



ADJUNCT FACULTY HANDBOOK

2024-2025

This Handbook is dedicated to all of the members of the adjunct faculty who give unselfishly of their time and energy to enrich the program of the Law School.

Please visit the Hofstra Law School Web Page
designed for adjunct faculty:

<https://law.hofstra.edu/adjunct-faculty-resources/>

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IMPORTANT CONTACT NUMBERS

The following is a short list of law school administrators and staff from whom you might need assistance:

Jenny Roberts, Dean and Professor of Law	X3-7092	Jenny.roberts@hofstra.edu
Ashira Pelman Ostrow Senior Associate Dean of Academic Affairs Peter S. Kalikow Distinguished Professor in Real Estate and Land Use Law Executive Director of the Breslin Center for Real Estate Law	X3-7051	ashira.ostrow@hofstra.edu
Senior Associate Dean for Finance Mary Ruggilo	X35858	mary.ruggilo@hofstra.edu
Assistant Dean for Legal Writing and Adjunct Instruction Amy Stein	X35927	lawars@hofstra.edu
Assistant Dean for Academic Records and Registrar Brian Kaspar	X36041	lawbtk@hofstra.edu
Dean of Students Lisa Monticciolo	X34809	lawlmm@hofstra.edu
Director of the Law Library Hunter Whaley	X35901	Hunter.Whaley@hofstra.edu
Senior Director of Information Technology Service Jackson T. Snellings	X3-4993	Jackson.T.Snellings@hofstra.edu
Support Specialist to the Associate Dean for Academic Affairs Maria Filotti	X3-7056	Tasmiyah.Yaqub@hofstra.edu

Note: A complete, alphabetical list of administrators and faculty is available on the law school's website at law.hofstra.edu.

ADJUNCT FACULTY RESOURCE WEB PAGE

The Law School has created a web page for adjunct faculty. This web page is a place not only where adjuncts can get information about administrative details (links to the academic calendar, class schedule, final exam schedule, information about the grading curve, etc.), but also as a resource that you can use to improve your teaching. The site contains numerous links to resources on the web that are aimed at helping law teachers improve the quality of their teaching. The page also provides a link to the ABA website that allows you to register for the adjunct faculty list serve. The site also cumulates syllabi and final exams from some of our faculty that you can use as models. The site may be found at:

<https://law.hofstra.edu/adjunct-faculty-resources/>

This web page is very much intended to be a collaborative effort. Please contact Assistant Dean for Legal Writing and Adjunct Instruction Amy Stein if you have suggestions or comments regarding the site. Please also feel free to submit syllabi and final exams to Assistant Dean Stein for inclusion on the web page.



The academic calendar can be accessed on the website by clicking on this link:

<http://law.hofstra.edu/currentstudents/academics/academiccalendar/index.html>

I. INSTITUTIONAL INFORMATION

A. PERSONNEL MATTERS

The Senior Associate Dean for Academic Affairs will submit an application to the University, seeking to have you appointed as an adjunct. Once you have received your appointment letter from the University, to be placed on the payroll you will need to go to the Human Resources center, where you will be given various payroll cards, health insurance forms, etc., to complete. The Human Resources Center is located across the Unispan on the north side of Hempstead Turnpike.

After you have finished in Human Resources, you need to go to the HofstraCard office, located in the lobby of the Student Center for a faculty identification card. Once you have a HofstraCard, you may pick up a faculty parking sticker from the public safety office, which is located at the corner of California Avenue and Hempstead Turnpike. Keys for the front door of the building, the faculty lounge, library, copying center, etc., can be obtained by filling out a Key Request Form which is available from your assistant. Keys must be picked up in person at the Physical Plant building (located on the south campus near the stadium).

B. SALARY

Your salary will be paid 4x a semester: In the fall, it would be the last day of September, October, November and December. In the spring, it would be the last day of February, March, April, and May.

C. PARKING

There are no reserved parking spaces for individual faculty. There is a modest sized

parking area in the back of the Law School Parking lot that is reserved for faculty (and requires a faculty ID for entry). In order to park there or in one of the general Law School parking spaces, it is helpful to arrive early. If the faculty lot is full, you can try parking on Front Street (parallel to Hempstead Turnpike on the other side of the Law School). It is not advisable to park in spaces marked "no parking" or reserved for specially designated purposes (e.g., disabled, maintenance) even for a short period as the University may ticket and tow your vehicle. There are always spaces available on the North Side of Campus. To find those, turn right into the main University's entrance opposite California Avenue and proceed until you see lines of parking spaces. It is a ten-minute walk from these spaces to the law school.

D. FACULTY ASSISTANTS

You will be notified of your assigned faculty assistant prior to the beginning of each semester in which you teach. The Dean's Office is in charge of faculty assistant assignments and can help you if you have a rush job and need additional assistance.

