

A Faculty Guide to Richmond Law



UNIVERSITY OF RICHMOND
School of Law™

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I. Introduction

This guide is an informal introduction to various policies and procedures at the law school. Where possible, we have directed the reader to official sources. At the end of this guide is a list of faculty or staff who can answer questions about specific topics.

This guide is not a contract, nor is it a replacement for the Faculty Handbook or other sources that outline the formal terms of employment. Faculty should read the Faculty Handbook carefully, including the “School of Law Personnel Policies and Procedures” in Section VI.F of Appendix I, which outlines information relevant to reappointment, promotion, long-term contracts, and tenure. Other relevant information can be found in the Law Catalog and the Law School Honor Code.

We hope that the guide will ease the transition to law teaching or, for experienced faculty, to our law school. Any feedback is welcome!

II. Faculty Employment

A. Faculty Handbook

The University Faculty Handbook lays out the benefits, policies, requirements and procedures that apply to all faculty at the University of Richmond. It can be found [here](#). In addition to the general policies that apply to all faculty, there is a section at the end that deals specifically with policies and procedures at the law school. This section attempts to summarize some of the official rules from the faculty handbook, but it is not a substitute for the Handbook. In the event of a conflict, the language in the Handbook, rather than the summaries below, controls.

B. Annual Reviews

In connection with the annual salary process, all full-time continuing faculty are reviewed annually by the Dean and evaluated on their teaching and service. Tenured and tenure-track faculty are also evaluated on their scholarly activities. Program and clinic directors are evaluated on the administration of their program or clinic.

As part of this process, each winter, the Dean will ask all faculty members to send a memo detailing their activities over the past year. These memos follow a standard template that the Dean will circulate that invites faculty to discuss their teaching and service activities over the past year. Tenured or tenure-track faculty are also asked to discuss their scholarly activities, while program and clinic directors are asked to discuss activities related to administration of their program or clinic. You should feel free to ask fellow faculty for examples of their annual memos. In general, these memos are 2-6 pages long, although this can vary widely depending on the faculty member.

In addition to the review by the Dean, faculty who are not yet tenured or on a long-term contract Promotion & Tenure Committee. These subcommittees typically include three faculty members. The composition of these subcommittees is determined by the chair of the Promotion & Tenure Committee, and it will change from year to year. The members of the subcommittee will sit in on your classes, review your student evaluations, read your scholarship, and request any other relevant

information. You may be asked to provide the subcommittee with a copy of your annual productivity memo to the dean (see below/D) to help the committee write the report.

The subcommittee will then write a draft report that is shared with the full promotion and tenure committee. The committee will then vote on whether to recommend retention of each faculty member, as well as on any edits to the report. Only tenured faculty vote on the reappointment of tenure-track faculty. Both tenured faculty and other full professors vote on the reappointment of other faculty.

You are encouraged to talk with the to the Chair of the Promotion & Tenure Committee -- currently Andy Spalding -- early in the fall or any other time you have questions about this process.

C. Promotion & Tenure Reviews

A similar process is followed for promotion and tenure reviews. A subcommittee, typically three faculty members, is appointed and will sit in on classes, review student evaluations, read scholarship, and request relevant information. In addition, when seeking promotion, tenure, or initial (not renewed) long term contracts, the faculty member will also be responsible for producing an application memorandum. The chair of the Promotion & Tenure committee will provide additional information regarding the application memo and the timing of the process in advance of a faculty member's promotion year, and you are welcome to ask fellow faculty for their memos to see past examples. Based on the subcommittee's report and the faculty member's memo, the committee will then vote on whether to recommend that the faculty member be granted the promotion, tenure, or long-term contract as sought. Only tenured faculty vote on promotion and tenure of tenure-track faculty members; both tenured faculty and other full professors vote on promotion and long-term contract recommendations for other faculty.

In addition to the faculty recommendation, the Dean makes an independent recommendation. Both are forwarded to the University Provost who in turn makes a recommendation to the University President and the Board of Trustees.

Votes on annual contracts typically occur in the spring, while votes on tenure and promotion typically occur in the fall. Following the spring votes, the Promotion and Tenure chair will generally meet with reviewed faculty members to discuss the report and upcoming promotion and tenure deadlines.

D. Documenting Your Activities

To assist you in preparing your annual memos to the dean as well as your promotion and tenure binders, you should try to keep a record of your activities and accomplishments. You might even want to create an email and/or hard copy file for promotion purposes. If a student says in an email that you are the best teacher she has ever had, drop the email into your file. Similarly, if a professor at another school compliments your work, put that email into the file.

E. Research Leaves and Sabbaticals

Tenure-track faculty are eligible for a semester of research leave at full pay in the year after they are promoted to Associate Professor. Promotion to Associate Professor is typically finalized in the

spring of the 3rd year and the research leave is typically in the 4th year. During this semester, the faculty member does not have teaching or service obligations (other than responding to the occasional email from students or others) and is expected to use this semester to focus on the research and scholarly activities.

Tenured faculty members become eligible for sabbatical leave every seven years. If a professor begins as a new assistant professor at Richmond Law, the first opportunity to apply for a sabbatical leave is the year after a faculty member is awarded tenure, provided that they are applying in their 7th year. In other words, if they receive tenure early, faculty must still wait until their 7th year to apply for a sabbatical leave, and the earliest the sabbatical will occur is in their 8th year. Sabbatical leave is not automatic and must be requested a year in advance. Sabbatical leave may be one semester at full pay, or two at half-pay. Time on leave (except sabbaticals themselves) or visiting elsewhere is not counted in determining sabbatical eligibility. A sabbatical is regarded as an opportunity to produce a significant written product for publication, of the sort too ambitious for production otherwise. Sabbatical compensation must be repaid to the university if its recipient does not return to teach for the next full academic year.

With all sabbatical and research leaves, faculty are expected to work with the Associate Dean for Academic Affairs to ensure course coverage and timing. Occasionally the Associate Dean will ask a professor to delay a sabbatical because of course coverage needs; if the professor agrees, the delay will not affect the timing of their next sabbatical. In contrast, if a professor voluntarily delays taking a sabbatical, that delay will push future sabbaticals back as well.

F. Parental Leave

The following faculty are eligible for paid parental leave:

- i. Tenured faculty;
- ii. Tenure track faculty, who have greater than one year of service at the University;
- iii. Faculty on fixed-term appointments of two or more years, who have greater than one year of service at the University; and
- iv. Faculty on continuing appointments, including continuing directors, who have greater than one year of service at the University.

An eligible faculty member shall, upon his/her written request, be granted one full semester of paid leave within twelve months of the birth, adoption or state placement of a child. Should both parents be eligible faculty members, the leave allowed is a total of one semester for both parents, not one semester each. All leave following the date of birth, adoption or placement must be taken within twelve months following the event. All leave following the date of birth, adoption or placement must be taken in consecutive days or weeks. No intermittent leave is available for birth, placement or adoption.

Faculty should provide the University with advance written notice of the intent to take parental leave as soon as practicable and, in no event later than June 1st for the Fall semester and October 1st for the Spring semester. The University recognizes that, in the case of adoption or state placement, the timeframe for such placement or adoption may not be known that far in advance. In such event, faculty should provide the University with notice of the possible adoption or state placement as

specified above and must promptly notify the University once the date of such adoption or placement is known. Any failure to give a timely notice may cause the leave to be delayed.

G. External Consulting Policy

The University allows faculty members to accept outside consulting or other work subject to certain requirements. These requirements are laid out in the Faculty Handbook, but in general, faculty are limited to spending the equivalent of one day per work week on external consulting. Faculty must obtain approval from the dean or the dean's designee before agreeing to a consulting arrangement. This work cannot conflict with the faculty member's primary responsibilities to the University.

Scholarly communications in the form of lectures, books, articles, movies, television productions, art works, etc., though frequently earning financial profit for a faculty member and for another party (e.g., publisher), are not viewed as consultation. Reviewing or editing scholarly publications and books is not considered consulting, even when the faculty member is compensated for these services.

H. Expected Attendance

In general, faculty are expected to be on campus regularly starting the week of orientation through graduation, except during winter break. Attendance at graduation is generally expected.

I. Vacation Time

Faculty members do not have a set number of vacation days. Instead, they can set their own schedules, provided that they fulfill their professional obligations and are on campus regularly. That said, faculty members should avoid taking vacation or personal days that conflict with their teaching obligations and they should be generally available to students during the academic year.

J. Academic Freedom

All members of the faculty, whether tenured or not, are entitled to academic freedom as set forth in the "1940 Statement of Principles on Academic Freedom and Tenure," formulated by the Association of American Colleges and the American Association of University Professors.

K. University Statement on Free Expression

The University has adopted a Statement on Free Expression which provides that "At the University of Richmond, speech may not be suppressed, nor speakers disinvited, simply because the ideas put forth are thought by some or even by most members of the University community to be unwelcome or deeply offensive." The full statement can be found here:

<https://president.richmond.edu/common/pdf/statement-on-free-expression.pdf>

III. Governance, Faculty Meetings and Voting

A. Role of the Faculty

The Charter of the University Faculty Senate provides that: “The Board has delegated, subject to the Board’s ultimate authority, to the faculty primary responsibility for determining curriculum and methods of instruction; for conducting research and scholarly and creative work; for ensuring the quality of the faculty (selection, promotion, and tenure); and for recommending degrees to be offered by the university as well as degree requirements and degree recipients.”

