



**UNIVERSITY OF  
BALTIMORE**

**School of Law**

# **2024-2025**

## **FACULTY HANDBOOK**

**Faculty are advised that the policies and procedures in this handbook are subject to change, with appropriate notice and approval. Faculty are notified of such changes by monthly faculty meetings and email to the University of Baltimore account and are bound by them.**

Also available online



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## **FACULTY BY-LAWS**

### **General Provisions**

- A. 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.
- B. 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).

C. Faculty meetings:

1. 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;
2. 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;



3. 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)
4. 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)
5. 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.
6. Faculty Actions will be by not less than a majority of the voting faculty present; proxies will not be honored.
7. 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**

- A. 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)
- B. Unless otherwise specified:
  1. 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)

2. 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)
3. 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)
4. 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;
5. 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;
6. 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;

7. 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)
8. 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**

- 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. The committee shall also recommend to the Dean standards for the student honor code.
- 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)

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- 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 visiting 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)
- T. The **Bar Passage Committee** shall consist of the Director of Bar Success and at least three other faculty members. It shall maintain an overview of Bar Success functions and activities and shall make recommendations with respect to such activities to the Dean and Faculty Council as it deems appropriate.
- U. 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)



- V. The **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."

- W. **Additional Ad Hoc Committees** designated by the Dean for academic year 2024-2025

1. Ad Hoc Budget
2. Ad Hoc Faculty Honors
3. Ad Hoc Hybrid Program Implementation
4. Ad Hoc Strategic Planning
5. Ad Hoc Summer Research Stipends and Sabbaticals
6. Ad Hoc Curriculum Reform
7. Ad Hoc DEIB

These By-Laws shall be effective July 1, 1979.

<b>FACULTY COMMITTEE ASSIGNMENTS 2024-2025</b>
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COMMITTEE	CHAIR	MEMBERS
Academic Standards	W. Schwidetzky	N. Grossman, D. Jaros, D. Koller, H. McClean (Sp), A. Sloan (F), C. Starger, S. Ziaja
Adjunct Faculty and Professors of the Practice	M. Johnson	A. Carstens, G. Daniels, D. Hatcher, J. Lynch, H. McLean (Sp), M. Oppenheimer, K. Wehle (fall)
Admissions	J. Lynch	A. Dillard, V. Gomez, M. Hayes (Sp), R. Knowles, J. Wherry, (ex officio: M. Gunter)
Assessment	G. Daniels/ R. Rubinson	A. Dillard, D. Hatcher, S. Ziaja, J. Gaslevic
Bar Passage	M. Meyerson	F. Brown, M. Baffy, A. Cavanaugh, S. Trivedi, K. Wehle (fall), (ex officio: N. Kempler)
Career Services	K. Wehle (F)/ D. Jaros (Sp)	J. Bessler (Sp), N. Lall, M. Sellers (ex officio: D. Billian)
Curriculum	A. McFarlane	M. Baffy, V. Gomez, D. Koller, N. Modesitt, CJ Pipins, C. Starger, R. Stokes (ex officio)
Dean's Advisory	L. Reed	J. Anderson, G. Daniels, M. Gilman, W. Hubbard, D. Koller, D. Jaros, K. Kronick, M. Meyerson, T. Sellers, K. Wehle (f)
Excellence in Teaching	L. Keyes	N. Grossman, M. Johnson, R. Luedeman, M. Lindsay, A. McFarlane, (ex officio: C. Pipins)
Faculty Appointments	J. Anderson	G. Dolin, M. Gilman, C. Starger, I. Tourkochoriti, S. Ziaja
Faculty Research & Development	M. Gilman	V. Gomez, D. Hatcher, S. Long, Z. Makar, I. Tourkochoriti
Fannie Angelos Program of Academic Excellence	M. Higginbotham/ J. Lee	J. Bessler (Sp), E. Keyes, A. McFarlane, M. Meyerson (Director and Co-Founder)
International Legal Education	M. Sellers/ I. Tourkochoriti	G. Dolin, N. Grossman, W. Schwidetzky

## UNIVERSITY OF BALTIMORE SCHOOL OF LAW FACULTY HANDBOOK 2024-2025

<b>Post-Tenure Review</b>	D. Hatcher	M. Oppenheimer, R. Robinson, A. Sloan (F)
<b>Promotion and Tenure</b>	F. Brown	All Tenured Faculty Members
<b>Promotion and Tenure Policy</b>	F. Brown	A. Dillard, K. Kronick, W. Schwidetzky, C. Starger
<b>Student Life</b>	Hubbard	R. Knowles, S. Trivedi, B. White (Sp) (ex officio: P. Manrique)
<b>Ad Hoc Budget</b>	M. Meyerson	J. Gaslevic, W. Hubbard, J. Lee, C. Starger (ex. officio: B. O'Connell)
<b>Ad Hoc Curriculum Reform</b>	M. Sipe/ C. Starger	M. Higginbotham, M. Lindsay, Z. Makar, M. Meyerson, N. Modesitt
<b>Ad Hoc Development of Hybrid Program</b>	M. Lindsay	A. Carstens, A. Dillard, E. Keyes, N. Lall, N. Modesitt, C. Starger, K. Vicencio
<b>Ad Hoc Faculty Honors</b>	C. Starger	J. Anderson, G. Daniels, W. Hubbard, M. Meyerson, A. Sloan (Sp)
<b>Ad Hoc Strategic Planning</b>	J. Gaslevic	D. Billian, M. Gilman, M. Gunter, M. Higginbotham, J. Lee, P. Manrique, N. Modesitt, C. Pipins, L. Reed, C. Starger
<b>Ad Hoc Summer Research Stipends and Sabbaticals</b>	R. Robinson	M. Hayes (Sp), D. Jaros, M. Johnson M. Sipe
<b>Ad Hoc Faculty Procedures</b>	G. Dolin/R. Knowles	S. Long, J. Lynch, A. McFarlane, C. Starger, I. Tourkochoriti R. Stokes (ex officio)
<b>Ad Hoc DEIB</b>	L. Keyes	J. Anderson, J. Gaslevic, H. McClean (Sp), I. Tourkochoriti, J. Shih, M. Hong-Polansky, J. Oram, J. Simermeyer, S. Trivedi

### **OTHER SERVICE ACTIVITIES 2024-2025**

<b>ACTIVITIES</b>	<b>MEMBERS</b>
<b>Honor Board Process Aide</b>	Z. Makar
<b>Honor Board Hearings (if needed)</b>	[Members of Academic Standards]
<b>Law Review Faculty Advisor</b>	M. Lindsay
<b>Law Forum Faculty Advisor</b>	K. Kronick
<b>Faculty Director, Sayra and Neil Meyerhoff Center for Families, Children and the Courts</b>	S. Trivedi
<b>Faculty Director, Center for Criminal Justice Reform</b>	D. Jaros
<b>Faculty Co-Directors, Center for International and Comparative Law</b>	N. Grossman, M. Sellers
<b>Faculty Director, Center for Sport and the Law</b>	D. Koller
<b>Faculty Co-Directors, Center on Applied Feminism</b>	M. Gilman, M. Johnson
<b>Faculty Director, Center for the Law of Intellectual Property and Technology</b>	W. Hubbard

# UNIVERSITY OF BALTIMORE SCHOOL OF LAW FACULTY HANDBOOK 2024-2025

## *UNIVERSITY SERVICE ACTIVITIES 2024-2025*

ACTIVITIES	MEMBERS
University Faculty Senate (UFS)	R. Knowles, M. Oppenheimer, M. Sellers
UFS Academic Policy Committee	M. Sellers
University Facilities Committee	C. Pipins
University Facilities Program Advisory	W. Hubbard
UFS Faculty Appeals Committee	M. Oppenheimer, R. Knowles (alternate)
UFS Faculty Work Life Committee	A. Carstens
University Diversity Committee	L. Keyes
University Research Council	M. Gilman, C. Pipins
University Institutional Review Board (IRB)	G. Dolin
Global Field Study / Study Abroad Advisory Committee	M. Sellers
University Academic Support Committee	F. Brown; N. Kempler
100 <sup>th</sup> Anniversary Committee	M. Sellers, C. Stutz

## *CONCENTRATION ADVISORS 2024-2025*

CONCENTRATION	ADVISOR
Business Law	F. Brown
Criminal Practice	D. Jaros
Family Law	S. Trivedi (F), M. Johnson (SP)
Intellectual Property	W. Hubbard
International Law	M. Sellers(F), I. Tourkochoriti (SP)
Litigation & Advocacy	J. Anderson
Public Service	D. Hatcher
Real Estate Practice	A. McFarlane

## *FACULTY/STAFF ADVISORS TO STUDENT ORGANIZATIONS 2024-2025*

ACTIVITIES	MEMBERS
American Constitutional Society	G. Daniels
Asian Pacific American Law Students Association	J. Lee
Black Law Students Association	C. Grant
Business and Tax Law Association	F. Brown
Christian Law Students Association	A. Edwards-Luce
Criminal Law Association	D. Jaros
Diversity Council	L. Keyes
Entertainment Arts & Sports Law Society	D. Koller
Environmental Law Society	S. Ziaja
Family Law Association	S. Trivedi
Federalist Society	G. Dolin
Government & Military Law Association	J. Wherry, H. McClean (Sp)
If/When/How: Lawyering for Reproductive	M. Johnson

**UNIVERSITY OF BALTIMORE SCHOOL OF LAW FACULTY HANDBOOK 2024-2025**

<b>Immigration Law Association</b>	E. Keyes
<b>International Law Society</b>	I. Tourkochoriti
<b>Jewish Law Students Association</b>	P. Grubel
<b>Latin American Law Student Association</b>	V. Gomez, N. Grossman
<b>Muslim Law Students Association</b>	S. Trivedi
<b>OUTLaw</b>	C. Pipins
<b>Parents in Law School</b>	A. Cavanaugh
<b>People's Parity Project</b>	D. Hatcher
<b>South Asian Law Students Assoc.</b>	Z. Maker
<b>Real Estate Law Association</b>	A. McFarlane
<b>Society for Equity in Education</b>	R. Azizan
<b>Student Bar Association</b>	P. Manrique
<b>Students Supporting the Women's Law Ctr.</b>	M. Johnson
<b>Trans Law Student Association</b>	A. Dillard
<b>UB Disabled Law Students Association</b>	J. Lynch, S. Long
<b>UB Students for Public Interest</b>	N. Lall
<b>Women's Bar Association</b>	D. Billian

Fall (F), Spring (SP)

## **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.

## **Vision Statement of the School of Law**

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.

<b>SCHOOL OF LAW STRATEGIC PLAN</b>
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*Forthcoming*

**The University of Baltimore School of Law  
Strategic Plan 2013-2018 was Adopted by the faculty on Nov. 8, 2013. It is  
available in prior annual editions of the faculty handbook.**



## **ACADEMIC FREEDOM AND FREEDOM OF EXPRESSION**

On February 5, 2024, the ABA House of Delegates Adopted the new [Standard 208](#), which requires law schools “to adopt, publish, and adhere to written policies that protect academic freedom... [and] that encourage and support the free expression of ideas.”

The University of Baltimore School of Law is committed to both academic freedom and freedom of expression. We are developing applicable written policies. At this time our commitment is expressed through:

- University of Baltimore’s [Resolution in Support of Academic Freedom](#)
- The University System of Maryland’s [Freedom of Speech and Expression Value Statement and Guidelines \(approved 6/21/2019\)](#)

## **BEST PRACTICES IN TEACHING**

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

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.

## **1. Faculty members should be readily accessible to students**

### *Examples*

- a) Communicate to students that you want them to drop by your office; invite students to your office.
- b) Have sufficient office hours that are posted and communicated to students.
- c) Have an open door policy that extends beyond limited "office hours."
- d) When possible, stay after class to answer questions; if another class needs the room, continue the discussion outside the classroom.
- e) Be willing to talk with students about issues outside the course [law school in general, jobs, etc.].
- f) Answer student emails and phone calls promptly.
- g) 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.
- h) 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.

## **2. Faculty members should attempt to keep students engaged in class**

### *Examples*

- a) Give constructive criticism accompanied by encouragement; praise correct answers.
- b) 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.
- c) Periodically place students in small groups and give clear guidance on task; circulate among groups to give feedback and encouragement.

