grades

The grades for the formative pre-final assessments are required to count for purposes of determining students’ final course grades. While faculty have latitude in assigning weight to the pre-final assessment exercises, faculty are encouraged to assign meaningful weight to these pre-final assessment exercises.

2. Exam Deferrals. In the event that a student desires to defer an examination beyond the regularly scheduled period, faculty should refer the student to the Office of Academic Affairs. Faculty may not grant such a deferral or reschedule the examination. Deferral rules may be found in the Law School catalog as well as on the Law School website. If a deferral is granted and the student cannot take the final exam until after the scheduled exam period, the student may file a petition for an incomplete grade.

3. Incomplete Grades. An incomplete grade (I) is given when a student and the professor agree that the circumstances warrant an extension of time for the student to complete the assigned work, or in some cases when a student has received an Emergency Deferral of a final exam. In order to receive an incomplete grade, the student must file a petition (form) with the faculty member requesting the same. The petition must be approved by the Associate Dean for Academic Affairs before the Incomplete is granted. Grades of I (incomplete) are automatically changed to F at the deadline set in the University Calendar. Coursework, final exams and final projects for the course must be completed by the student no later than 10 calendar days before the deadline referenced in the University Calendar so that there is sufficient time to grade the materials and process the grade change.

The “I” grade will be changed to an “F” grade if a grade change form is not submitted to the Records Office by the following schedule:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>February 1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>July 1</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>October 1</td>
</tr>
</tbody>
</table>

Under no circumstances may a grade be changed after one year.
4. **Grading Deadline.** The time limits for completing the grading process are reasonable and must be adhered to. All final grades shall be submitted by each faculty member by entering grades on MyUB no later than 21 calendar days after the last course final exam for any given semester and 18 calendar days after winter and summer terms. Delay in reporting grades causes real administrative difficulties, but more importantly, adversely affects students, sometimes holding up financial aid, registration for certain bar exams and the determination of whether the student is in good academic standing or eligible for dismissal.

5. **Final Exam Requirement.** For all required courses except Introduction to Lawyering Skills and Introduction to Advocacy, a final examination is required and may not be a take home exam.

6. **Final Exam Weight.** The final examination should count at least 50% of the course grade in a required course. (A "required" course is one in which enrollment is not optional with the students; courses which students may elect as one of several approved means of meeting a general requirement, such as the advocacy requirement or the upper-level writing requirement, are not "required" under this meaning.)

7. **Grade Changes.** Course grades submitted via the Faculty Portal are final. A faculty member can change a grade if there has been a clerical error in calculating the student's grade or pursuant to the rules and policies governing academic misconduct if there has been a finding of an Honor Code violation. The faculty member shall complete a grade change form and submit it to the Associate Dean for Academic Affairs. Under no circumstances may a grade be changed after one year.

If a student believes a grade has been given arbitrarily, the student shall submit a grade appeal to the Associate Dean for Academic Affairs. See the Law School's Grade Appeal Rules online.

8. **Final Exam Date.** Final exams shall be given during the official exam period and not during the last week of scheduled class.

9. **Failure to Appear for an Exam.** In the absence of a documented emergency, students who fail to take a final exam during the scheduled time will receive a grade of F. Decisions about what constitutes a documented emergency are made by the Associate Dean for Academic Affairs. Students should not contact faculty about missed exams.


    1. The Records Office shall assign to each student for each final exam period an anonymous grading number. These exam numbers will be available to students through the Student Portal. Each student will have a different exam number each semester.
2. In addition to the anonymous grade, the final grade may, at the discretion of the professor, include other elements, including but not limited to classroom performance, written and oral presentations, and research projects. The grading for class participation cannot change the grade a student would otherwise receive in the course by more than one full letter grade for classes which are open-enrollment, required or elective courses, where actual student enrollment exceeds twenty students. There is no limitation in other cases. (Amended 2/95) Students shall be informed in the course syllabus of the components of the final grade and the weight and effect to be given to each in the calculation of the final grade. (Amended 2/95)

3. Nothing stated above shall negate the right of faculty members to grade performance in courses or parts thereof on a non-anonymous basis where such non-anonymous evaluation is necessary to foster learning, feedback or other academic values.

