# APPENDICES TO FACULTY HANDBOOK
## 2018-19

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APPENDIX A
COURSE PROPOSAL
(Cover Page)

Course Number ___________ Credit hours ___________ Title ________________________________

Course description (follow catalog format): _______________________________________________

___________________________________________________________________________________

How does the course further the integration of theory, doctrine and practice? ________________________

___________________________________________________________________________________

Prerequisite(s): __________________ Will course be interdisciplinary? _____ Will course be available pass/fail? _____

Does this course satisfy any graduation requirements? If yes, explain ________________________________

For whom is the course designed? ___________________________________________________________

Number of students expected __________________ Maximum number of students __________________

Would the proposed course replace any course? ______ If so, identify ______________________________

Has the course been taught before? Yes ______ Once ______ Twice ______ No ______

Number enrolled __________________

What assessment data, if any, support this request? Please attach supporting documentation. ____________

How frequently would the course be offered? Each semester ____ One semester/year ____ One semester/2 years ____

In what format would this course be offered? Traditional ______ Team taught ______ both ______

Seminar _______ Clinics _______ Saturdays _______ Intersession _______

Has the Dean addressed issues of need, personnel, finances, and resources? yes ____ no ____

Explain ________________________________________________________________________________

SYLLABUS MUST BE ATTACHED. Faculty decision needed by (date) _____________________________

Proposed by (provide signatures): ___________________________ Date: __________________________

Approved by the Curriculum Committee ______________________ Date: _________________________

Approved by the Dean ___________________________ Date: _____________________________

Approved by the Faculty Yes ____ No ____ Date: __________________________

APPENDIX B
Appendix B

COMPONENTS OF A COURSE SYLLABUS

1. Course Information
   a. Course title
   b. Course number & section
   c. Number of credit hours
   d. Pre- and co-requisites
   e. Classroom
   f. Class times
   g. Other meeting times

2. Professor information
   a. Name
   b. Title
   c. Office room, telephone number, & email address
   d. Office hours (general expectation of three per week for full-time faculty)
   e. Online course information (TWEN, etc.)

3. Texts & Other Course Materials
   a. Required texts (title, author, edition, publisher)
   b. Recommended texts (same)
   c. Other course materials

4. Course Description & Learning Outcomes
   a. Course content
   b. Learning outcomes
   c. Instruction methods
   d. Assessment methods

5. Course Calendar/Schedule/Dates of Assessments
   a. Class dates & times
   b. Weekly schedule of topics & assignments
   c. Quiz, midterm, & final exam dates & times
   d. WAC or other assignment dates & procedures
   e. Weight of assignments
   f. Ethics Across the Curriculum coverage
   g. Miscellaneous other

6. Course-Specific Policies
   a. Grading policies & procedures (may overlap with weight of assignments above)
   b. Course-specific attendance rules (lateness penalties, etc.)
   c. Course-specific rules regarding collaboration
   d. Miscellaneous other course-specific policies
   e. Standard 310 Compliance
7. **General School of Law Policies & Available Support Services** [Note: Will be provided to all faculty by the Academic Dean prior to each term. The General Policies should be appended to the professor’s syllabus.]

a. Academic Success
b. Accommodations policy
c. Plagiarism policy
d. Sexual harassment/Title IX policy
Appendix C

University of Detroit Mercy School of Law

Ethics Across the Curriculum

Evaluation Form

Term ____ - 20 ____

<table>
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<th>Course</th>
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<td>Professor</td>
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**What specific ethical issues in this area of the law were covered in this course?**

By what means were these ethical issues addressed: discussion, integrated with the writing assignment, problem method, other means?

Please evaluate the effectiveness of the ethical components of this course, including how you would strengthen this component in the future.

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<tr>
<td>Date</td>
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Deadline: Please submit to Assoc. Dean for Academic Affairs at the end of the term when grades are submitted.
APPENDIX D
ACADEMIC INTEGRITY PLEDGE

By signing below, I acknowledge that I have read and understood: (1) the definition of plagiarism and the plagiarism policy of the School of Law as set forth in the Student Handbook; and (2) any additional course policies (whether contained in the class syllabus or elsewhere) relating to plagiarism, permissible and impermissible collaboration, and proper use and citation of sources. I know that violation of these policies will subject me to discipline under the School of Law Honor Code and may also result in a report to the Character and Fitness Commission of any state bar from which I may seek licensure.