- d) Ask students to write a response to a question posed by the professor.
- e) Have students do a surprise oral argument based on assigned readings.
- f) Place a question on the board, ask students to think about an answer for 2 minutes, then ask for responses.
- g) Use “visualization”: white boards or power point to present rules, factors, comparisons of cases or fact patterns, etc.
- h) 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.
- i) Encourage student collaboration on a task.
- j) j) Relate law to practice, such as professor giving very short story based on own practice experience.
- k) Use repetition – explaining the same concept in multiple ways.
- l) Consider trade-offs—inject more active learning opportunities into class, but be willing to “cover” less material.
- m) Use a variety of methods to call on students [cold, cool, dual].
- n) Ensure all students speak regularly [or, in a large class, frequently].
- o) Pay attention to how much we talk in class. Consider ways to “teach with our mouth shut.”
- p) Avoid engaging in long one-on-one discussions with just one student; bring other students into the discussion.
- q) Have students complete charts started by professor; assign students to make a visual representation of a difficult topic and then give feedback on it.

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

*Examples*

- a) Give a midterm in any exam course.
- b) 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.]
- c) 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.
- d) Post old exam questions with answers for practice. Some faculty discuss these questions and answers in class.
- e) 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.
- f) In paper classes, meet with each student to review outlines and drafts.
- g) In giving feedback, "express the good, the bad, and the ugly without discouraging the student."

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

*Examples*

- a) Explain to the students what the "learning goals" for each class or each topic are.
- b) Summarize what was covered at the end of each class or each topic.
- c) Provide students with guidance on how to do well on exams and papers; explain what we want in an exam answer.
- d) 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.

- e) Provide key questions in advance of class; perhaps put on syllabus.
- f) 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."].
- g) 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].

**5. Faculty members should demand excellence and professionalism of all students**

*Examples*

- a) Be "demanding" in terms of assigned reading and expected preparation.
- b) Communicate to upper-class students that upper-level courses are difficult and that students will be held to that standard.
- c) Stress professionalism: Perhaps with harsher punishments for tardiness and failure to prepare.
- d) Express to students high expectations in terms of mastery of doctrine, specific critical thinking skills, and professionalism.
- e) Demonstrate respect for students' concerns.
- f) Demonstrate respect for opposing viewpoints and opinions; require students to present and respect opposing positions.

**6. Faculty members should work continually to improve our teaching**

*Examples*

- a) Have "home and away" visits in which two colleagues visit each other's classes.
- b) 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.

- c) 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?).
- d) Let students know you considered their feedback: Read their feedback/report back to them/revise where appropriate.
- e) 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.
- f) Refer to Teaching Law By Design for self-assessment exercises.
- g) 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.

## **Faculty Personnel Policies**

### **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) [pending system approval].

**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; Approved by system 7/28/2022]

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.

## **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**

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

- e. 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.
- f. 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.
- g. 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.
- h. 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 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.

### **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**

1. 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:
  - a. 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.
  - b. 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.

- c. 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.
- d. 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.
- e. The P&T subcommittee shall select which published articles (or their equivalent) are to be reviewed.
- f. 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.
- g. 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.
- h. 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.
- i. 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.

## **PROMOTION, TENURE AND RETENTION POLICY FOR FULL TIME FACULTY**

*Approved by Board of Regents September 11, 2009  
Revised by Law School Faculty fall 2009 and spring 2010  
Approved by University Faculty Senate June 1, 2010  
Approved by Provost June 28, 2010  
Approved by President June 29, 2010  
Approved by Attorney General's Office July 13, 2010  
Approved by Board of Regents July 20, 2010  
Revised by Law School Faculty spring 2018 and 2019  
Approved by the Provost and President June 2019  
Approved by the Attorney General's Office July 25, 2019  
Approved by the Board of Regents November 2019  
Revised by law school faculty November 2021  
Approved by the Office of the Attorney General February 2022  
Approved by the Interim Provost and President March 17 2022  
Approved by the Chancellor July 27, 2022.*

### **I. Promotion and Tenure Periods**

#### **A. Promotion and Tenure Periods for Full-Time Faculty Members**

1. An Assistant Professor is generally 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 generally eligible for tenure review at his or her option either in the fifth or sixth year of service.
2. 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.
3. 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.

***B. Contract Non-Renewal Notice***

1. 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.

***C. Evaluation of Faculty Members***

1. 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.

***D. Committee on Promotion and Tenure***

1. 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.

***E. Policies***

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

***F. 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.

### **G. 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.
2. 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.

3. Full-time faculty members hired as Assistant Professors, except for those whose primary responsibilities are teaching in the clinic, generally will be evaluated for tenure during the fifth year of service. Assistant Professors whose primary responsibilities are teaching in the clinic will generally 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 this date will result in the candidate automatically being considered for tenure and promotion in their fifth year of service. For example, under this rule, a candidate who began service in August 2024 would be evaluated for tenure during Spring 2028 and Fall 2028 (August 2028 being the start of the candidate's fifth year of service) unless the candidate elected by January 15, 2028 (which is January 15 of the candidate's fourth year of service) to be evaluated for tenure during Spring 2029 and Fall 2029 (August 2029 being the start of the candidate's sixth year of service)

As an exception, any Assistant Professor may elect to be evaluated for tenure in the fourth year of service. Such an election must be communicated to the CPT chairperson by January 15 of the calendar year in which the tenure evaluation will occur. To make the election for early tenure evaluation, the Assistant Professor must be fully qualified under the scholarship criterion for tenure by January 15 of the calendar year in which the tenure evaluation will occur. An Assistant Professor electing early tenure consideration may supplement the Assistant Professor's file by submitting materials on or before September 1 of the calendar year in which the tenure evaluation will occur. For example, under this rule, a candidate who began service in August 2024 may elect by January 15, 2027 to be evaluated for tenure during Spring 2027 and Fall 2027 (August 2027 being the start of the candidate's fourth year of service). To make this election, the candidate must be fully qualified under the scholarship criterion for tenure by January 15, 2027.

An Assistant Professor, other than an Assistant Professor whose primary responsibilities are teaching in the clinic, may apply to the Dean to delay the tenure evaluation until the Assistant Professor's sixth year of service. With the permission of the Dean and according to USM policy, the Assistant Professor will be evaluated for tenure in the Assistant Professor's sixth year of service. An application to delay the tenure evaluation until the sixth year of service must be submitted to the Dean by January 15 of the Assistant Professor's fourth year of service. For example, under this rule, a candidate who began service in August 2024 may apply to the Dean by January 15, 2028 (which is January 15 of the candidate's fourth year of service) to delay the tenure evaluation until Spring 2029 and Fall 2029 (August 2029 being the start of the candidate's sixth year of service)

4. 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.
5. An Associate Professor or Professor who does not receive tenure will not receive a contract renewal upon completion of his/her initial contract.
6. For tenure decisions, scholarship must be published, accepted for publication, or in final draft form by September 1.
7. 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.

#### 8. 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.
- 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.

#### ***H. Criteria for Pre-Tenure Evaluation***

1. The criterion for pre-tenure evaluation is satisfactory progress towards meeting the teaching and service criteria for promotion and tenure.
2. 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 submit a draft of a scholarly work, which has been, or would reasonably be expected to be, accepted by a law review. To be considered, the scholarly work must be either (i) published or accepted for publication while the candidate is a full-time faculty member at the University of Baltimore School of Law; (ii) credited toward satisfying the candidate's tenure scholarship requirement upon agreement of the Dean; (iii) a scholarly work with respect to which the candidate received a summer research stipend, whether awarded for a period that begins before or after the start of the candidate's initial contract as a full time faculty member; or (iv) completed while the candidate is a full-time faculty member of the University of Baltimore School of Law. The Promotion and Tenure Committee will vote on whether the scholarship presented by the candidate meets the scholarship standard for third year review.
3. 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.

4. If the candidate elects outside scholarship review, the Committee will obtain at least two outside reviews of one scholarly work by the candidate. The outside review process shall be identical to outside scholarship review for tenure and promotion decisions. The outside scholarship reviews obtained for the scholarly work would be considered in evaluating the scholarship (i) for purposes of the pre-tenure scholarship review and (ii) for purposes of the tenure scholarship review when the candidate is being evaluated for tenure if the scholarly work is submitted by the candidate for purposes of the tenure evaluation; there will not be additional outside reviews of the scholarly work when the scholarly work is submitted by the candidate for purposes of the tenure evaluation. The election for outside scholarship review must be made by June 1 of the calendar year of the pre-tenure scholarship review. The scholarly work for the which the election is made must be submitted to the candidate's P&T subcommittee no later than the date on which the election is made.<sup>1</sup>
5. 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 second year of service.
6. Except for candidates electing outside scholarship review under section 4 above, 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.

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<sup>1</sup> This rule for outside scholarship review reflects the changes approved by the Faculty Council on May 10, 2023. The binding scholarship review election as it existed prior to the changes approved by the Faculty Council on May 10, 2023 applies to individuals who elected binding scholarship review prior to 2023. Individuals who began service as a full-time tenure-track faculty member of the School of Law during or before the Fall 2023 semester can use the binding scholarship review election as it existed prior to the changes approved by the Faculty Council on May 10, 2023. Alternatively, such individuals can use the outside scholarship review election with the changes approved by the Faculty Council on May 10, 2023. The decision to use either version of the scholarship review election shall be made by the candidate at the time the candidate elects scholarship review.

***I. Criteria for Promotion and Tenure***

1. 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.

2. 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. Professor's performance of administrative duties relating to teaching, including, but not limited to, the timely posting of syllabi, the timely submission of exams to the Office of Academic Affairs, the timely submission of grades, rescheduling any canceled classes and doing so in a manner that does not inappropriately burden students, and providing reasonably timely feedback to students on formative assessments.
- xiii. Other issues raised by either the review of student evaluation forms or provided by the Dean to the subcommittee.

### 3. 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.
- iii. Published materials that do not constitute scholarship may be treated, depending on content, as a service or teaching contribution.



- iv. 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 part I.I.3.c
- v. 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 part I.I.3.c.
- vi. 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.

#### 4. Specific Scholarship Standards for Promotion and Tenure

##### a. Tenure and Promotion to Associate Professor.

- i. 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.
- ii. 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. Candidates hired as Associate Professors or Professors without tenure must meet the same scholarship standard for tenure as required for Assistant Professors, with the following modifications. First, it is presumed that the Dean will permit the candidate to receive credit towards satisfying the scholarship standard for one law review article (or its equivalent) published before joining the faculty. Second, the Dean has

discretion to permit the candidate to receive credit towards satisfying the scholarship standard for more than one article (or its equivalent) published before joining the faculty. Third, subject to the Dean's waiver, at least one of the candidate's law review articles (or their equivalent) that meet the definition of scholarship set out in part I.I.3.c must have been published or accepted for publication while a full-time faculty member at the University of Baltimore School of Law. See part II.F for outside review requirements.

b. 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 part I.I.3.c, 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 part II.F or outside review requirements.

c. 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.

5. Explanatory Notes Regarding Scholarship

- a. The standards set forth above are designed to impose increasingly higher standards on the two successive stages of the promotion and tenure process.
- b. 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 part I.I.3.c. 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).

## 6. 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.

- d. 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.
- e. 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.
- f. 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. A candidate's subcommittee shall inquire into the amount and quality of each of a candidate's service activities performed for the law school or the University by seeking information from the committee chair or administrator who supervised the service activity.
- g. 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.
- h. 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.
- i. 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.

- j. 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.

k. Timeliness

- a. 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.
- b. The Dean may allow candidates for promotion to Professor of Law to withdraw their candidacy after Sept. 1. This withdrawal can only be made after the Dean has consulted with the chair of the CPT and approved the withdrawal request. If a candidate withdraws, any 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.

## **II. 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. Every candidate for pre-tenure evaluation shall be discussed by the full CPT.
6. 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.
7. 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.
8. 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.
9. 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.
10. Following each CPT meeting in which a candidate for pre-tenure evaluation is discussed, the Dean shall meet with the candidate to review the CPT's discussion of the candidate. At the invitation of the

Dean, the CPT chairperson may also attend the meeting with the candidate.

***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. Prior to sending the recommendation to the Provost, the Dean is encouraged to have the CPT chairperson review for accuracy and completeness any summary of the CPT's reasons for its recommendations and/or discussions at the CPT meeting. The Provost will then make a recommendation to the President who will make the final decision on promotion and tenure.

***C. Modality of CPT Meetings***

Subject to the following exception, members of the CPT must be present in person in order to attend, participate and vote at CPT meetings where candidates are considered for pre-tenure evaluation, tenure or promotion. As an exception, the CPT chairperson may grant permission to CPT members to attend, participate and vote at such CPT meetings by a video conferencing platform based on a showing of extraordinary circumstances. For this purpose, extraordinary circumstances include, but are not limited to, situations where a CPT member is unable to attend a meeting in person due to health reasons, faith-based or religious observation, child-care or elder-care responsibilities, visiting at another law school, or being on sabbatical.



#### **D. Withdrawal**

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

#### **E. 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 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.

#### ***F. 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 as provided in part I.I.3. 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.