<https://facultysenate.richmond.edu/charter/Faculty-Senate-Charter%20v2.pdf> (Preamble).

B. Faculty Meetings

We typically have faculty meetings one or two Wednesdays per month from 4:00-5:30, although the dean will sometimes schedule additional meetings in November and December for faculty appointments. The dean will send out an email with the dates of these meetings at the start of the academic year. Attendance at these meetings is expected.

Our custom is that the newest faculty member is responsible for taking minutes at faculty meetings. If there is more than one new faculty member, they share this responsibility. You can ask other relatively new faculty members for sample minutes. You should send the draft minutes to the dean at least one week prior to the next faculty meeting.

C. Voting Rules and Procedures

In general, the faculty follows Robert’s Rules of Order at these meetings, although few faculty know these rules in detail. In general, most motions require a second unless they are coming from a faculty committee. Most motions other than those related to faculty appointments require a majority of those present to pass, assuming there is a quorum. Such motions are typically by voice vote, unless a faculty member calls for a secret ballot (which any voting faculty member can do) or the faculty otherwise decides to vote by paper ballot. All votes related to faculty appointments, promotion, and tenure are automatically by secret ballot.

All full-time, continuing faculty have the same voting rights with a few exceptions. Only tenured and tenure-track faculty as well as the Law Library Director vote on initial tenured and tenure-track faculty appointments. Only tenured faculty vote on reappointment, promotion, and tenure of tenure-track faculty, although all faculty may participate in the interview process and in the faculty discussions preceding the votes. The Law Library Director and legal practice faculty members who have reached the full professor level may participate in promotion and reappointment reviews of legal practice faculty members at the assistant, associate, and full professor levels, including voting on those decisions. Legal practice faculty members do not participate in promotion or tenure reviews of tenure track or tenured faculty, and do not vote on those decisions.

For votes on faculty hiring, the faculty has adopted a system that comprises two phases:

- First phase

- A “Threshold vote” defined as “a recommendation to the Dean to hire this candidate, subject only to the possibility that available slots may first be offered to other candidates,” to be adopted by a two-thirds majority;
- Second phase
 - One or more “Process votes,” as needed, Faculty by simple majority will entertain motions on whether and how to rank candidates who survived the Threshold vote;
 - One or more “Ranking votes,” as needed, Faculty will vote on ranking, using simple majority votes with “shrinking” ballots.

Faculty are permitted to vote by proxy. The holders of any proxies must state at the beginning of the meeting whose proxy they are holding. Faculty members who are on leave cannot vote on faculty appointments unless they have participated in the interview process and are present at the meeting.

D. Committees

Much of the work of the faculty is done, as an initial matter, through committees that will develop proposals and recommendations which it will bring to the faculty for its consideration. See Section V.A below.

E. University Faculty Senate

The University of Richmond Faculty Senate is a body authorized to represent the faculty in the University’s governance process on matters that impact the university or affect more than one school. The Charter of the Faculty Senate can be found here:

<https://facultysenate.richmond.edu/charter/index.html>

The law school has two elected senators as well as representatives on many of the university committees.

III. Teaching

A. Course Loads, Scheduling, and Requirements

1) Faculty Course Loads

Our standard course load for doctrinal faculty is 12 credits, which usually is equal to 4 classes. Clinical faculty supervise their clinic and often teach an additional course. Legal writing faculty teach one section of the yearlong 1L legal writing course, as well as one additional upper-level course. The course loads of other faculty are typically decided in conjunction with the Associate Dean for Academic Affairs.

Doctrinal faculty who have been actively producing scholarship and would like to devote more time to research and writing may apply for a three-course teaching load, which is usually equal to 9-10 credits. A faculty member is considered to be actively producing scholarship if they have published two substantial, published scholarly works every three years, or one every 18 months. First editions of casebooks and first editions of treatises count as scholarly works, although subsequent editions do not.

To facilitate curricular planning, the grant of a request for a reduced course load will ordinarily occur in three-year increments. Similarly, in considering the request, the dean will look primarily at the last three years of scholarly productivity based on the faculty member's annual reports. Faculty should include in their request the scholarly projects on which they intend to work over that period, and any circumstances that merit consideration in reviewing their productivity. Faculty who are not eligible for a reduced load based on their prior three years of scholarly productivity will remain on a four-course load but may reapply for a reduced load at any time going forward.

In planning the curriculum, the first obligation is to meet the curricular needs of students. As a result, faculty requesting a three-course load will have less flexibility in choosing what those courses will be. For those faculty who wish to teach a course that is not in the three courses needed by the law school to make this work, they can still teach that course, but as a fourth course – i.e., a voluntary overload. Additionally, in a year where a three-course load faculty member has a semester-long research leave or sabbatical, they would be expected to teach two courses in the semester that they are not on leave. We do not typically allow banking of courses, i.e., teaching five courses in one year and three courses in the next year.

2) Reading Groups

In addition to a regular course load, faculty may choose to teach a half-credit or one-credit reading group. For-credit reading groups can be either one half or one credit. The group may meet for only one semester or may meet over a full academic year, thereby offering students a full credit if they complete both semesters of a half-credit group. Assessments will vary depending on the subject but generally these groups do not require a final exam or major writing assignment. Instead, students will likely be assigned assessment exercises that reflect ongoing engagement with the readings, such as response papers or discussion-board posts.

To meet the ABA Standards for awarding academic credit, a half-credit reading group should consist of a total of 21.25 hours of student work, 6.25 of which consist of class attendance and a full-credit reading group should consist of a total of 42.5 hours of student work, 12.5 of which consist of class attendance. For the full-credit reading group, the 12.5 hours of class attendance must be divided among at least five meetings, though not all class meetings need to be the same length. As with the no-credit reading groups, sessions may be held anywhere, and Dean's Office will reimburse the group for food and non-alcoholic beverages, up to \$150 per group meeting. In addition, faculty members teaching for-credit reading groups will be compensated \$1,000 per credit (or \$500 per half credit). If two or more faculty members lead a reading group together, the compensation shall be divided proportionally.

To comply University regulations (and the regulations of our accreditors), for-credit courses must be created prior to the semester in which the group will meet. Students will register for the reading group just as they would for any other for-credit class. Low-enrollment reading groups (6 or fewer students) will not generally be cancelled by the Dean's Office, though the Associate Dean for Academic Affairs, in consultation with the Dean, has the discretion to adjust funding for food and faculty compensation as appropriate.

Faculty may also be asked to approve the reading list for or otherwise sponsor a no-credit, student-led reading groups. This kind of reading group is a more informal gathering with no set

requirements for number of meetings or amount of reading, although meeting at least 2-3 times per semester is recommended. Students and faculty choosing this option will meet to discuss agreed-upon readings and organize the group in whatever way the participants prefer, generally with no assignments other than reading and participation. Groups can meet anywhere and the Dean's Office will reimburse the group for food and non-alcoholic beverages, up to \$150 per group, three meetings per semester. A no-credit reading group can be organized by either students or a faculty member, but must have a faculty sponsor who approves the reading list and the Associate Dean for Faculty Development must approve the proposal. Both the faculty member and the Associate Dean will help create relevant learning objectives, in partnership with the students. The Associate Dean will approve the group's funding and may modify the funding on the basis of the reading group's enrollment. A no-credit reading group can be created at any time, but should generally be created before or early in the semester in which the group will be held. A list of reading groups will be posted on the Law School website at the beginning of each semester.

3) Course Credits

In a thirteen-week semester, courses meet 55 minutes per week for each hour of credit. So a 2-credit course would meet for one hour and 50 minutes, while a 3-credit course would meet two hours and 45 minutes per week.

There are a few exceptions to this general rule. For example, most seminars that satisfy the upper-level writing requirement are 3 credits even though they only meet for one hour and 50 minutes. In these courses, students receive the extra credit for doing the additional work required to write the paper. Additionally, clinics and externships have less classroom time because students are engaged in considerable client work outside of the classroom.

The official "General Policy for Determining Award of Academic Credit" is as follows: The law school shall award academic credit only for those experiences that involve intended learning outcomes verified by evidence of student achievement, as established and evaluated by one or more faculty members. In addition, for each credit awarded, an experience must demand of a student at least forty-five total hours of work (with fifty minutes in the classroom counting as one hour of work). Before approving any course or other experience for academic credit, the relevant approving authority shall accordingly consider its intended learning outcomes, the way in which student achievement is to be verified by faculty, and the number of hours of work it will demand of students. See Appendix A for the form.

4) Class Scheduling

Seminars and 2-credit courses typically meet once a week. Other classes meet between two to four times per week, with the exact number determined by the instructor in conjunction with the Associate Dean for Academic Affairs.

