

**INITIAL CONTRACT, RETENTION, PROMOTION, AND TENURE: FT FACULTY  
(separate rules for Adjunct Faculty appear at the end of this document)**

The Law Center faculty consists of the following groups: tenured faculty members; tenure-track faculty members; contract faculty members; and continuing-contract faculty members. Tenured and tenure-track faculty members are collectively referred to as tenure-line; contract and continuing contract faculty are collectively referred to as contract-line.

Tenure-track faculty members are considered for retention, promotion, and tenure according to the applicable rules set forth below for tenure-track faculty. Contract faculty members are considered for retention, promotion, and continuing-contract status according to the applicable rules set forth below for contract faculty. Continuing-contract faculty members are considered for retention and promotion according to the applicable rules set forth below for continuing-contract faculty.

In addition, the Law Center faculty may also include visiting faculty. The title Distinguished Visiting Professor applies to individuals who have had distinguished careers elsewhere and are affiliating with the Law Center in a status other than tenure-track or contract; this status can be for a fixed term or for an indefinite period. The title Visiting Professor applies to individuals who are teaching at the Law Center for a period of up to two years. A Visiting Professor will hold the same rank he/she held at the school from which he/she is visiting; if the Visiting Professor has not previously taught at a law school, the rank of Visiting Assistant Professor will be awarded unless the faculty votes a higher rank by a 2/3 vote. A visiting position may be offered on a look-see basis.

If a Visiting Professor is awarded look-see status, that is to be determined by the faculty at the time the visiting offer is made. A visitor who is not initially accorded look-see status may apply for a contract or tenure-track position unless ineligibility to apply has been determined at the time the offer is made. Only a look-see visitor is entitled to review by the CRPT Committee during the visiting period.

**Tenure-Line Faculty**

**A. Initial Contract**

1. The Appointments Committee shall make recommendations to the faculty with respect to candidates being considered for tenure-track and look-see visiting status. If a candidate has previous law school faculty service elsewhere, the committee may include in its recommendation to the faculty a grant of credit for such prior service.
2. The faculty may adopt the committee's recommendation with respect to hiring, credit, or both. No candidate shall be hired or given credit without an affirmative vote of 2/3 of the faculty present and voting on that issue.
3. The Contract Renewal, Promotion, and Tenure Committee shall make recommendations

to the faculty with respect to look-see visitors being considered for tenure-track status. The Committee can include in its recommendation credit for service at the Law Center. No candidate shall be hired or given credit without an affirmative vote of 2/3 of the faculty present and voting on that issue.

## **B. Retention and Promotion**

1. Procedure. Evaluation of all tenure-track faculty members for purposes of contract renewal shall take place in their first, second, third, and fifth or sixth years at the Center unless their initial contract of appointment specifies otherwise. The level of review will reflect the years of credit, if any, granted by the faculty at the time of the offer if the faculty member being reviewed accepts the grant of credit.
2. Standards and Effect.
  - a. First year review for renewal.
    - (1) Satisfactory teaching reflected by peer and student evaluations. Peer evaluation should be critical but supportive. The test is whether the faculty member is or can become a quality, effective teacher. Therefore, the critical aspect of the review is whether he/she is capable of achieving the high level of quality teaching we expect from all faculty members. Once the Committee determines the faculty member can achieve that level, the supportive aspect of the review includes making suggestions and helping the first year teacher to reach his/her potential.
    - (2) Regular participation in the governance of the Law Center through direct involvement in committee and faculty business.
    - (3) A negative first year review includes a non-renewal recommendation.
  - b. Second year review for renewal.
    - (1) Critical review of teaching. The test is whether the faculty member is a quality teacher who demonstrates ability and interest in further development.
    - (2) Regular participation in the governance of the Law Center through direct involvement in committee and faculty business.
    - (3) A negative second year review includes a non-renewal recommendation.
  - c. Third year review for renewal and promotion. (Preliminary review Fall semester; decision to be made by March 31 of the professor's third year.)