4. Nothing hereinafter stated shall prevent a faculty member from having access to final point spreads in courses which are graded in whole or in part on an anonymous basis before the faculty member assigns letter grades to students in a course.

5. The anonymous grading system is applicable to take-home final examinations as well as administered final examinations. (Added 1989)

6. Faculty evaluations by students are not to be received by the evaluated instructors prior to the turning in of their grades. (Added 1989)

11. **Exam Questions** (Adopted 1991, Amended 9/08) The Faculty Council strongly encourages the use of both essay and multiple questions in required first-year course examinations. When an instructor uses multiple choice, short answer and/or true and false questions, it is strongly recommended that no questions be repeated within three years.

12. **Use of Computers During Exams.** Students may use laptops for taking of examination when a faculty member expressly permits such use or where it has been approved as an academic accommodation under the ADA. (Adopted 1988, Amended 12/93). Students are only permitted to use laptops during a final exam if they are using the exam software. Students who are handwriting exams are not permitted to use laptops. For open book exams, all students must print out and bring with them any materials they plan to use. (Amended 2/2010).

13. **Retention of Examinations and Other Papers** As a general rule, faculty should not permit students to copy or remove final examinations from the law school. After an exam or paper is returned to a student for his or her review, a faculty member shall retrieve and retain the examination, seminar or other paper bearing on a student's grade for one year after the end of the term in which the paper was submitted.
Faculty members shall retain for one year after the end of the term in which the grade was submitted, all work papers (including but not limited to answer keys, records of grading criteria, raw scores, etc.) used to determine a student's grade.

In the event that a faculty member leaves the Law School on sabbatical, leave of absence or permanently, before the expiration of the year referred to above, the faculty member shall deposit with Law School administration all such papers covered by this policy. (Adopted 3/13/97)

14. **Midterm Exam Procedures** Please refer to communications from the Office of Academic Affairs for information regarding exam procedures.

15. **Mandatory Grading Range for First-Year Courses** In order to make grades as consistent as possible within administrative and pedagogical constraints, the School of Law has established the following policy.

All sections of Civil Procedure I and II, Constitutional Law I, Contracts I and II, Criminal Law, Introduction to Advocacy, Introduction to Lawyering Skills/Civil Procedure I, Introduction to Lawyering Skills/Torts, Introduction to Lawyering Skills/Criminal Law, Property, Torts, and courses that satisfy the Law in Context requirement shall be subject to a mandatory grading range. Under the mandatory grading range, each faculty member teaching a section of any of these courses shall have an average grade for the section taught by that faculty member, i.e., the arithmetic average of all of the grades assigned to students in the section, that is no lower than 2.67 and is no higher than 3.00.

Faculty members teaching any of these courses shall submit their grades to the academic administrator approved by the Dean prior to submission of the final grades to PeopleSoft or the Registrar. Such early submission will permit verification that the grades are within the mandatory grading range. In the event that the average grade for the section(s) taught by the faculty member is lower than 2.67 or higher than 3.00, the grade roster(s) shall be returned to the faculty member for appropriate adjustments that ensure compliance with the mandatory grading range, prior to submission of the grades to the Registrar. If the faculty member does not want to make adjustments, the faculty member may turn over the raw data to the Associate Dean for Academic Affairs, or his or her designee, to make the necessary adjustments. After the grades have been submitted and posted on PeopleSoft in conformance with this rule, subsequent grade changes will not be considered in determining the class average.

The grades considered for purposes of the mandatory grade range will not include Incompletes (I) because a student did not take the exam or for some reason, the exam was not graded.

A faculty member who teaches more than one section of any of these courses and gives identical exams for the sections may use the average grade for all of the sections taught by that faculty member, i.e., the arithmetic average of all of the grades assigned to students in all of the sections taught by that faculty member, to determine whether the grades are in compliance
with the mandatory grade range. The faculty may revise this policy for administrative or pedagogical reasons at any time before grades are recorded. Such changes could be effective for the semester in which they are made. Therefore, students should not rely on this policy in deciding how to study for any course.