The Associate Dean for Academic Affairs (Kristen Osenga starting in July 2022) will contact you each fall to discuss your courses for the following year. The associate dean will then send an email in March or so to the entire faculty asking for scheduling preferences. You will enter your preferences into a web form, and you will have the opportunity to specify how many days a week you want your class to meet, what days you prefer, and what times you prefer. The final schedule will reflect a

variety of factors, including student needs, classroom availability, the desire to avoid conflicts between courses in the same curricular area, and faculty preferences.

Think carefully about your preferences before entering them, however, because class times are tricky to change once the full schedule is created. And think in advance if you have any special classroom needs for a particular course (i.e., a bigger classroom to facilitate group work) because those requests are also much easier to accommodate before the schedule is created.

5) Class Sizes

Class sizes are typically determined by the size of the room. There are certain exceptions, however. Seminars, experiential, and other writing-intensive courses, for example, are generally capped at 16 students, and clinical courses are generally capped at 8 students. In addition, if there are multiple sections of the same course, the size of each section are occasionally capped to distribute students more evenly between the sections.

6) Graduation Requirements for J.D. Students

Students must have at least 87 credits to graduate. In their 1L year, all students take the same courses: Civil Procedure (4 credits), Torts (4 credits), Contracts (4 credits) in the fall, and Criminal Law (3 credits), Constitutional Law (4 credits), Property (4 credits), and Legislation & Regulation (3 credits) in the spring. All students also take three yearlong courses: Legal Analysis and Writing (4 credits), Legal Research (1 credit), and Professional Identity Formation (1 credit).

After the 1L year, students have a few additional requirements. They must take Trial Advocacy in the fall semester of their 2L year, as well as a course in professional responsibility before they graduate. They must also satisfy two different writing requirements. The first is the Upper Level Writing Requirement, which essentially requires the student to write an extended paper, often a research paper, but possibly a white paper or amicus brief instead. More information on this requirement is provided below. The second writing requirement is a Writing in Practice Requirement, which involves multiple writing assignment over the course of a semester that mimic the writing lawyers actually do—letters, contracts, briefs, discovery requests, etc. There is no single class that is called “Upper Level Writing Requirement Class” or “Writing in Practice Class.” Instead, professors determine, in conjunction with the Associate Dean for Academic Affairs, whether to designate their class as an Upper Level Writing Requirement class or a Writing in Practice class. The courses that fulfill either requirement are designated with a specific notation on the schedule and in the course catalog.

In addition to Trial Practice, all students must take at least four credits from experiential courses, which include simulation courses, clinics, and externships. Such courses will be explicitly identified as “Experiential Courses” in the course catalog. Other enrollment policies for J.D students state that:

- Students may enroll in no more than 17 law credits in each semester
- Students must complete at least six full-time semesters in which they are enrolled in a minimum of at least 10 academic credits and pass at least nine of those.
- The Juris Doctor degree must be completed within 84 months.

- Students may count towards the required 87 credits a maximum of 12 credits from clinics or externships
- Cannot use the same course to count towards both the upper class writing and skills requirements

At the end of the second semester (one year) of law study a student who fails to attain a cumulative grade point average of at least 2.00 shall be required to withdraw from the law school. If the cumulative grade point average is at least 1.85 but less than 2.00 the student may be allowed to return after an absence of one year. A cumulative grade point average of at least 2.20 is required for graduation. For all other policies regarding students, student requirements, transfer work, and degree completion, please see the Student Policies document available online in Faculty Resources.

7) Upper-Level Writing Requirement

During either the second or third year of law school, all J.D. students must satisfactorily complete a substantial paper requiring in-depth research of a specific area of law. The paper must evidence a sophisticated knowledge of the law and provide a rigorous, thoughtful analysis of an unsettled area of the law, issue of first impression, or other legal topic requiring substantial original thinking. A paper meeting this requirement will be at least 5,000 words in length, not including citations.

Any paper approved by the professor may satisfy this requirement, as long as above criteria are met, but examples of a qualifying paper include:

- A scholarly paper.
- An appellate brief (including an amicus brief).
- A policy memorandum

The paper must be written as part of a course or independent study of at least two credits, designated as ULWR on BannerWeb, and the paper must constitute a major part of the assessment in course. In addition, faculty must require certain input measures of student performance, including:

- Predrafting requirements (e.g., topic proposal and detailed outline).
- At least one full draft, on which the professor provides individualized feedback (e.g., one-on-one conferences, extensive written comments, etc.) that addresses both student writing and analysis.
- A final draft

8) Office Hours

We do not have any specific policies regarding office hours, but we encourage our faculty to hold them regularly. Some faculty, for example, hold scheduled office hours twice a week for an hour or so. That said, most faculty are regularly on campus and generally available during the academic year.

For your first-year classes, it is worth checking the full schedule to make sure that your planned office hours do not conflict with their other classes. For upper-level classes, you may want to check to make sure that your office hours do not conflict with other courses that many of your students are likely taking. In the weeks before exams, consider adding more office hours and/or holding a review session.

If you want students to have the option to schedule specific meeting times during your office hours, you can use youcanbookme.com. The law school has an institutional account, and you should contact Roger Skalbeck in the library for information on setting yours up.

B. Course Design

1) Course Approval, Course Design, and Resources

If you are designing a new course and seek approval for it, the process is as follows:

- New course proposals are initiated by faculty members, who must first discuss the proposal with the Associate Dean of Academic Affairs.
- The faculty member's proposal is then provided to the Curriculum Committee and subsequently to the full faculty, along with the Curriculum Committee's recommendation.
- The proposal given to the Curriculum Committee should include an outline or draft syllabus, as well as possible learning outcomes. The proposal should also not how much work, in terms of weekly hours, students will be required to do, which will help determine the number of credit hours for the class.
- The course proposal then requires the approval of a simple majority of the faculty voting at the faculty meeting.
- The Associate Dean of Academic Affairs can approve a new course on an interim basis for two terms, without approval from the Curriculum Committee or the law school faculty.

For the most part, however, you will not need to go through this for already established courses. And, in general, when you have a course design question, the Associate Dean for Faculty Development will be your first point of contact. The University's Faculty Hub also offers trainings and other support related to teaching. Many faculty members are interested and knowledgeable about course design, and we would love to help if we can.

Designing a course typically has three steps. First, you want to think about your goals for the course. There are a lot of great resources out there that can help you think about your goals, but you want to ask you yourself what you want your students to know or be able to do when they leave your course. Learning objectives are something that will help organize you class and also something you can feel free to share with your students to let them know what they should be getting out of your class.

Second, think about how you will assess these goals. How will you know if your students have achieved the goals you have set? Some of this assessment can happen through graded work, but much of it can be ungraded through instructor, peer, or self-assessments. Law professors are increasingly moving away from the approach of having just one exam at the end of the semester and thinking of new ways to assess students throughout the entire semester.

Finally, use these learning goals and your assessment plan to think about how you will spend your class time. If you want your students to be able to apply the law to new fact settings, for example, it probably does not make sense to spend your time in class just reviewing the facts and reasoning of the cases they read for homework. Instead, think of exercises or activities the students can do with that will help them learn new applications and actively engage, and remember that students learn

best when they are doing something, not when you are doing something, so look for regular opportunities to engage their brains in learning.

As you structure your syllabus and decide how much to assign each week, a basic rule of thumb is that students should generally be doing two hours of work outside of class for each credit hour. So, for a three-credit course, students should be doing about six hours of outside reading or other preparation per week.

2) Selection of Coursebooks and Other Materials

Professors choose their own casebook or other course materials. If you do not have sample casebooks and other products already, you should contact the publishers and they will send you complimentary casebooks and supplements related to your courses. We also strongly encourage you to look at free or highly discounted course materials because traditional casebooks are very expensive. CALI has some options, as do individual professors in various doctrinal areas.

In 2022, the Student Services Committee developed a new process that creates an internal review system and streamlines communication with the University Bookstore. As a part of this process, all course instructors (or their designees) will be asked to complete a straightforward Qualtrics form that will collect all of the necessary information. This form will be emailed to all faculty in March and August for the Fall and Spring semesters. The Law Library will manage all textbook adoption information provided by course instructors, ensuring that accurate order information is provided to the University Bookstore by the bookstore's established deadline and that the information aligns with the Law Library's orders for course reserves. Textbook adoptions will be communicated to law students in the June preceding the Fall semester, and in the November preceding the Spring semester. Separate from this revised process, the Law Library will create a resource guide for law students on cost-saving tools for textbook procurement (e.g., buying used, alternatives to the University Bookstore, renting books, etc.).

Additionally, the Law Library will offer support to faculty interested in incorporating cost-saving tools in their course material selection (e.g., self-publish, open source materials, earlier editions, etc.). If you put together your own material, you can either post it on Blackboard or email it to students. You can also have materials bound at the print shop or through a third-party such as Staples. The print shop is generally more expensive than third-party stores. Please be aware of copyright issues if you put together your own materials.

Before each semester, the library will ask all faculty which materials they would like placed on reserve for their classes in the law library. You may put on reserve anything in the library's collection or your own. If you want the library to acquire something new, you should notify the acquisitions library assistant.