- (1) Critical review of teaching. In his/her third year, the faculty member must demonstrate continued growth as a teacher; the committee must be satisfied the teacher's progress indicates he/she will exhibit successful teaching during his/her future tenure review.
- (2) Review of scholarship. In his/her third year, the faculty member must have demonstrated satisfactory progress in scholarship. Satisfactory progress should be defined to mean completion of at least one substantial piece of scholarship of the quality sufficient to indicate that tenure will be awarded, assuming the growth that usually follows a first piece. In other words, continued publications developing from this level should meet the tenure standard in the fifth year.
- (3) Satisfactory review would include a recommendation to the Dean and Trustees that the faculty member be promoted to Associate Professor. This would mean the faculty member would not "apply" for promotion. A positive third year review automatically includes a positive recommendation on promotion, while a negative third year review includes a non-renewal recommendation and the award of a terminal contract for the fourth year.

d. Fifth or Sixth Year Review for Tenure. See Subsection D.

e. Director of the Law Library

- (1) In General. The following provisions apply to the Director of the Law Library with respect to his or her teaching, scholarship, renewal as a faculty member with teaching privileges, promotion, and tenure as a faculty member. In addition, D.4 applies to the Director of the Law Library with respect to his or her tenure as a Law Librarian and tenure as a faculty member and promotion to Full Professor of Law.
- (2) First and Second Year Review for Renewal as Faculty Member with Teaching Privileges. The Director of the Law Library is subject to the provisions in B.1.b.i. with respect to the first year review for renewal as a faculty member with teaching privileges and B.1.b.ii. with respect to the second year review for renewal as a faculty member with teaching privileges.
- (3) Third Year Review for Renewal as Faculty Member with Teaching Privileges. The Director of the Law Library is subject to the following third year review for renewal as a faculty member with teaching privileges:

Critical review of teaching. In his/her third year, the Director of the Law Library must demonstrate continued growth as a teacher; the committee

must be satisfied the teacher's progress indicates he/she will exhibit successful teaching in the future.

- (4) **Promotion to Associate Professor.** The Director of the Law Library may apply for promotion to Associate Professor as part of his or her third year review for renewal as a faculty member with teaching privileges or for any year thereafter. A director who wishes to apply for promotion must notify the committee in writing within the first forty-five (45) days of the fall semester of the year in which promotion is desired. The standard for promotion is a review of scholarship. The director must have demonstrated satisfactory progress in scholarship. Satisfactory progress should be defined to mean completion of at least one substantial piece of scholarship of the quality sufficient to indicate that tenure will be awarded if the director chooses to apply for tenure as a faculty member, assuming the growth that usually follows a first piece. In other words, continued publications developing from this level should meet the tenure standard for scholarship in D.3. For purposes of promotion, scholarship is defined in E.2 regarding the scholarly function, and includes the expanded definition of scholarship for the Director of the Law Library in E.2.f.
- (5) **Review for Tenure.** The provisions of D.4.b apply to the tenure review of the Director of the Law Library as a faculty member.

### **C. Look-See Visitors**

The CRPT Committee shall review any look-see visitor seeking a Law Center position. The level of review will be determined by the amount of credit, if any, approved by the faculty at the initial appointment. If no prior credit was granted, the level of review will be the first year renewal standard.

### **D. Tenure**

1. **Purpose.** It is the intention of this institution to pursue a policy of tenure that will attract the best of those individuals who, by their lifetime relationship, will be a credit to and bring honor upon the Law Center. It is recognized and expected that thereafter, in exchange for the job security inherent to the tenure contract, the faculty member will be unencumbered in making a total commitment to perfecting his/her professional stature by advancing the development of the law at a state or national level through teaching, scholarship and service. Although it may take years to achieve this stature, tenure is awarded to those individuals who have demonstrated the capability of making a sustained effort toward achieving this goal.
2. **Procedure.** Tenure shall be granted to an academic faculty member who, after a maximum of six years as a full-time tenure-track law school teacher has met the standards prescribed herein. Individuals eligible to apply for tenure shall be those who hold the rank of Associate

or Full Professor of Law, regardless of their assigned duties (e.g., law librarian or administrator). Adjunct, lecturer, instructor, visiting, and long-term-contract teaching positions are not eligible for tenure.

A faculty member with more than three (3) years regular teaching service at one or more other law schools may, by contract provision at the time of his or her initial appointment, be given a probationary period of not more than four (4) years, even though thereby the person's total probationary period at all law schools is extended beyond the normal maximum of seven (7) years.

