



LOYOLA UNIVERSITY CHICAGO SCHOOL OF LAW
OFFICE OF THE DEAN
PHILIP H. CORBOY LAW CENTER
25 E. PEARSON STREET
CHICAGO, IL 60611

LAW FACULTY MANUAL

Last updated November 2023

Dear Colleagues,

Welcome to the faculty of Loyola University Chicago School of Law. We invite you to participate fully in our academic and social life, as your time permits.

This Manual is intended to introduce you to the facilities, offices, policies, and procedures of the law school. Our goal is to help in every way that we can to make your teaching experience a rewarding one.

On the following pages are several items to keep in mind as you prepare for the academic year. While you are probably quite familiar with much of this content, please take a moment to become familiar with some of our resources and review policies that involve various administrative matters that you may encounter during the semester. Please reach out to us if you need any additional information.

Best wishes,

Michèle Alexandre
Dean and Professor of Law

Stephen Rushin
Associate Dean of Academic Affairs

Melanie Holland Bell
Associate Dean of Administration

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Important Contacts

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- *Academic Policies*: Stephen Rushin (srushin1@luc.edu)
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- *Class Scheduling (GLS)*: Rochelle Robinson-Levant (rrobinsonlevant@luc.edu)
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- *Diversity, Equity, and Inclusion*: Tania Luma (tluma@luc.edu)
- *Event Planning*: Varies. See details on [this website](#)
- *Exam Accommodations*: Anita Maddali (amaddali@luc.edu)
- *Facilities*: Melanie Holland Bell (mbell14@luc.edu)
- *Faculty Annual Evaluations*: Stephen Rushin (srushin1@luc.edu)
- *Faculty Professional Development Accounts and Travel*: Sam Brunson (sbrunson@luc.edu)
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- *Research Assistants*: Sam Brunson (sbrunson@luc.edu)
- *Room Reservations*: Send via [Room Reservation Form](#)
- *Rome Program*: Teresa Mastropieri (tmastro@luc.edu)
- *Sakai and Instructional Design for JD Program*: De Patterson (dpatter@luc.edu)
- *Staff Annual Evaluations*: Melanie Holland Bell (mbell14@luc.edu)
- *Strategic Initiatives and University Compliance*: Karen Shaw (kshaw@luc.edu)
- *Student Groups*: Anita Maddali (amaddali@luc.edu)
- *Student Services (general)*: Anita Maddali (amaddali@luc.edu)
- *Summer Research Stipends*: Sam Brunson (sbrunson@luc.edu)
- *Technology (computers, projectors, phones)*: lscs-info@luc.edu (for office computers) and LawMediaServices@luc.edu (for classroom projectors and computers)
- *Website Updates*: Gabi Caruth (via [this form](#))
- *Weekend JD Program*: Mary Daniels (mdaniels@luc.edu)

Current Administrative Appointments Discussed in Manual

- *Dean*: Michèle Alexandre (malexandre@luc.edu)
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- *Director of Law Technology*: Mike Lonero (mlonero@luc.edu)
- *Managing Director of Advancement*: John Osterlund (josterlund@luc.edu)
- *Assistant Director of the Weekend JD Program*: Mary Daniels (mdaniels@luc.edu)
- *Communications Director*: Kristi Turnbaugh (kturnbaugh@luc.edu)
- *JD Instructional Designer*: De Patterson (dpatter@luc.edu)

The Water Tower Campus

The School of Law is located at 25 E. Pearson in the Corboy Law Center on the Water Tower Campus. The Water Tower Campus is located on Pearson Street and runs from Michigan Avenue on east to State Street on the west. Lewis Towers is the red brick building on Pearson between Michigan Avenue and Rush Street. Lewis Towers also contains the downtown office of the University President and Provost as well as the Schools of Education and Social Work. It also contains various administrative offices including Human Resources, Accounts Payable, and Benefits.

The Communications School is located on the first five floors of a private senior citizen residence called “The Claire,” located on Pearson just west of Lewis Towers. The entrance to the Communications School and the campus radio station are on Pearson Street between the School of Law and Lewis Towers.

Just across Pearson from the School of Law is Baumhart Hall, which is the downtown residence hall for the University. Law students, other graduate students, and some undergraduates live in Baumhart. There are furnished apartments that can be rented for the day or week for visitors to the School of Law. Additionally, Baumhart Hall contains the downtown campus bookstore on the second floor which sells a variety of Loyola branded merchandise. There is a workout facility on the third floor, and the downtown campus chapel is located on the fourth floor. On the ground floor is a café

The Quinlan School of Business is located west of Baumhart in the Schreiber Center, the newest building on the Water Tower Center. It offers undergraduate business and economic courses as well as the part-time MBA program.

On the Southeast Corner of State and Pearson is Arrupe College located in McGuire Hall (the former home of the School of Law). Arrupe College is a two-year junior college operated by the University. Arrupe’s mission is to provide affordable two-year associate degrees and allow high achieving students to continue for a four-year bachelor program automatically, if desired.

The School of Law shares the Corboy Law Center with other departments of the University. The Law Library on floors 3-5. Most of floor 7 and floors 10 through 14 are for the exclusive use of the School of Law. We share other classrooms with the rest of the University in the lower level through floor 5 (outside the library) and share the event space in Kasbeer Hall on the 15th floor. The entrance to the Water Tower Campus University Library is located on floor 6 and has interior elevators and stairs that allow you to reach floors 6 through 9. You can use your faculty ID to use the University Library and check out materials, as needed.

In the lower level of the Corboy Law Center, you will find “Nina’s Café,” named after former law dean Nina Appel, which serves sandwiches, soups, pizzas, salads, and other hot and cold snacks. It is generally open from early mornings until late afternoon or early evening each day when the full University is in session. It is normally closed during the summer months.

There are snack machines in both the lower level of the Corboy Law Center and the lobby of Baumhart Hall, where you can add “Rambler Bucks” on your ID that will allow you to pay for food at any Loyola food vendor at any Loyola campus without paying tax. This amounts to an effective discount of about

10%. In addition, certain private restaurants near campus, such as “Epic Burger,” accept Rambler Bucks. Other nearby restaurants may give discounts if you have your ID with you.

Teaching

Textbooks

The first step in assembling course materials is determining if there is an appropriate textbook for the class. If you would like to review textbooks pertinent to your course, you may normally request a complimentary copy by calling or emailing the publisher of the book. You may want to consult with the Associate Dean for Academic Affairs and with other professors in your field for advice when selecting a textbook. There are two ways to order your books from the Loyola Bookstore located on the second floor in Baumhart Hall across the street at 26 East Pearson Street:

- (1) You can click on the “Follett Discover” button on the Sakai page for your class. This will open a pop-up window (make sure your pop-up window blocker is disabled) on the Follett website. Your classes should be visible in that window. From there, you can select the textbooks you want to assign for each course.
- (2) Alternatively, you may simply e-mail book order information to the Loyola Bookstore at 1122asm@follett.com. Include the semester, course number, section number, titles of the book, and ISBN or edition.

Student Attendance

Regular and punctual student class attendance, as determined by the instructor and the Dean, is required in all courses. Excessive absences or tardy attendance, even if all or some of them are considered to be “excused,” violate this requirement. Students who violate this provision are subject to various sanctions including a reduction in the grade, withdrawal from the course, additional remedial work, withholding of the final exam, failure of the course, or other appropriate sanctions in the discretion of the instructor or the Dean. Since regular and punctual attendance is required in all courses, registration for courses that meet at the same time or overlapping times is not permitted. Please notify Student Services if you notice any student that is persistently missing classes.

Best Practices for Handling Student Attendance Issues

Be Prepared. Most faculty members don’t think much about negative situations like excessive class absences. That’s a good thing – stay positive! But when excessive absences occur, an additional burden is often placed upon the faculty member to act. A good first step is to imagine these situations in advance and settle on a plan of action.

Put your attendance policy in your syllabus and be specific. It is easier to enforce an attendance policy if the message is clear from the beginning of the semester. State your attendance policy prominently in your syllabus – the more specific a policy, the better. If you can, tell the students what will constitute “crossing the line” with respect to absences and lateness. You may apply various sanctions to students who miss class, including a reduction in the final grade, additional remedial work, or withdrawal from the course with a failing grade.

Announce your attendance policy at the first class. We realize that it is sometimes awkward to inject a serious policy discussion into a positive classroom experience, but it may avoid worse

problems down the road. Tell the students that the administration suggests/requires that you state your attendance policy at the first class.

Restate it at the second class. In the first week of classes, students are allowed to add and drop classes. As a result, they may not have attended your first class to hear your message. Don't wait too long. The single biggest mistake in the enforcement of attendance policies is that a faculty member will wait until after mid-semester to do something. By then, it is often the case that the student's absences have been excessive by anyone's judgment, and there is little room to correct the problem. It is always a good idea to keep internal records of student absences.