3) Creating Your Syllabus

Faculty typically distribute syllabi by posting them on Blackboard the week before classes start. You should send students information regarding any required texts at least one week before the start of the semester. If you are teaching a 1L course, the Admissions Office will typically ask for your syllabus or the assignments for the first two weeks of the semester by the end of July. We also need

to collect syllabi for accreditation purposes, so Tracy Cauthorn will ask you for a copy during the first week of classes.

There are no formal requirements regarding what must be included in your syllabi. Most faculty, however, include the following information:

- The learning objectives for the course;
- How the students will be graded;
- Specifics about any exams, including the length of time that students will have to complete them and whether they will be allowed to use their book, notes, and/or outside material;
- Your office hours;
- The required and suggested texts;
- A schedule of readings and other assignments; and
- Classroom policies (see below for examples)

You may want to avoid linking reading assignments to specific dates in case some material takes longer than you anticipate or you want to change the schedule for some other reason. Also, you should not change any information you provide about the exam, as students will rely on this information in studying throughout the semester. You should feel free to ask faculty for copies of their syllabi, especially if they teach in the same or in a related area.

4) Creating an Inclusive Classroom

We as a faculty strive to create an environment in which all students feel like they belong and have an equal chance to thrive regardless of their abilities, identities, or perspectives. We encourage all faculty to participate in trainings on inclusive pedagogy through the Faculty Hub or other sources. Creating an inclusive classroom requires a variety of considerations that go beyond the scope of this guide. At the most basic level, however, you should do the following:

- Review your course materials to ensure that they reflect a diversity of experiences and perspectives
- Design courses in a way that ensures all students are able to participate
- Be aware of and responsive to the portrayal of certain groups in course content
- Provide opportunities in class for students to reflect on and discuss the perspectives and viewpoints presented in class
- Avoid using examples that are drawn only from your own experience or the experience of people similar to you
- Plan how to handle difficult or controversial topics in a thoughtful and intentional way
- Be clear about your expectations for the course and for individual assignments
- Offer a variety of ways for students to engage with and show their mastery of the material
- Consider inviting students to share their preferred pronouns with you, either through a pre-class survey or another means

5) Faculty Resources Site

The UR Law website has a section with “Faculty Resources,” which contains numerous resources related to law teaching and scholarship. There is a lot of helpful information on the site and fuller explanations of many of the policies referenced in this document. Please take a look at the site and refer to it if you have questions not addressed here.

C. Exams and Grading

1) Exams

We have a two-week exam period at the end of each semester. The semesters themselves are 13 weeks each (not counting spring break and other breaks). For first-year classes, the exam days and times are set. The order of these exams varies each year with the goal of alternating which subject is tested first, last, etc.

For upper-level classes, most exams are so-called flex exams, which means that students decide when during the two-week period they want to take the exam. On their chosen day, they pick up the exam from a designated location, complete the exam in their library carrel or an assigned classroom, and then return it at the appointed time. You also have the option of opting out of the flex exam system and offering your upper-level exams at a set time and day, although very few professors do. The Dean’s office will send an email around the middle of the semester asking if you would like a set exam time, and it will later send around the exam schedule.

You can generally decide on the length of your exams, although there are a few constraints. The norm is for the exams to be one hour per credit hour, so a three-credit course will typically have a three hour exam. That said, you can give students up to 5 or 6 hours if you would like. You can also give students 24 hours or even longer if you would like, although you should remember that some students will use the entire time allotted even if you tell them that the exam should take far less time. The Dean’s Office strongly discourages professors from giving exams that are longer than 6 hours but shorter than 24 hours, as this creates significant staffing issues, especially given that many students with accommodations are entitled to additional time to take these exams.

You have the option of having the exam answers for your courses printed by your administrative team member or saved as PDFs in a Box folder. Kim Edwards in the library will ask for your preferences during the semester. You will also have the opportunity to share whether you want the answers single or double spaced, as well as other formatting choices.

The administrative team members need several days to print and organize all of the final exams, so they will typically ask for your exam approximately one week before the start of the exam period. It is very important that you get your exam to them by this deadline.

Most students take their exams on their computers using the Exam 4 software offered by the law school. This software allows students to take their exams on their personal computers and then send their answers to an online repository. Your administrative team member will then print the exam answers for you. If you use Exam 4, you can choose whether you want the students to have access to their hard drive or the Internet during the exam, so it is possible to give both an open book or closed book exam using this software. Even if you use Exam 4, the students still return their copy of

the exam itself at the end of the allotted time. The main advantages of Exam 4 are that it autosaves answers and these answers also exist on a separate server, so there is a backup copy if the printed copies are lost or damaged. Exam 4 can also automatically grade multiple choice questions for you, as well as count the words in the entire exam and in each question.

Exams are not proctored. Faculty typically require that students take their exams in the law school, either in the library or in a classroom, at the student's discretion. For the integrity of our exams, we rely on our honor code. The Dean's Office retains physical copies of exam answers are kept on file for one year. Electronic copies are kept for a certain amount of time. If you would like to keep exam answers for your courses for longer than these periods, you may store them in your office.

2) Grading for J.D. Students

We have a required curve for J.D. students in all classes (look under Grading Policy tab at this link for the full policy). For all non-clinic classes, the mean (average) grade point must be a 3.3 ± 0.1 , so you can go as high as a 3.4 and as low as a 3.2. For clinics, the mean (average) grade point must be a 3.3 ± 0.3 , so you can go as high as a 3.6 and as low as a 3.0. In classes with more than 16 students, there is also a required distribution. Independent studies as well as the Trial Advocacy course can only be graded as Honors, Pass, or Fail. There is no required curve in classes with only one student. For more on the grading system, please see the Student Policies document on the Faculty Resources site.

The Associate Dean for Academic Affairs has limited discretion to allow faculty to deviate from the curve if, for example, you have an amazing class that is really different from your past classes. Faculty are strongly encouraged to ask for such deviations sparingly. Prior to the exam period, the Associate Dean for Academic Affairs will distribute two Excel spreadsheets. In the first spreadsheet, you can enter the number of students in your class, and it will tell you how many As, A-s, etc. you can give. In the second spreadsheet, you can enter your final grades, and it will tell you whether your grades comply with the curve. If you would like copies of these spreadsheets earlier in the semester, you can ask the Associate Dean for Academic Affairs.

All exams, quizzes, and similar assessments should be blind graded without the professor knowing the identity of the students as they grade. All students are assigned an anonymous number, which changes every year. You should instruct them to put this number on their exam, rather than their name. If you would like to incorporate class participation or similar evaluations into their grade, your administrative team member can match the exam grades with the other grades for you. Courses in which the students are graded based on a paper, project, or similar work do not need to be blind graded.

If a student does not complete his or her required work for a course on time (most common for an independent study or paper course, but also possible in an exam course if the student is ill during exam time), you can give the student a "Y" which is a non-punitive incomplete or an "I" which is a punitive incomplete. The "Y" does not count in the GPA while the "I" counts as an "F". The "I" converts to an "F" 45 days after the last day of the grading semester if not replaced with a grade. The faculty member imposes the time for completion of the work to replace the "Y" grade. Most often the "Y" grade is used. It's best to consult with the Associate Dean for Academics in these situations.

In order to allow students to enroll in small courses without worrying about the curve, J.D. students may change two grades, one during their second year and one during their third year, to "Pass." Such a change is permitted only under the following conditions:

- The grade to be changed is a C+ or higher.
- The grade is not from one of the required first-year classes and is not from a class that satisfies the Professional Responsibility graduation requirement.
- The total credits converted to a "Pass" over a student's law school enrollment may not exceed seven credits.

3) Grading for LLM Students

As discussed below, the law school has a small LLM program. LLM students are not subject to the curve, and you are free to give them the grades that you deem appropriate. In setting these grades, it is important to remember that the goals of the LLM program are not the same as the goals of the JD program. In the JD program, the primary goal is to prepare students to practice law in the United States, which requires passing a U.S. bar exam. In the LLM program, the goal is to provide foreign-trained lawyers with an introduction to American law and the American legal system. In other words, we are not evaluating whether they are ready to practice law in the United States. Instead, we are evaluating their working knowledge of U.S. law and the U.S. legal system.

You certainly do not need to prepare different exams or other assignments for your LLM students. But you should evaluate and grade their exams and assignments using a more generous approach that recognizes the different objectives of the LLM program.

LL.M. students may convert one letter grade into a "pass" during their tenure as an LL.M. student, provided that the grade is not (1) in a course that is required to obtain an LL.M. degree, (2) in a course of 5 credits or more or (3) a C or lower.

D. Student Evaluations

The University distributes course evaluation forms for students to complete at the end of each semester. These evaluations are anonymous, and they include a variety of quantitative questions, as well as open-ended questions where students can share comments. Students can fill out these evaluations during the last two weeks of classes. Course evaluations are available to the faculty member teaching the course after final grades for the semester have been entered, as well as to the Dean and faculty Associate Deans. The student body also has access to the quantitative responses to the evaluations.

You should encourage your students to fill out these evaluations. Experience has shown that students are most likely to fill them out if you provide time for them to do so at the beginning of class. You should let students know that you have set aside this time and remind them to bring their computer to class on that day.