I affirmatively pledge that the paper or other materials I have submitted comply fully with general School of Law and course-specific policies on academic integrity, including plagiarism.

Signature: ____________________________________________

Name (print): ____________________________________________

Date: ____________________________________________

Assignment: ____________________________________________
APPENDIX E
STATEMENT OF POLICIES OF DETROIT MERCY LAW SCHOOL WITH RESPECT TO THE DETERMINATION OF CREDIT HOURS AWARDED BY THE SCHOOL

Standard 310(a) of the *American Bar Association Standards and Rules of Procedure for Approval of Law Schools* requires that: "A law school shall adopt, publish, and adhere to written policies and procedures for determining the credit hours that it awards for coursework." Because, as the ABA Standards anticipate, the types of academic activities vary, the Law School is adopting the following approaches for the determination of credit hours for coursework.

I. General Credit Hour Policy

Students and faculty should understand that the hours listed below are minimums required to comply with ABA Standards, and that students will likely spend significantly more hours than the minimums set forth below. Under the ABA's standard, a credit hour must "reasonably approximate not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work over 15 weeks, or the equivalent amount of work over a different amount of time." In accordance with this policy, the School of Law requires that for each credit hour granted, a student spend 50 minutes of classroom or direct faculty instructional time per week, and at least 120 minutes of additional out-of-class students work each week, or an equivalent amount of work for other courses and activities multiplied by 15. At a minimum, students must complete 42.5 hours for one credit hour; 85 hours for two credit hours; 127.5 hours for three credit hours; and 170 hours for four credit hours.

II. Determining Credit Hours

In the fall and winter terms, the School of Law maintains a 14-week semester, followed by a two-week exam period. The Summer terms consists of a seven-week term, followed by a one-week exam period. The School also has a two-week intersession period. Regardless of the length of the term, students must complete 42.5 hours for one credit hour; 85 hours for two credit hours; 127.5 hours for three credit hours; and 170 hours for four credit hours.

A. Courses that traditionally require written examinations

1. In the Fall and Winter terms, one credit hour represents at least 50 minutes of classroom instruction, exclusive of breaks, and 120 minutes of out-of-class student work per week for 15 weeks (including 1 week for final examinations), or the equivalent amount of work over a different time period. In the summer term, the time specified in I is spread over a seven-week term and in the intersession term, the above total time is spread over a two-week term.

2. For classes with comprehensive in-school final examinations, the examination is scheduled during the examination period for 60 minutes per credit hour.

3. For classes in which a take-home examination is given, the examination is scheduled during the examination period and the time allowed for completing the examination will be no less than 60 minutes per credit hour. Instructors may permit additional time for completion of the take-home examination.

4. For classes in which the instructor chooses to require a final paper in lieu of an examination, the paper must require students to engage in additional out-of-class
work beyond the general 120 hours per credit hour and must be no less than 60 minutes per credit hour.

B. Courses involving legal research and writing and courses that satisfy the upper level writing requirement

1. In all legal writing courses and courses that satisfy the upper level writing requirement, classroom and direct instructional time is scheduled for at least 50 minutes per credit hour multiplied by 15, regardless of the length of the term. Direct faculty instruction includes faculty time spent observing or assessing simulations and meeting with students to discuss student work.

2. Out-of-class work, including reading and completing assignments for class, conducting research, drafting of writing projects, and completing final drafts, must be designed to require 60 minutes of work per credit hour multiplied by 15.

3. In the fall and spring semesters, the above total time is spread over a fourteen-week term. In the summer terms, the above total time is spread over a seven-week term. Regardless of the term, the combined time of classroom, direct instruction, and out-of-class work equals at least 42.5 hours over the course of the term for each credit hour. Class meeting time and the amount of out-of-classroom work may vary from week to week as long as the total amount of instructional time and student work for the term meets the minimum requirement.

C. Simulation Courses

1. Total classroom or direct faculty instruction time is scheduled for 50 minutes per credit hour, exclusive of breaks, multiplied by 15. Direct faculty instruction includes faculty time spent observing or assessing simulations and meeting with students to discuss student work.

2. Assignments should be designed to require 120 minutes of out-of-class student work per credit hour per week for 15 weeks.

3. In the fall and spring semesters, the above total time is spread over a fourteen-week term. In the summer term, the above total time is spread over a seven-week term. Regardless of the term, the combined time of classroom, direct instruction, and out-of-class work equals at least 42.5 hours for each credit hour over the course of the term.