Weekend JD and Attendance

If you teach in Loyola's Weekend JD Program, regular and punctual attendance is particularly important since classes meet only seven times each semester. An absence of one weekend is the equivalent of nearly a two-week absence in the full-time division. Most faculty consider an absence of two weekends to be excessive, regardless of the excuse. At some point in both the full- and part-time programs, no distinction is made between "excused" and "unexcused" absences. The administration supports faculty members in their determination of the limit on absences, but it is important to know that even the worst misfortune does not require that academic credit be awarded when absences are excessive. In those cases, the student is normally withdrawn from the class. If a student has missed too many classes – even with a great explanation - a faculty member may penalize a student's final grade or fail a student.

When students in the Weekend JD Program request an excused absence, we ask that they complete an excused absence form with the Assistant Director of the Weekend JD Program. Absences are excused only for serious reasons that generally fall outside the student's control and are of such a nature that unfairness would result if the request for an extension is denied. If an absence is excused, we give the student access to a video recording of the class if it is available. Please contact the Assistant Director of the Weekend JD Program for more information.

Software and Systems

To teach at Loyola School of Law, you are required to use several software systems and websites. LOCUS is the university's Web-based system that allows you to (1) track your class enrollment, (2) view your students' photos, (3) send your students an email, and (4) enter final grades at the end of the semester. You may access it at <https://locus.luc.edu/>. More on LOCUS below under "LOCUS." Outlook is Loyola's email system. Use your Loyola username and password to login to Outlook at <https://outlook.luc.edu/>. Sakai is Loyola's course management system. Use your Loyola username and password to login to: <https://sakai.luc.edu/>. More on Sakai below under "Sakai." Zoom is Loyola's platform to host online class meetings and video recordings of in-person classes. Use your Loyola username and password to login at: <https://luc.zoom.us>.

Classroom Technology

Each classroom is normally equipped with a computer, projector, and screens. Classrooms are also generally equipped with cameras that allow you to record your classes and/or live stream them via Zoom. All computers in classrooms have Zoom. To access the computer, log in with your Loyola ID & password. If you need to reset your password, contact the Helpdesk, at 773-508-4487.

Starting in Fall 2023, the Law School no longer requires faculty to record classes. Nevertheless, class recording is still encouraged where feasible to assist students who may miss class because of illness or other excused reasons. Please make clear in your syllabus whether you plan to record your classes and your policy for sharing these recordings. Please also include in your syllabus the model privacy/confidentiality language. Instructions for recording classes should be in almost every law school classroom. There are also podium and lapel microphones in most classrooms. If you need a refresher on classroom technology, including using Zoom and classroom microphones, you can find all of that information [here](#).

LOCUS

LOCUS is Loyola's on-line resource that administers class registration for all students, records and transcripts, grade entry, class rolls, etc. In addition, the "Faculty Center" feature allows faculty members to access course records, to communicate with students through e-mail, to access student ID photos, etc. To access LOCUS, go to the School of Law Home Page and in the upper right-hand corner of the screen under the "Search" box, click on "LOCUS" and then enter your ID and password.

You can access your class roster through LOCUS. Check your class roll regularly to identify students who may not be attending class. Sometimes, this is the result of a registration error in which students mistakenly register for your class and attend another. If you notice that students on your class roll are not attending regularly in the first two weeks, notify the Registrar at Law-Registrar@luc.edu and the Assistant Dean of Student Services and the Weekend JD Program.

Sakai (Learning Management System)

Sakai is the Loyola based course management tool. Your course can be setup in Sakai and can also be used as a communication tool with your students. The law school strongly encourages all faculty to use Sakai as their learning management system. Our JD Instructional Designer is available to help develop course pages on Sakai. To request assistance from our JD Instructional Designer, [please fill out this form](#). If you need additional assistance with Sakai, the university has set up extensive [online training tools](#). If you want to copy materials from a prior semester to your current Sakai page, check out the instructions in [this video](#).

Determination of Credit Hours for Coursework

References: ABA Standards 303, 305, 307, 310, 311. As required by ABA Standard 310, the following policies and procedures apply to all academic activities that earn academic credit.

I. POLICIES

A. Credit Hours Needed to Graduate: Loyola University Chicago J.D. students are required to complete a minimum of 86 credit hours to graduate, at least 74 of which must be graded rather than pass/fail credits, and at least 64 of which must involve regularly scheduled classroom sessions or direct faculty instruction.

Under ABA Standard 310, each credit hour must require a combined 42.5 hours of direct instruction and out-of-class student work in "traditional" classroom courses, or an equivalent amount of work in filed placement, clinical, co-curricular, and other academic work.

B. Standard Credit Hour Requirements

(1) **Instructional Minutes Requirement.** Each unit of credit is equivalent to 15, 50-minute periods of instruction, totaling 750 minutes for a semester. Time devoted to taking a required final examination may count toward this requirement. In our typical 14-week semester for both full-time and part-time programs, a final exam must be at least 50 minutes in length *per credit hour* to meet ABA standards.

(2) **Class Preparation Requirement.** For each hour (50 minutes) of required direct instruction, students must spend a minimum of 2 hours on out-of-class work, which includes assigned readings and completing other course activities or requirements. Time devoted to studying for a required final examination may count toward this requirement.

For example, in a 3-unit course in the full-time day program meeting a total of 3 hours (150 minutes) per week for 14 weeks, a student would be expected to spend a minimum of 6 hours per week on out-of-class work during the course plus a minimum 6 hours preparing for an exam or other required assessment (totaling 90 hours of out-of-class work for the semester) and to complete an exam of at least 150 minutes.

C. Traditional Courses: Fall and Spring Terms

(1) A 4-credit course will ordinarily meet for 200 minutes each week for a total of 2,800 minutes of direct instruction over the 14-week semester. A final exam or other graded requirement must be at least 200 minutes in length. Students are expected to spend a minimum of 8 hours on out-of-class work per week during the semester, plus an additional 8 hours or more on end-of-term exams or other assessments.

(2) A 3-credit course will ordinarily meet for 150 minutes each week for a total of 2,100 minutes of direct instruction over the 14-week semester. A final exam or other graded requirement must be at least 150 minutes in length. Students are expected to spend a minimum of 6 hours on out-of-class work per week during the semester, plus an additional 6 hours or more on end-of-term exams or other assessments.

(3) A 2-credit course will ordinarily meet for 100 minutes each week for a total of 1,400 minutes of direct instruction over the 14-week semester. A final exam or other graded requirement must be at least 120 minutes in length. Students are expected to spend a minimum of 4 hours on out-of-class work per week during the semester, plus an additional 4 hours or more on end-of-term exams or other assessments.

(4) A 1-credit course will ordinarily meet for 50 minutes each week for a total of 700 minutes of direct instruction over a 14-week semester. A final exam or other graded requirement must be at least 50 minutes in length. Students are expected to spend a minimum of 2 hours on out-of-class work per week during the semester, plus an additional 2 hours or more on end-of-term exams or other assessments.

D. Summer Term. Regardless of the number of weeks that a summer course meets:

(1) A 4-credit course must meet for a total of 2,800 minutes of direct instruction over the summer session, followed by a 300-minute exam. Students are expected to spend a total of 120 hours on out-of-class work during the term, including exam preparation.

(2) A 3-credit course must meet for a total of 2,100 minutes of direct instruction over the summer session, followed by a 150-minute exam. Students are expected to spend a total of 90 hours on out-of-class work during the term, including exam preparation.

(3) A 2-credit course must meet for a total of 1,400 minutes of direct instruction followed by a 100-minute exam. Students are expected to spend 60 hours on out-of-class work during the term, including exam preparation.

(4) A 1-credit course will meet for 700 minutes of direct instruction followed by a 50-minute exam. Students are expected to spend 30 hours on out-of-class work during the term, including exam preparation.

E. Weekend J.D. Program Courses

(1) General. For the typical Weekend J.D. course format, approximately one third of the instructional minutes are asynchronous. The remainder are in person, with classes meeting every other weekend. *Per credit hour*, this equates to approximately 65 minutes of in-person instruction *every two weeks*, and 12.5 minutes of asynchronous instruction *per week*.

Because asynchronous lectures satisfy instructional minute requirements, students are *also* required to complete 2 hours of out-of-class work *per week* for each credit hour. Instructors *should not* count asynchronous lectures or other instructional activities toward out-of-class student work requirements.

These weekly requirements explain why instructors are *strongly* encouraged to use the 14-week module approach to structure their Weekend Program course requirements. Weekend students often work full time and failure to allocate course requirements evenly over the semester has the potential to create difficult time management situations for these students.

(2) A 4-credit course will ordinarily meet for about 265 minutes every other week and will therefore require about 67.5 minutes of asynchronous instruction *per week* via recorded lectures or other instructional activities. This yields a total of 2,800 instructional minutes over a 14-week semester. A final exam or other graded requirement must be at least 200 minutes in length to satisfy ABA instructional minute requirements. Students are expected to spend a minimum of 8 hours on out-of-class, non-instructional work per week during the semester, plus an additional 8 hours or more preparing for end-of-term exams or other assessments.