## G. Contents of Subcommittee Reports

### 1. Contents of Report on Teaching

The subcommittee's report on teaching must include an evaluation of the candidate's teaching, discussing the following topics:

- a. Classroom visits;
- b. The candidate's syllabus for each course taught;
- c. The candidate's exam and/or other assessment materials for each course;
- d. The candidate's student evaluations, including the comment portions of the form;
- e. The candidate's performance of administrative duties relating to teaching; and
- f. The candidate's self-assessment report.

### 2. Contents of the Report on Scholarship

a. The subcommittee's report on scholarship must include an evaluation of the candidate's scholarship, discussing the following topics:

- i. Summary of each piece of scholarship that is being reviewed;
- ii. Discussion of outside reviews of scholarship (if applicable); and
- iii. Subcommittee's evaluation of scholarship.

b. In addition, the subcommittee report should include:

- i. Copies of outside reviews (if applicable); and
- ii. CVs of outside reviewers (if applicable).

### 3. Contents of the Report on Service

The subcommittee's report on service must include an evaluation of the candidate's service, discussing the following topics:

- a. Service to Law School, University or USM:

- i. Description of each service activity;
  - ii. Feedback from committee chairs or administrators on each service activity;
  - iii. Any leadership roles in connection with service activities; and
  - iv. Any impact of service activities.
- b. Service to the Larger Legal Community:
  - i. Description of each service activity;
  - ii. Any leadership roles in connection with service activities; and
  - iii. Any impact of service activities.

## ***H. Confidentiality***

1. 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.

## ***I. Committee Organization***

1. 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.
2. 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.

3. 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 chair.

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.

#### ***J. Initiation of Communication to Potential Candidates***

1. 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.

***K. List of Candidates***

1. 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.

***L. Selection of Evaluation Subcommittees***

1. 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.
2. 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.
3. 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.

***M. Evaluation Subcommittees***



1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.

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

***N. Committee Action***

1. The chairperson of the Committee shall advise the candidate of the action the Committee has taken on the subcommittee's recommendation.
2. 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.

***O. Candidate's Access***

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

***P. Appeal to University***

1. 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>.

## **LAW FACULTY APPOINTMENT TO PROFESSOR OF THE PRACTICE FOR LIBRARY DIRECTOR**

(This appointment is in addition to any Librarian faculty appointment by the University).

### ***A. 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.

***B. 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.

***C. 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.

## **POLICY FOR REVIEW OF PROFESSORS OF THE PRACTICE**

(adopted Sept. 2020)

### ***A. Applicability and Scope of Review***

1. 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.
2. 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***

1. 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:
  - a. 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; (xxii) Respect for students; (x) Professor's response to comments and observations in previous reviews; (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:

- i. What do I want students to get out of my courses? [Note: Each course should be discussed separately.]
- ii. What techniques do I use that are most successful in accomplishing these goals? What have been the least successful?
- iii. How do I motivate students?
- iv. What is the nature and quality of feedback I give during the course of a semester?
- v. Based on student evaluation forms, informal discussions with students, discussions with peer reviewers, and comments from the Dean:
  - a) What are the most common positive things said about my teaching?
  - b) What are the most common negative things said about my teaching?
  - c) Do I agree with the comments? To the extent the comments are valid, what I have done in response?
  - d) 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:
  - a) Instructor's ability to realize his or her goals for the class;
  - b) 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?]
  - c) Content of Class [Level of sophistication of presentation; where appropriate, discussion of theory and policy of law as well as of rules]
  - d) 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)]
  - e) Instructor relationship with class [Are students treated with respect? Are students challenged intellectually? Do students seem to feel comfortable talking in class?]
- i. 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

## **POLICY ON FACULTY WORKLOAD AND RESPONSIBILITIES FOR TENURE AND TENURE TRACK FACULTY**

(Adopted 9/94)

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.

### ***A. Instruction***

1. 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.

### ***B. Scholarship***

1. 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.

### **C. Service**

1. 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.

### **D. Exceptions to Standard Workload Expectations**

1. 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. 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.
  - a. *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.
  - b. *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.
  - c. *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.

- d. *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.
  - e. *Sabbaticals.* A faculty member on sabbatical will have his/her overall faculty workload adjusted in consultation with the dean.
  - f. *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.
2. 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.

**A. Instruction**

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

### **B. Scholarship**

1. 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.

### **C. Service**

1. 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.
2. 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.

3. 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.

#### ***D. Community and Public Service***

1. 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.



## **POLICY ON COMPREHENSIVE REVIEW OF TENURED FACULTY**

Approved by Provost Council April 2, 1997

Reaffirmed February 13, 2006

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.

### **Procedures**

#### **A. Timing of Review**

1. Faculty will be subject to this comprehensive review every five years, with the following exceptions:
  - a. Separate reviews mandated for promotion shall substitute for faculty review under this policy;

- b. 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**

1. 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.

**G. Policies of Constituent Schools**

1. 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.
2. Each constituent unit shall also develop specific criteria and expectations to assess faculty performance over time.
3. 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.

## **FACULTY PORTFOLIO PROCESS AND MERIT PAY PROCEDURES**

[\(Adopted 12/94\)](#)  
[\(Amended 4/2004, 9/2008\)](#)

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.

### **A. Portfolio Process**

1. 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.
2. 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.)
3. 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.

**B. Merit Pay Procedures**

1. 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**

### **A. Program Outline**

1. The School of Law shall have a Faculty Mentoring Program to aid new teachers in becoming more effective in teaching, scholarship, and community service
2. The School of Law has established a mentoring system to enhance the ability of junior teachers to have senior mentors.
3. 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.
4. 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.
5. 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.
6. 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.

7. 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.
8. 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.
9. 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.

## TEACHING, RESEARCH, AND DEVELOPMENT SUPPORT

### A. Teaching Support

1. **Legal Skills Teaching Assistants:** Upper-level students who serve as Teaching Assistants play a vital role in the Law School's first-year Legal Skills Program. In the Fall, Legal Skills Teaching Assistants help ILS faculty provide instruction and student feedback in legal research, writing, and analysis. Before the fall semester, ILS faculty should select one or two students with proven academic success to serve as Teaching Assistants and notify Katie Rolfes (krolfes@ubalt.edu) of their choice. In the Spring, Teaching Assistants help students prepare for oral arguments in Introduction to Advocacy (ITA). In the Summer, Teaching Assistants help with the preparation of research and writing exercises. Teaching assistants earn a stipend.
2. **Law Achievement Workshop ("LAW") Scholars:** The Law Achievement Workshop ("LAW") program engages upper-level students to facilitate student learning in first-year classes through weekly tutorial sessions in substantive areas of the law. Full-time faculty members teaching a first-year course may select one student with proven academic success to serve as a Law Scholar for the course and notify Katie Rolfes (krolfes@ubalt.edu) of their choice. In collaboration with the faculty member, the Law Scholar will assist students with working through problems, understanding doctrinal coursework, and improving study skills. Law Scholars should not engage in summative assessment (i.e., grading that "counts") but may provide formative assessment of student work. Law Scholars participate in a mandatory orientation in the beginning of each semester. Law scholars must hold 12 sessions and commit to 3-5 hours of work per week. Attending Law Scholar sessions is not mandatory for students, but should be encouraged by faculty. Law Scholars earn a stipend. (Note: Faculty may select multiple students to serve as Law Scholars for the same course; however, only one stipend is available per course. In the case of multiple Law Scholars, Law Scholars must split the stipend.)
3. **Doctrinal Teaching Assistants:** A limited number of doctrinal TAs may be available for by full-time faculty members teaching courses with enrollments of 30 or more students. TAs may help with in-class activities (including facilitating discussion and simulations) and providing formative feedback on ungraded assignments. Interested faculty should contact the Associate Dean for Academic Affairs, Colin Starger



(cstarger@ubalt.edu), and the Director of Academic Success, Marta Baffy (mbaffy@ubalt.edu), with the following information: (1) the course for which a teaching assistant is requested; and (2) the proposed duties of the teaching assistant. Doctrinal Teaching Assistants receive a stipend.

**B. Allocation for Professional Development Expenses**

1. For the 2022-23 academic year, each full-time faculty member (including clinical fellows) will have an allocation of \$2,500 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.
2. 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.
3. 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.

**C. Research Assistance**

1. In addition to a professional development allocation, each full-time faculty member has a presumptive allocation of 250 hours of paid student research assistance for AY 2024-2025, which begins July 1 and ends June 30. Before a research assistant begins work that is to be paid from the faculty member's 250-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 250 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.

**D. Library Assistance**

1. 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 C.J. Pipins (cpipins@ubalt.edu) to request an office copy.

**E. Procedural Requirements for Law School Funding of Professional Development Expenses**

1. You should submit requests for Law School funding of your professional development expenses to [law\\_finops@ubalt.edu](mailto: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, T# Request 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/about-ub/offices-and-services/comptroller/helpfuldocumentsdownloads/T%20Number%20Form%20.pdf>.

2. Travel arrangements for airfare, train and car rental, if applicable, must be made through the approved Travel Coordinator, Shavaun O'Brien. In Shavaun's absence, Rayna Simon is available for assistance. Conference fees and hotel reservations can be made through a university Procurement Card (PCard) holder. Please contact your Administrative Support person or Brian O'Connell to locate a PCard holder. You may purchase the most cost effective 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 paid in full.
3. Within two weeks after completion of approved travel, you should submit a claim for your approved travel, hotel and meals expenses, with a copy of the conference agenda and 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> For per diem rates: <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.
4. 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](mailto: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. Please submit these requests within 30 days of receipt.

## **CRITERIA FOR SUMMER RESEARCH FELLOWSHIPS**

### **A. Standards and Procedures for Granting Summer Stipends** (amended 12/21)

1. Summer Research Stipends (Stipends) 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 stipends 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 stipends 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.
2. Stipend application guidelines and details. The presumption is that a faculty member applying for a stipend will receive a summer stipend, subject to the expectation that, in the ordinary case, each summer stipend will result in the publication of an article, book chapter, book or other type of legal scholarship that meets the scholarly requirements defined above and approved by the Dean.
  - a. Faculty may receive a stipend for an article if the article is published in a scholarly law journal or peer reviewed non-law journal.
  - b. Faculty may receive up to two stipends and a sabbatical for an academic book. If no sabbatical is taken, faculty may receive up to three stipends.
  - c. Faculty may receive one stipend for substantial work as an editor of a book.

Except as otherwise provided for book projects, a faculty member who has received sabbatical leave for either one or two semesters is not entitled to a stipend for the same project for which the faculty member has received sabbatical leave. Other substantial scholarly projects that meet the law school's standards for promotion and tenure may be approved by the Dean.

For purposes of considering a faculty member's stipend application, the faculty member's track record of successful scholarly production resulting from prior summer research stipends and sabbaticals will be taken into account. Ordinarily (and excepting projects falling with (b)(2) above), any project for which an applicant received a stipend or sabbatical that

remains incomplete is not eligible for a new stipend. The stipend 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 1<sup>st</sup> Annual Report as described in section (c) below). The Dean shall retain the discretion, however, to grant additional summer research stipends where 1) the Faculty Member has completed the article but is holding it for publication during the next publishing season; 2) substantial projects that by their scope and/or complexity must take longer than one year; or 3) other exigencies within the Dean's discretion.

3. Stipend Reporting Requirements. In return for each Summer Research Stipend received, each faculty member agrees to:
  - a. Provide an Annual Report of Scholarship to the Dean no later than November 1 of the Fall following the award of the stipend. The November 1<sup>st</sup> Annual Report should consist of a detailed written report of the Faculty Member's progress since receipt of the stipend 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).
  - b. 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 for Faculty Research & Development.
  - c. 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 stipend.
4. In determining whether to grant a stipend and whether a stipend 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 stipend is to be awarded.
5. All applications for stipends shall be submitted in writing to the Dean or his designee by February 15<sup>th</sup> preceding the summer for which the grant is sought. The February 15<sup>th</sup> application should also be considered an

opportunity for the Faculty Member to update the November 1<sup>st</sup> report as support for the application for a subsequent grant.

6. 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 Stipends 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.
7. As soon as is practicable after he or she has reviewed the report of the Committee, the Dean shall award the stipends 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 stipend and the general nature of the project which has been funded.
8. Visiting Faculty, fellows, and other twelve-month Faculty are not eligible for a Summer Research stipend.

## **B. Scheduling Guidelines for Faculty Colloquia**

- 1) 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.
- 2) The following is the FRDC's framework for scheduling faculty colloquia and similar events during 2021-2022:
  - a) 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
  - b) **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:

- c) University of Baltimore Legal Scholarship Colloquia (workshops, work-in-progress lunches, and similar scholarship-related events sponsored by the FRDC);
  - i) events sponsored by the Committee on Excellence in Teaching;
  - ii) events sponsored by one or more Centers at the School of Law; and
  - iii) other suitable events.