Many faculty also choose to do a mid-semester survey of their students to uncover any issues while they still have an opportunity to respond to them. You can find examples of these mid-semester surveys in the faculty Blackboard site mentioned above.

E. Classroom Policies

1) Attendance Policy

You must take attendance in each of your courses. Some professors take attendance by passing around an attendance sheet; other professors use a google form or the attendance tool in Blackboard, and you can ask Paul Birch or Kim Edwards for assistance using this tool. Attendance is important for many reasons, and regular or excessive absences may be an indicator that a student is having difficulties. If a student misses more than two or three classes, especially without advance notice and permission, please notify Dean Sklut.

We have an attendance policy for all courses. Under this policy, “any student who fails to attend at least 75 percent of a course's required sessions or their equivalent” cannot pass the course.” This policy applies regardless of whether the absences are excused (including religious observances, interviews, and family emergencies) and regardless of any individual professor's attendance policy. In other words, you can have a more demanding policy, but you cannot have a less demanding one.

The escape valve in the policy is the “or their equivalent” language above. If a student misses more than 25% of the class sessions, you have the option of allowing them to do work that is the equivalent of the missed classes. In some classes, for example, watching a recording of the class might suffice. In other classes where more hands-on participation is required, it might not. You decide whether it is appropriate to offer this option and, if so, what the equivalent to attending your class is.

2) Religious Observances

Our attendance policy also has implications for our religious observance policy. Any student may be excused from class or other assignments because of religious observances, but these absences still count against the 75% required attendance, so allowing such students to do the equivalent work in some other way is encouraged. A student who will miss an academic obligation because of religious observance is responsible for contacting his or her professor within the first two weeks of the semester. The student is responsible for completing missed work in a timely manner. Faculty members are expected to be mindful of potential conflicts with religious observances and should make reasonable accommodations when students' religious practices conflict with their academic responsibilities.

3) Class Recording Policy

Students cannot record classes without the permission of the faculty. Individual faculty members may choose to record their classes and provide access to as many students as they like. However, the law school will only record a class for a student if the student is absent from class due to extraordinary circumstances, such as a death or serious medical emergency in the family or an illness of at least three days, or due to a religious observance. The student needs to email Alex Sklut (our Associate Dean for Students) if they think they meet these criteria. Classes may also be recorded as a result of disability or other accommodations. Dean Sklut coordinates these recordings and notifies any professors before or during the semester depending on when she learns about the accommodation.

The law school does have software that allows classes to be recorded fairly easily, so if you want to record a class for reasons other than a student absence, you can email Carl Hamm. Carl Hamm can also set up the system to automatically record every class, if that's something you want to do. Several faculty record every class and automatically place the video on Blackboard, which helps students go back and review the material. This upcoming year, we may have a system that allows students who are ill or quarantining to watch live classes remotely, although this system will be used very rarely as we intend for our classes to be fully in-person in the fall.

4) Cancellling Class

Our inclement weather policy is that the law school remains open and operating so long as the campus does. The University's weather hotline is (804) 289-8760, but you should receive both a voice mail and email message if class is cancelled. The university rarely closes for weather because its students are largely undergraduates who live on campus. Law students (and professors) live off campus, however, so you should feel free to cancel your own classes and make them up at another time if you do not think it is safe to get to campus. You can hold a class on zoom, if you like under these exceptional circumstances, and you may also record a class and post it online.

We recognize that professors may need to occasionally cancel class for personal reasons. We ask, however, that professors schedule vacations and other trips during academic breaks if at all possible. If you know at the beginning of the semester that you will need to cancel and/or make-up certain classes, you should share these anticipated date changes with students in their first class and include this information in the syllabus.

The American Bar Association requires law school courses to meet for their allotted time, so it is important to make up any cancelled classes. The most common way to make up a cancelled class is to schedule a make-up class. You can also schedule a review session during the reading week, prepare an asynchronous lecture or other material for students to review on their own time, or work with the Associate Dean for Academic Affairs to add an extra few minutes to each class session. The latter option can be tricky to schedule and depends on classroom availability, as well as student schedules.

It is prudent to schedule make-up classes promptly. As the semester's end looms, so does the demand for rooms by professors desiring to make up classes they earlier canceled or to conduct review sessions. You can book rooms for make-up classes or other events through Mary Ruth Walters. Room reservations are first come, first serve.

5) University Holidays

The University calendar includes breaks during some, but not all, of the days that you might expect. During the fall semester, there is no class on the Monday and Tuesday of fall break or the Wednesday through Friday of Thanksgiving week. There is class on Labor Day, although administrative team members and other university staff have a holiday on this day. In the spring semester, the only holidays are Martin Luther King Day (although faculty typically have to make up this class at their convenience) as well as a week-long spring break.

F. Independent Studies

You may get requests from students asking you to supervise independent papers. You should probably hold off your first year, and after that we recommend supervising no more than two per semester (and even that may be pushing it). In general, students need to write 15 pages for each credit they hope to earn. A 1-credit paper should be approximately 15 pages, a 2 credit paper should be 30 pages, etc. For students who want to fulfill their Upper-Level Writing Requirement, the school prefers to have them enroll in a seminar rather than in an independent study, so as to protect faculty time.

You can usually prevent problems with your independent study students by meeting regularly with them and staying on top of their progress. Independent study students are only required to turn in one rough draft and one final draft, but you may want to require additional work along the way, especially in the first half of the semester. A student who has to turn in a thesis paragraph and outline, and then discuss each of them with you, early in their writing process will likely be in much better shape at the end of the semester than a student who doesn't have to turn anything in until week 10 of the semester.

Independent studies can only be graded High Pass/Pass/Fail.

G. Student Support, Accommodations, and Concerns

1) Academic Support

We have several faculty members who can help students with academic issues. Margaret Ann Walker works with 1L faculty on academic support issues. She holds regular workshops on issues common to the 1L experience, and she also meets one-on-one with students who are struggling. Faculty can refer students to her if they need more individualized assistance.

Emmy Reeves works with graduated students who are preparing for the bar exam. She teaches an optional non-credit bar review course that students can take in the spring of their 3L year, and she meets one-on-one with students during the summer. She also teaches two courses that are designed to help 2Ls and 3L build their legal analysis skills. The law school often hires an adjunct faculty member to help with bar preparation over the summer as well.

Susan Dudley is our Applied Linguistics Specialist, and she can be a helpful resource for international students, especially if they are struggling with English language issues.

2) Student Disability Accommodations

Many Richmond Law students are registered with the University's Office of Disability Services and receive academic accommodations. Decisions regarding which accommodations are appropriate for any individual student are made on a case-by-case basis by the Office of Disability Services. The Associate Dean of Students at the Law School works with the Office of Disability Services, the accommodated student, and the student's instructors to ensure that the student's accommodations are executed efficiently at the Law School.

The most common accommodations approved for law students by the Office of Disability Services include but are not limited to additional time to take tests, a low-distraction environment to take tests, advance access to class materials, access to class recordings, use of laptop in class, and note taking assistance. The identities of accommodated students are kept confidential whenever possible. The Associate Dean of Students provides instructors with timely notice of information regarding any accommodation that may potentially interfere with classroom policies (i.e., no recording, no laptops) or testing procedures (additional testing time, low-distraction environment to take tests).

Faculty should direct questions about disability accommodations to Alex Sklut, Associate Dean of Students.

3) Students of Concern

Many problems that students have in class can be traced to problems outside of class that the law school can help resolve—but only if professors are attentive enough to alert the dean's office when they see a student who is not performing well. If you have any concerns about a student or if the student has particular and special needs, please contact Alex Sklut and/or Kristen Osenga.

4) Reporting Obligations and Opportunities

Faculty have several reporting obligations, as explained below:

a) Sexual Misconduct

The full policy related to faculty obligations to report sexual misconduct is available [here](#). As a general matter, all faculty have a legal obligation to report to the Title IX Coordinator possible acts of sexual misconduct that are reported to or witnessed by you. The report must contain all the relevant details shared about the alleged incident. This includes:

- Individual who experienced the alleged conduct (Complainant);
- Name of the Respondent (if known);
- Date, time and location of the incident (if known);
- Description of what happened using the reporting party's words;
- Any other individuals involved in the alleged conduct.

Upon receipt of the report, the Title IX Coordinator will reach out to the Complainant to offer support, accommodations, and to inform them of their options. In discussing sexual misconduct with students, the University recommends that faculty listen, affirm, interrupt, inform, refer and report. It also provides the following possible script:

"I appreciate you coming to me and placing your trust in me. Before you share any information with me, I would like to let you know that I am required to report any incidents of sexual misconduct with the University, specifically, Tracy Cassalia, Deputy Title IX Coordinator for Students. It is her responsibility to know about incidents of sexual misconduct and to support students and coordinate possible next steps. Both of us want to be sure you get whatever care and support you need. I want you to make an informed choice about what you disclose to me today. If you are going to tell me something that I have to report, you may instead want to speak with someone who can help protect your confidentiality. I am more than happy to connect you with a confidential resource if you are not ready to report this officially."