(3) A 3-credit course will ordinarily meet for about 200 minutes every other week and will therefore require about 50 minutes of asynchronous instruction *per week* via recorded lectures or other instructional activities. This yields a total of 2,100 instructional minutes over a 14-week semester. A final exam or other graded requirement must be at least 150 minutes in length to satisfy ABA instructional minute standards. Students are expected to spend a minimum of 6 hours on out-of-class, non-instructional work per week during the semester, plus an additional 6 hours or more preparing for end-of-term exams or other assessments.

(4) A 2-credit course will ordinarily meet for about 134 minutes every other week and will therefore require about 33 minutes of asynchronous instruction *per week* via recorded lectures or other instructional activities. This yields a total of 1,400 instructional minutes over a 14-week semester. A final exam or other graded requirement must be at least 150 minutes in length to satisfy ABA instructional minute standards. Students are expected to spend a minimum of 6 hours on out-of-class, non-instructional work per week during the semester, plus an additional 6 hours or more preparing for end-of-term exams or other assessments.

(5) A 1-credit course will ordinarily meet for about 67 minutes every other week and will therefore require about 17 minutes of asynchronous instruction *per week* via recorded lectures or other instructional activities. This yields a total of 700 minutes instructional minutes over a 14-week semester. A final exam or other graded requirement must be at least 150 minutes in length to satisfy ABA instructional minute standards. Students are expected to spend a minimum of 6 hours on out-of-class, non-instructional work per week during the semester, plus an additional 6 hours or more preparing for end-of-term exams or other assessments.

E. *Intersession Courses* will require a total of 750 minutes of direct instruction per credit, including an exam or other graded requirements, and students must complete a minimum of 30 hours of out-of-class work per credit.

F. *Clinics, Externships, and All Other Graded or Ungraded Credits* require an amount of work equivalent to 42.5 hours per credit, with an appropriate combination of in-class instruction, direct faculty instruction, and out-of-class student work.

II. PROCEDURES

A. *Faculty members teaching or overseeing any credit-earning course or other activity* are primarily responsible for compliance with this policy.

(1) All faculty will consider the above standards when developing course requirements, assignments, and syllabi.

(2) All faculty will adhere to instructional minute requirements in courses that they teach.

(3) Before each semester begins, all faculty will submit course syllabi to the Associate Dean for Academic Affairs or his designee.

(4) The Associate Dean for Academic affairs or his designee will randomly review course syllabi for general compliance with this requirement.

B. *Random Curriculum Committee Review.* The Teaching and Curriculum Committee will review no less than five course syllabi, including at least one Clinic or Weekend Program course, each semester. For Weekend Program courses, the Committee will also review the course Sakai site. The Committee will raise any potential issues regarding compliance with ABA Standard 310 with the Associate Dean for Academic Affairs and the faculty member(s) concerned.

Ending Class on Time

Please end class meetings 10 minutes before the scheduled ending time posted on the schedules. Under ABA Standard 310, 50 minutes of in-class time counts as 1 hour of “classroom or direct faculty instructions.” Because of this, all classes may end 10 minutes before the scheduled ending time and still comply with the ABA Standards. Ending a few minutes early allows students time to travel between classes, and it gives professors teaching after you time to set up for their course.

Course Evaluations

Every semester, students evaluate their courses and professors using the [SmartEvals](#) system. You will get access to all course evaluations from your students. The Dean and the Associate Dean of Academic Affairs get access to all course evaluations. In addition to the end of semester evaluations, we encourage faculty to solicit mid-semester feedback from students to improve their classroom experience. Many faculty do this anonymously through Google Forms, or an equivalent platform.

Accommodations

Loyola University Chicago is committed to providing reasonable student accommodations, from the time of admission to graduation. It is the University's policy to administer all services in a manner that does not discriminate against students with disabilities. Students at the School of Law may have visual, hearing, learning, mental health, or motor disabilities. These disabilities may require unique exam accommodations. Any student requests regarding exam accommodations, should be referred to the Assistant Dean of Student Services and the Weekend JD Program, who will refer the student to Loyola's [Student Accessibility Center](#). At the School of Law, all accommodated exams are administered through Student Services. Student Services will notify faculty directly of applicable classroom accommodations. If classroom accommodations require a discussion with the student, that discussion should happen privately between the student and the faculty member.

Academic Calendar

Review your syllabus and the academic calendar with class. The Academic Calendar is on the website at <http://luc.edu/law/academics/registrar/academiccalendars/>.

Seating Charts

Blank seating charts for each Law School classroom are available in a wall-mounted rack on the east wall of Room 1412 (the copy/mailroom) and also as a PDF by request to Joyce Marvel at jmarvel@luc.edu.

ABA Requirements on Student Assessment

ABA Standards now require that students be subject to both formative and summative assessments. Additionally, please note that ABA Standards 301 and 302 now require law schools to establish student learning outcomes consistent with a rigorous program of legal education. In partial fulfillment of this requirement, all law school faculty must "publish learning outcomes for individual courses in [their] course syllabi."

On your syllabus, you should also discuss the various elements of student assessments. Will there be quizzes during the semester? Is there a mid-term exam? Will there be a final exam or paper or both? Do you have an attendance policy in addition to the School of Law attendance policy? Will class participation be taken into account in the final grade? Will the final exam be closed or open book? If a paper is required, what are the due dates? What type of feedback will you provide on exams or papers? We encourage that professors repeat this information during the second week of class for the benefit of students adding the class late in the first week. Be sure to include this information in your class syllabus as well.

Last Day of Class

If applicable, please remind your students on the last day of class of the information about the final exam that you announced the first day of class. There should be no material change from the first week's

instructions unless you can be certain that every student receives the notice of change, preferably in writing well before the last class. Remind students of the exam format, the length of the exam, and what materials, if any, may be used during the examination. If no materials may be used or if particular materials are not authorized (commercial outline, for example), please specify this in your announcement. However, be aware that any limitation on the use of materials short of a total prohibition of all materials is almost impossible to proctor. Real problems often arise.

Student Religious Observances

Please take note of the Provost Office's message on student religious observances. That message reads:

“At Loyola, faculty members will work to accommodate students if the observance of a major religious holiday interferes with a student's academic work. If a student is unable to attend a class, participate in a test or quiz, be present for a presentation, or complete an assignment on a specific day because of the observance of a religious holiday, the student will be excused and provided the opportunity to make up the work. Students will continue to be responsible for all assigned work and should notify their professors in advance through Loyola email of the religious observance(s) that conflict with their classes.

Campus Ministry has published a list of religious holidays likely to affect Loyola students. This list can be found on the [Campus Ministry website](#).

Please keep in mind that the calendar provided by Campus Ministry is advisory and students' requests to observe significant holidays of all cultures and faiths, including, but not limited to, those on the calendar should be accommodated.”

Distance Learning

The School of Law permits JD students to take a up to 28 credit hours of distance education that may count towards the 86 hours required for graduation in compliance with ABA Standard 306(d). The ABA defines a distance education course as one where “students are separated from all faculty members for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction between the students and all faculty members, either synchronously or asynchronously.” Please note that our Weekend JD courses (which meet in-person every other weekend) are not considered distance courses because they require that at least two-thirds of the total instruction minutes be delivered during in-person sessions.

When faculty are teaching a distance education course, they should deliver their courses instructional minutes through synchronous class sessions involving direct instruction. This instruction should happen via Zoom at the scheduled class times. These synchronous class sessions should mirror in-person instruction. For example, like traditional in-person classes, synchronous Zoom classes should provide students with an opportunity to ask the professor questions about the course material, receive feedback on class performance, and/or participate in group discussions like a traditional, in-person class. Professors in distance education courses are expected to monitor student academic engagement and success in the same manner as they would during a traditional, in-person class. All expectations about formative and summative assessments, office hours, and other law school pedagogical policies within in-person courses apply equally to distance education courses. Professors should also take regular attendance during these synchronous sessions.

Professors may, at the discretion of the Associate Dean of Academic Affairs, be permitted to deliver up to one-third of the instructional minutes in distance courses via recorded, asynchronous lectures that mirror

in-class lectures. Nevertheless, unless a professor receives prior authorization from the Associate Dean of Academic Affairs, they should presumptively deliver their instructional minutes in distance classes via synchronous class instruction at the designated times indicated on the course schedule.

Additionally, we strongly encourage all faculty to utilize the university's preferred learning management system, Sakai, to deliver supplemental class materials in distance education courses. The JD Instructional Designer can provide hand-on assistance in developing distance education courses pages on Sakai. To request assistance from our JD Instructional Designer, [please fill out this form](#). If you need additional assistance with Sakai, the university has set up extensive [online training tools](#). If you want to copy materials from a prior semester to your current Sakai page, check out the instructions in [this video](#).

