

# A FACULTY GUIDE TO RICHMOND LAW

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## **I. Introduction**

This guide is an overview of 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 are reviewed by the Promotion & Tenure Committee.<sup>1</sup> For review of tenure-track faculty the Promotion & Tenure Committee is comprised of the entire tenured faculty. For review of Professor

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<sup>1</sup> See Faculty Handbook, Art. VI.A.2 (pp. 93-94) & B.2 (p. 97)



of Practice faculty, the Promotion & Tenure Committee also includes Professors of Practice on five-year contracts.

The review process is led by a subcommittee of three faculty members the composition of which 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 Chairs of the Promotion & Tenure Committee – currently Kristen Osenga and Erin Collins – 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.<sup>2</sup> 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.

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<sup>2</sup> See Faculty Handbook, Art. VI.A.3 (pp. 94-96) & B.2. (p. 97)

## **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.<sup>3</sup> 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 at Richmond 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**

Our policies on paid parental leave are set by the University.<sup>4</sup> Under these policies, 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

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<sup>3</sup> See Faculty Handbook, Art. II.F (pp. 16-18).

<sup>4</sup> See [https://hr.richmond.edu/benefits/leave/parental/faculty\\_parental\\_leave.html](https://hr.richmond.edu/benefits/leave/parental/faculty_parental_leave.html)

- 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 their 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, they will each receive one semester of leave. 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,<sup>5</sup> 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 activities 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. They are expected to attend faculty meetings, job talks, committee meetings and commencement.<sup>6</sup> They are also expected to participate in the intellectual life of the school, attending faculty workshops and external speaker colloquies.

### **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.

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<sup>5</sup> See Faculty Handbook, Art. IV.I (pp. 52-54).

<sup>6</sup> See Faculty Handbook, Art. I.F (pp. 11-12).



## **J. Academic Freedom**

Within the law school, academic freedom applies to all full and part-time faculty as well as to all others teaching in law school courses. Academic freedom extends to the following activities: conducting research, publishing scholarship, engaging in law school governance, participating in law related public service activities, curating library collections and providing information services, and exercising teaching responsibilities, including those related to client representation in clinical programs.

The following process applies to anyone within the Law School who contends that the Law School has taken an action that violates the Law School's academic freedom policy and that action is not covered by the grievance procedures set forth in Section IV.F.1 or Sections IV.G.1 or 2 of the Faculty Handbook:

The complaining person shall send a written statement laying out the facts of the alleged violation of the Law School's academic freedom policy to the Law School's faculty representative on the University's Grievance Committee along with the Law School's current Faculty Senate representatives and the two most recent prior Law School Senate representatives (hereafter "the committee"). In the event that any member of the committee is the complaining person, the Provost shall appoint a member of the Law School faculty as a substitute. In the event that the complaining person believes that a member of the committee has a conflict of interest, or in the event that a member of the committee themselves believes they have a conflict of interest, they shall inform the Provost, who will determine whether to appoint a faculty substitute.

The committee shall undertake an investigation including meeting with the complaining person. At the completion of the investigation, the committee shall submit a written report to the complaining party and the Dean of the Law School setting forth the facts and the committee's conclusions regarding the alleged violation of the Law School's academic freedom policy. The Dean has discretion over what steps to take in light of the report, but if the complaining person is dissatisfied with the resolution, they can appeal the Dean's decision to the Provost. The decision of the Provost shall be final.

## **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](#).

### **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.”

#### **B. Faculty Meetings**

We typically have faculty meetings one or two Wednesdays per month from 4:00-5:30 p.m., 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. New faculty members can ask other junior faculty members for sample minutes and should send the draft minutes to the Dean at least one week prior to the following 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](#). 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 may 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 the equivalent of at least one substantial scholarly work every 18 months to two years. First editions of casebooks and first editions of treatises count as scholarly works, although subsequent editions do not.