**Mandatory First Year Grade Distribution.**

- Required first year courses shall range between 15-25% in grades of A- or higher, with no more than 1 A+ grade.
- Required first year courses shall range between 7-14% in grades of C- or below, except that, in each section of Introduction to Lawyering Skills the 7-14% range of grades of C- or lower is recommended but not required.

**Mandatory Grading Range for Upper Level Courses**

One A+ may be assigned per course in courses with more than 10 students enrolled.

**Upper Level required and Open Enrollment Courses**

Upper level required and open enrollment courses shall average between 3.0 and 3.5 if the course has 21 or more enrolled. For courses with 20 or fewer students, this average is recommended.

- For upper level required/open enrollment courses with 21 or more students, grades shall be distributed within the course as follows: a minimum of 20% shall be grades of A- or higher and a minimum of 7% shall be grades of C- or lower.

- In applying said curve, the minimum number of grades in an applicable course shall be determined by (i) multiplying the applicable percentage by the number of students in the course and (ii) rounding the product to the nearest whole number using standard conventions (e.g., 2.01-2.49 is rounded to 2 and 2.50-2.99 is rounded to 3). For such courses with 20 students or less, this is recommended but not required.

- This grading curve does not apply to LLM US or graduate tax courses (even if such courses are open to JD students).

**Limited Enrollment Courses**

Upper level limited enrollment courses (including seminars and workshops) shall average between 3.0 and 3.67 if the course has 11 or more enrolled. For clinics and courses with 10 or fewer students, this average is recommended.

**Grade Submission Policy**

All final grades shall be submitted by each faculty member by entering grades on MyUB no later than 21 calendar days after the last course final exam for any given semester and 18 calendar days after winter and summer terms. The faculty portal is the exclusive method of
communicating final grades to students. Faculty are not permitted to use any method other than the Faculty Portal to communicate final grades.

**Release of GPA and Class Rank**
In order to comply with federal privacy laws, all release of GPA and class rank information shall be through the Office of Academic Affairs.

**FACULTY OFFICE HOURS FOR STUDENTS**

Each week when a full-time faculty member is teaching classes at the School of Law, the faculty member is expected to maintain and post regular office hours when he or she is available to meet with students in his or her office.

In order to be reasonably accessible to students in their courses, each full-time faculty member should maintain office hours for a reasonable number of hours each week during each week that the faculty member is teaching classes, and should post these office hours on the door to their office.

Each faculty member should have a reasonable amount of office hours each week when students can meet with the faculty member in his or her office on a walk-in basis without the need for a prior appointment, although faculty members can reserve some office hours for students with a prior appointment. Consistent with considerations of personal security and safety, faculty should leave office doors open during posted office hours.
The School of Law Honor Code is based in substantial part on the University's revised Academic Integrity Policy. While the procedures for adjudication of Law School Honor Code matters differ in some respects from the procedures employed in the other schools of the University, the essential policies, standards and basic objectives of the Honor Code and the University Academic Integrity Policy are entirely consistent. The Honor Code can be found at https://law.ubalt.edu/academics/policiesandprocedures/honor_code/index.cfm
The Law Library at the University of Baltimore School of Law is deeply committed to providing the highest support for the scholarly and curricular needs of our faculty. The staff is committed to providing skilled research assistance through our extensive knowledge of legal reference materials and databases and deep grasp of research methodologies. This section is intended to be an introduction to our comprehensive library service for faculty. We welcome your suggestions and very much look forward to working with you, your research assistants and our UB law students.

DIRECTORY

Reference, 410-837-4559
Circulation, 410-837-4554

LIBRARY STAFF

Harvey Morrell, Library Director and Professor of the Practice, 410-837-4657, AL 1131
David Matchen, Head of Circulation and Reference Librarian, 410-837-4674, AL 727
Charles A. Pipins II, Deputy Director, 410-837-4373, AL 829
Bijal Shah, Electronic Resources, Interlibrary Loan and Reference Librarian, 410-837-4578, AL 1135
Carole “Carly” Roché, Reference Librarian, 410-837-4597, AL 828
Savannah Long, Digital Services Librarian, 410-837-4583, AL 830
Lisa Bellamy-Smith, Acquisitions and Cataloging Library Specialist, 410-837-4591, AL 1134
Gina Brandon, Serials and Government Documents Library Specialist, 410-837-4582, AL 1134
Tyler Link, Business Services Specialist, 410-837-4568, AL 827
TEACHING SUPPORT

Research Instruction

Librarians are available to provide in-class research instruction, covering either general legal research or resources specific to your topic in all formats with advance notice. Librarians can also prepare a bibliography or a LibGuide, which is a web-based research guide. These tools are designed to aid faculty in delivering relevant research resources by subject matter for class use. We will ask you about the topic, scope, and intended use, and then prepare a draft tailored to your specifications. The bibliography or LibGuide can also be added to your class TWEN page. Contact Charles Pipins, 410-837-4373.