You must report incidents involving students to Tracy Cassalia, Deputy Title IX Coordinator for Students, at (804) 289-8464 or through the online reporting form. Incidents involving faculty or staff should be reported to Carl Sorensen, Deputy Title IX Coordinator for Faculty and Staff, at (804) 289-8747.

b) Bias Reporting

The University of Richmond is committed to being a diverse and inclusive community, strengthened intellectually and socially by the range of knowledge, opinion, belief, political perspective and background of its members, whether of race, ethnicity, gender, sexual orientation, gender expression, gender identity, ability status, age, religious, economic or geographic origin. The University's full bias reporting bias activity is here.

Because bias activity has the potential to adversely affect the members of the University community and to undermine the climate of civility and respect necessary to achieve and maintain a diverse and inclusive community, the University has developed a protocol designed to supplement existing University policies and procedures and to coordinate University resources in response to complaints of bias activity. You can learn more at the Common Ground office on campus.

As used in this protocol, the term 'bias activity' includes the following:

- Bias/Hate Crimes: Defined as any criminal offense or attempted criminal offense that one could reasonably conclude is motivated, in whole or in part, by the alleged offender's bias against an individual's actual or perceived age, ancestry or ethnicity, color, creed, disability, gender, immigration or citizenship status, marital status, national origin, race, religion, religious practice or sexual orientation.
- Discrimination: Defined as a violation of the University's Harassment and Discrimination Policy, other applicable University policies and procedures and/or applicable anti-discrimination laws.
- Bias Incident: Defined as acts that do not appear to constitute a crime or actionable discrimination, but which may intimidate, mock, degrade, or threaten, individuals or groups and which one could reasonably conclude targets a member or group within the University community because of that individual or group's actual or perceived age, ancestry or ethnicity, color, creed, disability, gender, gender identity or expression, immigration or citizenship status, marital status, national origin, race, religion, religious practice or sexual orientation.

Report a Bias/Hate Crime

Students, faculty, and staff who are victims of or who witness activity that is or could reasonably be considered a bias/hate crime, including but not limited to assaults, attempted assaults, destruction or damage to property or defacement of property should report such activity immediately to University Police anonymously or using the URPD Silent Witness reporting webpage. Where appropriate, the University Police will notify the Bias Resource Team of reports of bias/hate crimes occurring on campus.

Report Incidents of Discrimination

Students, faculty, and staff who are subjected to or believe they may be the subject of discrimination prohibited by University policies or applicable laws or who witness potential discrimination should file a complaint in accordance with the University's Harassment and Discrimination Policy. Complaints of discrimination may also be made, informally, to the director of Common Ground, Dr. Glyn Hughes, who shall assist the individual making the complaint in pursuing such complaint

through applicable University policies and in accessing available University resources for support and guidance. You may contact Dr. Glyn Hughes at ghughes@richmond.edu.

Report a Bias Incident

Students, faculty, and staff who are the subject of or who witness a Bias Incident may report such incidents to the director of Common Ground, by completing this bias incident reporting form. The Common Ground director will assist individuals making reports in identifying appropriate University resources for support and guidance, and will notify the members of the Bias Resource Team of such reports.

Academic Freedom

This protocol shall be interpreted and implemented in a manner consistent with the University's commitment to academic freedom, as described in Article III (F) of the Faculty Handbook.

c) Other Student Feedback or Complaints

Students may submit also submit informal and formal feedback and complaints. Students can submit informal feedback via the Informal Complaint Form, which is submitted to Law School administrators. This form may be used to submit feedback on issues big and small, from complaints about facilities to reporting of a bias incident.

Students may also submit formal feedback, as detailed in the Student Complaint Policy, via the Student Complaint Form. This process is managed by the University's Student Development office, in partnership with Law School leadership and Common Ground.

If information obtained through the Informal or Formal Complaint forms leads administrators to believe that bias activity and/or sexual misconduct has occurred, that information will be passed along to the offices overseeing bias activity and/or sexual misconduct as described above.

H. Instructional Technology

1) Classroom Technology

Each classroom has a built-in computer with a touchpad connected to display screens. Through this computer, you can show PowerPoints, videos, and related materials. The classrooms use a program called Panopto that allow you to record your classes if you want (and classes may need to be recorded if there are students with a relevant disability accommodation in your course). They are also set up with document cameras and Apple TV to wirelessly connect your laptop, tablet, or smartphone to the classroom display. Finally, you can show a DVD in class through either the DVD player in the media cabinet, or the DVD drive in the room computer. Carl Hamm, our multimedia specialist, can assist you in learning how to use all of this technology.

2) Blackboard

The University uses Blackboard as its learning management software. This is where you can post documents for your students, including the syllabus and any readings outside of a casebook. You can also give quizzes or host discussion boards through Blackboard, send emails to your classes, and view headshots of your students. Each summer, the University's Department of Academic Services creates a Blackboard set for each class. For graded quizzes, keep in mind students with

accommodations and the fact that they should receive extra time. If you have questions about this, please contact Alex Sklut.

3) BannerWeb

Banner is the enterprise software that the university registrar uses to handle class registration, graduation requirements, grades, etc. You can access it at bannerweb.richmond.edu. You will use it to see your class roster, get information on your advisees, enter final grades, and more. It also serves as the portal for information related to your employment, such as your pay stubs and tax forms.

4) Poll Everywhere

We have an institutional license to a polling program called Poll Everywhere. With this program, students can vote on instructor-written questions using their computer or an app on their phone or by texting their response. If you are interested in using this program, contact Carl Hamm. Several of us have used it in class (Jessica Erickson, Jim Gibson, Kristen Osenga, and Allison Tait, just to name a few), and we would be happy to talk to you about it as well.

5) Document Management System

Our document management system is Box. You can save documents to Box and they are then saved to the cloud. You can share folders on Box with students, colleagues, and others from outside the University. One point of caution: If a student, including one of your research assistants, creates a Box folder and makes a faculty member an editor or even a co-owner, the faculty member will lose access to this folder when that student graduates. It is therefore best to avoid having students create/own folders that you expect to use in future.

I. LLM Program

As mentioned above, the law school has a small LLM students (usually 3-6 students), and these students typically receive their LLM degree in one year after completing 24 credits. Their course load includes two required courses, as well as several electives. The two required courses include “U.S. Legal System,” which teaches students about the nature of American governance, law and legal reasoning, and “U.S. Legal Research & Writing,” which teaches students the basics of legal research and writing in the United States.

Beyond those two required classes, most LLM students take two additional courses: “American Legal Culture for International Lawyers” and “American Legal Communication for International Lawyers.” These classes are primarily aimed at improving students’ oral communication skills through discussions of American law and lawyering. Together, these four classes comprise 9 credits of the 24-credit LLM degree. There are no JD students in these four classes (though some international exchange students also take such courses). The remaining classes that LLM students take are part of the standard JD curriculum. Thus, an LLM student might take Torts, or Contract Drafting, or International Law, or any number of other classes, although LLM enrollment in first-year JD courses is usually done in consultation with the professor and the Associate Dean for Academics.

J. Clinics and Externships

Richmond Law operates three in-house clinics, in which students work on real legal matters for real clients, under the supervision of law school faculty members. These clinics include:

- The Children's Defense Clinic under the supervision of Professor Julie McConnell;
- The Institute for Actual Innocence under the supervision of Professor Mary Tate; and
- The Intellectual Property and Transactional Law Clinic under the supervision of Professor Ashley Dobbs.

The law school also offers externships in which students work in real life settings with lawyers and judges. The Externship Program is run by Professor Ali Silva. There are six types of externships:

- Civil Externships: students work with government, non-profit or public interest lawyers
- Criminal Externships: third year students work with state and federal prosecutors and public defenders
- In-House Externships: students work with national and international corporations as well as higher education general counsel offices (spring only)
- Judicial Externships: students serve as a student law clerk for a state or federal judge
- London Externship: students work in positions in London with barristers, solicitors, legal aid centers, and members of Parliament (summer only)
- The Externship Semester: students work in full-time externships within the public sector or public interest law, either in DC area or in other locations with approval

With all of the externships other than the D.C. externship program and the London externship program, students take other courses in addition to their externship. Students work 16, 20, or 24 hours a week at these placements for five, six, or seven pass/fail credit hours, respectively. The majority of students will work two full days a week for 16 credit hours. In addition, students submit weekly journals and time reports, attend a weekly seminar, and meet every other week individually or in small groups with the professor who teaches their seminar. For the D.C. externship program, students complete 500 hours of supervised substantive legal work over the course of the fall semester and participate in a weekly two-hour seminar, write a final paper with oral presentation, and they earn 13 credits. For the London externship, students work full-time for four weeks over the summer, attend a weekly seminar, and earn 4 credits.

Note: In calculating their 87 required credits for graduation, students may not count more than 12 total credits from clinics and externships (with the exception that for students who have participated in the D.C. Externship program, the limit is 19).

K. Certificate Programs

The law school has two certificates of concentration – one in Family Law and one in Intellectual Property.