To facilitate curricular planning, the decision to grant a reduced course load will ordinarily occur in three-year increments. Similarly, in determining whether to grant a reduced course load, the Dean will look primarily at the last three years of scholarly productivity based on the faculty member's annual reports. 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 with 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 no credit or half-credit reading group. 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, reading groups must meet the requirements regarding hours of work per credit as are required for other courses. (See “Course Credits,” subsection 3 below.) Typically, the full-credit reading groups meet at five to six times during the semester for a total of at least 12.5 hours of class. 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 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 as long as any accommodation requests are being met, 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. The Associate Dean for Faculty Development will send out a call for proposals at the relevant time, and 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. 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 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 42.5 total hours of work (with 55 minutes in the classroom counting as one hour of work). Before approving any course or other experience for academic credit, the Associate Dean for Academic Affairs and/or the Curriculum Committee 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 will contact you each fall to discuss your courses for the following year and in January or February will send an email to the entire faculty asking for scheduling preferences. 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<sup>7</sup>**

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), and Legal Research (1 credit) 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 two yearlong courses: Legal Analysis and Writing (5 credits) 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 (designed ULWR in Banner), 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 (designated WIP in Banner), 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 Advocacy, all students must take at least four additional credits (six total) from experiential courses, which include simulation courses, clinics, and externships. These courses are designated LWXS, LWXC, and LWXP in Banner. 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 (although one course may satisfy both writing in practice and experiential)

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<sup>7</sup> See <https://law.richmond.edu/academics/curriculum/index.html>.



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.

The law school has an Academic Progress Program designed to identify those students who may be struggling academically. Under this program, students in the bottom 15% of their class at the end of the Fall semester are required to meet with the Associate Dean for Student Success or another designee and may be required to enroll in one of several specially designated courses. More information about the Academic Progress Program is available [here](#).

## **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:

- Pre-drafting 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**

Faculty are expected to maintain adequate office hours so that he or she may be available to students for conferences.<sup>8</sup> 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.

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<sup>8</sup> See Faculty Handbook, Art. I.F. (p. 12).

If you want students to have the option to schedule specific meeting times during your office hours, you can use [youcanbookme.com](https://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 for 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 for 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 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 your class and also something you will be required 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. How will students know if they are learning what you hope them to learn? Scholars of pedagogy have long recognized the value of formative assessments in student learning.<sup>9</sup> 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. We encourage all faculty to include formative assessments throughout the semester with feedback along the way. This may take the form of a

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<sup>9</sup> Julie Ross & Diana Donahoe, *Lighting the Fires of Learning in Law School: Implementing ABA Standard 314 by Incorporating Effective Formative Assessment Techniques Across the Curriculum*, 81 U. Pitt L. Rev. 656, 663 (2020).

formal mid-term exam but may also include shorter exercises, quizzes or use of in-class tools such as Poll Every Where.

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 at least 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 order to streamline communication with the University Bookstore, 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.

To provide the best possible experience for students, your syllabus should include:

- 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;
- Rules concerning use of generative Artificial Intelligence tools such as ChatGPT;
- 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 generally varies each year with the goal of alternating which subject is tested first, last, etc. First-year exams will also be given in proctored exam rooms.

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 available classroom, and then return it at the appointed time.

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 a take-home exam if you would like it to be available for longer than 6 hours, 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, 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 in the second and third year are not proctored. 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 three years. 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.

In addition to giving a final grade, all faculty should have a mechanism for providing feedback to students on their performance. This could take the form of meeting with students individually or in groups, or providing a model answer or score sheet.

## **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. 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 a class with a small number of students such that imposing the curve is mathematically difficult. 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 may 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 Qwickly, the attendance tool in Blackboard. You can ask Michael Dickerson or Kim Edwards for assistance using this tool. Regardless of how you take attendance, you **MUST** enter it each week into Qwickly. 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 Katy Olney.

We have an attendance policy for all courses:

**Minimum attendance:** Any student who is absent for more than 25% of a course's required sessions will not pass the course. An absence will not count towards this 25% threshold if the instructor classifies the absence as excused or if the absence is related to a religious observance and the student complies with the University's Religious Observance Policy.

An instructor may classify an absence as excused if and only if the instructor, in the instructor's discretion, determines that (1) there was good cause for the student's absence **and** (2) the student has satisfactorily completed an assignment that substantially accomplishes the learning objectives of the missed class. An instructor is under no obligation to provide a student with an opportunity to earn an excused absence, regardless of whether the absence is supported by good cause.