E. PHOTOCOPYING

Documents or books to be copied may be left in the Copy Center, located in the basement of the Law School. Please use the special form (available from copy room or your secretary) indicating the number of copies, date needed, etc. If you are using xeroxed materials instead of a book in a course or seminar, please try to deliver the materials as early as possible before the start of the semester. These materials will then be sold to the students through the Copy Center.

CALR AND COMPUTERS

Isaac Samuels, Reference Librarian, (463-7808, Isaac.e.samuels@hofstra.edu), will provide you with I.D.numbers which will give you access to LEXIS/NEXIS and WESTLAW. He can also arrange for LEXIS/NEXIS or WESTLAW instruction, if desired.

The University Help Desk (463-7777, help@hofstra.edu) can assist you with instructions for working with our Outlook electronic mail system as well as access to the University's computer system (my.hofstra.edu).

F. LIBRARIAN LIAISON PROGRAM

The librarian liaison program provides strong support for faculty academic research. Our librarian liaisons hold both JD and MLS degrees. They are available to provide guidance on using our wide range of research resources, both electronic and print. In addition, they are available to provide legal research instruction to your classes and are available to assist you in your academic research.

Another important component of the Library's faculty services is our document delivery service. The Library will deliver to you, electronically where possible, documents available in the Library's collection or, when necessary, materials from other collections. We can also arrange for Lexis/Westlaw passwords for academic research.

We would like the opportunity to introduce the Library and our services to you when you arrive. If you have any questions or would like to arrange for a Library tour and/or introduction, please contact Hunter Whaley, Director of the Law Library, Hunter.Whaley@hofstra.edu.

G. FACULTY ADVISORS

Teaching a semester long course may be a new experience for you. To better acclimate your transition from practice to academia, you may find it helpful to elicit the opinions of other faculty members concerning the merits of various teaching methods. We encourage you to seek advice about teaching as well as any other issues about which it may seem useful to have advice from a member of the faculty. You can find names and contact information, as well as areas of specialization, for Hofstra Law faculty members on the web at www.Hofstra.edu. In addition, you may call Senior Associate Dean Ostrow or Assistant Dean Stein for a list of names and contact information for faculty members to whom you can address any questions you may have.

H. RESTAURANTS

The following are on campus:

Gavel and Spoon (located in the law school). This cashierless café offers a variety of beverages and grab-n'-go options including salads, wraps, parfaits, as well as a variety of snacks.

Bits 'n Bytes Café (located in Memorial Hall). Cafeteria style food is served. A back room is reserved for faculty and staff, if you would prefer not to eat with students.

Au Bon Pain (located just next to the faculty parking lot to the left of the Law School as you come out the front door). A good place for take-out sandwiches, a limited selection of salads, etc.

University Cafeteria (located across the Unispan on the second level of the Student Center). The cafeteria serves a wide variety of food and is generally open.

University Club (located across Hempstead Turnpike, first building to the right as you proceed into the north campus from California Avenue). Membership is currently free, and entitles you to use of facilities for private functions and a monthly newsletter (you do not

have to be a member to eat there); applications can be obtained by calling the Club (x 3-6648). The University Club serves sandwiches, salads, a salad bar, and fish and meat entrees.

J. CLE CREDIT

Adjunct faculty, teaching a regularly scheduled course, will receive a certificate attesting to that fact which satisfies the mandatory CLE requirements. One CLE credit hour is granted for each 50-minute hour of teaching. For example, a 2 credit course which meets for an entire 14 week semester will earn 28 CLE credits. A certificate will be issued after the end of the semester. Tasmiyah Yagub (x3-7056, Tasmiyah.Yaqub@hofstra.edu) is responsible for preparing the CLE certificates.

II. ACADEMIC MATTERS

A. ACADEMIC CALENDAR Fall Semester classes begin this year on Monday, August 26, 2024. Spring Semester classes begin on Monday, January 13, 2025.

B. LIBRARY You can arrange to take a tour of the library. Please contact Hunter Whaley if you wish to do so.

Filotti C. **BOOK ORDERS** Tasmiyah Yagub (x 3-7056) in the Dean's office handles book orders. She will contact you prior to each semester to ask for new orders. Free review copies of casebooks, statutory supplements, and some treatises can be ordered from each publisher. Contact information for the major publishers of law casebooks is as follows:

Wolters Kluwer (800) 317-3113

LexisNexis (which includes Matthew Bender) (800) 533-1646

West Law Publishing (incl. Foundation Press)	(800) 328-2209
Carolina Academic Press	(919) 489-7486
Gould Publishing	(800) 717-791
Time Warner Trade Publishing (Little Brown)	(800) 759-0190
Foundation Press	(212) 367-6775

D. SCHEDULING OF CLASSES We will solicit your preferences for the day and time of your courses and will try to accommodate them.

E. COURSE REQUIREMENTS You must notify your students during the first week of the semester as to whether an examination or paper will be required, whether there will be an option of a research paper or examination, or whether the course grade will be based on periodic written work such as drafting exercises. You must also inform them if class participation will be part of their grade. It is advisable to address these matters in your course syllabus.