Definition of Comprehensive Simulations

For a course to be designated as a “comprehensive simulation” in our course schedule, it must provide students with substantial experience reasonably like that of a lawyer advising/representing a client, or engaging in other lawyering tasks, in accordance with ABA Standard 304(b). Further, these simulation courses must integrate doctrine, theory, skills, and legal ethics, and engage students in performance of one or more of the professional skills identified in ABA Standard 302. They must develop the underlying skills taught. They must provide multiple opportunities for performance. Finally, there must be some sort of instructor feedback on the student performance.

Scheduling

The Associate Dean of Academic Affairs oversees course scheduling. The Associate Dean of Academic Affairs will solicit input from all faculty on their preferred courses, as well as their preferred time and day for teaching these courses. Please respond promptly to these requests.

The Associate Dean of Academic Affairs will also distribute at least one draft schedule for each semester with the community. When prompted, please carefully review this draft schedule, and communicate any concerns to the Associate Dean of Academic Affairs in a timely manner. The Associate Dean of Academic Affairs will make every effort to work with faculty members on their preferred teaching schedule. Nevertheless, we often cannot meet every demand—particularly for full-time faculty members teaching bar and major doctrinal classes. Full-time faculty members on 9-month contracts are expected to teach a full course load every fall and spring semester unless they have previously received course relief or otherwise negotiated an alternative arrangement with the Dean.

The Associate Dean of Academic Affairs, in consultation with the Dean, has final authority to determine class schedules to ensure equitable distribution of teaching responsibilities and adequate course offerings.

Independent Research and Directed Study

Students may elect to work with individual professors to earn 1-2 ungraded credits for participation in studies and activities in a format that does not involve attendance at regularly scheduled class meetings, consistent with ABA 305. We often call these opportunities independent research projects or directed studies. Credit awarded is commensurate with the time and effort of the student, and evaluated by a School of Law faculty member.

For directed studies, students work under the supervision of a faculty member, in an approved field placement or as a part of an approved project. The faculty member who defines the scope and subject of the work. Each hour of academic credit requires at least 55 hours of work during the semester. Approval

of the faculty member and Associate Dean for Academic Affairs is required. Students should fill out the [directed study form](#).

For independent research projects, each hour of academic credit requires 30 pages of written work of scholarly or publishable quality. Approval of the faculty member and Associate Dean for Academic Affairs is required. Students should fill out the [independent research form](#).

The School of Law generally does not offer additional compensation for this type of faculty supervision. However, this work may count towards a full-time faculty member's service work at the School of Law.

Credit Hours for Coursework

In alignment with ABA Standard 310, classes must provide students with sufficient classroom and out-of-class work. For every hour of credit awarded in a typical spring or fall semester format, a professor should provide at least 50 minutes of in-class instruction and assign 2 hours of out-of-class work for each week of the semester. As discussed in more detail below in the **Grading** section of the Faculty Manual, to satisfy the ABA's instructional minutes requirement, in-person or take-home exams must be at least as long as the number of minutes you teach in a week (e.g., 2-credit classes must have an exam that is at least 100-minutes long). Classes without an exam should provide students with an equivalent amount of out-of-class work as an exam.

Field placements, clinical opportunities, journal courses, directed studies, and independent research credits require a comparable amount of work per credit hour as traditional courses.

Research

Faculty Development Account

Full-time faculty are eligible to receive reimbursement of up to \$2,500 each academic year to support their professional activities including travel, lodging, and registration fees for conferences, research assistance, books, etc. All reimbursements for travel of any kind are subject to the University rules. Please be aware that you must travel coach and save and submit all boarding passes for airplane travel. The full rules and per diems can be found at <http://www.luc.edu/finance/perdiem.shtml>. Please contact the Associate Dean for Faculty Research and Development for approvals and more information.

Student Research Assistance

Full-time faculty members who need student research assistance may hire students through a Directed Study in which students who register for the course may receive one ungraded credit for a minimum of 55 hours of research assistance, or two ungraded credits for a minimum of 110 hours. Students interested in completing a Directed Study need to [fill out an online form for approval](#) from the Associate Dean of Academic Affairs.

In the alternative, full-time faculty members may hire students for pay. Faculty may hire up to 2 research assistants at a time, each working up to 10 hours a week. Please contact the Director of Law School operations and/or the Associate Dean for Faculty Research and Development for more information.

Law Library

The Law Library is located in the Corboy Law Center at 25 E. Pearson Street, floors 3-5, with the entrance on the third floor. The Law Library offers a wide range of services to assist faculty with their teaching and research responsibilities. To borrow books and other materials from the Law Library, faculty members should present their School of Law identification card at the Circulation Desk located on the third floor. Faculty members may check out books for a period of one semester. For more information, please contact the Director of the Law Library. The Law Library's ordinary hours are:

Monday to Thursday, 8:00 a.m. to 11:00 p.m.

Friday, 8:00 a.m. to 7:00 p.m.

Saturday, 9:00 a.m. to 5:00 p.m.

Sunday, 12:00 p.m. to 10:00 p.m.

The building opens earlier on Saturdays and Sundays for the Weekend JD Program. The Law Library is closed on school holidays. During exams, closing hours are extended. The Library keeps books and articles on reserve at the Circulation Desk for class assignments requested by any of the School of Law teaching faculty. Course Reserve materials may be checked out by students with a valid ID card, and they may be renewed at the Circulation Desk, unless a hold has been placed on the item by another student. To place materials on Reserve, contact the Circulation Desk at (312) 915-6986, Monday through Friday, between 8:30 a.m. and 9:30 p.m. Faculty members are advised to send a list of materials to be placed on reserve at least one month prior to the beginning of the semester, and one week in advance of the assignment during the semester. It is highly recommended that part-time faculty members contact the Circulation Desk directly regarding all course Reserve materials.

To assist faculty in researching topics related to their teaching responsibilities, the Library provides reference assistance in legal areas. For assistance, contact a reference librarian on duty at the Reference Desk, located on the third floor of the Library or phone (312) 915-7205. Generally, a reference librarian is on duty M-F from 9am to 5pm and Sa from 9am-3pm during the academic year while classes are in session.

Course Relief for Research Purposes for Full-Time Faculty

A request for course relief for full-time faculty may be granted for one semester to pursue substantial research projects. Due to the law school's class coverage needs, course relief will be limited to 2-3 faculty per academic year. Those interested in applying for course relief must submit a letter of intent to the Associate Dean of Academic Affairs no later than around February 15 each year, outlining the specific course relief proposed and an explanation of the proposed research project. Award recipients will be notified in March. Course relief is subject to the following limitations:

1. Course relief is not available to faculty who have received similar course relief in the last five years,
2. Award recipients must commit to a substantial academic research project,
3. Award recipients must provide evidence of their completed work product at the end of the semester course relief,
4. Course relief will reduce teaching obligations by one course,
5. Course relief will not reduce other faculty obligations, like committee work, and
6. The semester and specific course targeted for relief will be negotiated between the Associate Dean of Academic Affairs and the award recipient.

Combined with the existing university research leave policies, the goal of this course relief process is to provide faculty additional opportunities to advance their research. Please direct any questions to the Associate Dean of Academic Affairs. This course relief opportunity is in addition to (and does not replace) the University's [Faculty Development Leave Program](#). Faculty interested in applying for leave through the Faculty Development Leave Program must go through the main university application process.

Summer Research Grants for Full-Time Faculty

Subject to available funds, all full-time faculty on nine-month contracts, and all full-time clinical faculty, may be eligible for Summer Research Stipends. All other faculty and administrators may be eligible for summer research grants at the discretion of the Dean.

With the exception of new applicants, to be eligible for a Summer Research Stipend, applicants for summer research stipends must complete at least one substantial work of scholarship, as defined by the Associate Dean for Faculty Research and Development, since their last stipend was awarded. Faculty who will be leaving the School of Law in the next academic year are not eligible. Faculty who will be joining the School of Law on a full-time basis in the next academic year may be eligible at the discretion of the Dean. Calls for applications generally occurs in the Spring semester of each academic year. For more details on these summer research grants, see the Associate Dean for Faculty Research and Development.

Syllabus

No later than the first week of each term, all faculty members are required to submit their course syllabi to the Director of Law School Operations.

Syllabus Policy and Model Syllabus

Each course taught in the School of Law must have a written syllabus. A template for a syllabus with model language can be found in a [shared OneDrive folder](#). ABA Standards now require that students be subject to both formative and summative assessments. Your syllabus must describe your plan to assess your students.

Learning Outcomes

ABA Standards 301 and 302 requires law schools to establish student learning outcomes consistent with a rigorous program of legal education. In partial fulfillment of this requirement, all law school faculty must “publish learning outcomes for individual courses in [their] course syllabi.”

Learning outcomes are formal statements that state in clear, concise language what a faculty member expects students to know and/or to do at the end of a course. Learning outcomes focus on student actions that are observable and measurable (i.e., they can be objectively assessed).