3) 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.

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

- a. 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.
- b. 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.
- c. 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.



- d. 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.
- e. 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.

## **SABBATICAL LEAVE POLICY**

### **UNIVERSITY OF BALTIMORE SCHOOL OF LAW SABBATICAL LEAVE POLICY**

[Approved February 1996](#)

#### **1. 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: 1) the specificity and significance of the proposed project; 2) the degree to which it would contribute to legal literature; and 3) the likelihood that the project will be completed.

f. In addition, sabbatical leaves will be granted only to faculty members who have: 1) produced a substantial body of scholarship during his or her service at the University of Baltimore School of Law; 2) whose recent record demonstrates the capacity and commitment to continue to produce sound scholarship; 3) who proposes the sabbatical leave to work on a project that is of such magnitude in terms of scope, complexity or logistics that it could not be expected to be completed in the combination of a summer together with the time a teacher should expend on research and writing with a normal teaching load; and 4) has

completed all projects for which the applicant has received prior sabbaticals and summer research fellowships.

g. 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 2/21)

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

**Revised February 2017**

**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**

### [UB-VI-8.6](#)

#### A. Conflicts

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.

7. 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.
8. 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**

### **A. Supplemental Compensated Work**

1. 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.
2. A copy of the "Outside Employment" form must be submitted annually. See the University Faculty Handbook for further information.

## **PARENTING POLICY**

### **A. Pregnancy and Pregnancy-Related Illnesses & Conditions**

1. 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.

2. 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.

### **B. New Parents**

1. 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.
2. 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.



<b>PUBLICATION IN THE UNIVERSITY OF BALTIMORE LAW REVIEW</b>
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A. Publication

1. 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.
2. 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.

## **POLICY ON THE EMPLOYMENT OF ADJUNCT FACULTY IN THE UNIVERSITY SYSTEM OF MARYLAND**

II—1.07 (Approved by the Board of Regents, December 3, 2010; amended, June 22, 2012)

I. PURPOSE This policy is designed to establish baseline standards for the institutions of the University System of Maryland (USM) related to search processes, appointments, contracts, and conditions of employment for adjunct faculty. The goal of the policy is to assure a high quality of instruction by individuals with appropriate credentials and experience and to provide a set of policies that will lead to continuous improvement in the status of adjunct faculty in all USM institutions.

II. APPLICABILITY A. Adjunct Faculty. This policy applies only to adjunct faculty, defined for the purposes of this policy as faculty members of the USM institutions who are: 1. Employed to provide instructional services; 2. Neither tenured nor eligible for tenure; and 3. Appointed to teach specific courses and compensated on a course-by-course basis. B. Policies for Salaried Part-Time, Non-Tenure Track Faculty. Part-Time, Non-Tenure Track (PTNTT) faculty who are appointed to salaried positions are not included as “Adjunct Faculty” for the purposes of this policy, and are covered instead by USM Policy II – 1.06 – Policy On The Employment Of Salaried Part-Time, Non-Tenure-Track Instructional Faculty In The University System Of Maryland. C. University of Maryland University College Overseas Programs. This policy does not apply to the overseas programs of the University of Maryland University College, which must comply with the Status of Forces Agreements, contractual provisions of the Department of Defense, and local and national employment laws in the nations where programs are located.

III. CATEGORIES OF ADJUNCT FACULTY For the purposes of this policy, adjunct faculty shall be designated as one of the following: A. “Adjunct Faculty I”: All adjunct faculty, except those faculty members who meet the criteria for designation by an institution as Adjunct Faculty II”; B. “Adjunct Faculty II”: Adjunct faculty members who are determined by an institution to have a consistent record of high-quality instruction as follows: Page 2 of 7 1. Each institution shall grant Adjunct Faculty II status to adjunct faculty members who meet the following criteria: a. After establishing a record of teaching consistently for multiple semesters at a USM institution, according to criteria to be determined by the Chancellor no later than December 31, 2010. b. Supported by a series of high-level performance evaluations over the course of multiple semesters at the institution; and c. Upon written request by the faculty member

to the institution. 2. An institution may adopt alternative criteria for the designation of Adjunct Faculty II status, provided that the institution's requirements are not more restrictive than those listed in paragraph III.B.1, above, of this section.

IV. ADJUNCT FACULTY POSITION TITLES In addition to designation of adjunct faculty as Adjunct Faculty I or Adjunct Faculty II, each institution may establish a range of position titles for its adjunct faculty, consistent with the goals of this policy.

V. RECRUITMENT AND SELECTION OF ADJUNCT FACULTY 1. Credentials. Each institution shall develop written standards for the academic degrees or professional certifications and professional experience required for appointment as adjunct faculty. These standards may vary depending on the level of courses to be taught. 2. Selection Procedures. The institutional president or designee shall assure that each department or unit has in place written procedures for selecting adjunct faculty. These procedures shall include verification of credentials, and shall reflect the commitment of the institution and the University System of Maryland to equal opportunity and affirmative action.

VI. PROFESSIONAL DEVELOPMENT AND WORKING CONDITIONS A. Support for Teaching. The institution shall provide each adjunct faculty member with the support it determines to be necessary for the execution of the appointee's duties, which may include access through the institution's website or other electronic resources, including the following: 1. Information on the department's policies, requirements, and goals for each course, along with access to examples of past course syllabi (if available); 2. Official schedule of classes, including academic calendar and time frames of class meetings; 3. Assistance in the selection of textbook(s) for the course(s) and ancillaries for the text(s), if these are not otherwise selected by an institutional designee; Page 3 of 7 4. An institutional email account along with access to on-campus computer facilities; and 5. For adjunct faculty teaching face-to-face classes on campus: a. Telephone or other voice access, as appropriate; b. Necessary office supplies; c. Copying services for course materials; and d. Appropriate space for meeting with students during scheduled office hours. B. Professional Development. Professional development opportunities for adjunct faculty shall be supported to the extent feasible, and may include invitations to departmental, institutional, and external faculty development events. C. Performance Evaluation. The institutional president or designee shall assure that each department or unit has in place approved written procedures for evaluating adjunct faculty performance on a regular schedule, as required by Board of Regents' Policy II-1.20. 1. Departments shall evaluate the teaching of adjunct faculty members in a manner that identifies high-level performance, according to institution or

departmental standards. 2. Evaluations shall be kept on record in a personnel file and shall be consulted when decisions about promotion, compensation, and any subsequent appointment are made.

VII. APPOINTMENT AND ASSIGNMENT A. Appointment of Adjunct Faculty Members. 1. Contracts and Letters of Appointment. Each adjunct faculty member, including both Adjunct Faculty I and Adjunct Faculty II, shall be provided a written contract or formal letter of appointment prior to the beginning of the assignment, which includes: a. Position title, b. Contract term, c. Per-course compensation, d. Description of the assignment, e. Institution benefits, if any, f. Performance-evaluation policies and procedures, g. Explanation of the implications of the cancellation of a course before its start date. 2. Provisions for Adjunct Faculty II. a. After designation as Adjunct Faculty II at an institution, a faculty member: i. Shall receive a compensation increment of at least 10% of the minimum, annual per-course compensation for adjunct faculty at the institution, consistent with State and USM budget policies. Page 4 of 7 ii. Shall be given priority consideration, to the extent operationally feasible, among adjunct faculty for future teaching assignments in the subjects for which the faculty member has had consistent instructional experience at the institution. iii. May be eligible for longer term appointments that assure the faculty member assignment to a fixed number of classes during the term of the appointment. b. The designation of a faculty member as Adjunct Faculty II will not prevent the faculty member from competition for or selection into a position as salaried PTNTT or other faculty. c. Each institution has the discretion to: i. Adopt standards and protocols for the periodic evaluation of a faculty member's status as Adjunct Faculty II; ii. Provide additional compensation or other benefits to Adjunct Faculty II; iii. Determine the compensation increment for Adjunct Faculty II based upon the minimum compensation for adjunct faculty in a particular school, department, or other unit; and iv. Administer alternative adjunct faculty promotion and compensation systems, provided that they meet or exceed the requirements of this section. 3. Teaching Assignments. The appointing department or unit shall provide adjunct faculty with reasonable and adequate notice of projected teaching assignments prior to the start of classes. a. Each institution shall have the goal of providing such notice 45 days before the class start date, to the extent feasible. Nothing in this section shall prevent a department or unit from making an adjunct faculty teaching appointment on short notice based on changed circumstances in class enrollments, the availability of resources, or other factors. b. If the institution cancels a fall or spring semester class to which an adjunct faculty member has been assigned less than 30 days before the class start date, and has been unable to offer the faculty member re-assignment to a comparable class, the institution shall compensate the faculty member 10% of the payment amount specified in the contract or appointment letter for that class. B. Notice of Policies

and Procedures. Upon signing a contract or otherwise accepting an appointment, the adjunct faculty member will receive access, electronically or in print, to the institution's faculty handbook and institution or University System of Maryland policies, including those policies explaining the benefits for which the faculty member may be eligible.

VIII. COMPENSATION AND BENEFITS Page 5 of 7 A. Compensation. Every effort should be made to make adjunct faculty compensation professionally appropriate and competitive to the extent allowed by available fiscal resources. B. Benefits for Adjunct Faculty. An institution may provide designated institutional benefits to adjunct faculty, in either or both of the Adjunct Faculty I and Adjunct Faculty II categories, at the discretion of the President. C. Sabbatical and Terminal Leave. Adjunct faculty are ineligible for sabbatical leave or for terminal leave, regardless of length of service.

IX. GRIEVANCE AND APPOINTMENT RIGHTS A. Grievance Procedure. With the exception of those policies and procedures that relate to the appointment, rank and tenure of tenured and tenure-track faculty, adjunct faculty shall have available the same grievance procedure as all other faculty, consistent with the USM Policy on Faculty Grievances, No. II-4.00. B. Process Related to the Termination of Adjunct Faculty. All adjunct faculty members shall have the opportunity for an informal hearing at the level of the appropriate dean's office before termination of an appointment within the term of the faculty member's contract. The institution may remove the adjunct faculty member from the classroom, while continuing to pay the faculty member, pending the outcome of the hearing. C. Subsequent Appointments. The decision whether to re-appoint an adjunct faculty member after the term of the faculty member's contract remains within the discretion of the institution: 1. Consistent with Section VII.A.2 of this policy; 2. Provided that the decision was not made for unlawful reasons or in retaliation for the faculty member's exercise of grievance rights or shared governance activities.

X. PARTICIPATION IN THE CAMPUS COMMUNITY A. Integration into Institution Life. Adjunct faculty members shall be invited, to the extent feasible, to participate in the scholarly, intellectual, academic, and social life aspects of the department or unit, and institution. B. Communication with Administration. Institutions shall provide opportunities for adjunct faculty to communicate their concerns to campus administration, provide advice in the development and implementation of policies and procedures related to adjunct faculty, and otherwise participate fully in shared governance. 1. The institution will provide adjunct faculty representatives with the opportunity to meet for discussions with campus administration, including the institution's vice presidents for academic affairs and administration and finance, at least twice annually. Page 6 of 7 2.

Each institution will facilitate the formation and operation of an adjunct advisory committee, to be comprised of adjunct faculty members who will represent the interests of the institution's adjunct faculty. a. The committee may be part of an existing shared governance body or a distinct advisory group formed for the purpose of addressing the interests of adjunct faculty. b. Members will have the option of engaging an external representative in their discussions with administration, as described in paragraph 3, below. 3. Adjunct faculty may elect to engage an external representative, which may be a labor organization, to assist them in "meet and confer" discussions with administration over issues of concern, including compensation, benefits and terms of employment. a. The institution will give serious consideration to the information, views and suggestions gained from the meet and confer process in any relevant policy decisions regarding adjunct faculty. Agreements reached during the process that are amenable to formalization as policy may be adopted as such through appropriate decisional processes of the institution; the President retains final authority over all such decisions. b. The Chancellor, in consultation with the Presidents, shall develop principles and guidelines for organization of the meet and confer process at USM institutions. i. Principles underlying the meet and confer process must include appropriate legal parameters, requirements for fairness and adequate representation, respect for the fundamental elements of higher education shared governance, and administrative feasibility. ii. Guidelines will address the processes by which adjunct faculty will determine whether to engage representative, the selection of representative, access to information, and minimum requirements for meet and confer meetings. 4. Communications between adjunct faculty and the institution administration are based upon the free and candid expression of views. The presence of a meet and confer process at an institution in which adjunct faculty engage a representative organization does not limit or constrain the role, function or processes of institutional shared governance. Shared governance bodies and other groups of adjunct faculty remain free to confer Page 7 of 7 with administrators regarding matters of concern to those groups, and adjunct faculty members may participate in institutional shared governance bodies, consistent with institution policies. C. Reimbursement of Expenses. In recognition that adjunct faculty are compensated only for course-by-course instructional services, each campus shall provide reimbursement for travel and other reasonable expenses, consistent with University System of Maryland and institution travel policies, to each adjunct faculty member who serves on an institution's adjunct advisory committee or other shared governance group.