Reserve Material

Books, periodical articles, cases, or other materials can be placed on reserve for your students. Items such as articles or cases can be scanned and added to your TWEN page. Books are kept in the Reading Room on the 7th floor. Forms for placing items on course reserve are also available. For any questions, please contact David Matchen, 410-837-4674.

1L Casebooks Collection

The Law Library collects one copy of all 1L casebooks and add them to the reserve collection. If you are teaching a 1L class and plan to use a casebook, please contact Harvey Morrell, 410-837-4657 with pertinent title information at your earliest convenience.

Exams

The Library maintains a TWEN page for old exams. If you wish to provide your students with access to previous years’ exams and/or model answers, send an email with the exam authorizing us to add it to the TWEN page. Access to these exams is restricted to University of Baltimore Law students. Contact David Matchen, 410-837-4674 with questions about online exams.

SCHOLARLY RESEARCH SUPPORT

Librarians can provide support for your teaching, scholarship and research. Our resources include a myriad of legal and non-legal materials and databases. You are
welcome to ask for assistance from any of our librarians or to contact the reference librarians. We also have an online guide for Faculty Services.

Research Assistant Training

Librarians can provide training for your research assistants. Group training at the beginning of each semester is available and we can also provide instruction on an individual basis. To the extent that you authorize, the library can extend your circulation privileges to your RA. If you would like to do so, please contact Charles Pipins, 410-837-4373.

Current Awareness Services

The Current Index to Legal Periodicals (CILP) is a weekly service that provides a list of recent articles by subject. You will find CILP under our Databases page. You may also sign up to receive weekly emails with notices and links to new articles in your areas of interest through SMARTCILP. The code to receive these emails is 6141 and please use your UB email address to register.

Many databases, including Lexis+ and Westlaw, also provide current awareness services. To set up an Alert, contact your liaison or our reference librarians. Consult our Alerts and Current Awareness resources guide as well.

The Law Library also subscribes to the entire collection of Bloomberg/BNA databases. Included are U.S. Law Week and a wide range of subject-specific reporters. Depending on the subject, you may sign up for a daily or weekly update. The best way to access these updates is to sign up through Bloomberg Law. If you don’t have a Bloomberg account, you can register for one using your University of Baltimore email address. If you need help, contact your liaison or any librarian.

EBSCO Discovery Service (EDS)

EBSCO Discovery Service (EDS) is an online research tool that aggregates many of the Library’s resources including our online catalog and legal and non-legal databases. Rather than searching these resources separately, you can do a search in EDS and retrieve a list of results ranked according to relevancy. Your results can consist of different material types, such as books, eBooks, journal articles and conference proceedings. Access to full text is also available. EDS is accessible on the Library’s homepage; when you run a search after entering terms in the search box, you are searching EDS. If you have any questions, please contact Bijal Shah, Electronic Resources/ILL/Reference Librarian, 410-837-4578.
Journals

Search the Library’s digital and print journal holdings by title using our journal look-up tool.

FACULTY PUBLICATION SUPPORT

Scholarworks @ UB School of Law (ScholarWorks)

ScholarWorks is the official institutional repository for faculty scholarship. This repository is administered by the Library. To have your scholarship posted to ScholarWorks, contact Harvey Morrell, 410-837-4657 or Savannah Long, 410-837-4583.

Social Science Research Network (SSRN)

SSRN allows faculty to showcase their scholarship and share it with other faculty. The Library administers the University of Baltimore School of Law Legal Studies Research Paper Series. To assist you with setting up your account and with posting your scholarship to SSRN, contact Harvey Morrell, 410-837-4657 or Savannah Long, 410-837-4583.