These depend on the categories and types of outcome(s) a faculty member expects. Categories of learning include knowledge, skills, abilities, and values/professional ethics. According to Bloom’s Taxonomy,¹ within each of these categories, student learning can be divided into the following types of learning: remember, understand, apply, analyze, evaluate, and create. The taxonomy suggests use of the following observable and measurable verbs for each of these types of learning objectives:

Remember (ability to recall material): Sample verbs to use include identify, label, recall, reproduce, state, write, outline, quote, repeat, record, list, etc. Example: “Students will be able to recall the common law exceptions to the hearsay rule.”

Understand (ability to show a basic understanding of material): Sample verbs include define, describe, explain, paraphrase, provide examples, rewrite, discuss, defend, etc. Example: Students will be able to explain the rule against perpetuities.

Apply (ability to apply learning in new situations): Sample verbs include apply demonstrate, determine, prepare, use, add, classify, examine, modify, produce, show, interpolate, etc. Example: Students will be able to demonstrate how to write a persuasive statement of facts.

Analyze (ability to logically identify and understand component parts of a complex topic): Sample verbs include analyze, compare/contrast, differentiate, distinguish, investigate. Example: Students will be able to compare the goals of the criminal and juvenile justice systems.

¹ See <https://www.d41.org/cms/lib/il01904672/centricity/domain/422/bloomstaxonomy.pdf>

Evaluate (ability to objectively assess the value of material, arguments, or activities). Sample verbs include assess, critique, justify, support. Example: Students will be able to critically assess the Supreme Court's class action jurisprudence.

Create (ability to create new content and structure): Sample verbs include construct, create, design, develop, generate. Example: Students will be able to draft a model prenuptial agreement.

Choose a manageable number of learning objectives. Focus on the most important knowledge, skills and values in the course, typically higher-order skills such as analysis and evaluation. Align with the School of Law's learning outcomes (see <https://www.luc.edu/law/about/mission/index.cfm>). Consult with colleagues who teach the same course. Be sure you can assess your learning outcomes.

Formative and Summative Assessments

ABA Standard 314 requires both formative and summative assessments across the curriculum. Standard 314 states: "A law school shall utilize both formative and summative assessment methods in its curriculum to measure and improve student learning and provide meaningful feedback to students."

The School of Law interprets this standard to require at least some formative assessment(s) at some point during the semester in addition to the final exam or paper for each course. There is no requirement that these formative assessment(s) count toward the final grade.

Office Hours

Syllabi should clearly state a professor's weekly hours. All faculty teaching classes at Loyola should make themselves available for regularly scheduled office hours in some manner. The length and frequency of these office hours may vary depending on the nature of the course and the number of students in the course. Faculty should make themselves available for office hours, even if they are teaching a distance course, as defined by the ABA Standards. In such courses, professors may consider office hours via Zoom or some equivalent platform.

Exams

Copies of Exam

By no later than 48 hours before your scheduled exam date, please bring enough copies of your final for all students to the Registrar's Office. Please also email a copy of your exam no later than 48 hours before your exam to the Assistant Dean of Student Services and the Weekend JD Program to facilitate exam administration for students with accommodations.

If you are administering your exam online through Sakai, you generally need not provide copies to the Registrar or Student Services, unless explicitly asked to do so. However, if you're administering a final through Sakai, please respond promptly to requests from Student Services to ensure accommodations are properly entered into the system for your Sakai page.

Sample Exams

Some faculty members make old exams available to students by taking them to the Law Library Circulation Desk on the third floor or e-mailing them to law-library@luc.edu. Alternatively, other faculty make prior exams available to students on Sakai. Professors are strongly advised against using the same exam each year.

Types of Exams

It is up to the individual professor to decide what materials a student may access during the exam. Some professors prefer closed-book exams, others preferred partially open-book exams (e.g., limiting student access to only the textbook or only certain types of notes), and still others prefer fully open-book exams. Each professor is responsible for clearly explaining the materials a student may use on their exam. Please respond promptly to requests from Student Services, the Registrar, and the Associate Dean of Academic Affairs soliciting this information. Additionally, professors have discretion to decide whether their exam is administered in-person via a proctor, via Sakai, or in some other manner. Details on each of these options is described below:

Take-Home Exams via Sakai or Email

There are multiple ways you can administer a take-home exam. You may distribute your exam questions by e-mail and require the students to complete and return their answers by e-mail. To preserve student anonymity for e-mailed take-home exams, students should not e-mail their finished product to you directly. Instead, in your instructions, inform the students to write their exam number on the front page of their answer paper, and e-mail the final product to your administrative assistant (for full-time faculty) who will print out the exam answers and make them available to you for pick-up. If you are a part-time faculty planning to administer a take-home exam via email, please contact the Associate Dean of Academic Affairs to arrange an administrative assistant to receive and anonymize your student exam answers.

Particularly since the COVID-19 pandemic, some faculty have opted to administer exams via Sakai. If a faculty member chooses to administer a take-home exam via Sakai, please be aware that students will be able to potentially access the internet, computer programs, and artificial intelligence. Full-time faculty should work with their administrative assistant to upload their exam and download exam answers, while maintaining student anonymity during grading. Part-time faculty should work with the JD Instructional

Designer or contact the Associate Dean of Academic Affairs if they need assistance administering a take-home exam via Sakai.

Proctored, In-Person Exam

Particularly in large doctrinal bar, and 1L courses, faculty typically opt for a proctored, in-person final exam. Each semester, the School of Law hires and trains proctors to help administer these in-person exams using the software platform ExamSoft. If a faculty member selects this option, they may opt for a secured or unsecured final exam. When using a secured exam format, ExamSoft blocks students from accessing any other programs on their computer, including their internet browsers or other online resources, like artificial intelligence. If you opt for an unsecured format, students will still use ExamSoft, but they will be able to access other programs on their computers.

If plan to give students an in-person, proctored exam, please notify the Associate Dean of Academic Affairs during the scheduling process. Please also respond promptly to the Registrar's requests for additional information as your final exam date nears. It is ordinarily not necessary for you to attend the exam administration. Nevertheless, we ask that you provide a contact number in case something goes wrong. After the exam is completed and submitted through ExamSoft, the Registrar will generally send faculty electronic copies of their students' exam answers, anonymized by exam number. If you want hard copies of your students' exam answers, please respond to the Registrar's email requesting this information in the weeks leading up to final exams.

All in-person, proctored exams will also require students to fill out an [Honor Statement](#). Proctors will collect these honor statements along with your students' exams and exam answers. If you previously requested a proctored exam, but your plans change and you do not offer an exam that will require a proctor, please contact the Registrar at Law-Registrar@luc.edu as soon as possible. This will prevent us from hiring proctors unnecessarily.

Other Exam Tips

Please do not change the exam date or the format. Once it is scheduled (in the Registration Packet prepared by the Registrar), do not change the time, date, or format of your final exam. For example, if you list your exam as a take-home exam and then change it to an in-class exam, or if you change from an open-book to a closed-book exam, you may disadvantage some students.

The two-week final examination schedule is fragile. Students are well-informed about the exam schedule when they prepare their schedules, and they rely on the exam schedule when they register for courses.

Students often consider the type of a final examination or assessment as well as the scheduled time of the exam or assessment when they are selecting courses. Students are notified of your method of evaluation in the course registration materials, which become available to them midway through the previous semester. If you give an exam, confirm during the first class of the semester, whether your exam will be open or closed book. Announce all grading standards: exam only, mid-term exam, written paper, class participation, etc. Also, put all this information in your syllabus (see above). Do not change the evaluation procedure after classes begin, because some students are sure to object to lack of notice and opportunity to choose another course.

Do not permit an individual to change his or her examination time – even if they appear to have a good reason. Refer all student requests to reschedule an exam to Student Services. A request to postpone an exam will be approved only for serious reasons and requests to take an exam early will not be approved. If a request to postpone an exam is approved, the exam will be administered through Student Services and exam answers will be sent to you for grading as soon as possible after administration. In these or similar cases, if a student or a group of students ask you to change the exam time to accommodate them, please do not express an opinion and refer them to Student Services.

Exam Corrections

Sometimes, you or your students will discover an error in the written exam. Please proofread your examination with great care before submitting it to the Office of the Registrar and Student Services. When a correction is necessary it must be announced in the examination rooms as soon as the error is discovered. These announcements are disturbing to students and may even disadvantage those who answer questions out of order.

Final Exam Length

Remember, to satisfy the ABA's instructional minutes requirement, in-person or take-home exams must be at least as long as the number of minutes you teach in a week. Thus, 2-credit classes must have an exam that is at least 100-minutes long (2 x 50 minutes = 100 minutes). 3-credit classes must have an exam that is at least 2 hours and 30 minutes long (3 x 50 minutes = 150 minutes or 2 hours and 30 minutes). 4-credit classes must have an exam that is at least 3 hours and 20 minutes long (4 x 50 minutes = 200 minutes or 3 hours and 20 minutes).