F. SYLLABUS Hofstra's policy is that each course must have a written syllabus which is distributed to students during the first week of classes each semester. This syllabus should be emailed to Assistant Dean Stein prior to the start of the semester. **There is a syllabus template available on the web site for adjunct faculty. Feel free to download that and use it as a starting point.** At a *minimum*, the syllabus must contain:

- A description of what the course will cover as well as general and specific learning outcomes to be achieved by the end of the semester- these must include at least one outcome from the learning outcomes approved by Hofstra's faculty and found at: http://law.hofstra.edu/_site_support/files/pdf/academics/academicresources/learningoutcomes/learning-outcomes.pdf
- A statement regarding the expected workload of the course- ABA rules require that instructors certify that for every hour of class time, there is two hours of work outside of

class. The syllabus template on the adjunct website has sample language that you may adopt;

- The attendance policy;
- The specific assignments for each class meeting;
- How the course will be graded:

What portion of the final grade (if any) will be based on class participation, and what exactly will count towards class participation (speaking in class, homework, performance on in-class skills exercises, for example);

How the students will be evaluated at the end of the semester (final exam, a take home exam, a scholarly paper);

Whether or not there will be written assignments due during the semester, and what portion of the grade they will encompass (For example, some Professor's choose to give several short writing assignments during the semester which add up to a percentage of the grade, and then give a final which completes the grade);

- Information as to how students may contact you if there is a question with regard to the course or the assignments.

G. FIRST ASSIGNMENT Hofstra maintains an assignments webpage which students know to consult prior to their first day of classes. It is critical that the law school receive the assignment you expect the students to complete in advance of the first class, if there is such an assignment. Hofstra requires all faculty to post the first assignments for the semester, in a timely manner, on the Hofstra Law School Assignments Webpage. Your first assignment should be emailed to weblaw@hofstra.edu at least two weeks before your first scheduled class.

H. COURSE MANAGEMENT The University supports TWEN, LexisNexis Web Courses, or Canvas, all of which contain a variety of course management features such as group e-mail, a discussion forum, and the ability to give on-line quizzes. Faculty can also access class information such as rosters, schedules, etc. on my.hofstra.edu.

I. COMMUNICATIONS WITH STUDENTS Because adjuncts are not at the law school on a full-time basis, they have fewer opportunities to interact with students outside of class. All faculty are expected to be reasonably available to answer student questions about course material. You need not establish office hours, but it is helpful to students if you let them know at the beginning of the course when and how they should contact you if they have questions. Many faculty note this information on the syllabus for the course. Some adjunct faculty arrive early for their classes or stay late to take individual questions. Others prefer Zoom meetings, or to be telephoned at work or at home. Many others use e-mail. Using e-mail groups can be a very effective method for responding to student questions in such a way that the questions and answer can be disseminated to all students. You should determine which method works for you and announce it to your students at the first class session.

J. CLASSROOM PARTICIPATION You are free to decide whether or not you wish to count classroom participation in your computation of the final grade. If you wish to do so, however, you must notify your students early in the semester that you will be counting classroom participation. It is advisable to address such matters in the syllabus. Generally speaking, class participation should not constitute more than 15% of the grade.

K. SCHEDULING ISSUES Scheduling issues arise because each course must meet for a predetermined minimum number of minutes, classroom space is finite, and students have other classes in addition to outside obligations. The ABA has requirements concerning classroom minutes. Specifically, ABA Interpretation 310-1 notes that schools using the semester system typically require 750 minutes of instruction time per credit, exclusive of exam time.

Accordingly, it is critical that every effort be made toward reducing the likelihood that the class will not meet for the required amount of time or will not cover significant portions of the assigned material. Professors must be careful to begin and end class on time. Be aware that class breaks are another potential time drain. Thus, they should be limited to no more than 10 minutes. They may be eliminated completely if you wish.

L. CANCELLED CLASSES Class cancellations are disruptive to students and obviously should be avoided if at all possible. If you must cancel a class, please notify your secretary and the Dean's Office. Please note that ABA and New York Court of Appeals rules require that missed classes be rescheduled. The students appreciate it if you can arrange make-up classes before the last few weeks of the semester. Please be certain that you or your faculty assistant use the online room request form to reserve a room for make-up classes.

M. MISSED CLASSES/ATTENDANCE Hofstra's attendance policy conforms with that of the ABA. The ABA Standards for Approval of Law Schools mandate regular and punctual attendance (Standard 310). The school must certify to the state and the ABA that each student is in "good and regular attendance." The following policy appears in the Student Handbook:

Students are expected to attend classes regularly and to prepare for classes conscientiously. Any attendance guidelines for a given class must be provided to students in a syllabus or other written document at the start of the semester. Sanctions will be imposed for poor attendance.