**Failure to Comply with Policy:** In appropriate circumstances, students unable to satisfy the Minimum Attendance requirement may be granted a withdrawal from the class or a leave of absence and full reinstatement upon their return. A student who is having difficulty complying the attendance policy, or who anticipates such difficulty, should immediately meet with the Dean's Office to discuss the possibility of a course withdrawal or a leave of absence from the Law School.

### **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**

All classrooms are equipped with audio and video recording capacity. Access to class recordings is a common disability accommodation and typically about 80% of our classes have at least one enrolled student who is entitled to class recordings. For this reason, our practice is to record all classes but to give faculty the authority to designate whether any students beyond those with an approved accommodation will be entitled to access. Some faculty provide access to all students, others limit access to students with an accommodation or to classes held on a religious holiday or at a make-up time.

Before any student receives access to a recorded classes, they are required to sign a form indicating that they will use the recording only for their personal studying and that they will not post or share with any other person the recording or a transcript of the recording.

### **4) Cancelling 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 Keys. 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 must 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). Because students usually use independent studies to satisfy their ULWR, the requirements for the ULWR (above) apply. Students need to write 5,000 words, exclusive of citations, for each credit they hope to earn. 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.

You can usually prevent problems with your independent study students by meeting regularly with them and staying on top of their progress. 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**

The Academic Success and Bar Preparation Program at UR Law includes multiple components. The Academic Success Program, directed by Professor Krishnee Coley, is designed to help new students succeed in their first year of law school. The Bar Preparation Program, directed by Professor Emmy Reeves, supports our students and graduates to meet the challenge of the bar exam. The team also includes Susan Dudley, Applied Linguistics Specialist, who focuses on providing support to students with international backgrounds. Finally, Laura Webb provides administrative oversight and coordination as the Associate Dean of Student Success.

The Academic Success Program provides first-year students with specialized instruction and support in the skills that are unique to the study of law, including case briefing, outlining and exam taking. Prof. Coley begins her work with the students during Orientation and continues throughout the first year with workshops and individual counseling. Faculty members can refer students to Prof. Coley for individualized assistance.

In the fall and spring semesters of the 1L year, students take a Minibar Assessment. The Minibar includes multiple-choice questions from 1L doctrinal areas tested on the bar exam, including Civil Procedure, Contracts, and Torts in the fall and Constitutional Law, Criminal Law, and Property in the spring. This assessment offers students an opportunity to begin thinking about the bar exam early in their studies and to practice answering questions in doctrinal areas prior to their 1L final exams.

Upper-class academic support includes several classes that are specifically designed to provide intensive feedback for students who may be struggling in law school. These classes include Agency & Partnership and Legal Analysis in Practice in the 2L year. In the 3L year, courses include Applied Legal Concepts, Core Legal Concepts, and Selected Topics in Virginia Law. Students who are in the bottom portion of the class may be offered priority enrollment in these classes or, pursuant to the newly adopted [Academic Progress Program policy](#), be required to take these classes. In addition, Professors Reeves and Coley offer a non-credit Spring 3L course, Supplemental Bar Preparation Course (SBPC) that is open to all 3L students.

Susan Dudley provides support for students with international backgrounds, including 2-year JD students, exchange students, and visiting scholars, as well as some 3-year JD students. Faculty members can refer students with international backgrounds or whose heritage language is not English to Susan for individualized assistance.

Professor Emmy Reeves directs our Bar Preparation Program, which includes the SBPC as well as summer programming for graduates studying for the bar exam. Prof. Reeves provides individualized bar exam preparation support for students preparing for the Virginia bar exam. Prof. Coley provides support for students studying for bar exams outside of Virginia. In the summer, Prof. Reeves runs the Bar Coach program, which is covered in this guide at V (C).

## **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 Director of Student Affairs 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. Please note that a student can apply for accommodations at any point during their time as a student.

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, the use of a laptop in class, and note-taking assistance.

Students will share their classroom accommodations via a platform called ClockWork. Faculty will be responsible for reviewing and agreeing to those accommodation notices in a timely manner. Then, all classroom accommodations are the faculty's responsibility for implementing. Faculty are welcome to request a meeting with students should you need to navigate any implementation questions. Students may also request to meet with their faculty to discuss access needs in the classroom.