XI. IMPLEMENTATION The provisions of this policy, and any policies and procedures adopted by the institutions for the administration of this policy, shall be implemented by each institution employing adjunct faculty no later than September 1, 2011; and each President shall submit a report to the Chancellor

summarizing the measures taken to implement this policy no later than November 1, 2011. The Chancellor will report to the Board of Regents on the impact of the implementation of this policy on the status of adjunct faculty no later than November 1, 2012

## **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.
6. Statement of marketability of the 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

1. 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 \_\_\_\_

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

## **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.

## **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)

## **Bar Exam**

Maryland currently administers the Uniform Bar Exam (UBE). Information regarding the UBE 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/>.

Beginning July 2026, Maryland will administer the NextGen Bar Exam. The NextGen Bar Exam will test a broad range of foundational lawyering skills, utilizing a focused set of clearly identified fundamental legal concepts and principles needed in today's practice of law. Designed to balance the skills and knowledge needed in litigation and transactional legal practice, the exam will reflect many of the key

changes that law schools are making today, building on the successes of clinical legal education programs, alternative dispute resolution programs, and legal writing and analysis programs. Information regarding the UBE may be found at <https://nextgenbarexam.ncbex.org/>. Information about the foundational skills and concepts tested on the NextGen Bar Exam may be found at <https://nextgenbarexam.ncbex.org/reports/content-scope/>.

Faculty members teaching courses that are tested on the 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.

## **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.

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.

## **CLINICAL POLICIES**

([Adopted 9/94](#)) (Revised 07/22)

### **Clinical Teaching Fellowship Program**

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.

#### **A. General Overview**

The clinical teaching fellowship program is a three-year program and offers an opportunity for professional growth through clinical teaching and 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 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 [educational goals](#) of the program are to provide an opportunity to strengthen legal practice skills, to reflect on legal practice, to learn clinical teaching methodology under the supervision of experienced faculty and to develop scholarship interests. Past fellows have gone on to [positions as faculty members](#) in law schools around the country (see here: <https://law.ubalt.edu/clinics/fellows/>)

Generally, a fellow's duties include:

- Year-round responsibilities
- Attend and in later years teach in orientation of new clinical faculty to permit thoughtful curriculum, docket and clinical program planning
- Direct supervision of the case work of clinic students in coordination with clinic faculty and participation in clinic classroom activities;
- Case coverage during semester breaks and summers;
- Participation in the development of the clinical program;



- Engage in development of lawyering and/or scholarship.

Fellows supervise clinic students certified to practice under Rule 19-220 of the Maryland Rules Governing Admission to the Bar. Clinic students, who are in their second or third year of law school, devote an average of 20 hours per week to the clinical course for six academic credits. Most of the clinics are one-semester experiences, although students in some clinics may enroll for a second semester in the clinic for additional credits.

Fellows will develop professional goals with the assistance of the faculty member who directs the clinic. These goals will be designed to meet the fellow's substantive law, jurisprudential and scholarly interests and strengthen aspects of his/her performance as a lawyer and teacher.

### **B. Program Specifics for Clinical Teaching Fellows Program**

The University of Baltimore School of Law Clinical Fellows program trains fellows to become expert clinical teachers, social justice lawyers, and scholars over a three-year period. Each fellow teaches with at least one tenured or tenure-track faculty member or a Professor of the Practice. Fellows co-teach seminars, engage in curricular development, supervise their own teams of student attorneys, manage clinic dockets over academic breaks, engage in scholarship, and participate in the life of the law school. The program and goals for each year are as follows:

YEAR ONE: Fellows become immersed in clinical pedagogy and supervision, and they begin to develop a scholarly agenda. All fellows are part of an extensive orientation before their first semester begins. Fellows are exposed to core concepts in clinical pedagogy with regard to supervision, seminars, and case rounds. Fellows co-teach clinic seminars. They directly supervise two students in their first semester and four students each semester thereafter. They have opportunities to observe experienced clinical faculty in supervision and seminar sessions and be observed in their own teaching. Experienced faculty provide fellows with detailed feedback. Fellows also attend bi-weekly supervision roundtables, where fellows meet with an experienced clinical faculty member to discuss and address challenging issues arising in supervision sessions. In addition, fellows develop their scholarship by focusing on topic selection and research strategies. Fellows are invited and encouraged to attend scholarly workshops at the law school.

YEAR TWO: Fellows work on expanding their pedagogical tools and strategies and further developing their scholarship. In terms of teaching, fellows are encouraged to present on pedagogical topics of their interest at the weekly brown bags. They continue to receive feedback on their development as teachers from the director of their substantive clinic, and they have additional teaching responsibilities in terms of the weekly seminars, including opportunities to design seminar classes and components. They continue to attend the bi-weekly supervision roundtable. In terms of scholarship, fellows are supported in the writing projects of their choice, including law review articles, practitioner articles, and editorials and op-eds. Fellows have opportunities to brainstorm about scholarly ideas, to develop research strategies, to adopt a writing methodology, and to present works-in-progress at weekly clinic brown bag meetings. Faculty provide ongoing feedback on scholarly projects and prepare fellows to share their work outside the clinic, such as at conferences and external workshops.

YEAR THREE: The focus of the third year is on assisting fellows in obtaining academic or lawyering jobs. For fellows pursuing academic careers, the clinic faculty provide extensive, practical information about the range of law teaching positions and how to succeed on the legal, academic job market. Faculty review fellow application materials, such as CVs and research agendas, and they also moot fellows for the different phases of the interviewing process. For fellows pursuing lawyering jobs, the faculty will similarly assist in reviewing application materials and mooting fellows for job interviews. In this third year, fellows have additional opportunities to present their scholarly works, and the faculty support them throughout the law review article placement process. Some fellows may have opportunities to teach other classes in the law school outside the clinical curriculum, as well as additional opportunities to engage in curricular design within their specific clinic. Fellows continue to attend the bi-weekly supervision roundtable, and are in a position to mentor newer fellows.

The specific rubric for the Clinical Teaching Fellowship is here: <https://law.ubalt.edu/clinics/fellows/>.

### **C. Other Program Specifics**

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 fellow is not eligible for rehire to a faculty position at the Law School in the year immediately following the termination of the 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 or complete and submit the necessary paperwork for special admission appropriate for supervising students.

### **Clinical Selection Process**

- A. 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.
- B. 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.

## **UBalt Law Clinical Law Program Space Policy**

June 8, 2022

As a law office, the Clinic has an ethical responsibility to, as mandated by the Maryland Lawyers Rules of Professional Conduct, “competently safeguard information relating to the representation of a client” and to take “reasonable precautions” against “inadvertent disclosure” of such information. In addition, the terms of the Clinic’s professional liability insurance policy and other law mandate that the Clinic adhere to certain procedures. The following policy is designed to ensure that the Clinic adheres to these obligations.

### ***General Clinic Suite Access***

The clinic office suite is open to current clinic students, faculty, staff, and pre-approved clinic visitors. Access to the clinic suite is controlled by Bee Card access and the second-floor receptionist. Student attorneys will meet clients at the first floor of the law school and escort clients into their meeting room on either the 2<sup>nd</sup> or 3<sup>rd</sup> floor. After the meeting, the student attorneys should escort their clients to the lobby exit.

### ***Student Work Areas***

Only current clinic student attorneys, faculty and staff are allowed in the student work areas on the 2<sup>nd</sup> and 3<sup>rd</sup> floors. Students are not permitted to allow clients, non-clinic students, friends or family members in the Clinic Student Work Areas. It is recommended that all client hard files be returned to the appropriate file rooms at the end of the day and any client-related paperwork be kept in the student work desk to maintain client confidentiality.

### ***Rooms for Supervision Meetings and Client Meetings***

Only current clinic student attorneys, faculty and staff are allowed to reserve internal meeting rooms on the 2<sup>nd</sup> and 3<sup>rd</sup> floors. Priority goes to client meetings for interview rooms and to seminar classes for classroom use (304, 313 and 209). All rooms must be reserved through Terry Berk.

### ***Use of rooms for non-client meetings***

Any use of the space for non-clinic purposes by non-clinic faculty, staff or students, must be pre-approved by the Clinic Administrator or the Associate Dean of Experiential Education. Only the 2<sup>nd</sup> floor classroom (AL209) is available for non-clinic use during normal clinic office hours of Monday-Friday, 8:00 a.m. – 5:00 p.m. During this time, the receptionist is available to assist in monitoring visitors to ensure they do not go beyond the meeting room to ensure client confidentiality obligations are met. Priority for use of AL209 goes to clinic seminars and clinic student meetings with clients or for case-related work. AL304 is not available for

non-clinic meetings because attendees cannot be monitored by the clinic receptionist to ensure client confidentiality obligations are met.

**2020 Strategic Plan for University of Baltimore School of Law  
Clinical Law and Externship Programs  
May 26, 2020**

***Introduction***

The Clinical Law Program offers twelve clinics, which are law school courses. The clinics operate as one law firm within the law school with the mission to teach students how to be excellent lawyers through representing clients and instructional seminars, case rounds, and supervision meetings. The students are licensed to practice law in the clinic. Each clinic is taught by law school faculty. The Externship Program offers the following courses: attorney externship, public interest lawyering externship, corporate counsel externship, and judicial externship. Each externship course includes a student placed as a law clerk in a work setting supervised by a lawyer coupled with a seminar class taught by law faculty. The Clinical Law Program and the Externship Program satisfy the experiential education graduation requirement, which in turn satisfies ABA Standard 502. All courses except the judicial externship satisfy the live-client experiential education graduation requirement. The Clinical Law Program is nationally-ranked, currently #14 by US News in 2021.

***Building on Clinical Law Program and Externship Program's Success***

***Strong Pedagogy-Driven Education***

The Clinical Law Program uses research-based pedagogy to provide excellent learning opportunities for student attorneys. Because clinics have a low student-faculty ratio, the students are able to receive intensive, individual faculty instruction at all stages of their lawyering: during preparation, the activity itself, and post-activity reflection and feedback. The faculty have expertise in clinical pedagogy. They permit students to serve as the first chair lawyer for the clients' cases and matters. Students learn how to meet professional responsibility rules and to build lifelong learning habits to serve them throughout their professional careers. Faculty select the client legal work to provide excellent learning opportunities while serving the community. In addition to the teaching through client representation, each clinic has an instructional component made up of seminars, case rounds, and supervision meetings. The weekly seminar focuses on lawyering skills and values, such as interviewing, counseling, fact investigation, case and project planning, negotiation, trial advocacy, legal analysis, drafting, oral and written advocacy, legislative advocacy, professional responsibility, client-centered lawyering, collaboration, and cultural

responsiveness. Case rounds allow the entire seminar class to analyze issues arising in cases in a structured setting. Supervision happens in small faculty-student groups to strategize and reflect on the lawyering process in each case and matter. Clinics also schedule additional sessions as appropriate in light of the needs of specific cases, such as for moots, and when matters arise that are time sensitive.

### ***Subject Matter Breadth and Stability of Clinical Offerings***

The Clinical Law Program offers twelve clinics, providing an impressive breadth of subject matter. These clinics include The Bob Parsons Veterans Advocacy Clinic, Bronfein Family Law Clinic, Community Development Clinic, Human Trafficking Prevention Project (Fall 2020), Immigrant Rights Clinic, Innocence Project Clinic, Legal Data and Design Clinic, Low-Income Taxpayer Clinic, Mediation for Families Clinic, Mental Health Clinic, and Saul Ewing Civil Advocacy Clinic.

UB Clinics are stable. One reason is that almost all are funded with hard money, meaning their existence is not contingent upon grants or external funding. Another reason is almost all directors of individual clinics are tenure-track or tenured law school faculty. In addition, several clinics are co-taught with Clinical Teaching Fellows, who commit to a three-year fellowship with a formal structure and progression for learning goals and outcomes for each year. The fellowship program is a teacher training program, and former fellows are currently teaching at leading law schools nationwide. Fellows handle the clinic caseloads over breaks, making it possible for the tenured and tenure-track faculty to meet their scholarly obligations. The fellowship program is supported by the tenure-track and tenured faculty's contributions in supervising and mentoring the fellows. In the two soft-money clinics that exist, the faculty are experienced lawyers and teachers who also expend tremendous energy in maintaining grants and satisfying the operating agreements that govern their clinics. Their commitment to their clinics, the Program, the Law School, and their clients ensure stability in their clinics.