A faculty member with regular teaching experience at the Law Center in a contract-line position may, by contract provision at the time of his or her initial appointment, be given a probationary period that reflects prior service. That individual's probationary period shall not be less than two years nor more than the normal maximum of seven (7) years.

A tenure-track faculty member who is not awarded tenure in his/her sixth year of full-time tenure-track law teaching shall be notified by the Administration not later than May 30 of the sixth year of the termination of his/her employment at the Law Center as of the end of the seventh year. Tenure may be awarded prior to the sixth year at the Law Center upon application in the fifth year or when granted by initial contract. Tenure decisions should be made during the Fall semester.

3. Standards. A faculty member shall be granted tenure if he/she demonstrates successful teaching, scholarship and service that indicate it is in the Law Center's best interest to grant tenure. Successful teaching shall be shown by demonstration of continued progress and growth since the third year review. Successful scholarship means continual, regular production of quality publications, reflecting the predicted growth and development from the faculty member's first piece, indicating realization of his/her potential. Successful service means active participation in Law Center governance and involvement in local, state or national organizations in the areas of the faculty member's expertise and interests.

A positive tenure vote would include a recommendation to the Dean and Trustees that the faculty member, if not already a Full Professor, be promoted to Full Professor.

4. Law Librarian. The Director of the Law Library is entitled to apply for tenure as a law librarian and as a faculty member. The tenure decision (law librarian or faculty) is based on the standards set forth below.
  - a. Tenure as a Law Librarian. Tenure shall be awarded to the Director who has demonstrated excellent professional performance in discharging law library responsibilities as set out in the Director's written job description. The Director of the Law Library may apply for tenure in the fifth year and must apply in the sixth year. A Director who is not awarded tenure in his/her sixth year of full-time service as Director of the Law Library shall be notified by the administration not later than May 30 of the sixth year of service as Director of the Law Library of the termination

of his/her employment at the Law Center as of the end of the seventh year. Tenure may be awarded prior to the sixth year at the Law Center upon application in the fifth year or when granted by initial contract or according to the schedule specified in the original contract.

- b. Tenure as a faculty member shall be based on the procedure described in D.2 with the following exceptions: The Director of the Law Library may apply for tenure as a faculty member at any time after being granted tenure as a law librarian if he or she holds the rank of Associate Professor or Full Professor of Law. The maximum of six years as a faculty member without an award of tenure is not applicable to the Director of the Law Library.
5. Clinician. The Director of an in-house clinic is entitled to apply for tenure as a clinician and as a faculty member. The tenure decision (clinician or faculty) is based on the standards set forth below.
- a. Tenure as In-House Clinician. Tenure shall be awarded to the Director of an in-house clinic who has demonstrated excellent professional performance in discharging in-house clinic responsibilities as set out in the Director of that clinic's written job description. The Director of an in-house clinic may apply for tenure in the fifth year and must apply in the sixth year. A Director who is not awarded tenure in his/her sixth year of full-time service as Director of an in-house clinic shall be notified by the administration not later than May 30 of the sixth year of service as Director of an in-house clinic of the termination of his/her employment at the Law Center as of the end of the seventh year. Tenure may be awarded prior to the sixth year at the Law Center upon application in the fifth year or when granted by initial contract or according to the schedule specified in the original contract.
  - b. Tenure as a faculty member shall be based on the procedure described in D.2 with the following exception: The Director of an in-house clinic may apply for tenure as a faculty member at any time after being granted tenure as a clinician. The maximum of six years as a faculty member without an award of tenure is not applicable to the Director.

## **E. Definitions**

1. Teaching Function.
  - a. In General. Faculty members should aspire to excellence in teaching. Excellence in teaching includes the stimulation of critical thought, development and improvement of professional skills, and dissemination and inculcation of knowledge about the law and legal systems. The faculty recognizes and values many different teaching methodologies. Alone and in combination, these methodologies may satisfy our goal of excellence in teaching. While most courses will fall into one of the three categories delineated below, it is recognized that some courses will have elements

of all three methods. The faculty recognizes that this is not a comprehensive list and welcomes and encourages the use of other innovative teaching methodologies.