Each professor may determine the manner and method of taking attendance, though the use of sign-in sheets is strongly recommended. It is the responsibility of each faculty member to report excessive absences to the Office of Student Affairs, with supporting documentation and a request for administrative withdrawal. Please note that the law school will not administratively withdraw a student for poor attendance without adequate documentation. In general, videotaping of classes for students who are absent is prohibited. The exception is where a group of students will need to miss class (e.g. religious holidays, make-up classes outside of the regular schedule). The official policy on videotaping classes can be found in the Student Handbook.

N. **CLASSROOM TECHNOLOGY** To request that a computer or other technological equipment be set up in your classroom for use during your class, please e-mail lawaudiovisual@hofstra.edu

While the classrooms contain the standard chalkboards and whiteboards, you also may want to use PowerPoint presentations, overhead projector slides, or handouts. You should feel free to use whichever aids best suit your teaching style. Be aware, however, that many teaching aids have a downside as well as an upside. For instance, pre-prepared materials certainly reduce the problems associated with poor handwriting and can reinforce certain aspects of the materials being taught, but there are risks associated with using them inappropriately. A faculty member who relies too heavily on PowerPoint presentations may have difficulty in responding if a student's question diverges from the structure imposed by the PowerPoint or other aid. In addition, if students receive the teaching aids (handouts or web postings), they may be less likely to pay attention in class, take notes, or ask questions.

You also may need audiovisual equipment to show a brief film clip in class. Audiovisual equipment can also be arranged by emailing lawaudiovisual@hofstra.edu

O. EXAMINATIONS Examinations for non-paper courses are scheduled by the Office of Academic Records to take place during the examination period after classes have ended. You will receive a schedule of examinations shortly after classes begin. Examinations are due to your secretary 5 days prior to the examination date. During your examination, you must either be present in the building or available by telephone to answer any questions that may arise.

Examinations must be given at the day and time scheduled for you by the Office of Academic Records, in order to avoid conflicts with other exams.

1. **PRACTICE EXAMS** Professors are encouraged to submit past exams to Lisa Spar (lawlas@hofstra.edu) for inclusion in the online archive.

2. **USE OF MATERIALS DURING EXAMINATIONS** You must include specific instructions on your exam detailing what materials a student may use during the examination. The examination may be closed book (no material allowed). However, if you choose to give an open book examination, please provide instructions as to whether students may use any and all materials or whether you wish to prohibit the use of commercially prepared materials or to impose other restrictions. Because of problems with cheating and the difficulty of enforcement, the Dean's Office strongly discourages the use of a "limited open book" policy, i.e., exams in which only certain types of materials are permitted.

3. **RETENTION OF EXAMINATIONS AND REVIEW OF EXAMS BY STUDENTS**

Our accreditation rules require that the students' completed exams or final papers must be kept for one year after their administration. You may retain your own exams or give them to your secretary to arrange for storage. Faculty members must provide some feedback (written or oral) to students who request a review of their examination.

4. **EXAMINATION EXCUSES** You should refer students with problems requiring an examination excuse to Dean of Student Affairs Lisa Monticilio (x 34809, lawlmm@hofstra.edu). Professors may not, on their own, grant examination excuses or make other accommodations such as permitting a student to take an examination early or late.

5. **LATE PAPERS** A faculty member may grant, for good cause, an extension of time of the due date for a paper for up to six weeks from the end of the examination period, provided that any extension longer than three weeks must be in writing, signed by the faculty member, and sent to the Registrar's Office. Any extension longer than six weeks must be granted by the Dean's Office with the consent of the faculty member.

6. **TAKE HOME EXAMINATIONS**

Faculty may elect to give a take home exam for their course. If the exam is to be anonymous, the Office of Academic Records should be contacted to administer the exam process. The distribution date and duration of final examinations that are Take Home exams are up to the discretion of the faculty member. In addition, you may require students to return the completed Special Examination Oath along with their exam. For further information, contact the Office of Academic Records.

P. **GRADING**

Grades are due each semester at a date determined by the Deans' office. You will be

informed of this date by the Registrar's office. Grades of graduating seniors are due earlier, as indicated on your grade sheet. Our grading scale is described in greater detail in the catalog. In brief, we use the following letter grades: A, A-, B+, B, B-, C+, C, C-, D+, D, F. Students are required to maintain a cumulative GPA of 2.0 (C). An A+ may be used to single out the very best paper in a class to facilitate the selection of award recipients upon graduation. An A+ appears on the student's transcript but is computed as an A in calculating the GPA.

Grading of examinations must be done anonymously. Each student is assigned a number and you will receive a grade sheet on which you are to record the examination grade next to the appropriate number.

1. **MANDATORY GRADING CURVE**

The law school faculty has instituted a mandatory grading curve. This policy will ensure consistency in the grading between different sections of a course. It will also ensure that all faculty members use the full range of grades, so that the treatment of students who perform particularly well, or poorly, does not depend on the individual grading preferences of the faculty member.