The Director of Student Affairs will implement all the appropriate testing accommodations for the final exam season, as well as any midterm or in-class assessments.

Faculty can direct questions about disability accommodations to Katy Olney, Director of Student Affairs.

### **3) Students of Concern**

Professors are often the first to notice when a student may be struggling, whether it be academically or in their personal life, or both. If you notice changes or have other concerns about a student, please contact Katy Olney and/or Kristen Osenga in the Dean's Office.

### **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, such as the peer sexual misconduct advisors (PSMAs) 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 Geraldine Sullivan, 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 procedure 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](mailto: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 AppleTV 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 Katy Olney.

### **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](http://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) PollEverywhere**

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 an approved LLM program although in the wake of COVID the program has been in hiatus and we are planning to do a formal review of the program this fall. LLM 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 four 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 Access to Justice Clinic, under the supervision of Cassie Powell

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
- 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, 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 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.

Note: In calculating their 87 required credits for graduation, students may not ordinarily count more than 12 total credits from clinics and externships, though they can petition the Associated Dean for Academic Affairs for an exception. (There is also an exception that for students who have participated in the D.C. Externship program. For them the limit is 19 credits).

## **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. Jim Gibson and Andy Spalding are co-directors of this program and if you are interested in teaching in Cambridge, you should let Jim know. Teaching in the program is generally limited to faculty who are tenured or on long-term contract and among this group, priority is given based on length of service at Richmond.

#### **IV. Scholarship Research and Support**

All tenure-stream faculty are expected to be active scholars. As our tenure standards state: “Scholarship is an important part of every law professor’s professional activity throughout an entire career.”<sup>10</sup> The standards go on to specify that an applicant for promotion from assistant to associate professor “must submit at least one published scholarly work of high quality and at least a draft of another scholarly work which promises to be of high quality,” and an applicant for tenure “must submit at least four published scholarly works of high quality.”

The tenure standards go on to specify what constitutes scholarship:

As used in this context, a scholarly work typically will mean a work which reflects originality, creativity, intellectual inquiry, and which advances the knowledge and understanding of legal matters. It must be published in a law journal of an ABA-approved law school, as a chapter in a book, as a book, in a peer-reviewed academic journal, or in a peer-reviewed academic monograph.

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<sup>10</sup> See Faculty Handbook, Section VI.F.1 (p. 95)

Among the works not considered within the minimum necessary for promotion or tenure are casebooks, course books, contributions to annual surveys of the law, articles in association or committee journals and newsletters, case notes, student comments, CLE outlines, simulation exercises, video-or audio-tapes, and computer software.<sup>11</sup>

In meeting these numerical requirements for promotion and tenure, we typically will count up to one piece that was written before the faculty began at Richmond, but the expectation is that the three other pieces required for tenure will be published while the faculty member is at Richmond. Post-tenure, our expectations are that faculty will continue to be active scholars and will publish at essentially the same pace specified in the tenure standards – *i.e.*, the equivalent of one scholarly piece every 18 months to two years. We recognize, of course, that particularly post-tenure, a faculty member may take on larger such as a book that may take longer to produce. We also recognize that post-tenure, there may be some latitude with respect to what constitutes scholarship, although even under a broader definition of scholarship, the list of works that are not considered for promotion and tenure are still not considered scholarship.

#### **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. Will Thompson 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 42.5 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

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<sup>11</sup> Id at p. 95-6.

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**

All faculty have a budget of \$4000 per fiscal year for conference travel and bar dues. 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 plan in advance (as much as possible) and make the request by filling out the form [available here](#). 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 option for loading receipts to Chrome River:

- Forward receipts to [receipt@ca1.chromeriver.com](mailto: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](mailto:receipt@ca1.chromeriver.com).