- (1) Traditional Law School Teaching. Courses that are taught primarily by traditional classroom pedagogical methods of "Socratic" dialogue, problem analysis, guided discussion, or lecture;
  - (2) Simulation Teaching. Courses that are taught primarily by students participating in mock skills development sessions, legal proceedings, and exercises that are observed and critiqued by faculty. Some administrative functions may be inextricably linked to this teaching function;
  - (3) Clinical Teaching. Courses that are taught primarily to students being permitted to engage in the practice of law under the supervision of a faculty member or an approved external placement under the supervision of a practicing attorney. Such supervision involves counseling students and observation and critique of students' work. Such supervision is principally done by a one-on-one meeting with each student. Faculty members engaged in clinical teaching have substantial administrative functions inextricably linked to the teaching function;
- iv Academic Resources Teaching. Noncredit and credit courses that are designed to maximize a student's academic performance. Faculty members involved in Academic Resources programs perform substantial one-on-one counseling of students, including assignment, observation, and critique of student work. These faculty members also train, supervise, and critique student-employees' work in preparing and conducting study groups. Faculty members engaged in academic resources teaching have substantial administrative functions inextricably linked to the teaching function.
- b. Other Teaching Functions. In addition to the above, the following shall be considered in the teaching function:
- (1) Supervising students in supervised research projects;
  - (2) Consulting on Law Review/Law Journal publications;
  - (3) Advising moot court, mock trial, or interviewing, counseling and negotiation teams;
  - (4) Consultation with students;
  - (5) Development of teaching materials that are in a written, audiovisual, or computer format. When such material meets the criteria established for scholarship it shall be treated as such. When such material does not meet the

scholarship criteria, but nevertheless is a valuable teaching tool, then it shall be considered in the teaching function.

- c. Evaluation Process. The weighing process by which the quality of teaching is determined is not an exact science. Each faculty member when voting, whether as a member of a committee, as a member of the whole faculty on tenure matters, or as a member of the administration, is entitled to weigh the relevant factors according to his/her own beliefs in light of the goal of teaching excellence. This qualitative evaluation of teaching involves among others the following relevant factors: adequate preparation for class, regular and punctual attendance, and coverage of subject matter appropriate to the course. The following sources of information shall be considered in the evaluation process where applicable:
    - (1) peer evaluation through observation;
    - (2) individual interviews with faculty members;
    - (3) review of student evaluations;
    - (4) written comments by lawyers, judges and others who have had significant contact with the clinical or simulation activities (pedagogical or administrative);
    - (5) written evaluation by the Dean or Clinic Director of the performance of the administrative function of anyone engaged in clinical teaching;
    - (6) any other written comments or other relevant information.
  - d. In addition to (a)-(c) above, the teaching function for the Director of the Law Library may in part include the pedagogical duties of a law librarian. These include such activities as participation in a course in legal bibliography; formal and informal instruction in the use of library materials; individual instruction to students and faculty members in computerized legal research; and presentations at workshops and seminars.
2. Scholarly Function. Recognizing the inherent difficulty in qualitatively defining the desirable performance levels of the scholarly function, the faculty expects that such efforts will result in a product substantively superior to a student note or comment; that a cutting and pasting of quotations and excerpts is below acceptable levels; and that a summary of previous publications is not sufficiently creative to fulfill this function. It is in the spirit of the faculty's intent regarding scholarly efforts that one's professional scholarship should advance the educational base of current published legal knowledge. The following shall be considered:
- a. Authoring books (casebook, problems, collection, hornbook, history);

- b. Publishing articles in scholarly periodicals and periodicals focusing on the teaching function (legal, scientific, sociological, etc.);
  - c. Publishing multiple articles in lawyers' bar journals;
  - d. Publishing multiple book reviews in scholarly periodicals--the contents of such reviews being more than mere descriptions of contents; and
  - e. Authoring significant briefs or legal memoranda or identifiable portions thereof for adjudicatory tribunals or legislative bodies or committees thereof.
  - f. In addition to the above, the scholarly function for the Director of the Law Library may in part include development of library manuals and procedure guides; and publications in the area of law or libraries.
3. Professional Function. Involving qualitatively measurable product. Outlines or memoranda to one's file may be submitted by a candidate where performance of one's professional function has not resulted in a written product.
- a. Professional activities. Local Bar Association Committees, State Bar Association Committees, American Bar Association Committees, A.A.L.S. Committees; Associations related to law librarianship, clinical teaching, academic support teaching, or legal writing;
  - b. Community service. Civic, charitable, and/or educational; religious; legal activities in the public interest; and
  - c. University service. Law Center Committees and Faculty meetings; Law Center functional development and promotion; University Committees and Senate/Forum.