The language of the relevant Academic Regulations is copied below for your information, but a few broad points should be noted. In courses to which the curve applies (essentially, courses with more than 25 students that are graded by examination), the grading curve places a cap on the number of high grades that can be given, and requires that a certain number of low grades be given as well. It also requires that the overall mean GPA for the course be between 3.0 and 3.2. Courses to which the curve does not apply are generally subject to a requirement that the mean GPA not exceed 3.3. In classes which are not subject to the grading

curve, all faculty members are expected to give a reasonable range of grades and certainly it would seem highly unlikely that all students in a class will deserve to receive an A.

2. ACADEMIC REGULATIONS FORMALIZING GRADING CURVE REQUIREMENTS

The relevant provisions of the Academic Regulations which institute the formal grading curve are quoted below as follows:

Grading Guidelines

(1) In courses with more than 25 J.D. students enrolled, the grader shall assign grades to the J.D. students in the course that comply with the maximum and minimum rules set out in the Mandatory Curve Grade Table set out immediately below. A+ grades “reflect special recognition of extraordinary performance” and have the same numerical value as A grades, *i.e.*, 4.0. Administrative Withdrawal grades (as set out B. (5), below) shall not be included in this calculation.

Mandatory Curve Grade Table		
Grade	MINIMUM permitted	MAXIMUM permitted
A+	0%	10%
A & above	0%	10%
A- & above	0%	25%
B+ & above	30%	70%
B & ABOVE	50%	80%
B- & BELOW	20%	50%
C+ & below	15%	25%
C & below	10%	20%
C- & below	6%	16%

D+ & below	0%	9%
F	0%	4%

(2) In all courses, the grader shall attempt to assign grades in a manner that is reasonably close to the distribution set out in the Target Grade Table set out immediately below. The grader may deviate from this Target in his or her sole discretion for good cause.

Target Grade Table		
Grade	Target %	
A+	0-1	
A	7	A & above: 8%
A-	14	A- & above: 22%
B+	26	B+ & above: 48%
B	19	B & above: 67%
B-	13	B- & below: 33%
C+	7	C+ & below: 20%
C	6	C & below: 13%
C-	5	C- & below: 7%
D/D+	2	D+ & below: 2%
F	0	

(3) The requirements of paragraphs B (1) and B (2) apply to all courses except the following:

- a. Small group sections of required 1L courses, for which the mean class GPA may not exceed 3.3.
- b. Legal Analysis Writing and Research I and Legal Analysis Writing and Research II, for which the mean class GPA must fall between 3.1 – 3.3.
- c. Elective courses in which the grade is primarily determined by an evaluation mechanism involving significant individualized interaction between the student and teacher (*e.g.*, paper courses and clinical or simulation courses relying on an evaluation of student skills in the performance of lawyering tasks), for which the

mean class GPA may not exceed 3.3 if more than 25 J.D. students are enrolled in the course.

- d. Elective courses with an enrollment of 25 or fewer students.

(4) At the request of the course instructor, the Dean may grant a waiver of the rule contained in subparagraph B (1) in individual instances of extraordinary circumstances if the Dean determines such waiver to be consistent with the purposes of this policy.

(5) Administrative Withdrawal

- a. If a student is administratively withdrawn from a first-year course or Constitutional Law for excessive absenteeism, the student shall receive the grade of “Administrative Failure” (AF) for the course. The AF shall be treated as an F for purposes of determining the student’s GPA and for all other purposes. The transcript shall disclose that the AF was given for excessive absenteeism. Notwithstanding the above, if a student receives an AF in a first- year course or Constitutional Law, the

Dean may remove the AF if, with the Dean's permission, the student takes a leave of absence or transfers from the full-time program to the part-time program. As used in this sub-paragraph, and as applied to both full-time and part-time students, a "first year course" means any course that full-time students are required to take in the first year.

- b. If a student is administratively withdrawn from any other course because of excessive absenteeism during the first six (6) weeks of classes in that course, it shall be treated as if the student had voluntarily withdrawn from the course and there shall be no designation on the transcript. If the student exceeds the maximum number of absences after the first six weeks of the course, the student may receive an "Administrative Withdrawal" (AW), which shall not affect the student's GPA. The transcript shall indicate that the AW was given for excessive absenteeism.

Q. UPPER CLASS WRITING REQUIREMENT

Each student, as a condition of graduation, must complete two upper class writing requirements, Writing Requirement I and Writing Requirement II, as detailed in the course catalogue.

Under our current faculty rules, adjuncts may supervise any writing requirement EXCEPT a journal note. A journal note is a student note written under student-editor or full time-faculty supervision for the Law Review, the Labor & Employment Law Journal, the Family Court Review, the Journal of International Business & Law, or the ACTEC Law Journal.

Writing Requirements 1 and 2

Upper-Level Writing Requirement

(a) General Rule.

A student must complete at least two writing experiences after the first-year. A writing experience qualifies if it

- (1) is in one of the categories set out in subsection (c);
- (2) receives the type of teacher feedback required by subsection (d); and
- (3) either —
 - (A) earns a grade of C+ or higher (the grade on the writing experience, not on a course as a whole) or
 - (B) if a journal note, is certified by a full-time faculty member as of publishable quality.