Plagiarism

Plagiarism is prohibited conduct under Section I(B)(1) of the *Loyola University Chicago School of Law Code of Student Conduct*. Students are expected to know the principles of plagiarism and the correct rules for citing sources. When a law student submits any written project such as an assignment to a professor, a submission to a student publication, an application for a scholarship or award contest, or writing samples for interviews, the student represents that he or she has complied with this plagiarism policy. *Lack of intent is not a defense to a charge of plagiarism.*

Plagiarism is the use of words or ideas from another source without proper attribution to the original source. Lawyers and law students often reference other sources. However, it is critical, from the standpoint of both integrity and style, to appropriately identify and credit any excerpts, quotations, or paraphrasing of concepts drawn from any other source.

Avoiding plagiarism requires appropriate use of citations. Every sentence that is not an original thought must be cited. The use of citations identifies for the reader when material is drawn from another source, as opposed to reflecting original thought. Though it may be accepted in other academic or professional programs, citing intermittently (for example at the end of paragraphs or sections) is insufficient in any of the written projects covered by this plagiarism policy.

The Legal Writing Institute's website includes a publication entitled *Law School Plagiarism v. Proper Attribution*, which outlines the following rules for working with authority:

1. Acknowledge direct use of someone else's words.

2. Acknowledge any paraphrase of someone else's words.
3. Acknowledge direct use of someone else's idea.
4. Acknowledge a source when your own analysis or conclusion builds on that source.
5. Acknowledge a source when your idea about a legal opinion came from a source other than the opinion itself.

The Legal Writing Institute, Law School Plagiarism v. Proper Attribution 4 (2003), <http://www.lwionline.org/publications/plagiarism/policy.pdf>

As these rules indicate, you are required to appropriately acknowledge the source for any language, ideas, and analysis in your written work.

If you use words or phrases from a source, attribution with a citation is required but is insufficient on its own. A citation alone does not appropriately acknowledge your direct use of language from another source. In addition to including a citation, you must also place that material in quotation marks, or in a block quotation format if appropriate. If you use language that is not a direct quotation but is substantially similar to language in your source, you will most likely need to paraphrase more thoroughly or use quotations for relevant portions to avoid plagiarism.

Further, a change in language or the order of the language does not make the *idea* your own. Attribution still is required. It is plagiarism to take a discussion, words, or ideas from any authority, without crediting the original source, even if the material has been paraphrased.

Artificial Intelligence (AI)

To maintain our culture of excellence and integrity, students are not to use AI assisted technology unless they are specifically authorized to do so by their faculty for an assignment, a test, a quiz, or any deliverable that will be graded.

Grades

Your grading process should be clear and documented. For each exam, clearly mark your point evaluation by each exam question when grading or use a grade sheet for each exam question. There is an increased level of concern among students about grades, so you will be in a better position to discuss your decision if your records are clear and complete.

Curve

Loyola gives the grades A, A-, B+, B, B-, C+, C, C-, D, F. The School of Law faculty has adopted an official required [grade curve for the school](#). The official curve is sufficiently flexible to allow members of the faculty to reward students appropriately for their performance and to call attention to those students in apparent need of assistance. The adopted policy also provides for a teacher's ability to deviate from the official grade curve upon a documented showing of an appropriate reason to do so. Faculty should provide the Associate Dean for Academic Affairs with notice of their intent to deviate from the curve in advance of inputting their grades in LOCUS.

In most classes with at least 25 students, professors should follow the law school's curve. The curve does not apply to Trial Practice I, Trial Practice II, ChildLaw Trial Practice, various clinics, and perspective elective courses.

In courses of 25 or more students and containing both J.D. and graduate (M.J. and LL.M.) students, the following rules will apply: (1) If 25% or more of the total students are graduate students, the grade curve will apply to the J.D. students only. Teachers can grade all the students together, and then separate out the J.D. students for purposes of applying the grade curve. (2) If fewer than 25% of the total students are graduate students, the grade curve will apply to the entire class.

Anonymous Grading

Examinations and papers should be graded anonymously, when at all possible. The University creates a random list of examination numbers for students to use in lieu of their names, social security numbers or other identifying notations. Your on-line grade sheet in LOCUS contains those numbers and you will record the grades by exam number—ensuring that the identity of the exam writer is not revealed to the grader. The Registrar is the keeper of the code and is the only person who has access to the exam numbers.

Obviously, not all courses can be graded anonymously. Some Skills, Advocacy, and Rigorous Writing courses cannot be graded anonymously. If any component of your course is not graded anonymously, students should be informed. Also, the Registrar must be informed if any part of your grade will be based on a non-anonymous element.

If you plan to mix a grade that is not anonymous (e.g., for a written project or class participation) with an anonymous grade from a final exam, you must submit the student names and class participation grades (or other non-anonymous portion of your grades) to the Law Registrar Office who will convert the student names to exam numbers and return them to you in numeric order with the participation grade. You can then combine the participation grade with the exam grade and enter the final grade. These mixed grades

should be submitted to the Registrar at least two days before the deadline so that the final grades are entered on time.

Participation Grades

Participation and attendance may also be factors in determining grades if you deem that appropriate and announce a detailed policy during the add/drop period during the first week of class and include it on your syllabus.

Grade Deadlines

Each semester, the Registrar will send you a message informing you of the exact dates on which exam grades will be due. *Please enter your grades on LOCUS before the deadline.* Late grades from even one instructor results in a delay in running class ranks for *all* our students, many of whom rely on their class ranks to complete applications for employment or to determine eligibility for job interviews, financial assistance, for journal membership or competition teams. Senior grades are always due approximately *two weeks* after the last day of final exams. All other grades are due approximately *four weeks* after the last day of final exams.

Failure to submit grades by the deadline creates numerous problems. Honor status and degrees cannot be posted on graduating students' transcripts. Proof of Legal Studies Certificates cannot be sent to Bar Examiners until a graduate's final grades are received. If the certificate is not sent before the Bar Examiner's deadline, that graduate may not sit for the bar exam. If even one set of grades is missing, class ranks for an entire class cannot be determined. This has an adverse effect on those students who are applying for jobs, for scholarships, for positions on legal publications, tutoring positions, competition teams and research positions. Additionally, many employers set deadlines for tuition reimbursements. Students who miss these deadlines are often unable to access tuition reimbursements from their employers.

Release of Exam Questions and Retention of Exams

Upon the completion of each examination period (including deferred exams), copies of all examinations given during that period must be kept by the faculty member. The School of Law's accrediting associations require that all papers and exam answers be kept on file for one year. Therefore, you should retain your exams for one full year before you discard them.

Exam Feedback

The School of Law believes that information about the elements of superior student performance on examinations and other evaluated work should be part of the student's learning process. Because some students may have received permission to postpone an exam, do not post any exam feedback if a student in your class is scheduled for a deferred exam.

Grade Changes

Once you have submitted the final grades to the Office of the Registrar, a grade may be changed only for demonstrable clerical error, a mathematical error in grade calculation, or if the student has engaged in some form of misconduct. All requests for grade changes must be submitted to Associate Dean for Academic Affairs for approval with a copy to the Law Registrar Office. Grade changes should be submitted no later than a week after grades are due. This is important because grade changes that occur after the deadline date are likely to affect class ranks, laudatory status, eligibility for job interviews,

eligibility for journal membership, etc. Please note that students may not be given a substitute or repeat examination to raise a grade.

Student Code of Conduct

All students are given a copy of the Code when they enter Loyola, and they are expected to be familiar with it. The Code of Conduct can be found on the School of Law website at http://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf

Facilities

Loyola ID Card

You will need obtain a Loyola ID card, which will give you access to all Loyola buildings and libraries. An ID card can be obtained by visiting the Loyola [Campus Card](#) office, on the first floor of the Law School, 25 E. Pearson Street. You will need to identify yourself as a professor in the Law School. The campus card office is open from 8:30-5:00 M-F (closed from 1-2 for lunch). Please contact CampusCard@luc.edu with any questions or concerns.

Faculty Mail

Full-time Faculty mailboxes are in Room 1412. Mailboxes for Adjunct Faculty are located outside Room 1412. Please try to check your mail each time you come to the School of Law. Students can leave messages for you in your mailbox and our staff will forward mail to you there as well.

Phones

Telephones in faculty offices or office spaces can be used for external calls and interoffice calls.

- To make an “outside” call, first dial 9 for an outside line, then dial 1+ (area code) + XXX-XXXX.
- To make an interoffice call, dial the last five numbers of a Loyola phone number. For instance, the Law School’s general number is (312) 915-7120. To reach that number from an internal Loyola phone, just dial 57120. Five-digit internal phone numbers at Loyola’s Lake Shore Campus begin with the number 8.
- A unique long-distance and international code is assigned to Full-Time Faculty. For more information, see the Associate Dean of Administration.

Office Space

All full-time faculty are assigned offices upon the start of their appointment. For part-time faculty, the law school has a shared workspace is set aside. There are available desks, each with a computer, printer and telephone, located outside of Room 1412. The area is usually quiet. It is open space. Please feel free to use the space at any time. If you need to meet with a student that requires more privacy, you can submit a room reservation request online at <http://www.luc.edu/law/events/planning/roomres.html>.