Scholastica

The Law School has an institutional account with Scholastica. This service enables you to easily submit unpublished articles to law reviews to be considered for publication. Scholastica also helps you manage and track submissions to multiple journals. If you have any questions about using Scholastica or have questions about publishing in general, contact Harvey Morrell, 410-837-4657.

Faculty Publications Display

The display case on the 7th floor of the Library is dedicated to recent Faculty publications. The publications should be articles published in law reviews or other serious analysis published in books. Each full time faculty member is encouraged to submit recent publications (published within the preceding two years).
OTHER LIBRARY SERVICES

Requesting Materials

You may suggest titles for our collection, and you may request that we order books and other materials to be put on Reserve for your classes. Contact Harvey Morrell, 410-837-4657 or Charles Pipins, 410-837-4373, if you want to request that the Library purchase materials for the collection.

Borrowing Materials

Full time faculty members may check out circulating materials from any library within the University System of Maryland and Affiliated Institutions (USMAI). Books and other materials may be renewed if they haven’t been requested by another user. Books obtained from other USMAI libraries are subject to the circulation rules of those libraries. Please note that we cannot override due dates or fines from other USMAI libraries. For questions about circulation policies, contact Dave Matchen.

Interlibrary Loan and Document Delivery

You can search for materials owned by the Law Library, other University System of Maryland and Affiliated Institutions (USMAI) libraries and libraries around the world by searching WorldCat Discovery. If you find a book you are interested in that isn't owned by the Law Library, you can request that it be sent to you here at the Law Library. UB Law materials can be requested as well; they will be pulled from the stacks, checked out and forwarded to you, usually within 24 hours. Any librarian can show you how to use this system.

If you need a book or other material that is not available at any USMAI library, or if you need a copy of an article from a journal that is not available from either the Law Library's print collection or subscription databases, we can obtain it for you from another library. You may submit requests using our online interlibrary loan system, ILLiad. Information about ILLiad, including how to register for an account, is available on the Library’s ILL webpage. Please contact Bijal Shah, 410-837-4578, if you have any questions. You may also contact Bijal through the ILL email account.

Scanning

Scanners are available in the Reading Room on the 7th floor and on the 11th and 12th floors. The scanners are free and self-serve. The library staff is also happy to scan materials for you, subject to copyright and fair use restrictions. If you need help
with scanning or would like to make a request, please email our Circulation staff to request this service.

Computer and Technical Support

The University’s technical support staff will perform routine maintenance, updates, and minor repairs on your office PC; however, we cannot maintain hardware or software not on the University of Baltimore’s list of supported products. To request computer assistance contact the Call Center or call the OTS help desk at 410-837-6262.

Individual training on Word, Outlook, Lexis+, Westlaw and other databases is also available through the Law Library. Contact Charles Pipins, 410-837-4373 or Harvey Morrell, 410-837-4657, to make an appointment.

CALI

Programmed instruction exercises from the Center for Computer-Assisted Legal Instruction (CALI) are available for student use from the CALI website. The password for faculty is BALTUVfac14. If you need assistance with CALI, contact our reference librarians.

Room Reservations

You may reserve the 9th floor Library classroom or any of the conference rooms in the Library. To do so, contact Tyler Link, Business Service Specialist, 410-837-4568 or David Matchen, 410-837-4674.

Routing of Publications

If the Library receives a newsletter or journal that you are interested in reading on a regular basis, we can route the material to you as soon as we process it. To have an item routed to you contact Gina Brandon, Serials and Government Documents Specialist, 410-837-4582.

Visit our homepage for the latest Law Library news!
Audio-Visual.
Arrangements for the use of any audio-visual equipment are made with the Office of Technology Services (OTS), ext. 6262, with at least 48 hours’ notice. Operators of this equipment are not provided, but user-training can be arranged in advance. OTS also can arrange satellite down-links, interactive video and video teleconferencing with two weeks advance notice.

Benefits.
The Human Resources Department provides booklets explaining benefits, which include health, retirement, life insurance and spending accounts. Questions may be directed to Human Resources at 410.837.5410.