- **Certificate in Family Law.** The National Center for Family Law offers law students at the University of Richmond the opportunity to earn a Certificate of Concentration in Family Law to be awarded at graduation along with the J.D. diploma. Transcripts will also reflect completion of the concentration program. A student must take a basic Family Law course and a certain number of credits from other Family Law-related courses. The courses in each category are listed here. Students seeking the Certificate of

Concentration in Family Law will meet their upper-level writing requirement by writing on a family law-related subject. Certificates will be awarded only to those who achieve a grade point average of at least 3.0 in all family law concentration classes taken. Students whose GPA is 3.5 or higher in concentration courses will earn the certificate “with distinction.”

- **Certificate in Intellectual Property.** The Intellectual Property Institute offers Richmond Law students the opportunity to obtain a Certificate in Intellectual Property ("IP") in the course of earning the J.D. degree. The student must (1) take the Intellectual Property Fundamentals course and a certain number of additional credits from a designated group of other IP-related courses, (2) write his or her upper-level writing requirement on an IP-related subject, and (3) achieve a minimum grade point average in the Certificate courses. The courses that count toward the certificate are listed here. Students who satisfy the requirements receive the IP Certificate at graduation and Intellectual Property is recorded as a concentration on their academic transcript.

L. Teaching in Cambridge

For many years, the law school has run a summer program in Cambridge, England. The program occurs in July and possibly early August, and can last four to five weeks. Typically, two Richmond faculty teach a course in this program each summer with each course running for half the session and meeting approximately 1.5 hours for four days each week. Cambridge faculty teach the remainder of the courses. Faculty teaching in the program receive transportation costs, housing in one of the university facilities, dining hall access on teaching days and a per diem for food on non-teaching days, and if they have not received a summer grant, a teaching stipend. Andy Spalding is the faculty director of this program and if you are interested in teaching in Cambridge, you should let Andy know. Teaching in the program is generally limited to faculty who are tenured or on long-term contract and among this group, and priority is given based on length of service at Richmond.

IV. Scholarship Research and Support

A. Research Assistants

Every faculty member can hire research assistants to assist them with their research. We get 300 hours of RA time automatically, but you can request additional hours for the following academic year (which for RA purposes runs from July 1-June 30). You can advertise for RAs either through the CDO or by asking students who you think would make a good RA. If you choose to advertise through CDO, someone in that office can send you the form to complete.

The university is very strict about complying with federal employment laws, and therefore it will not pay for work done before the employment paperwork is completed. Your research assistant must complete the necessary forms before beginning to work. Tracy Cauthorn handles the employment paperwork. In lieu of pay, students may be compensated with academic credit for performing research on your behalf, provided they will be doing substantive work that would warrant academic credit. This option operates like an independent study in terms of registration and grading. The credit may be graded or on a pass/fail basis. Each credit of research requires that the student complete 42 hours of work.

The library also has a pool of research assistants who can help with specific assignments. You should contact Andrew Frank if you have an assignment that you would like for them to complete. The library also provides training for all research assignments to assist them with research tasks and other common issues.

B. Writer's Grants

Each spring, faculty have the opportunity to apply for a writer's grant. All faculty are eligible to apply. These grants offer an incentive and reward meant to encourage scholarship that is substantial and impactful. Each spring, the Dean sends out an email asking faculty to apply for summer grants by (i) reporting on their progress of their work for the prior year (assuming the faculty member received a grant the prior year) and (ii) describing the work planned for the coming year. Faculty who wish to apply for a writer's grant can respond to these emails with a short summary of their work. These requests only need to be a few paragraphs long, although it should include your projected timeline for completing any projects that you discuss.

There are no hard and fast rules for what type of work would warrant a summer grant. Generally, however, projects that involve significant new research and writing would qualify, especially where, as stated in our tenure standards, the work "reflects originality, creativity, intellectual inquiry, and which advances the knowledge and understanding of legal matters." Books, substantial law review articles, and substantial book chapters will typically meet this standard, but generally not supplements or subsequent editions of casebook or treatises. Work that would not usually warrant a grant includes: revising and finalizing work which is largely complete, encyclopedia entries, and book supplements. In addition, shorter book reviews and symposium essays would ordinarily not warrant a grant, although doing several projects of this type simultaneously may.

Faculty who are teaching in the Cambridge program and receiving a teaching grant will not be eligible for a full writer's grant or clinical grant for the same summer, although they may receive a partial grant.

C. Clinical Continuity Summer Grants

Although summer grants are not ordinarily available for course preparation, clinical faculty who must oversee cases and other client work over the summer may request a clinical continuity grant. They can also apply for a summer writing grant pursuant to the criteria above, but they cannot receive both grants.

D. Travel Budget

The standard travel budget is \$2000 per faculty member for each fiscal year. Our fiscal year runs from July 1-June 30. That said, we want faculty going to conferences and presenting their research, so if you need more travel money, you should ask the Associate Dean for Faculty Development. Within reason, we will make every effort to grant the request as long as you are presenting your work or otherwise featured in the event. The Dean will also usually make special accommodations to make it easier for faculty members to attend the AALS Annual Meeting. She will send an email to the faculty in the fall about what expenses she will cover for the AALS meeting.

On travel reimbursements, you will usually pay for your expenses yourself and then get reimbursed when you return. Just give your receipts to your administrative team member to process. On meals, you can either be reimbursed directly for your expenses or receive a per diem. The per diem varies by city, and it is reduced on a pro rata basis if another source (i.e., conference organizers) pay for one or more of your meals. If you have a large expense to pay (conference registration fees, for example), the law school can pay them directly so that you don't have to put up the money first. You can ask your administrative team member for help with this process. Please know that the university will only reimburse coach airfare and will return reimbursement for other forms of airfare or for expenses it deems to be unreasonably high.

The University now uses Chrome River to process reimbursement. To access Chrome River, visit <https://chromeriver.richmond.edu>. You will use your University Net ID and password to log in. Once you have logged in, you will arrive at the Chrome River home screen. At the top left of the screen, you will find the Navigation Bar. The left side of the screen contains your Dashboard.

An individual (an administrative assistant) can submit reimbursements on your behalf. Add that individual's name as a "delegate." To add a delegate:

- At the top right hand side of the screen, click on your name
- Click on "settings"
- Click on "delegate settings"
- Click on "add new delegates"
- In the drop down box, begin typing the person's name
- Click on his or her name to add as a delegate
- The delegate has been assigned and is listed under "My Delegates"

There are different ways to submit receipts and Chrome River stores receipts in your "eWallet". You still have the option to give your receipts to your administrative assistant/coordinator. As your "delegate," your assistant will scan and send the receipts to your e-Wallet. Otherwise, you have several options for loading receipts to Chrome River:

- Forward receipts to receipt@ca1.chromeriver.com from your UR email account (including PDF, JPEG and PNG files), or another email address you have associated with your account through Settings menu, in order to have them appear in your eWallet.
- To use your smartphone, download the Chrome River SNAP app and just snap a picture of the receipt with your phone and it will automatically upload it to your eWallet.
- "Delegates" can send receipts to another employee's eWallet by putting that person's UR email in the subject line. "Delegates" then send the email to receipt@ca1.chromeriver.com.

E. Library Support

Every faculty member is assigned a research librarian to assist them in their research. They can track down books or other resources, help you use one of the many electronic databases to which the library subscribes, or really help in any other way that you need. It is up to you to decide how much assistance you want from them. The law library furnishes new faculty with a packet of information about the library and technology services, including who to contact about what. This packet will also include your Lexis and Westlaw account access numbers.

F. Junior Faculty Mentoring Program

The summer before junior faculty members begin their first year on the faculty, each one will be assigned two senior faculty mentors. They will have these mentors until they go through their first promotion, to associate professor. These mentors can answer questions about logistics, about teaching, and about professional development and will usually meet with the junior faculty member at least once a semester. Questions/topics for a faculty mentor and junior faculty member to discuss might include:

Logistics:

- How do I go about travel planning for conferences and getting reimbursed?
- How do I order office supplies? What about problems with my office?
- Who do I get in touch with for problems with my computer? Software problems?

Teaching:

- What kind of classroom technology is available? Where can I get help?
- What kinds of questions are on the student evaluations? Should I ask my students to do mid-term evaluations?
- What kinds of pedagogy resources are available?
- What is the teaching load and how much time will teaching/prep take?

Professional Development:

- Are there any particular conferences I should be going to? How many conferences should I be going to?
- What organizations should I join?
- Should I give talks at other universities? How do you get invited to give such talks?
- How and when should I share my work and get feedback from external colleagues?
- What should I be thinking about with respect to publishing? Are there certain kinds of publications I should spend less time on (symposium pieces, for example) and what about placements?
- Are there any informal criteria for promotion and tenure? How do I build a tenure file?
- How do I hire research assistants and how do I use them effectively?

These faculty mentors are meant to give the junior faculty direct access to information and support. However, junior faculty should always feel comfortable approaching any faculty with questions and concerns. In particular, junior faculty should also consider the Associate Dean for Faculty Development as a dedicated resource and come to the dean for any and all forms of support.

V. Service and Committee Work

Faculty are evaluated on their service contributions and service is a mainstay of faculty governance.