Copy Machines

Copy machines are located in Room 1412. When you place your material in the copier, a screen will appear asking you to enter your code number. That code is 7823. Full-time faculty will receive an individual copy code.

Room Reservations

Classrooms for events, make-up or extra classes, etc. must be reserved in advance. All room reservation requests must be submitted online at <http://www.luc.edu/law/events/planning/roomres.html>. An email notification will be sent to you upon completion of the request.

Law School Computing Services / Media Support

Law School Computing Services (LSCS) is located on the fourth floor of the Corboy Law Center. It can be accessed through the Law Library or from the 4th floor elevator lobby. LSCS provides a variety of

services to support your class. To request classroom assistance from LSCS, please contact the Office at least 72 hours in advance of your class by e-mail at LSCS-INFO@luc.edu and leave a detailed message. If you have difficulty with your computer or printer (including toner requests) call LSCS at extension 57192. If you have difficulty with your computer or printer (including toner requests) call LSCS at extension 57192. For help with general tech-related questions, contact Loyola's University Help Desk at extension 44444.

Resetting Password / Unlocking Account

To reset your password or unlock your computer account, contact the University Help Desk at (773) 508-4487.

Kitchens and Lounges

There are two faculty/staff areas to store lunches, access fridges/microwave, or make coffee. These are the large faculty lounge on the 13th floor (1310) and the staff/student lounge on the 12th floor (1239).

Building Access and Safety

Parking

For parking options at the Water Tower Campus, visit the School of Law website at:

<http://luc.edu/campustransportation/generalinformation/watertowercampus/>

Campus Transportation along with “SP Plus” is proud to announce that you can now buy your discounted parking for area Water Tower Campus garages on-line. To begin using the online portal, please follow the below instructions:

1. Visit: <https://loyola.clickandpark.com/>
2. Select your desired facility and then select the desired discount.
3. Input your desired time followed by your access code. The Loyola access code is LUC and the last four of your Loyola ID number. Example LUC1234.
4. The available rate(s) will then populate. If you have any questions, please contact Campus Transportation at (773) 508-7036 or campustransportation@luc.edu

Disclaimer: Loyola University Chicago does not own nor control these private parking facilities. Loyola University Chicago does not endorse any parking facility nor accept liability for the use of these parking facilities. Loyola University Chicago shall not be responsible for any injury or for any loss or damage to vehicles, accessories, or the contents thereof caused by fire, theft, collision, water or other causes at private parking facilities.

In addition, full-time faculty and staff parking permits are available for parking in the Water Tower Campus Lot at 18 West Chicago Avenue. Note that parking availability at WTC is limited. Permits must be purchased through the Loyola website at: <https://www.luc.edu/campustransportation/permits/>

Shuttle Bus Service

The University provides free shuttle bus service between the Water Tower Campus and the Lake Shore Campus in Rogers Park. A bus schedule is posted at the first floor Security Desk in 25 E. Pearson and at the Security Station at the Lake Shore Campus. Busses from the Water Tower Campus leave regularly from the corner of Pearson Street and Wabash. The shuttle bus also makes a trip each weeknight, Monday through Friday evening, at 9:05 p.m. to the Union and Ogilvie Stations. There is no shuttle bus service offered in the summer.

Campus Safety and Classroom Emergencies

A new security feature is now available in our electronic classrooms on the Lake Shore and Water Tower campuses. Should a security emergency arise, any person can quickly and easily notify the Department of Campus Safety via the instructor keyboard by pressing the F9 and F11 keys simultaneously. Doing so will send an immediate and discrete alert to campus police, who will dispatch a security detail to the classroom. No audible or visible alarm will be made inside the classroom with the exception of a small popup window appearing on the task bar of the classroom computer. The classroom workstation does not need to be logged in for the notification to be sent, just powered on.

Please note that this system should only be utilized for emergencies of a threatening security concern. If there are other emergencies that arise such as a medical incident or a fire you should contact Campus Safety by calling 773.508.SAFE. In the event of an accidental triggering of the system please immediately call Campus Safety at 773.508.SAFE.

Campus Safety operates a 24-Hour, 7 day-per-week security desk inside the entrance to the 26 E. Pearson Building. Upon request, officers will provide escorts in the evening, please contact the security desk at 25 E. Pearson, (312) 915-6476.

Evacuation Procedures

Any time you hear the alarm bells in the Corboy Law Center, evacuate the building immediately. The School of Law does not conduct drills. Do not return to the building until you are notified that it is safe to do so. NOTE: During an evacuation of the building, the elevators will not be in operation. Do not attempt to use the elevators during such emergencies. Should you find yourself in an elevator when the alarm sounds, do not panic. The engineer will bring all elevators to the first floor and open the doors.

Other General Information

Academic Freedom

Consistent with ABA Standard 405(b), the School of Law adheres to the Loyola University Chicago's policy on academic freedom, found in the main university [Faculty Handbook](#). That policy is reproduced below:

Academic freedom guarantees that the university shall not abridge the right of faculty to speak, write, teach, create art and conduct research. All faculty have the right and the duty to participate freely in the search for and expression of knowledge and truth. It is the policy of Loyola to protect and encourage the academic freedom of all faculty, and to protect faculty members from pressure or influence that would restrict their academic freedom.

Loyola faculty are entitled to freedom in research/scholarship (including artistic accomplishment) and in the publication of the results. They are also entitled to freedom in the classroom in discussing the subject matter of the course, but should avoid persistently interjecting material that has no relation to the subject matter. Although a faculty member is free from institutional censorship or discipline in the exercise of his or her academic freedom, membership on the faculty at Loyola imposes certain obligations. As an educator and person of learning, a member of the faculty should strive at all times to be accurate, exercise appropriate restraint and judgment, foster and defend intellectual honesty and freedom of inquiry, show respect for the rights of others to express divergent ideas and opinions, and refrain from claiming to be an official spokesperson for the University.

Academic tenure helps sustain academic freedom. It contributes to the recruitment and retention of outstanding faculty and works to ensure excellence in the quality of Loyola's educational and research programs. The principles of academic freedom apply to church-related institutions of higher learning, such as Loyola, which take into consideration the authoritative teaching and tradition of the church to which the institution is related (in the case of Loyola, the Roman Catholic Church).

Loyola University Chicago's policies on academic freedom apply to all faculty, regardless of status. Loyola University Chicago has further established [a comprehensive policy for demonstrations and fixed exhibits](#) to facilitate student freedom of expression on campus. The School of Law's Guidelines Governing Tenure, Promotion, and Mid-Probationary Review Determinations further recognize the importance of academic freedom by stating that "[c]andidates are entitled to full freedom in research and in the publication of the results."

Adjunct Faculty Appointment Letter

For each academic year that you teach, part-time, adjunct professors will receive an appointment letter from the university. It will state the course title, semester, day and time of your class, any co-teachers, and the stipend you will receive for each course. Please read it carefully. If any of the information in the letter is incorrect, you should contact the Associate Dean for Academic Affairs and/or the Director of Law School Operations.

General Full-Time Faculty Obligations

Consistent with ABA Standard 404(a), any person with a full-time faculty appointment at the School of Law is generally expected to:

1. Teach: Teach a regular course load in consultation with the Dean as delegated to the Associate Dean of Academic Affairs. This teaching obligation includes a responsibility to adequately prepare for classes, make yourself available to students for consultations about class materials, and assess student learning. As a professor in a particular subject, it is also your professional responsibility to stay current in the subject matter.
2. Produce Scholarship: Tenured and tenure-track faculty are expected produce scholarship.
3. Engage in University Service: Serve on designated committees at the School of Law and the university, as determined by the Dean and Associate Dean of Academic Affairs. These committee assignments are a critical part of maintaining robust faculty governance of law school matters, including curricular development.
4. Engage in Community and Public Service: Engage in service to the profession and the public, including working with judges and practicing lawyers to improve the profession when opportunities arise, participating in pro bono opportunities, or engaging in other community service opportunities.
5. Act with Collegiality: Help create a collegial atmosphere in which students and faculty may voice opinions and exchange ideas freely.

In compliance with ABA Standard 404(b), the School of Law and University asks each faculty member to participate in an annual self-assessment process that is designed to evaluate “the extent to which the faculty discharges its core responsibilities under the law school’s policies and the contributions of each full-time faculty member to meeting the core responsibilities of the faculty.”

Full-Time Faculty Appointments

Full-time faculty at the School of Law may be appointed to (1) tenured/tenure-track (T/TT) appointments, (2) long-term, non-tenure-track (NTT) appointments, including clinical and legal writing appointments, with positional security similar to those provided to other full-time faculty, in alignment with ABA Standard 405(c), and (3) short-term, non-tenure track appointments. Promotion and tenure for T/TT faculty members shall be governed by the School of Law’s Guidelines Governing Tenure, Promotion, and Mid-Probationary Review Determinations. Promotion and retention for long-term NTT faculty is generally governed by the School of Law’s Standards and Procedures for Appointment and Retention of Clinical Professors, Including the Director of the Law Library. Please review the university’s [Faculty Handbook](#) for more information on full-time faculty appointment and renewal information.