### ***Variety of Externship Offerings***

The Externship Program offers four distinct externship courses: attorney practice, judicial, corporate counsel, and public interest (as of AY 20-21). These diverse externship offerings permit students to focus on the learning experience that best meets their professional goals.

### ***Excellent Full-Time Tenure-Track Faculty and Professors of the Practice***

Full-time faculty are the foundation of the UB Clinical Law Program. Most of the faculty directing the clinics are tenure-track or tenured. Beginning in the 1990s, the law school committed to a core principle that the clinical program would be

taught primarily by tenure track faculty to ensure security of position for clinical faculty and stability of the programming. In 1995, the Clinical Teaching Fellowship Program, one of the first of its kind in legal education, was created to help meet student demand, provide client coverage over breaks, and to train clinical law faculty and public interest lawyers. The tenure track/tenured faculty are experts in the research-based pedagogical model for clinical teaching, and often are asked to lead trainings on these methods for other clinical law faculty around the country. Many of our faculty also publish articles and books about clinical pedagogy.

In addition, the tenure-track/tenured faculty are on a unitary tenure track and thus publish scholarship, including articles and books, in a variety of legal subject matters, which are often inspired by their clinical work. Several of our faculty teach and mentor clinical law faculty from around the country regarding scholarship. Many of our faculty are called on by legislators, policymakers, and other lawyers for their subject-matter expertise.

The faculty teaching in the clinic meet once a week to collaborate and learn about pedagogy and legal issues affecting the community, as well as to workshop scholarly works-in-progress. There are two clinics directed by contract faculty, and the Director positions have recently been converted to the status of Professors of the Practice. These faculty are nationally recognized leaders in their practice areas. Starting AY 19-20, tenure-track/tenured faculty began reviewing these clinic directors' teaching pursuant to newly created criteria. Going forward, they will be reviewed by the Adjunct/Professor of the Practice Committee. The conversion to Professor of the Practice increases the stability of these externally-funded clinics. The Director of the Externship Program, also a Professor of the Practice, is an experienced teacher and lawyer who ensures the placement offerings and seminars are of high quality and serve both students and the offices in which they are placed.

### ***Excellent Clinical Teaching Fellowship Program***

The Clinical Teaching Fellowship at UB Law is nationally known and respected. Most fellows go on to become faculty at other law schools. They have gone to such schools as Case Western, George Washington, Georgetown, Georgia State, Hofstra, UCLA, UNLV, University of North Carolina, and Wayne State. In AY 19-20, the Clinical Law Program created an extensive rubric for each year of the three-year fellowship program as it relates to the fellow's learning and progression in classroom teaching, supervision, scholarship, and lawyering. We have been lucky to recruit fellows who bring their knowledge and expertise to enhance the clinical law program with innovations in teaching and lawyering. As part of the program, each clinic director directly supervises its fellow, while other faculty observe and

provide fellows feedback on their supervision. The Program provides a multiday orientation for the fellows at the start of their tenure. The Associate Dean facilitates biweekly supervision rounds for the fellows. And the fellows, who are law school faculty, participate in the clinic brown bag weekly meeting, lead some of those sessions, and attend law school faculty meetings. The fellows are mentored by the entire Clinical Law Program as they prepare for and attend the AALS Faculty Recruitment Conference.

### ***Excellent Staff and Facilities***

An experienced Clinic Administrator manages the clinical law office as well as the lottery for student enrollment. The Clinic Administrator also trains and advises all new student attorneys, staff, and faculty on the case management software, the R Drive and other office technology. The Clinic Administrator also addresses all problems with office equipment and technology. The Clinical Law Program has three administrative assistants who are assigned different clinics and work with student attorneys, faculty, and clients. The Clinical Law Program has productive and flexible space for student attorney carrels, file storage, client interview rooms, team meeting rooms, classrooms, and moot courtrooms. Almost all interview rooms are equipped for recording with Panopto. One interview room has a speakerphone.

### ***Service to the Community***

The Clinical Law Program couples its educational mission with a mission to serve University of Baltimore School of Law's community. The clients provide student attorneys with learning opportunities to provide high-quality representation and serve the needs of our community. The student attorneys' lawyering activities consist of the day-to-day work of representing approximately 450 clients per year, all of whom are low-income or socially disadvantaged. These clients are both individuals and entities who cannot otherwise obtain representation. The legal work is sophisticated and complex due to the intricate constitutional, statutory, and regulatory regimes that govern our client's legal issues. At times, the Clinic's work is high profile and engaged in systemic reform. All of our legal work serves our clients at the high levels of quality and accomplishes the goal of teaching the law students in lawyering excellence. The clinics also engage in community-based projects and systemic advocacy through legislative advocacy, community partnered organizing, or community education that furthers the interests of our client population.

Given these strengths, and because AY19-20 marked the current Clinical Law Program's 30<sup>th</sup> Anniversary, the Clinical Law Program was in a good position to



undergo strategic planning. During AY19-20, the Clinical Law Program and Externship Program created this Strategic Plan.

## **ACADEMIC EXCELLENCE**

### ***Goal 1: Maintain and Enhance Faculty Stability***

**Objective 1.1:** Ensure all new hires for faculty who teach in the clinic are supported by hard money and are tenure-track or tenured faculty.

#### **Strategies:**

1. Dean has supported this objective.
2. Soft money clinics are inherently unstable because the money is outwardly sourced and never 100% certain outside of the grant or MOU period.
3. Soft money clinics' inherent instability cause faculty insecurity and may disrupt delivery of teaching and lawyering services.
4. The Professor of the Practice positions in the Clinical Law and Externship Programs are limited to the Externship Director and Directors of the two grandfathered soft money clinics: the Low-Income Taxpayer Clinic, which has consistent external funding from the IRS, and the Innocence Project Clinic, for which the Maryland Office of the Public Defender pays the Director's salary.
5. Professors of the Practice positions are only for "hybrid" positions that contain teaching and administrative duties and those for clinic directors are traceable to duties related to grants and MOUs.

**Objective 1.2:** Work towards two tenure-track/tenured faculty in each clinic

#### **Strategies:**

1. Two tenure-track/tenured faculty in each clinic permits flexibility and enhanced opportunities for breadth of clinic matters and lawyering discussions.
2. Such faculty provide a stable number of slots for students from semester to semester and from year to year.
3. They provide the law school with the flexibility to deploy faculty in doctrinal courses as needed without disrupting the clinic's ability to serve clients or students.
4. More than one faculty teaching in a clinic provide continuity when one faculty member takes sabbaticals or visits at other institutions.

**Objective 1.3:** Create a second tenure-track line in the Community Development Clinic.

1. The CDC is our only transactional clinic. It is offered in the evening and is consistently the clinic highest in demand.
2. Currently, in addition to the tenured Director and the Clinical Teaching Fellow, there is an adjunct teaching in CDC in order to meet student demand. However, that adjunct may leave the position whenever she wishes. Therefore, the lack of a secure tenure-track faculty position threatens the stability of the CDC and its availability to students.

**Objective 1.4:** Ensure meaningful growth and evaluation opportunities for Professors of Practice and Clinical Law Teaching Fellows.

**Strategies:**

1. In the law school, the faculty committee for Adjunct (and Professor of the Practice) Faculty will create rubrics and conduct reviews of Professors of the Practice. For AY 19-20, tenure-track/tenured faculty reviewed and evaluated Directors of Low-Income Taxpayer Clinic and Innocence Project Clinic.
2. In the Clinical Law Program, tenure-track/tenured faculty and individual clinic directors will continue to teach, mentor, review and evaluate Clinical Law Teaching fellows pursuant to the Rubric created in AY 19-20.

**Objective 1.5:** Expand the Clinical Legal Writing Professor position to full-time to serve Clinical Law and Externship Programs.

**Goal 2: Faculty Excellence**

**Objective 2.1:** Faculty excellence is dependent, in part, on faculty stability. Therefore, Goal 1 is critical for accomplishing Goal 2.

**Strategies:**

1. During AY 19-20, the Clinical Law Program experienced disruptions to teaching and student services due to the instability of the clinical faculty in contract positions in the soft money clinics. For these reasons, it is important to the Program to maintain faculty excellence.

**Objective 2.2:** Continued professional development in research-based best practices and pedagogy for clinical teaching.

**Strategies:** All clinics continue and enhance their non-directive supervision where student attorneys are first-chair lawyers.

1. Clinics instruct students in client-centered lawyering
2. Clients, cases, and matters are selected for pedagogical value.
3. Clinics continue to implement innovative pedagogy to teach lawyering.
4. The UB Law Clinical Program maintains its multidimensional lawyering experience for students that includes client representation, community-based projects, and legislative advocacy.

**Objective 2.3:** Continued teaching and training of faculty who teach in the clinics.

**Strategies:**

1. Faculty teaching in clinic continue meeting weekly to discuss pedagogy as well as scholarship and lawyering issues.
2. Faculty who teach in the clinic continue teaching multi-day orientation to new faculty, such as the Clinical Teaching Fellows and other new faculty.
3. See Strategies under Objective 1.4.
4. Faculty create new ways to improve knowledge-sharing through innovative process flows, like videos or social media platforms in addition to the TWEN site and Brown Bag handouts and sessions.
5. Faculty continue to be prominent figures in the national community of clinical teachers by leading and participating in clinical conferences and national groups, such as CLEA and the AALS Clinical Legal Section.
6. Faculty continue to be leaders and participants in subject matter conferences and national groups, such as the national Low-Income Taxpayer Clinic conference and the Innocence Project conferences.

**Objective 2.4:** Retain current teaching and supervision load as critical to student experience and faculty excellence.

**Strategies:**

1. Maintaining the current supervision load of faculty is necessary to afford extensive supervision of students to ensure their learning and quality representation. It is also necessary to support faculty excellence in scholarship and faculty contributions to law school governance.

2. The regular supervision load for a tenure-track/tenured/Professor of the Practice in a six-credit clinic is 6 students.
3. If the tenure-track/tenured faculty member is teaching a non-clinic course in addition to the clinic course, the supervision load is reduced to 3 students. For the first semester of teaching a new clinic, the faculty supervision load is one-half the normal load.
4. The regular supervision load of Clinical Teaching Fellow is 4 students. The first semester teaching a new clinic, the fellow's teaching load is 2 students.
5. Teaching outside the clinic for tenure-track/tenured faculty enhances recruitment of students for clinics, connections between clinic and non-clinic faculty, and faculty expertise in subject matter.

**Objective 2.5:** Diversity, equity and inclusion is a day-to-day focus for clinical law program.

**Strategies:**

1. New hiring for clinics should be informed by diversity, equity, and inclusion opportunities.

**Objective 2.6:** Continued excellence in scholarship.

**Strategies:**

1. Continued prominence in scholarship including substantive law areas and clinical pedagogy.
2. Continued scholarship discussions from summer writing kick offs to workshops and paper presentations during Brown Bag.
3. Continued funding for summer research grants, research assistants, and conference attendance.

**Objective 2.7:** Continued Program unity and collegiality.

**Strategies:**

1. Continued attendance by all faculty who teach in the clinic during weekly Brown Bag meetings.
2. Shared pedagogy across clinics.
3. Shared law firm management as all in-house clinics operate as one law firm.

**Objective 2.8:** Enhanced collaboration

**Strategies:**

1. Collaboration across all law school faculty.
2. Collaboration between faculty and faculty in other components of the University or nationally.
3. Collaboration among faculty teaching in clinic and community organizations/members.

**Objective 2.9:** Faculty serve as lawyering/legal experts.

**Strategies:**

1. Faculty engage in service to community as lawyering/legal experts through board memberships, bar associations, advocacy groups, and other community-based organizations

**Objective 2.10:** Curriculum development for remote learning and lawyering during pandemic.

**Strategies:**

1. Consider docket best-suited for remote learning and lawyering.
2. Create on-line learning through modules and enhanced use of learning platforms.
3. Incorporate remote lawyering skills into curriculum.

***Goal 3: Excellent and ample clinical course offerings***

**Objective 3.1:** Ensure every student is able to take an in-house clinic and encourage every student to take an in-house clinic.

**Objective 3.2:** Ensure ample options for evening students.

**Objective 3.3:** Pilot and evaluate 3-credit evening clinic. Strategies:

1. Ensure 3-credit clinic is pedagogically sound in terms of curriculum through seminar and through client work.
2. Ensure 3-credit clinic meets evening students' needs for a less time-intensive live- client in-house clinic option.

**Objective 3.4:** Continue to offer clinical course placement through a lottery.

Strategies:

1. Clinical lottery offers open access to students to clinics as with other courses.
2. Demonstrates that all clinics are teaching fundamentally the same curriculum about lawyering skills and values.
3. Enhances enrollment opportunities.
4. Ensures access to clinics for students.