Book Orders.
Book orders can be placed directly with the bookstore by submitting them via Order Textbooks link on the faculty portal. Questions should be directed to the bookstore. The bookstore link is located on the homepage of the University of Baltimore (http://www.ubalt.edu).

Deadlines are as follows: Fall semester-April 1, Spring semester- November 24, Summer semester- March 1.

Calendar.
We follow a standard calendar, which means you will have the same number of classes each semester--14 classes if you teach once a week and 28 classes if you teach twice a week.

In the fall semester, we have no classes on the Labor Day holiday, and the Thanksgiving holiday, which is the fourth Wednesday evening, Thursday and Friday in November.

Please be sure to review the academic calendar available on the Law School website for all instruction dates and make up classes.

Class Cancellations.
Please follow these procedures:

Illness or Personal Emergency. When illness or personal emergency causes you to cancel a class and you do not have time to arrange a substitute, please email your students through the class roster, put a message on your voice mail, and inform your administrative assistant and the Dean’s Suite. Please arrange a make-up time with your class since faculty members are expected to make up missed classes. Room reservations for make-ups are made in the usual manner (see Room Reservations section).
Snow. Official university closing announcements can only be found at:
• University's text messaging system;
• University's e-mail system;
• University's Web page (www.ubalt.edu); and
• Emergency Notification line at 410.837.4201.
If classes are cancelled, faculty need not report.

Complimentary Textbooks.
The major publishers will provide complimentary copies of textbooks for faculty review. To obtain these, contact the publisher directly. Some publishers’ contacts are:

Aspen Publishers, Inc., Wolters Kluwer: Kimberly Sue (336-210-7167, kimberly.sue@wolterskluwer.com)
Foundation Press, West Academic & Gilbert: Christopher Hart (651-202-4772, christopher.hart@westacademic.com)
Lexis Nexis: reviewcopy@lexisnexis.com or elizabeth.ferrick@lexisnexis.com
Carolina Academic Press: linda@cap-press.com

If you need more contact information, contact the University Bookstore, ext. 5604.

Computers.
Contact the Office of Technology Services (x6262) if you need to report problems with your computer, software, or e-mail account.

Copying.
Copying can be done on the copy machines located in the faculty suites on the 5th and 11th floors. If you need more than 100 copies (pages) please consult with your administrative assistant.

The following limits apply to the availability of services:
• Manuscripts and professional lectures for which a faculty member receives no compensation may be duplicated up to a maximum of 30 copies at no charge and with no page limitations. The Dean's approval is required in advance.

Evaluation of Adjuncts by Full-Time Faculty

Visits by Full Time Faculty
Classroom visits for adjuncts take place in their first year and at five year intervals thereafter.
Examinations.
The Office of Academic Affairs drafts the exam schedule and administers the examination process for fall, spring and summer semesters. All questions with regard to the administration of final exams and mid-term exams should be directed the Office of Academic Affairs. If a faculty member is administering a mid-term exam in a class, please see the procedures for mid-term exams above and contact the Office of Academic Affairs for instructions.

Faculty Address and Telephone Numbers.
The Office of Academic Affairs keeps a current list of faculty addresses, e-mail addresses, phone numbers and fax numbers. This list is updated once a year.

Research Assistants
The Dean makes an allocation of research assistant hours for full-time faculty members at the beginning of the academic year. Depending on the budget, the Associate Dean for Academic Affairs may make additional allocations of research assistance funds beyond the initial allocation. No additional research assistant funds may be paid without the authorization from the Associate Dean for Academic Affairs.

Room Reservations
Full time Faculty should consult with their Administrative Assistant when making a request for reservations. All reservations are made electronically through a VEMS system to which all administrative assistants have access. Please remember that use of rooms for scheduled School of Law classes takes precedence over other uses.

The seating capacity for the rooms is reflected on the VEMS system.

Smart Technology Rooms
All of the Law School classrooms are equipped with Panopto for recording as well as white boards and computer equipment for accessing the Internet and use of Power Point. A faculty member can receive instruction on how to use the room’s technology by contacting OTS, ext. 6262.

Rosters: Class and Grading.
Rosters are available through the Faculty Portal. Each faculty member has a Portal user ID and password, provided by OTS (x6262). Students may only add classes the first week of each semester. Once the drop/add period is over, be sure to obtain an updated roster from the Faculty Portal.