## Contract-Line Faculty

### **A. Initial Contract**

1. The Appointments Committee shall make recommendations to the faculty with respect to candidates being considered for contract-track and look-see visiting status. If a candidate has previous law school faculty service elsewhere, the committee may include in its recommendation to the faculty a grant of credit for such prior service.
2. The faculty may adopt the committee's recommendation with respect to hiring, credit, or both. No candidate shall be hired or given credit without an affirmative vote of 2/3 of the faculty present and voting on that issue.
3. The Contract Renewal, Promotion, and Tenure Committee shall make recommendations to the faculty with respect to look-see visitors being considered for contract-track status. The Committee can include in its recommendation credit for service at the Law Center. No candidate shall be hired or given credit without an affirmative vote of 2/3 of the faculty present and voting on that issue.

### **B. Retention and Promotion**

- 1.. Procedure. Evaluation of all contract faculty members for purposes of contract renewal shall take place in their first, second, third, and fourth years at the Center unless their initial contract of appointment specifies otherwise. The level of review will reflect the years of credit, if any, granted by the faculty at the time of the offer if the faculty member being reviewed accepts the grant of credit. Evaluation for purposes of contract renewal of faculty who are on continuing contract shall take place in the fourth year of each five-year contract period. All reviews will be completed and reports submitted in time to meet University contract notice deadlines.
2. Standards and Effect.
  - a.. First year review for renewal.
    - (1) Satisfactory teaching reflected by peer and student evaluations. Peer evaluation should be critical but supportive. The test is whether the faculty member is or can become a quality, effective teacher. Therefore, the critical aspect of the review is whether he/she is capable of achieving the high level of quality teaching we expect from all faculty members. Once the Committee determines the faculty member can achieve that level, the supportive aspect of the review includes making suggestions and helping the first year teacher to reach his/her potential.
    - (2) Regular participation in the governance of the Law Center through direct involvement in committee and faculty business.

- (3) A negative first year review includes a non-renewal recommendation.
- b. Second and third year review for renewal.
- (1) Critical review of teaching. The test is whether the faculty member is a quality teacher who demonstrates ability and interest in further development.
  - (2) Regular participation in the governance of the Law Center through direct involvement in committee and faculty business.
  - (3) A negative second or third year review includes a non-renewal recommendation. A negative third year review includes the award of a terminal contract for the fourth year.
- c. Fourth year review for renewal and promotion. (Preliminary review Fall semester; decision to be made by March 31 of the professor's fourth year.)
- (1) Critical review of teaching. In his/her fourth year, the faculty member must demonstrate continued growth as a teacher; the committee must be satisfied the teacher's progress indicates he/she will exhibit successful teaching during his/her future reviews and is committed to further growth as a teacher.
  - (2) Review of scholarship. In his/her fourth year, the faculty member must have demonstrated satisfactory progress in scholarship as that term is defined in the Section E.2.
  - (3) Satisfactory review would include a recommendation to the faculty (for approval by a majority vote), Dean, and University administration that the faculty member be promoted to Associate Professor. This would mean the faculty member would not "apply" for promotion. A positive fourth year review automatically includes a positive recommendation on promotion and award of a continuing contract, while a negative review includes a non-renewal recommendation and award of a terminal contract for the fifth year.
- d. Subsequent Reviews and Promotion to Full Professor. (Preliminary review Fall semester; decision to be made by March 31 of the professor's fourth year in each five-year contract cycle.)
- (1) A continuing-contract faculty member who continues to meet the standards for fourth-year renewal set forth above, which include additional scholarship during the period since his/her last review, shall be recommended for another five year contract term. A negative review includes a non-renewal recommendation and award of a terminal contract for the fifth year of the current five-year contract period. There is no limit to the number of five year terms for which a faculty member can be recommended.