**Objective 3.5:** Ensure current and any new clinical courses continue to be rigorous and pedagogically sound.

Strategies:

1. Student-directed learning and first-chair lawyering provides the motivation for deep learning.
2. Seminars cover range of topics to meet learning goals.
3. Teaching engages various techniques from small group work, exercises, simulations discussion, mini-lectures, multimedia, etc.
4. Intense supervision of preparation, reflection on lawyering work in seminars, client representation, and community-based projects.
5. Continue clinic as a graded course.
6. Clinical writing program permits extension of learning regarding legal analysis and legal writing.
7. Curriculum fits with learning goals for clinical course.
8. Curriculum fit with learning goals for law school for all law students.

**Objective 3.6:** Create Criminal Defense Clinic.

Strategies:

1. Create UB as hub for criminal defense and criminal legal system reform.
2. Create Criminal Defense Clinic as part of that hub.
3. Convert existing Criminal Practice Clinic into a State's Attorney's only hybrid clinic.

**Objective 3.7:** Continue clinic as a method to enhance or learn new career goals.

**Objective 3.8:** Ensure clinical law program is responsive to community needs or collaborations in new ways when pedagogically sound.

1. Continue to conduct law reform in new ways within clinical programs provided that they are pedagogically sound.
2. Utilize clinical and externship programs to address evolving community need in the pandemic.

***Goal 4: Continue expansion and solidification of Externship Program***

**Objective 4.1:** Create new Externship course focused on Public Interest Lawyering. **Objective 4.2:** Make student participation in Externship affordable and accessible. **Strategies:**

1. Created on-line summer Externship seminar.
2. Create compensation fund for distance Externship travel.

**Objective 4.3:** Continue rigor of Externship course.

**Strategies:**

1. Modify curriculum to include other modules.
2. Consider grading seminar (post-Pandemic).
3. Attract well-qualified faculty to teach the externship seminars.

**Objective 4.4:** Create emphasis for courses and placements.

**Strategies:**

1. Create subject matter-externship course, such as Public Interest course.
2. Complement clinical offerings, such as Intellectual Property externships since no clinical program exclusively focused on IP.

**Objective 4.5:** Curriculum development for remote learning during pandemic.

**Strategies:**

1. Consider placements best-suited for remote learning and lawyering.
2. Create on-line learning through modules and enhanced use of learning platforms.



3. Incorporate remote work skills and remote lawyering competencies into course curriculum.

**Objective 4.6:** Enhance administrative capacity for Externship Program.

## **PROFESSIONALISM AND CAREER SERVICES**

### ***Goal 5: Continued ethical and professional development of students***

**Objective 5.1:** Clinical courses continue to include instruction and lawyering regarding professional responsibility and professionalism.

### ***Goal 6: Ensure clinic enhances student career opportunities***

#### **Strategies:**

1. Ensure clinics continue to build students' resumes
2. Ensure clinic creates student competence to enhance work in outside world.
3. Ensure some clinics' subject matters and lawyering skills and values address student career opportunities and interests and other subject matters can introduce new areas to students.

### ***Goal 7: Meet community need to extent possible***

#### **Strategies:**

1. Consider community needs in creating clinical courses, selecting cases and projects, and developing externship placements.
2. Consider whether there is an opportunity for student attorneys to teach in the police academy located at UB.

### ***Goal 8: Engage with Pro Bono Lawyering Program at UB Law***

#### **Strategies:**

1. Consider whether faculty in clinic, as well as outside the clinic, may support pro bono program in LCDO.

### ***Goal 9: Enhance students' commitment to social justice as a professional value.***

#### **Strategies:**

1. Curriculum includes social justice as a professional value.
2. Client and project work is contextualized to understand the social justice value.

### **SCHOLARLY/INTELLECTUAL CONTRIBUTIONS**

#### ***Goal 10: Engage in excellent scholarship***

##### **Strategies:**

1. Publish excellent scholarship on clinical pedagogy and on subject areas.
2. Present at scholarship conferences.
3. Mentor fellows and junior UB law faculty in scholarship.
4. Mentor faculty in national clinical community and legal academy.
5. Participate as editors or peer-reviewers for scholarship and law review.

### **JUSTICE, COMMUNITY ENGAGEMENT AND IMPACT**

#### ***Goal 11: Continue Work towards Justice, Community Engagement, and Impact***

##### **Strategies:**

1. Represent marginalized community members.
2. Collaborate with community members for justice.
3. Consider community need in docketing for existing clinics and whether to create new clinics.
4. Consider how engaged faculty should be in community with focus on building relationships with local organizations.
5. Consider clinic as hub for social justice.
6. Creation of Public Interest Lawyering Externship program in collaboration with community partners.
7. Continue offering resources and community gathering opportunities, such as the Veterans conferences, Coop conferences, Annual Applied Feminism Conference.

### **DIVERSITY, EQUITY & INCLUSION**

#### ***Goal 12: Improve Diversity, Equity & Inclusion***

##### **Strategies:**

1. Ensure the faculty hiring process focuses on diversity, equity, and inclusion.

2. Ensure programming, such as brown bag meetings, enhances our diversity, equity, and inclusion to the extent possible.
3. Continue to improve our pedagogy to enhance diversity, equity, and inclusion.
4. Ensure programmatic decisions enhance diversity, equity, and inclusion issues to extent possible.

## **ORGANIZATIONAL STRENGTH AND SUSTAINABILITY**

### ***Goal 13: Continue organizational strength***

#### **Strategies:**

1. Collegiality and cohesion of program, including weekly Brown Bag meetings.
2. Clinic Administrator position serves as office manager and law firm administrator and is critical to success of Clinical Law Program.
3. Clinic receptionist and administrative support are critical to success of Clinical Law Program.
4. Externship Director is critical to success of Externship Program.
5. Associate Dean for Experiential Education is critical to success of Clinical Law Program and Externship Program.
6. Improve marketing of clinic inside law school by innovating clinic fair and outside of law school.
7. Aim to be a top ten clinical law program through more external promotion of program, teaching, and scholarship and more external involvement in clinical community.
8. Administrative Assistants are integral to the Clinical Law Program success. As such, Administrative Assistants should meet with faculty of their assigned clinics at least twice per semester regarding files, student habits, and improvements where needed, and to otherwise share information. Administrative Assistants should meet once per semester with Associate Dean for Experiential Education and Clinic Administrator to share information and discuss suggestions.
9. When possible, Clinical Law Program should consider nominating staff for salary increases, awards and professional development.

### ***Goal 14: Continue and strengthen fellowship program***

#### **Strategies:**

1. Increase fellows' pay.

2. Ensure fellowship rubric is used and meaningful. Both Clinic Directors and Fellows need to engage in rubric to make it meaningful.
3. Continue supervision rounds with Associate Dean for Experiential Education
4. Continue Brown Bag meetings that are focused on scholarship and preparation for job market.
5. Monitor that there continue to be positive outcomes for fellows.

***Goal 15: Make Clinic recruiting more accessible and relevant to students***

**Strategies:**

1. Consider new ways to inform students about clinical offerings through videos and social media platforms.

***Goal 16: Maintain excellent clinic working space***

**Objective 16.1: Enhance technology in rooms where there are not full capabilities**

**Strategies:**

1. Put PC in glass cube meeting room.
2. Include speaker phones in meeting rooms.
3. Create extension mics in 304 for full functionality of speaker phone.
4. Obtain and install more desktop computers and telephones for student carrels.
5. Refresh student desktops.

## **Student Policies**

Please review the annual Student Handbook for all student policies and procedures related to academic rules, examinations and other student related matters. Here are links for specific policies:

- [Honor Code and Academic Misconduct](#)
- [JD Requirements](#)
- [Attendance Policy](#)
- [Exam Procedures and Grading Policy](#)
- [Reasonable Accommodations Due to Qualifying Disability](#)
- [Student Complaints Implicating ABA Compliance](#)
- [Religious and Faith-Based Observance](#)
- [Bereavement](#)

## **TITLE IX: SEXUAL MISCONDUCT AND NONDISCRIMINATION**

The University of Baltimore is committed to providing a working and learning environment, free from all types of discrimination prohibited by State and Federal laws, including discrimination on the basis of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, genetic information, religion, sexual orientation, gender identity or expression, veteran/military status, or other legally protected characteristics. State and Federal laws prohibiting discrimination on these bases include, but are not limited to: Title IX of the Education Amendments of 1972 as amended ("Title IX"); Title VII of the Civil Rights Act of 1964; Title VI of the Civil Rights Act of 1964; The Age Discrimination in Employment Act of 1967; the Americans with Disabilities Act and the Americans with Disabilities Amendments Act; Section 504 of the Rehabilitation Act of 1973; and Title 20 of the State Government Article of the Annotated Code of Maryland.

Title IX prohibits sex discrimination and provides, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." The University's requirement not to discriminate on the basis of sex extends to admission and employment.

The University has implemented policies prohibiting discrimination on these bases and procedures for resolving complaints of discrimination. Inquiries or complaints regarding sex discrimination prohibited by Title IX, including Sexual Harassment and Other Sexual Misconduct should be directed immediately to the Title IX coordinator, Suzanne Tabor. Inquiries or complaints regarding Title IX may also be directed to the Assistant Secretary for the Department of Education. The local Office of Civil Rights for the Department of Education is located at:

The Office of Civil Rights, Philadelphia Office  
U.S. Department of Education  
The Wanamaker Building, Suite 515  
100 Penn Square East  
Philadelphia, PA 19107-3323  
[OCR.Philadelphia@ed.gov](mailto:OCR.Philadelphia@ed.gov)

Please visit the [Sexual Harassment and Other Sexual Misconduct Policy](#) for a listing of other external offices that accept and review complaints of sex discrimination.

Inquiries or complaints regarding other forms of discrimination, such as complaints of discrimination on the basis of race, color, ethnicity, national origin, age,

disability, genetic information, religion, sexual orientation, gender identity or expression, veteran/military status, marital status, or other legally protected characteristics should be directed immediately to the following offices:

- For inquiries or complaints against students, contact Llatetra Esters in the Office of Student Support, Academic Center, Room 112, 410.837.4755, lesters@ubalt.edu.

Please see the [\*Non-Discrimination Policy and Procedures – Complaints against students\*](#)

- For inquiries or complaints against faculty or staff, contact the Sally Reed in the Office of Human Resources, 1319 N. Charles St., Charles Royal Building, 3<sup>rd</sup> Floor, 410-837.5410, sreed@ubalt.edu.

Please see the [\*Non-Discrimination Policy and Procedures – Complaints against non-students\*](#)

## **ASSESSMENTS, EXAMINATIONS & GRADING**

### **A. Formative Assessment Requirement.**

1. 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.

### **B. Types of Formative Assessment Exercises and Feedback**

#### **1. 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.

#### **2. 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.

### ***3. 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.

### ***4. 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.

## **C. Other Exam and Grading Policies**

### ***1. Exam Deferrals***

In the event that a student desires to defer a midterm examination, the student must work with the faculty and administrative assistant who can grant a deferral and reschedule the proctoring of the exam. If a student must defer a final examination beyond the regularly scheduled period, faculty should refer the student to [Exam Administration](#). Faculty may not grant a deferral or reschedule a final 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.

### ***2. 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 petition for an incomplete grade has moved online and signatures are recorded through DocuSign. Faculty may access the form using their myUB credentials.

- [Petition for Incomplete Grade \(for faculty use only\)](#)

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:

Fall Semester:	February 1
Spring Semester:	July 1
Summer Semester:	October 1

Under no circumstances may a grade be changed after one year.

### **3. 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.

### **4. 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.

### **5. Final Exam Weight**

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.)

### **6. 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.

The grade change form is online and uses DocuSign for signatures through the process.

- [Grade Change Form School of Law](#) -- Form access requires UB login.
- [Grade Change User's Guide](#)

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.

### **7. Final Exam Date**

Final exams shall be given during the official exam period and not during the last week of scheduled classes. All final exercises for simulation/experiential classes must be completed by the last day of classes (before the study period for the semester and not during the final exam period).

### **8. 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.

### **9. Anonymous Grading Policy (Adopted 1986):**

- i. Exam Administration shall assign to each student for each final exam period an anonymous grading number. These exam numbers will be available to students through Examsoft. Each student will have a different exam number each semester.
- ii. 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)
- iii. 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.
- iv. 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.
- v. The anonymous grading system is applicable to take-home final examinations as well as administered final examinations. (Added 1989)
- vi. Faculty evaluations by students are not to be received by the evaluated instructors prior to the turning in of their grades (Added 1989)

#### ***10. 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.

#### ***11. Use of Computers During Exams***

Laptops are required for all students. Students are expected to use laptops with the designated exam software for their final (in-person and take-home) exams.

#### ***12. 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)

### ***13. Midterm Exam Procedures***

Please refer to communications from Exam Administration for information regarding exam procedures.