(b) Timing.

A student —

- 1) must enroll in at least one of the writing experiences before the last year of law school AND.
- 2) is strongly encouraged to satisfy both writing experiences before the last semester.

(c) Categories of writing experiences.

(1) a seminar or class research paper, an independent study paper, or a journal note that —

- (A) examines a topic in depth;
- (B) is based on exhaustive research;
- (C) contains analysis original to the student (and does not merely repeat what others have said);
- (D) is well-organized at both
 - (i) the macro level (the entire paper) and
 - (ii) the micro level (each part of the paper);
- (E) has well structured paragraphs, using effective topic sentences and transitions;
- (F) contains an introduction stating the issues and providing a road map for the paper;
- (G) is written in a way that engages the professional reader;
- (H) contains writing throughout that is clear and precise;
- (I) uses correct grammar and cite form throughout; and
- (J) totals at least 8,000 words including footnotes.

(2) an appellate brief or memorandum of law that —

- (A) is based on exhaustive research;
- (B) is well-organized
 - (i) at the macro level (the entire brief or memo) and
 - (ii) at the micro level (each part of the brief or memo);
- (C) has well structured paragraphs, using effective topic sentences and transitions;
- (D) persuades or informs the reader on a professional level;
- (E) contains writing throughout that is clear and precise;
- (F) uses correct grammar and cite form throughout; and
- (G) totals at least 8,000 words including footnotes but not including the cover page, the tables of contents and authorities, listing of counsel, appendices, and a court's required disclosures and certifications.

(3) a series of drafted documents such as contracts, statutes, bylaws, corporate documents, regulations, ordinances, wills, trusts, other transactional documents, pleadings, interrogatories, injunctions, stipulations, or other litigation documents that have all the characteristics of quality, as drafted by the student, that those documents would have if written by an effective professional.

(4) a series of short seminar papers (or a combination of short papers with documents of the type and meeting the quality standard listed in paragraph (c)(3)) if the seminar papers —

- (A) are based on insightful reflection;
- (B) are well-organized
- (C) have well structured paragraphs, using effective topic sentences and transitions;

(D) are written in a way that engages the professional reader; (E) contains writing throughout that is clear, precise, and concise; (F) use correct grammar throughout (together with correct cite form if relevant); and

(G) in the aggregate total at least X# words.

(d) Teacher feedback.

(1) For a scholarly research paper, independent study, journal note, appellate brief, or memorandum of law, the teacher must provide prompt and detailed feedback on a detailed sentence outline, one or more drafts, or a combination of these, followed by revision by the student into a final draft. The student must maintain a record of the outlines or drafts submitted, the substance of the feedback received, and the dates on which outlines and drafts were submitted and feedback was provided.

(2) For a series of drafted documents or short seminar papers, the teacher must provide prompt and detailed feedback on the student's work on each assignment before the student drafts the next document or paper, so the student can apply the faculty member's comments on each document or paper to the next one.

(e) Journal Notes.

A journal note is a student note written under student-editor or fulltime-faculty supervision for the Law Review, the Labor & Employment Law Journal, the Family Court Review, the Journal of International Business & Law, or the ACTEC Law Journal.

R. CODE OF ACADEMIC CONDUCT A copy of the Law School's Code of Academic Conduct is available on the Law School's website for your review. Suspected violations should be reported to Assistant Dean for Student Affairs, Lisa Monticciolo.

S. PEER REVIEW You may be reviewed on a periodic basis by the full-time faculty, similar to the review procedures of the full-time non-tenure track faculty and those members of the tenure-track faculty who have not yet received tenure. One or more members of the faculty, designated by the Dean's office, will be responsible for your review. The reviewer will attend at least one of your classes. The classroom review will take into account your ability to effectively communicate information to the students, your coverage of the course topics as set forth in your syllabus, your ability to engage students, to encourage participation in class, and to address

student needs. The faculty reviewer will notify you as to when they will be attending your class(es). They will also request a copy of your course syllabus, assignment schedule, as well as any other materials you distribute to the class. If you have previously taught at the Law School, the faculty reviewer will also look at your prior student evaluations.

III. TEACHING METHODS

A. IN GENERAL. Just as there are a variety of course types, there are also a variety of teaching methods, including lecture, Socratic, problem-and performance-based. Many courses involve different teaching methods at different points in a single class session even though one method tends to predominate (*e.g.*, performance in a trial skills course). Any specific expectations Hofstra has with respect to your particular teaching method will be relayed to you during the appointment process. If no such expectations have been conveyed, the teaching methods you employ are at your discretion.