If a student is in your class but not on your roster, the student will not get credit for the course and may face disciplinary action for attending a course for which he or she is not registered. In this case, please direct the student to the Office of Academic Affairs.
Grade rosters are also available through the Faculty Portal. Only students on the grade roster may earn credit in the course. Faculty must enter final grades for students. In order to access the system, you will need Internet access and a Portal user ID and password. To obtain these, contact the OTS department at 410-837-6262 or e-mail helpdesk@ubalt.edu.

**Administrative Support**
Each full-time faculty member is assigned to a specific Administrative Assistant within the School of Law Administrative Assistant pool. If a full-time faculty member needs additional assistance because of the research work in which the faculty member is engaged, the faculty member should contact Shavaun O’Brien in the Office of the Dean, for additional assistance. Limited assistance is offered to adjunct faculty. Adjunct faculty should speak with Katie Rolfes (x4479) with any questions.

**Supplements**
Classroom-related material longer than 25 pages is considered a class supplement. Please consult your administrative assistant if you plan to use a course supplement.

**Supplies**
Faculty members can obtain office supplies from their administrative assistants. Administrative assistants can order supplies that are not in stock. Faculty members are urged not to purchase material on their own. Adjunct faculty may find supplies in the adjunct office, located on the 8th floor.

**Telephone**
Each faculty member is assigned a direct dial telephone line, which can be answered by voice mail or by the faculty member’s assistant. Any problems with the telephone should be reported to the OTS Call Center, ext. 6262.
Instructions for Viewing Your Class & Grade Roster

Sign on to your MyUB Home page. On the upper left side you will see a heading that says “My Faculty Center.” When you click on that, it will give you the option to select a term. Select the current term for the list of your current classes.

Once you reach your class schedule in the Faculty Center you must be sure to click on the icon to open up the class/grade roster. This diagram shows where to click for the grade roster. The class roster icon is to the left of that. Always review and print the final version of the class roster after the conclusion of add/drop registration.
### APPENDIX: SAMPLE COURSE SYLLABUS

**UNIVERSITY OF BALTIMORE SCHOOL OF LAW**  
**SEMESTER YEAR**

| **Course:** | Course Name  
| LAW Course Number  
| Section NUMBER  |
| **Instructor:** | NAME  
| CONTACT INFORMATION | (This should be your UB email address. Note that you may not require students to provide their cell phone numbers (courses requiring client representation excepted) and you may not communicate course information via text or phone calls.)  
| OFFICE HOURS | (Explain how and when you will be available for students.)  
| **Days/Time:** | DAYS/TIME | (You may not change your scheduled class day and time.)  

**Course Description:**  
CATALOG DESCRIPTION | (Please be sure to use the official catalog description for your course. Course descriptions appear on the Law School’s web site.)  

**Course Materials:**  
REQUIRED TEXT INFO | [include ISBN#]  
RECOMMENDED READING, ETC.  

**Student Learning Outcomes:**  
SUMMARIZE THE SUBSTANTIVE KNOWLEDGE AND RELATED SKILLS STUDENTS WILL GAIN FROM THE COURSE  

**Grading:**  
ARTICULATE BASIS FOR GRADING (e.g., quizzes, midterm exam, final exam, paper, presentation, class participation, etc.) AND WEIGHT OF EACH COMPONENT (e.g., midterm 25%, final 65%, participation 10%) | (If you change this during the semester, you must update your syllabus to reflect the change.)  

*NOTE THAT EVERY COURSE MUST INCLUDE AT LEAST ONE GRADED INTERIM ASSESSMENT THAT PROVIDES STUDENTS WITH MEANINGFUL FEEDBACK.*  

**Course Expectations:**
American Bar Association Standards for Law Schools establish guidelines for the amount of work students should expect to complete for each credit earned. Students should expect approximately one hour of classroom instruction and two hours of out-of-class work per week for each credit earned in a class, or an equivalent amount of work for other academic activities, such as simulations, externships, clinical supervision, co-curricular activities, and other academic work leading to the award of credit hours.