## **E. Library Support**

Every faculty member receives support from the law library's team of librarians. Librarians can track down books or other resources, help with database selection and use, and answer quick as well as longer-term research requests. The law library manages a team of Research Assistants who work on short and large-scale projects. Librarians can also provide research instruction and consultation for your classes. The law library provides all faculty with details of library and technology services, including who to contact about what. This packet will also include your Lexis, Bloomberg Law 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**

Service is an expected component of the work of every faculty member. This includes service to the law school, the University, the legal profession and the community. 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, Assessments & Teaching, Clerkships, Curriculum & Academic Policy, Diversity & Inclusion, Faculty Appointments, Intellectual & Community Life, Library & Technology, and Student Awards). 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 advisor for their entire time at the law school, so over time, you will have advisees from all three years. In your first year, you will be paired with another faculty member with whom you will share advisees. Advisees are assigned by the Admissions office in collaboration with the Director of Professional Identity Formation and the Associate Dean of Student Success.

The law school has a Faculty Advising Quick Reference Guide that is updated annually and is available in the faculty resources section of the Richmond Law website. Best practices include the following:

- Attend the initial orientation meeting with your 1L advisees during Orientation. There will be a scheduled time for you to meet with your advisees over lunch. You'll receive information about it and about your advisees before Orientation begins.
- Meet with your 1L advisees at least once during the fall semester. All 1L students are required to meet with their faculty mentor or an alternate as part of their Professional Identity Formation course. Janice Craft, Director of our Professional Identity Formation program, will share additional information with you about this requirement during the fall semester.
- Meet with your 1L advisees around the time of the Course Registration Fair in the spring, before spring registration begins, to discuss course selection for the upcoming academic year. This is also a good time to discuss student summer employment plans.
- Contact your 2L and 3L advisees at the beginning of the fall semester to discuss how their summer employment or other experiences went, how their fall courses are going, and any concerns they have about the upcoming academic year.
- Contact your 2L and 3L advisees in the spring to discuss employment plans, course selection (for rising 3Ls) and other concerns they may have.
- Watch for emails and information from Prof. Craft, as well as the Dean's Suite.
- Review the Faculty Advising Guide for more detailed information.

### **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.). The Dean's Office 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 Helen Boyd 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**

As noted above, all faculty have a \$4000 yearly budget for conference travel and bar dues. If you are a member of the Virginia bar, you can give your completed bar renewal form to Leigh Deignan, and she will send the forms all together with a single check. If you are a member of another bar, you can be 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. 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...?**

Assessments – Laura Webb

In compliance with ABA standards, the dean and faculty of the law school must conduct “ongoing evaluation of the law school’s program of legal education [and] learning outcomes” and use the results of that evaluation to make appropriate changes. Our assessment efforts are coordinated by Laura Webb, Associate Dean of Student Success. If you have questions about school-wide assessment, please contact her.

Course Scheduling or Concerns – Kristen Osenga

Exams – Kim Edwards (Exam 4 software); Katy Olney (scheduling or student accommodations)

Faculty Advising – Laura Webb or Janice Craft

Finding a Book or Other Library Resource –Roger Skalbeck or Joyce Janto

Faculty Colloquy or Workshop – Luke Norris (general questions); Assistant to the Dean (lunches, scheduling questions)

Office Supplies – Your Administrative Team Member

Pro Bono Opportunities – Tara Casey

Promotion & Tenure – Kristen Osenga

Publicity and Communications – Renee Russell or Maggie Graff (photography and social media)

Research Assistants – Luke Norris (if you need more hours); Will Thompson (paperwork); Jennifer Tobin (advertising through CDO); Sylvia Yanes (RA pool through library)

Student Concerns – Katy Olney

Technology Questions –

- Eli Anderson (Technology Services Lead): software and hardware troubleshooting, getting a loaner computer/iPad). Eli manages the IT Help Desk in the library
- Michael Dickerson (Systems Administrator): Blackboard, exam/syllabus archive, databases, Qualtrics, and student org blogs
- Carl Hamm (Multimedia Project Manager): classroom tech support, recording requests, tech support for law school events, media studio management
- Kim Edwards (Director of Technology Services): purchasing tech-related hardware and software, email listservs, special projects, exam management

Travel – If you need additional funds, please fill out the form [available here](#). For general questions, contact Luke Norris, and for reimbursements, check with your Administrative Team Member.

Other Faculty Related Issues – Luke Norris