B. CLASS PARTICIPATION. Encouraging student participation in class is essential. Of course, there are a variety of ways to do so. One is to call on students at random to answer questions or invite commentary. On the other hand, taking volunteers and not calling on other students may reduce the class's stress level. It may also cause a few students to do all the talking while others tune out. If you elect to award bonus points for class participation, more students may see benefit in participating even if the more outspoken students still dominate class discussion. However, be aware that every student's exam performance may suffer if the students who do the bulk of the talking are not the strongest students in the class. Each approach has its benefits and detriments. You should formulate the approach to stimulating class participation which works best for you. While you may choose to include class participation in determining a

student's final grade, class participation should not constitute more than 15% of the final grade.

C. CLASSROOM CONTROL. All faculty members wrestle with issues involving classroom control. In an earlier era, students might have passed notes, whispered, or done crossword puzzles. In addition to those distractions, technology now allows them to talk on cell phones, surf the web, and Instant Message each other or non-class members. In order to deal with these possibilities, a professor might walk around the classroom on occasion or call on students who appear to be typing more than might be necessary for recording class notes.

Other classroom control issues relate to "seat time". Professors must require students to arrive on time and remain until the class ends. If class sessions last for two or three hours, the students may be given a 10 minute break every hour. As we all know, attention spans have limits. Breaks provide the students with an opportunity to refresh themselves and become ready for the next round of lessons. In addition, breaks provide shy students with a chance to raise questions one-on-one with the faculty member.

D. CONTINUALLY CONVEYING EXPECTATIONS TO STUDENTS. To reduce anxiety and uncertainty, adjuncts should on a continuing basis clarify for the students what is expected of them in the next class and classes throughout the semester. If you need to modify the schedule as the semester progresses, you can either add or subtract various materials or meetings. Giving the students advance notice of these developments is most important. If two faculty members (full-time and adjunct or two adjuncts) will collaborate in creating or teaching a course, both parties must have a clear idea of each other's roles. This is particularly important once the class begins, as students will be frustrated if the faculty members provide different answers to administrative questions. If you are team-teaching, be certain to address these issues expressly

with your colleague(s).

E. REFLECTING ON THE EXPERIENCE. The law school and each adjunct faculty member share a common goal. We both hope that the experience will be positive and that you will want to teach again. Because adjunct faculty members generally have less time to spend thinking about (and perhaps reworking) a course during the semester than full time faculty members, you are strongly encouraged to employ tools to help you in preparing for teaching the course again. One such helpful tool is to keep a journal after each class session, listing problems that arose or tactics that worked particularly well. Contemporaneous notes are likely to be more valuable than a course reconstruction done at the end of the semester. There is also a side-benefit to maintaining such a journal as contemporaneous notes may be useful for exam preparation.

IV. STUDENT ISSUES

A. IN GENERAL. All questions concerning student issues should be directed to Lisa Monticciolo.

B. FERPA NONDISCLOSURE RULES. Student privacy rights are governed by the Family Educational Rights and Privacy Act of 1976 (FERPA) or, as it is also commonly known, the Buckley Amendment. FERPA rules are wide-ranging, affecting both what may be disclosed to you, as an adjunct faculty member, and what you may say to others about your students. For example, although FERPA generally allows disclosures to the parents of undergraduates, law students are graduate students and are presumed to be emancipated from their parents. Consequently, you must assume that disclosing information to your student's parent is prohibited. It may be difficult to refrain from answering concerned parent questions concerning their child's poor performance or poor attendance record. If that does occur, you should refer the

parent to Senior Associate Dean Ku.

Further, while you may disclose personal observations about a student in a letter of recommendation without a FERPA release, you cannot disclose the student's course grade or overall GPA without a FERPA release.

Please note that there are exceptions. As a general matter, a student may choose to disclose confidential information to you. Additionally, you may reveal information to a school official with a "legitimate educational interest". A school official is a dean, a dean of student affairs, or a member of the law school administration who is your primary contact. "Legitimate educational interest" means an interest directly related to an educational purpose that has a direct relationship to the student, is pertinent to the school's business, and has no purpose extraneous to the official's responsibility.

You also may reveal information to a school official or may receive information from a school official if the student has signed a written FERPA waiver.

Finally, there is an emergency exception. If you become aware that a student's health or safety may be at risk, you may reveal information that is necessary to address the situation. An obvious situation would be one where the student has expressed suicidal ideations. If you become aware of any such emergency, please contact Lisa McCluskey immediately.

C. DISABILITY ISSUES You may have students who have physical and/or cognitive disabilities and who require accommodations under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Accommodations must in all cases be reasonable and must not interfere with the school's essential educational mission. All accommodation requests are assessed by the Dean's Office, not the individual professor. If a student is seeking

an accommodation, you should direct them to Lisa Monticilio. It may be useful to insert language in your syllabus to reflect that.

You also should note that you may have students whose disabilities are not obvious, such as students with ADD or OCD. All students with non-obvious disabilities are entitled to, and some are concerned about maintaining, confidentiality. Other students may voluntarily disclose their disability to you. In any event, the students should disclose that information in a way that will not compromise the anonymous grading system, where practicable.