**ARTICULATE ANY ADDITIONAL EXPECTATIONS FOR CLASS PREPARATION, PARTICIPATION, AND PROFESSIONALISM.**
(e.g., You are expected to complete all reading assignments and to consistently participate in class discussion in order to demonstrate that you have read and reflected on the issues raised in the assignment.)

**Attendance:**
Class attendance is a primary obligation of each student whose right to continued enrollment in the course and to take the examination is conditioned upon a record of attendance satisfactory to the professor. A student who exceeds the maximum allowed absences (generally 20% of class sessions) as illustrated below may be compelled to withdraw from the course or may be barred from sitting for the final exam. Students who are forced to withdraw for exceeding the allowed absences may receive a grade of FA (failure due to excessive absence). This policy is consistent with American Bar Association Standards for Law Schools.

(This chart may be modified depending on the number of credit hours for your course or you may present the same information another way)

<table>
<thead>
<tr>
<th>Regular Semester Hours</th>
<th>Credit Hours</th>
<th>Meetings Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>2 absences</td>
<td>5 absences</td>
</tr>
<tr>
<td>3</td>
<td>2 absences</td>
<td>5 absences</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>5 absences</td>
</tr>
</tbody>
</table>

**Course Web Site:**
PROVIDE INFORMATION ABOUT YOUR SAKAI OR TWEN SITE (e.g., This course has a SAKAI SITE/TWEN page with links to this syllabus, announcements, the class assignments, and other class materials. You are responsible for self-enrolling and checking the website regularly for course information.)

**Zoom and Panopto:**
[Under ABA Guidelines, up to 1/3 of your course may be conducted via distance learning (e.g., through recorded lectures located on Panopto, over Zoom, etc.) Explain whether you will use]
distance learning and how, and provide any guidelines for students on participating through these platforms]

Please also include this language from the university:

All class recordings are for the sole use of the class and may not be reproduced by students for any other purpose. Faculty cannot reproduce students' voices or images from the class for any other purpose without additional student consent. All such recordings are protected by a UB login process based on where they are posted. Students may mute their microphone or turn off their camera if they do not consent to be recorded, but this may mean they need to find additional ways to participate in the class discussion. Students may be required to turn on their cameras and participate in graded class activities. In addition, students who turn off their camera and do not remain present for the class session may be subject to the Honor Code for misrepresenting attendance.

Class Cancellation:
If the instructor must cancel a class, notices will be sent to students via UB email. (To comply with ABA 310, classes that are canceled must be made up.)

Academic Integrity:
Students are obligated to refrain from acts that they know or, under the circumstances, have reason to know will impair the academic integrity of the University and/or the School of Law. Violations of academic integrity include, but are not limited to: cheating; plagiarism; misuse of library materials; use of another’s book or study materials without consent; unapproved multiple submissions; material misrepresentation of one’s academic history or standing; misrepresentation of any academic matter; intentionally giving another student false or inaccurate information about class requirements; inappropriate discussion of exams; and misrepresenting or falsifying class attendance reports. The School of Law Honor Code and information about the process is available at https://law.ubalt.edu/academics/policiesandprocedures/honor_code/index.cfm.

Course Evaluations:
It is a requirement of this course that students complete a course evaluation. The evaluation will be available later in the semester and is entirely anonymous. Faculty members will not have access to the feedback provided on course evaluations until after all grades are submitted.

Title IX Sexual Misconduct and Nondiscrimination Policy:
The University of Baltimore’s Sexual Misconduct and Nondiscrimination policy is compliant with Federal laws prohibiting discrimination. Title IX requires that faculty, student employees and staff members report to the university any known, learned or rumored incidents of sex discrimination, including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence or sexual exploitation and/or related experiences or incidents. Policies and procedures related to Title IX and UB’s nondiscrimination policies can be found at: http://www.ubalt.edu/titleix.
Disability Policy:
If you are a student with a documented disability who requires an accommodation for academic programs, exams, or access to the University’s facilities, please contact Ms. Keri Hickey, Director of Student Support in the Law School’s Office of Academic Affairs, at khickey@ubalt.edu or the University’s Office of Disability and Access Services at das@ubalt.edu.

ASSIGNMENTS
DATE
TOPIC:
READING:

DATE
TOPIC:
READING:
Etc.....