Payroll Matters

Federal law requires that every new employee complete the Employment Eligibility Verification Form (Form I-9), federal and state tax forms. These forms in addition to some University forms will be sent to you prior to the semester you are scheduled to teach. The I-9 form requires that you produce documents that establish your identity (such as a drivers' license) and your employment eligibility (such as a social security card) for examination by staff in the Human Resources and Payroll Office. If you have not already done so, please complete the appropriate documents and return them to the Payroll Department, as indicated on the forms. For payroll purposes only, update your address or let the Personnel and Payroll Office know if you wish to have your stipend sent to an address other than your regular mailing address by contacting HRpayrollprocessing@luc.edu. If you have any questions, contact the Director of Law School Operations.

Access to Pay Stubs, W2, etc.

Employee Self-Service allows employees to view paystubs, access tax documents, and more. To login, visit <http://ess.luc.edu>. If you have any questions, you may contact hr-payroll-processing@luc.edu.

Biography on Law School Website

If you would like to include your bio on our website, please complete the Bio Web Form attached and submit it via this online [form](#). To view examples of existing bios, visit our [website](#).

The Office of Career Services

The Office of Career Services at the School of Law provides a variety of services to students, alumni/ae, faculty and employers. Staffed by experienced lawyers, the Office's services include individual career coaching and group instruction on resume and cover letter preparation, job-seeking strategies, interview training through mock practice sessions and workshops, and general job market education through programs and panels on subjects that range from types of law practice to new trends in the legal profession. A robust website and library of books and periodicals are available for use by all members of the School of Law community. The Office provides information on part-time, full-time, summer, temporary, and permanent job openings. These listings are available through a database called PEARSON. If you need a PEARSON account or would like assistance with a job search, please email or call the Office of Career Services to schedule an appointment. Alumni can reach the office at law-career@luc.edu or (312) 915-7160. The Office of Career Services also encourages alumni to post jobs when positions become available at your office.

Security and Compliance Training

As usual, the university requires faculty and staff to complete several annual training modules online. To learn about the required trainings you must complete, use your Loyola credentials to log into [Enterprise Learning Hub](#). The University requires adjuncts to complete these trainings even if they undergo similar training for a different employer. Please promptly complete the trainings that the Enterprise Learning Hub has flagged for you. If you fail to complete these trainings, the university may lock your university account (including access to email, LOCUS, Sakai, and other platforms).

Calendar / Events Information / Law School Announcements Information

The School of Law calendar (accessible from the homepage at www.luc.edu/law), provide useful information. You will also receive Law School Announcements, which are produced almost every weekday, by e-mail. Law School Announcements can also be found on the Law School Announcements page on the website: <http://www.luc.edu/law/announcements/index.shtml>.

You can place an announcement by posting it in our Law School Announcements. Complete the announcement form on-line at <http://www.luc.edu/law/announcements/submit.html>. Include a catchy title for the headline, and all relevant information (i.e.: topic, date, time, room number, speakers' names if applicable, etc.). Your announcement will appear approximately four times in the daily e-mail and can also be found on the Law School Announcements page on the website: <http://www.luc.edu/law/announcements/index.shtml>.

Social Events

As a member of our community, I hope you can also take advantage of the frequent opportunities to attend events at the law school. We have regular lunchtime talks, symposia, conferences, and more. To the extent any of these events interest you, you're welcome to attend. Student Services sends our announcements to the entire community every weekday morning during the school year listing all upcoming events. One event I will highlight is our regular "Breakfast and Banter" event. This is a time for all faculty and staff to enjoy a hot breakfast and socialize. It is offered every few weeks during the school year.

Law School Mission Statement

The School of Law's full mission is [available on the website](#). It states:

Loyola University Chicago School of Law is a student-focused law center inspired by the Jesuit tradition of academic excellence, intellectual openness, and service to others. Our mission is:

- *to educate students to be responsible and compassionate lawyers, judges, and law-related leaders in an increasingly diverse and interdependent world;*
- *to prepare graduates who will be ethical advocates for justice and equity, who will lead efforts to dismantle the legal, economic, political, and social structures that generate and sustain racism and all forms of oppression, and who will advance a rule of law that promotes social justice; and*
- *to contribute to a deeper understanding of law, legal institutions, and systems of oppression through a commitment to transformation, intersectionality, and anti-subordination in our teaching, research, scholarship, and public service.*

Outside Employment

The [Loyola University Chicago Faculty Handbook](#) (p. 52-53) establishes the following policies regarding compensated Non-Loyola Activities for full-time faculty members regardless of the nature of their appointment:

B. NON-LOYOLA ACTIVITIES

All full-time faculty members are expected to devote their full time and attention to their Loyola duties. Such faculty members may, however, undertake limited outside employment and professional consulting as set forth below and in compliance with Loyola's Conflict of Interest Policy. No faculty member, whether full-time or part-time, should use Loyola offices, equipment, personnel or other resources for outside employment or professional consulting without special permission from the faculty member's departmental chairperson or academic supervisor and the dean.

1. Outside Employment

For purposes of this Faculty Handbook, outside employment is work performed as a salaried or wage-earning employee of some employer other than Loyola that qualifies under IRS rules as work as an employee. In general, income from outside work is reported on an IRS W-2 tax form.

Teaching in another institution is not permitted except with advance written approval from the Senior Academic Officer after consultation with the dean. Full-time faculty on academic year contracts are expected to devote themselves on a full-time basis to teaching, research/scholarship, professional practice (if applicable) and service to Loyola during the academic year. Full-time faculty on full-year contracts are expected to devote themselves on a full-time basis to teaching, research/scholarship, professional practice (if applicable) and service to Loyola all year. No full-time faculty member is to be employed in any other

*service or activity which, in the judgment of the University, interferes with the performance of the faculty member's obligations to the University. For this reason, **all persons appointed to the full-time faculty are prohibited from outside employment at any time during the academic year without the prior written approval of the Senior Academic Officer.** A full-time faculty member interested in outside employment must first discuss it with his or her dean. If the dean recommends permitting the outside employment, the faculty member should set forth this recommendation in writing to the Senior Academic Officer. The faculty member must not begin the outside employment until he or she has received written approval from the Senior Academic Officer. Any such outside employment must be done in accordance with Loyola's Conflict of Interest Policy as discussed in Chapter 5, Section C(2) above. Additionally, as discussed in Chapter 4, Section (C)(2) and Chapter 4, Section (C)(6) above, librarians and archivists, and Arrupe College faculty, may occasionally engage in outside employment, but only with the approval of their respective dean (and in the case of librarians and archivists, and/or the Library Director, if applicable) and the Senior Academic Officer.*

2. Professional Consulting

Professional consulting is understood as providing one's expert advice on a fee for service basis or in exchange for compensation, including work that qualifies under IRS rules as work as an independent contractor rather than as an employee. In general, income from professional consulting is reported on an IRS Form 1099. Faculty are permitted to engage occasionally in such paid or unpaid consulting activities as are consistent with their professional expertise and which redound to the positive reputation of Loyola, its schools/colleges, its departments and its other academic units. However, consulting activity must not interfere with the faculty member's attending to the full range of his or her teaching, advising, thesis supervision, research/scholarship, professional practice (if applicable), service, or administrative obligations or prevent the faculty member from participating in the intellectual and professional life of their department, academic unit, school/college, and the University. In general, professional consulting should not exceed one day per week during the academic year. Any such professional consulting must be done in accordance with Loyola's Conflict of Interest Policy as discussed in Chapter 5, Section C(2) above and is subject to review by the faculty member's dean. There is no limitation on professional consulting activity during the summer months for faculty on academic year contracts who do not have summer administrative duties. Librarians and archivists, and Arrupe College faculty, may engage in professional consulting when they are not on duty with approval from their respective dean (and in the case of librarians and archivists, and/or the Library Director, if applicable).

All full-time members of the School of Law Faculty must adhere to these policies. Requests for outside employment requiring Senior Academic Officer approval under university policy must be discussed with the Dean and submitted in writing through the Dean to the Provost for approval.

Regarding consulting activity:

- a. All full-time members of the School of Law faculty must limit their consulting services as described above.
- b. By the first day of June each year, all full-time faculty members providing professional consulting services during the previous academic year must disclose, in writing, to the Dean and Associate Dean for Academic Affairs the number of hours spent consulting during the preceding academic year.
- c. Those requiring approval to engage in consulting services per the policies above must discuss their plans with the Dean and submit a written request through the Associate Dean for Academic Affairs to the Dean for approval.

Useful Links

- School of Law Academic Calendars: <https://www.luc.edu/law/currentstudents/registrar/academiccalendars/>
- School of Law Grading Information: https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml
- School of Law Registrar: <https://www.luc.edu/law/currentstudents/registrar/>
- University Resources for Faculty and Staff: <https://www.luc.edu/regrec/facultystaff/>