Students with disabilities may require accommodations in the classroom, such as the use of scribes, tape recorder, and other special accommodations for deaf or blind students. You should be aware that your personal teaching style affects all students' ability to learn, including that of the disabled students. You should try to teach in a way that engages both visual and aural learners.

D. STUDENTS IN DISTRESS Law students may have academic or personal problems that may interfere with their class attendance, preparation, and participation. Because so many adjunct classes occur in the evening, when there are fewer law school and university offices open, you may be at a disadvantage in handling acute situations. In such situations, consult with Lisa Monticciolo or the Senior Associate Dean for Academic Affairs.

E. OTHER RESOURCES New adjunct faculty may be highly experienced in their substantive field but have very little experience with classroom teaching. For that matter, even experienced adjuncts who have lectured widely to professionals may wish to increase their skills in the craft of teaching law students. Below is a list of publications which may assist adjunct faculty members in navigating the transition from practicing law to teaching law.

1. Books

Steven Friedland & Gerald F. Hess (editors), *TEACHING THE LAW SCHOOL CURRICULUM* (Carolina Academic Press 2004).

Parker J. Palmer, *THE COURAGE TO TEACH: EXPLORING THE INNER LANDSCAPE OF A TEACHER'S LIFE* (Jossey-Bass 1997).

Madeleine Schachter, *THE LAW PROFESSOR'S HANDBOOK: A PRACTICAL GUIDE TO TEACHING LAW STUDENTS* (Carolina Academic Press 2004).

2. Articles

Susan J. Becker, *Advice for the New Law Professor: A View from the Trenches*, 42 J. LEGAL EDUC. 432 (1992).

Jill Schachner Chanen, *Becoming Kingsfield*, A.B.A. J., Feb. 2004, at 25.

Marcia Gelpe, *Professional Training, Diversity in Legal Education, and Cost Control: Selection, Training and Peer Review for Adjunct Professors*, 25 WM. MITCHELL L. REV. 193 (1999).

Howard Gensler, *The Compleat Syllabus: An Exemplar*, 30 N.Y.L. SCH. L. REV. 677 (1985).

Gerald F. Hess, *Heads and Hearts: The Teaching and Learning Environment in Law School*, 52 J. LEGAL EDUC. 75 (2002).

Gerald F. Hess, *Seven Principles for Good Practice in Legal Education: History and Overview*, 49 J. LEGAL EDUC. 367 (1999) (and articles by other authors expanding on each principle at pp. 371-466).

Gerald F. Hess, *Listening to Our Students: Obstructing and Enhancing Learning in Law School*,

31 U.S.F. L. REV. 941 (1997).

Institute for Law School Teaching, 38 GONZ. L. REV. 1-250 (2002-03) (articles on teaching published as a collaboration between the Institute for Law School Teaching and the Gonzaga Law Review).

Daniel Keating, *A Comprehensive Approach to Orientation and Mentoring for New Faculty*, 46 J. LEGAL EDUC. 59 (1996).

Douglas K. Newell, *Ten Survival Suggestions for Rookie Law Teachers*, 33 J. LEGAL EDUC. 693 (1983).

Andrew F. Popper, *The Uneasy Integration of Adjunct Teachers into American Legal Education*, 47 J. LEGAL EDUC. 83 (1997)

William L. Prosser, *Lighthouse No Good*, 1 J. LEGAL EDUC. 257 (1948).

Kent D. Syverud, *Taking Students Seriously: A Guide for New Law Teachers*, 43 J. LEGAL EDUC. 247 (1993).

Karen L. Tokarz, *A Manual for Law Schools on Adjunct Faculty*, 76 WASH. U. L.Q. 293 (1998).

Arturo L. Torres and Karen E. Harwood, *Moving Beyond Langdell: An Annotated Bibliography of Current Methods for Law Teaching*, GONZ. L. REV. 1 (1994 special edition).

Arturo López Torres, *MacCrate Goes to Law School: An Annotated Bibliography of Methods for Teaching Lawyering Skills in the Classroom*, 77 NEB. L. REV. 132 (1998).

Arturo López Torres and Mary Kay Lundwall, *Moving Beyond Langdell II: An Annotated Bibliography of Current Methods for Law Teaching*, GONZ. L. REV. 1 (2000 special edition).

Paul T. Wangerin, *Teaching and Learning in Law School: An "Alternative" Bookshelf for Law School Teachers*, GONZ. L. REV. 49 (1994 special edition).

Douglas J. Whaley, *Teaching Law: Advice for the New Professor*, 43 OHIO ST. L.J. 125 (1982).

3. Other

Association of American Law Schools, Statement of Good Practices by Law Professors in the Discharge of Their Ethical and Professional Responsibilities (1989), available at

<http://www.aals.org/ethic.html>.

Institute for Law School Teaching (Gonzaga University), available at

<http://www.law.gonzaga.edu/Programs/Institute+for+Law+School+Teaching/default.htm>.