A. Committee Service

We typically have nine standing committees at the law school (Admissions, Appointments, Awards, Clerkships, Curriculum, Diversity & Inclusion, Library & Technology, and Student Services). From

time to time, we also have one or more ad hoc committees. Every faculty member, including new faculty members, typically serves on one or more law school committees. The law school also has representation on a number of university-wide committees on which faculty may be asked to serve. The Dean will send out an email each spring asking for your committee preferences for the following year. Additionally, all tenured faculty and full Professors of Law, Legal Practice, serve on the Promotion & Tenure Committee.

B. Student Advising

Every faculty member is assigned 3-5 1L advisees. You will remain their adviser for their entire time at the law school, so over time, you will have advisees from all three years. The Admissions Office assigns advisees. In your first year, you will be paired with another faculty member with whom you will share advisees. The law school has developed a set of best practices for advising. These best practices include the following:

- Make every effort to attend an initial orientation meeting with your 1L advisees during the orientation period. During orientation, there will be a scheduled time for you to meet with your advisees, usually over lunch. If you cannot attend the meeting, inform the Admissions office and email your 1L advisees during orientation to introduce yourself and set a time to meet with them during the first week of class. A list of topics that faculty members have addressed during initial orientation meetings with their advisees is attached below.
- Meet with your 1L advisees at least once during the first half of the semester. Contact your 1L advisees prior to spring registration and offer to meet with them individually or in groups to discuss their course selection choices. In your contact email, attach for them the link to the section of the student handbook on academic advising:
<http://law.richmond.edu/about/StudentHandbook.pdf>
- Contact with your 1L advisees before spring registration to discuss course selection for the fall and employment (or other) plans for the summer.
- Contact your 2L and 3L advisees at the beginning of the fall semester to discuss employment, course selection, or other concerns they may have.
- Contact your 2L and 3L advisees in the spring to discuss employment, course selection (2Ls) and any other concerns they may have.
- Janice Craft, the Director of our new Professional Identity Program, regularly sends out emails to faculty reminding them to get in touch with their advisees and offering suggested topics, so watch for those. You can find out your advisees' grades in Bannerweb.

C. Bar Advising

In the Spring, you will receive an email asking whether you would like to serve as a bar exam advisor over the summer. If you agree, you will be paired with 3-5 students who are studying for the bar. Emmy Reeves will provide ongoing updates over the summer about how to help the students and usually advising involves sending weekly emails and answering any questions that come up about available resources.

D. Faculty Programming

An important part of our service responsibilities is participating in the law school community. Throughout the school year, we have programming at least twice a week— Wednesdays and Fridays.

On Wednesdays at lunch we sometimes have faculty meetings, particularly during hiring season, and we also sometimes use the time for updates from faculty and staff members about various programs and projects around the law school. On Fridays, we have either an external colloquy speaker or an internal faculty workshop and faculty are expected to participate in these workshops and colloquies. In the summer, the only programming is our internal workshop series once a month. These events depend on all faculty members showing up, reading the papers, and being active participants in the discussion, so please plan to participate. In addition, it is an expectation of receiving the summer writer's grant that you will present at one of the workshops. The Associate Dean for faculty organizes the workshop and is the person to go to with any questions.

E. Other Institutional Service

There is also a variety of other service activities. For example, faculty often mentor and advise students who are not their official advisees. They often read each other's drafts and make comments. They attend student events or judge moot court or negotiation competitions. They also go out to lunch or dinner with colloquy speakers or faculty appointments candidates.

These service activities are relevant in annual reviews and in applying for promotions and tenure, so you should keep track of them throughout the year.

VI. Miscellaneous

A. Faculty Listservs

All law faculty are automatically included in the law school faculty, as well as the law school faculty and staff, listservs. There are also two university faculty listservs. One includes only official University business and announcements, and all law faculty are automatically included on it. The second is for discussing issues among all faculty, and you must sign up on this page to be part of it.

B. Administrative Team Members

Faculty are assigned an administrative team member, who can help with various administrative tasks (seating charts, travel reimbursements, etc.). Katy Olney pairs administrative team members with professors at the start of each academic year. Several faculty members share a single administrative team member, so you should plan your requests accordingly.

Every April, the dean's office will solicit input for the annual evaluation of your administrative team member, on which retention and compensation turn to some degree. When your administrative team member is otherwise fully occupied or absent, you can contact Katy Olney, and she will see if another team member is available to complete the request.

C. Digital Measures & Updates to Your Faculty Webpage

Digital Measures is the system we use to manage certain data for faculty, including details on publications, presentations, and other biographical information. We use the data entered into Digital Measures to keep your website bio up to date and to populate annual reports for publications and the faculty review process.

Faculty should enter the following information:

- Publications: Enter all publications, including articles, book chapters, books, blog posts, etc., into Digital Measures. You can enter both forthcoming and published works. Please update your forthcoming pieces upon publication so the correct citation is listed on your web bio page.
- Presentations: Enter all academic or community presentations or appearances into Digital Measures. You can enter this information either when it is scheduled, or upon completion of the presentation.
- Media Mentions: Enter any quotes in media outlets, as well as authored op-eds, as soon as possible upon publication. Please include the link so we can share your media mentions on our social channel as appropriate.
- All other updates to your bio page should be submitted via email to the Communications team. Learn more on how to access Digital Measures and enter data in your account [here](#).

D. Public Relations

The Law School frequently receives inquiries from media outlets in search of legal expertise on a particular topic. These inquiries are typically funneled through law school communications or Sunni Brown, our public relations liaison with the University. If you're interested in media training, or in pursuing additional media placement opportunities, please contact Renee Russell. Training is also available in social media management for faculty members.

E. Event Planning

If you're interested in planning a special event or bringing in a guest speaker for the Law School community, please coordinate logistics and planning with Mary Ruth Keys, Events & Communications Manager. It's important to consult with her on timing and room reservations, in particular, to avoid calendar conflicts.

F. Good News Email

Every few months, the Dean will send out a "good news" email letting us know what we have all been up to. If you have any news you would like to share that you haven't already entered into Digital Measures, send it to the Director of Communications. The communications team also updates our Facebook page, tweets, and otherwise publicizes the accomplishments of our faculty, so you should be sure to let her know about your activities.

G. Lateral Inquiries

If you receive a lateral inquiry from another school, you should let the Dean know, even if you have no intention of pursuing the opportunity. It is always helpful for the Dean to know when faculty receive such interest.

H. Office Supplies and Keys

All faculty and staff can access office supplies in the mailroom. Other specific supply requests can be sent to Will Thompson in the Dean's Office. Your office will be outfitted with a name tag,

stapler, tape dispenser and scissors. All other supplies can be individually selected from the supply area of the mailroom. Keys to your office can be picked up from the Dean's Office.

I. Access to the Building and Mailroom

The building is typically unlocked very early and locked again very late (although this year with the construction, building entrances are in flux!). If you need access to the building outside of these times, you should be able to swipe your ID by the front door of the law school and unlock it. Your key should unlock your office, but it does not provide entry to the building itself or the Dean's suite. You can get into the mailroom by using the code 23173 (the university's zip code).

J. Business Cards

You can order business cards through your administrative team member.

K. Copier Code

The code for the copier is 6521.

L. Parking

You can get a parking sticker for your car and each of your family's cars by registering your car at this link with Parking Services. This sticker will allow you to park in most of the lots on campus, including the lots closest to the law school.

M. Bar Dues and Other Membership Expenses

Every faculty member is eligible for reimbursement of up to \$250 in bar dues each year. If you are a member of the Virginia bar, you can give your completed bar renewal form to Sue Altorelli, and she will send the forms all together with a single check. If you are a member of another bar, talk to Sue about how to get reimbursed for your dues.

N. Fitness, Recreation and Extracurricular Learning

All faculty have access to the recreational facilities in the Weinstein Center, as do their family members with some restrictions. You must use your ID to access the facilities which include a weight room, racquetball courts, basketball courts, a pool etc. Family members can get a pass from One Card services in the Commons to use the facilities. There is no charge for the ID. There are faculty and staff locker rooms and general locker rooms open to all. In the faculty and staff locker rooms, lockers are assigned and there is generally a waiting list. Contact Campus Recreation for availability. For the lockers in the general locker rooms, you must take your own lock and remove it after each use.

VII. Who Do I Ask for Help With...?

Blackboard – Library Services

Classroom Technology – Carl Hamm

Colloquy – Allison Tait (general questions); Tracy Cauthorn (lunches, scheduling questions)

Course Scheduling or Concerns – Kristen Osenga

Exams – Kim Edwards (Exam 4 software); Alex Sklut (scheduling or student accommodations)

Finding a Book or Other Library Resource – Your Library Liaison or Roger Skalbeck

My Computer or Printer – Kim Edwards

Office Supplies – Your Administrative Team Member

Pro Bono Opportunities – Tara Casey

Promotion & Tenure – Andy Spalding

Publicity and Communications – Renee Russell

Research Assistants – Allison Tait (if you need more hours); Tracy Cauthorn (paperwork); Susan Manning (advertising through CDO)

Student Concerns – Alex Sklut

Travel – Allison Tait (if you need additional funds); your Administrative Team Member (for reimbursement)

Other Faculty Related Issues – Allison Tait