### ***14. 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, Property, and Torts 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 enter their grades in Appointlink prior to submission of the final grades to PeopleSoft. 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 professor must ask for an exception to be granted by the Associate Dean for Academic Affairs who will approved or return to the faculty member for appropriate adjustments that ensure compliance with the mandatory grading range, prior to submission of the grades in PeopleSoft. 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 and Introduction to Advocacy, the 7-14% range of grades of C- or lower is recommended but not required.
- In applying said curve, the number of minimum and maximum grades in first year courses 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).

### **15. 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 3.00 and 3.50 if the course has 11 or more enrolled. For courses with 10 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 number of minimum 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 enrollments of 20 students or less, the minimum grade percentages are 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 3.00 and 3.67 if the course has 11 or more enrolled. For clinics and courses with 10 or fewer students, this average is recommended.

## **16. 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.

## **17. 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.

After the pandemic, it is now acceptable to host office hours by Zoom. Zoom office hours can be by appointment or unscheduled. This information should be posted in the faculty syllabus, pending faculty approval.



## **LAW LIBRARY**

### **FACULTY SERVICES 2024-2025**

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**

[Charles A. Pipins II](#), Director of the Law Library and Professor of the Practice, 410-837-4373, AL 829

[David Matchen](#), Assistant Director for Access Services, 410-837-4674, AL 727

[Bijal Shah](#), Electronic Resources, Interlibrary Loan and Reference Librarian, 410-837-4578, AL 1131

[Savannah Long](#), Faculty Services Reference Librarian, 410-837-4583, AL 830

[Geraldine Kalim](#), Instructional Services Reference Librarian, 410-837-4597, AL 828

[Amanda Carey](#), Circulation Supervisor Library Specialist, 410-837-4580, AL7 28

[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**

##### **A. 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 Canvas page. Contact [Charles A. Pipins II](#).

## **B. 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 Canvas page. Books are kept in the Reading Room on the 7<sup>th</sup> floor. [Forms for placing items on course reserve](#) are also available. For any questions, please contact [David Matchen](#), 410-837-4674.

## **C. 1L Casebooks Collection**

The Law Library endeavors to add one copy of all required casebooks to the reserve collection. Be sure to notify your admin of all required books for your courses as soon as possible so the library has time to acquire the casebooks for your class.

## **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 [Savannah Long](#), Faculty Services Reference Librarian, 410-837-4583. 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 A. Pipins II](#), 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.

**Journals.** Search the Library's digital and print journal holdings by title using our [journal look-up tool](#).

## **Faculty Publication**

### **A. Scholarworks @ UB School of Law**

[ScholarWorks](#) is the official institutional repository for faculty scholarship. This repository is administered by the Library. To have your scholarship posted to ScholarWorks, contact [Savannah Long](#), 410-837-4583.

### **B. 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 [Savannah Long](#), 410-837-4583.

### **C. 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 [Savannah Long](#), 410-837-4583.

## **D. Faculty Publications Display**

The display case on the 7<sup>th</sup> 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) to [Savannah Long](#), 410-837-4583.

## **Other Library Services**

### **A. 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 [Charles A. Pipins II](#), 410-837- 4373, if you want to request that the Library purchase materials for the collection.

### **B. 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](#).

### **C. 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 [our new online catalog](#). 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](#).

#### **D. 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.

#### **E. 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 Lexis+, Westlaw and other databases is also available through the Law Library. Contact [Charles A. Pipins II](#), 410-837- 4373 to make an appointment.

#### **F. 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](#).

#### **G. Room Reservations**

You may reserve the 9<sup>th</sup> floor Library classroom or any of the conference rooms in the Library. To reserve the Library classroom, contact [Charles A. Pipins II](#), 410-837- 4373 or [David Matchen](#), 410-837-4674. [You may reserve a regular study room here](#).

#### **H. 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.

## **OFFICE OF TECHNOLOGY SERVICES**

The Office of Technology Services offers documentation and instruction guides on using campus technology. [Click Here](#) for more information

Semester Office hours for the Help Desk are 8:30 a.m. to 9 pm. During the semester there are Media and Classroom services technicians on site until 9:00 pm to support late classes. We also can remotely assist if needed. Additional office hours info can be found here on the Call Center information page: <https://www.ubalt.edu/about-ub/offices-and-services/technology-services/need-help.cfm>

**Contact the Office of Technology Services by phone (410.837.6262) or by email ([callcenter@ubalt.edu](mailto:callcenter@ubalt.edu)) if you need immediate assistance with your classroom or office technology.**

If you experience an issue with any UB computer, hardware or software not related to a classroom; support can be requested by using this form: [Desktop Support/Tech Help](#).

### **User Support Services**

Assistance in the use of any audio-visual equipment should be made with the Media and Classroom Services OTS, we would like to have at least 3 business days' notice. We can always help you in an emergency, but user training should always be arranged in advance when needed. OTS also can arrange video teleconferencing (Zoom, Teams, or Panopto) with two weeks advance notice. If you would like OTS Staff to assist you with any classes or events, please email us at [av@ubalt.edu](mailto:av@ubalt.edu) or [callcenter@ubalt.edu](mailto:callcenter@ubalt.edu)

To make a request directly for any classroom/event support or services; please use this OTS form: [Classroom/Event Help](#).

### **Smart Technology Rooms**

All of the Law School classrooms are equipped with Panopto for recording as well as whiteboards 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.

**Microsoft Teams/Telephone**

All faculty can accept and make telephone calls via Microsoft Teams. Each faculty member may request a direct dial telephone line, which can be answered by voice mail or by the faculty member's assistant. Any problems with the MS Teams Phone should be reported to the OTS Call Center, ext. 6262.

Detailed instruction guides for using and setting up MS Teams Phone, including voicemail, are available online: <https://www.ubalt.edu/about-ub/offices-and-services/technology-services/Teams%20Phones.cfm>



<b>Administrative Procedures &amp; Services</b>
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### **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 teaching Juris Doctor courses should speak with [Allyson Rowe](#) Adjunct faculty teaching Graduate Tax courses should speak with [Deborah Pinkham](#).

### **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 or [hr@ubalt.edu](mailto:hr@ubalt.edu).

### **Book Orders**

Book orders can be placed directly with the bookstore by submitting them via the **AIP Textbook Adoption** 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 Law Registrar's Office in the Dean's Suite ([lawregoffice@ubalt.edu](mailto:lawregoffice@ubalt.edu)). 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](http://www.ubalt.edu)); and
- Emergency Notification line at 410.837.4201.

When classes are canceled, online classes will proceed as scheduled unless otherwise indicated by the instructor.

## **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](mailto:kimberly.sue@wolterskluwer.com))
- *Foundation Press, West Academic & Gilbert:*  
Dan Madonna (215-808-4479, [dan.madonna@westacademic.com](mailto:dan.madonna@westacademic.com))
- *Lexis Nexis:* [reviewcopy@lexisnexis.com](mailto:reviewcopy@lexisnexis.com) or  
Elizabeth Ferrick ([elizabeth.ferrick@lexisnexis.com](mailto:elizabeth.ferrick@lexisnexis.com))
- *Carolina Academic Press:* [linda@cap-press.com](mailto:linda@cap-press.com)

If you need more contact information, contact the University Bookstore, ext. 6165.

## **Copying**

Copying for full time faculty can be done on the copy machines located in the faculty suites on the 5<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> floors. Adjunct faculty can use the

copy machine located in the Adjunct Suite on the 8<sup>th</sup> 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 mid-term exams and final exams should be directed to Exam Administration.

### **Faculty Address and Telephone Numbers.**

The Office of the Dean keeps a current list of faculty contact information. This list is updated once a year.

### **Room Reservations**

UB's room reservation system has been in flux since the COVID pandemic. Full time faculty should consult with their Administrative Assistant about the current procedure when making a request for 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. 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.

### **Rosters: Class and Grading.**

Rosters are available through the Faculty Portal. Each faculty member has a Portal user ID and password, provided by OTS (410.837.6262 or [callcenter@ubatl.edu](mailto:callcenter@ubatl.edu)). 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 the grade roster in myUB Faculty Center. Final grades should not be posted in other learning management systems.

For a step by step guide see Appendix: Faculty Portal.

### **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 8<sup>th</sup> floor.

## WHO'S WHO AROUND UNIVERSITY OF BALTIMORE

### School of Law Administration and Professional Staff

[LaVonda Reed, Dean](#)

[Joy Gaslevic, Associate Dean for Administration](#)

[Colin Starger, Associate Dean for Academic Affairs](#)

[Paul Manrique, Associate Dean of Student Affairs](#)

[Erin Brady, Director of Student Support](#)

[Kristopher Vicencio, Manager of Evening Student & Advocacy](#)

[Michelle Gunter, Assistant Dean, Law Admissions](#)

[Christine Stutz, Director of External Relations](#)

[Brian O'Connell, Business Manager](#)

[Rhonda Stokes, Law School Registrar](#)

### University of Baltimore Administration

[Kurt Schmoke, President](#)

[Dr. Ralph Mueller, Senior Vice President & Provost](#)

### Departments Around University of Baltimore

<a href="#">Bob Parsons Veterans Center</a>	<a href="#">Joshiah Guthland</a>
<a href="#">Campus Safety and Security</a>	<a href="#">Thomas Leone, MSL</a>
<a href="#">Office of the Bursar</a>	<a href="#">Cynthia Gill, Bursar</a>
<a href="#">Office of Disability and Access Services</a>	<a href="#">Karyn Schulz, Director</a>
<a href="#">Office of Financial Aid</a>	<a href="#">Zhanna Goltser, Director</a>
<a href="#">Office of Government Relations</a>	<a href="#">Suzanne Tabor, Executive Director</a>
<a href="#">Office of International Admission</a>	<a href="#">Eleftherios Michael, Director</a>
<a href="#">Office of Records and Registration</a>	<a href="#">Ryan Steff, Registrar</a>
<a href="#">Office of Student Success &amp; Support Services</a>	<a href="#">Nicole Marano, Vice President</a>
<a href="#">Office of Technology Services</a>	<a href="#">callcenter@ubalt.edu</a>

## APPENDIX 1: FACULTY PORTAL

### 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.

From the My Schedule tab of the Faculty Center, you will see shortcuts to both your class rosters and grade rosters. If you wish to access your class rosters, click on the class roster icon next to the class in your teaching schedule, represented by a symbol of three people. Note: clicking the text link to the class itself will NOT properly direct you to the correct class roster

Always review and print the final version of the class roster after the conclusion of add/drop registration.

The screenshot shows the Faculty Center interface. At the top, there are three tabs: Faculty Center, Advisor Center, and Search. Below these are sub-tabs: my schedule, class roster, and grade roster. The Faculty Center tab is selected, and the My Schedule sub-tab is active. The page displays "Fall 2016 | University of Baltimore" with a "change term" button and a "View Personal Data Summary" link. Below this, there are radio buttons for "Show All Classes" (selected) and "Show Enrolled Classes Only". An "Icon Legend" bar shows icons for Class Roster (three people), Grade Roster (person at desk), and Learning Management (book). The main section is titled "My Teaching Schedule > Fall 2016 > University of Baltimore". It features a table with columns: Class, Class Title, Enrolled, Days & Times, Room, and Class Dates. The first four rows of the table are highlighted, and the Class Roster icon (three people) is visible in the first column of each row. A red box and arrow point to the first icon. At the bottom, there is a "View Weekly Teaching Schedule" link.

## UNIVERSITY OF BALTIMORE SCHOOL OF LAW FACULTY HANDBOOK 2024-2025

In order to access your grade roster, click the “Grade Roster” icon next to your respective class under the My Schedule tab, which is indicated by a professor pointing to a chalkboard.

Faculty Center | Advisor Center | Search

my schedule | class roster | grade roster

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**Faculty Center**

**My Schedule**

Fall 2016 | University of Baltimore [change term](#) [View Personal Data Summary](#)

Select display option: ☒ Show All Classes ☐ Show Enrolled Classes Only

Icon Legend: Class Roster Grade Roster Learning Management

**My Teaching Schedule > Fall 2016 > University of Baltimore**

View All First 1-4 of 4 Last

	Class	Class Title	Enrolled	Days & Times	Room	Class Dates
				Mo 5:30PM - 8:00PM		Aug 29, 2016- Dec 18, 2016
				We 5:30PM - 8:00PM		Aug 29, 2016- Dec 18, 2016
				TBA		Aug 29, 2016- Dec 18, 2016
				Tu 2:00PM - 4:30PM		Aug 29, 2016- Dec 18, 2016

[View Weekly Teaching Schedule](#)

If you would like a more detailed description of using the class and grade rosters in myUB, please view the How To Guide for Faculty. <http://www.ubalt.edu/about-ub/offices-and-services/records-and-registration/How-Tos.cfm>