- (2) A continuing-contract faculty member who requests a promotion review and who has a record of distinguished scholarship, outstanding teaching, and professional service shall be recommended for promotion to Full Professor in addition to being recommended for another five year contract term.

A faculty member who meets the standards set forth in (1) can be recommended for an additional five year term as an Associate Professor even though he/she is not recommended for promotion.

- e. Promotion at Times Other than Contract Renewal. A faculty member who holds continuing-contract status may request promotion before the normal review for another continuing-contract period.

- f. Subsequent Reviews of Full Professors Who Have Continuing Contract Status. (Documentation review Fall semester, decision to be made by January 21st of the professor's fourth year in each five-year contract cycle).

- (1) Full Professors who have undergone either (a) two positive Continuing Contract reviews or (b) one positive Continuing Contract Review and a separate positive review for promotion to Full Professor will be reviewed by the Contract Renewal, Promotion and Tenure Committee and by the Dean according to the standards set forth in (2) and the procedures set forth in (3). A positive review includes a recommendation to the University for award of another five-year continuing contract:

- (2) Performance Standards for Positive Recommendation:

Teaching: Demonstrated competence in teaching the classes assigned by the dean.

Scholarship: Has completed and submitted for publication at least one piece of legal writing as defined in the promotion, retention and tenure standards in the Faculty Code.

Professional Service: Served on assigned Law Center committee and has engaged in one other University committee or other professional service effort.

- (3) Procedures Used in Review:

The CRPT Committee shall review documentation contained in the faculty member's Annual Reports covering the period since his/her last contract renewal and any other documentation the faculty member wishes to submit.

A faculty member's Annual Reports submitted to and accepted by the Dean

showing satisfactory performance of the standards set forth in subsection (2) above establishes a presumption that the faculty member has met the standard for renewal. However, progress toward completion of scholarship, while satisfying an annual review standard, cannot substitute for actual completion and submission for publication by end of the review period.

Before making a negative recommendation the Committee must (a) first notify the faculty member and provide him/her the opportunity to challenge the Committee's initial determination and provide additional documentation (b) then reconsider the proposed decision based on this additional information.

### **C. Look-See Visitors**

The CRPT Committee shall review any look-see visitor seeking a Law Center position. The level of review will be determined by the amount of credit, if any, approved by the faculty at the initial appointment. If no prior credit was granted, the level of review will be the first year renewal standard.

### **D. Definitions**

#### 1. Teaching Function.

- a. In General. Faculty members should aspire to excellence in teaching. Excellence in teaching includes the stimulation of critical thought, development and improvement of professional skills, and dissemination and inculcation of knowledge about the law and legal systems. The faculty recognizes and values many different teaching methodologies. Alone and in combination, these methodologies may satisfy our goal of excellence in teaching. While most courses will fall into one of the three categories delineated below, it is recognized that some courses will have elements of all three methods. The faculty recognizes that this is not a comprehensive list and welcomes and encourages the use of other innovative teaching methodologies.
  - (1) Traditional Law School Teaching. Courses that are taught primarily by traditional classroom pedagogical methods of "Socratic" dialogue, problem analysis, guided discussion, or lecture;
  - (2) Simulation Teaching. Courses that are taught primarily by students participating in mock skills development sessions, legal proceedings, and exercises that are observed and critiqued by faculty. Some administrative functions may be inextricably linked to this teaching function;
  - (3) Clinical Teaching. Courses that are taught primarily to students being permitted to engage in the practice of law under the supervision of a faculty

member or an approved external placement under the supervision of a practicing attorney. Such supervision involves counseling students and observation and critique of students' work. Such supervision is principally done by a one-on-one meeting with each student. Faculty members engaged in clinical teaching have substantial administrative functions inextricably linked to the teaching function;

- (4) Academic Resources Teaching. Noncredit and credit courses that are designed to maximize a student's academic performance. Faculty members involved in Academic Resources programs perform substantial one-on-one counseling of students, including assignment, observation, and critique of student work. These faculty members also train, supervise, and critique student-employees' work in preparing and conducting study groups. Faculty members engaged in academic resources teaching have substantial administrative functions inextricably linked to the teaching function.

b. Other Teaching Functions. In addition to the above, the following shall be considered in the teaching function:

- (1) Supervising students in supervised research projects;
- (2) Consulting on Law Review/Law Journal publications;
- (3) Advising moot court, mock trial, or interviewing, counseling and negotiation teams;
- (4) Consultation with students;
- (5) Development of teaching materials that are in a written, audiovisual, or computer format. When such material meets the criteria established for scholarship it shall be treated as such. When such material does not meet the scholarship criteria, but nevertheless is a valuable teaching tool, then it shall be considered in the teaching function.

c. Evaluation Process. The weighing process by which the quality of teaching is determined is not an exact science. Each faculty member when voting, whether as a member of a committee, as a member of the whole faculty on tenure matters, or as a member of the administration, is entitled to weigh the relevant factors according to his/her own beliefs in light of the goal of teaching excellence. This qualitative evaluation of teaching involves among others the following relevant factors: adequate preparation for class, regular and punctual attendance, and coverage of subject matter appropriate to the course. The following sources of information shall be considered in the evaluation process where applicable:

- (1) peer evaluation through observation;

- (2) individual interviews with faculty members;
  - (3) review of student evaluations;
  - (4) written comments by lawyers, judges and others who have had significant contact with the clinical or simulation activities (pedagogical or administrative);
  - (5) written evaluation by the Dean or Clinic Director of the performance of the administrative function of anyone engaged in clinical teaching;
  - (6) any other written comments or other relevant information.
- d. In addition to (a)-(c) above, the teaching function for the Director of the Law Library may in part include the pedagogical duties of a law librarian. These include such activities as participation in a course in legal bibliography; formal and informal instruction in the use of library materials; individual instruction to students and faculty members in computerized legal research; and presentations at workshops and seminars.
3. Scholarly Function. Recognizing the inherent difficulty in qualitatively defining the desirable performance levels of the scholarly function, the faculty expects that such efforts will result in a product substantively superior to a student note or comment; that a cutting and pasting of quotations and excerpts is below acceptable levels; and that a summary of previous publications is not sufficiently creative to fulfill this function. It is in the spirit of the faculty's intent regarding scholarly efforts that one's professional scholarship should advance the educational base of current published legal knowledge. The following shall be considered:
- a. Authoring books (casebook, problems, collection, hornbook, history);
  - b. Publishing articles in scholarly periodicals and periodicals focusing on the teaching function (legal, scientific, sociological, etc.);
  - c. Publishing multiple articles in lawyers' bar journals;
  - d. Publishing multiple book reviews in scholarly periodicals--the contents of such reviews being more than mere descriptions of contents; and
  - e. Authoring significant briefs or legal memoranda or identifiable portions thereof for adjudicatory tribunals or legislative bodies or committees thereof.
  - f. Development of library manuals and procedure guides; and publications in the area of law or libraries.

- g. Scholarly writing submitted for review by one's peers; presentations at professional meetings and seminars; service as a referee or reviewer for professional journals and/or publishers; invited lectures and performances; and successful efforts in obtaining extramural support, including the receipt of grants or fellowships.
3. Professional Function. Involving qualitatively measurable product. Outlines or memoranda to one's file may be submitted by a candidate where performance of one's professional function has not resulted in a written product.
- a. Professional activities. Local Bar Association Committees, State Bar Association Committees, American Bar Association Committees, A.A.L.S. Committees; Associations related to law librarianship, clinical teaching, academic support teaching, or legal writing;
  - b. Community service. Civic, charitable, and/or educational; religious; legal activities in the public interest; and
  - c. University service. Law Center Committees and Faculty meetings; Law Center functional development and promotion; University Committees and Senate/Forum.

## **REVIEW OF ADJUNCT FACULTY**

The Faculty Appointments Committee will conduct the review of non-clinical adjunct faculty members. Clinical supervisors will review adjuncts teaching in the clinics.

Adjunct faculty members will be evaluated on classroom teaching in each of their first three semesters of teaching at the Law Center and no less often than every four years thereafter.

Adjunct faculty members assisting in the clinics will be reviewed on a regular basis.

In addition to observation by full-time faculty members, the review process for adjunct faculty will include review of student evaluations and other student comments.

Adjunct faculty members will not be evaluated on scholarship or professional service activities.

Because courses may be offered less frequently than annually, adjunct faculty members will not necessarily teach every year.