D. Clinics and Externships

1. ABA Standard 310(b)(2) provides that a “credit hour” in the context of a clinical course should be “at least an equivalent amount of work” as required for standard law courses under Standard 310(b)(1). The requirements for a three-credit clinical course, not including an advanced clinic, are 110 minutes of classroom component (which normally would include both instruction and "rounds") and 7.5 hours per week of out-of-class work over the course of a fourteen-week semester. The requirements for a
four-credit course are 165 minutes of classroom component (again including instruction and 'rounds') and 9 hours per week of out-of-class work over the course of a fourteen-week semester. In the summer term, the above total time is spread over a seven-week term. At a minimum, students must complete a total of 42.5 hours for each credit hour.

2. Students shall submit detailed time logs to the clinical professors of the time spent on out-of-class work on, at a minimum, a bi-weekly basis.

3. Externships are three-credit courses. To receive credit for an externship, students must log a minimum of 120 hours at their field placement, and submit their logs to the professor teaching the externship program and their supervising attorney on, at a minimum, a bi-weekly basis. Students are also required to fulfill other requirements for the course, including reading assignments, written submissions, and group discussions, that reasonably approximate ten additional hours of work for the course.

4. Credit may be withheld for any student who fails to submit accurate time logs as required.

E. Directed Research Projects, Law Review, Moot Court, and Internal Advocacy Competitions Credits

1. To receive credit for a directed research project, Law Review, Moot Court, and internal advocacy competitions, students must demonstrate that they have spent the requisite number of hours required to receive credit – 42.5 hours per credit hour. This means that students must submit logs on, at a minimum, a bi-weekly basis when they are participating in a competition, writing a note or source checking for law review, or completing a directed research project.

   a. Directed research projects: 1 credit hour (42.5 hours per work) or 2 credit hours (85 credit hours).
   
   b. Law Review junior members:
      • Fall – 1 credit (42.5 hours)
      • Winter – 2 credits (85 hours)
   
   c. Moot Court:
      • National Teams – 2 credits (85 hours) with the expectation that half of the time for the team consist of the writing of the brief, absent extraordinary circumstances.
      • Executive and Associate Board Members – 1 credit (42.5). Credit awarded in the winter term for effort throughout the year.

   d. Internal Competitions (such as Keenan):
      • 1 Credit (42.5 hours)

F. Distance Learning Courses
Distance learning courses for which students receive credits, whether offered in synchronous or asynchronous format, shall require at least 42.5 hours of instructional time and student work per unit of credit.

III. Determining Hours of Out-of-Class Student Work

A. General Guidance

For classes that require attendance in regularly-scheduled classroom sessions or direct faculty instruction, course instructors should require outside student work that reasonably approximates a minimum of two hours of out-of-class time for every hour of in-class instruction. This outside work may include, but is not limited to: reading assignments, briefing cases, solving problem sets and hypotheticals, outlining and reviewing course materials, and otherwise engaging in activities that help develop students’ comprehension of course content.

In planning student assignments to comply with these requirements, course instructors should take into account the level of experience of the students as well as the difficulty of the subject matter involved. Thus, first year courses are likely to have less reading than upper level courses because the students will likely take longer to read the materials. Faculty members are encouraged to set bench marks based on their experience and the experience of colleagues who have assigned similar work.

B. Syllabus Requirements

1. All readings and other assignments shall be indicated on the course syllabus.
2. All instructors shall submit their syllabi to the Associate Dean of Academic Affairs and in submitting that syllabi, are certifying that the outside work required complies with the requirements of Standard 310 and the School’s policies outlined in this policy. The Associate Dean of Academic Affairs shall keep these syllabi on file
3. All course instructors shall include a statement in their syllabi indicating the number of hours of work expected by the students for the credit hours involved. Such a statement could read as follows:

   Consistent with the American Bar Association’s standards for determining the amount of work that constitutes a credit hour, the Law School defines a credit hour as the amount of work that reasonably approximates not less than one hour of classroom instruction and two hours of out-of-class student work per week. This is a ___-credit course, which means that you should plan on spending a minimum of ___ hours per week (___ in class and ___ preparing for class) on course related work over the course of the semester.

4. In addition to the language indicated above, for all courses in which student time logs are not required, instructors must indicate on their class syllabi the type of out-of-class work that the students are expected to engage in to meet the time requirements. For example,
the instructor might state that the students are expected to do the following outside of class: read and brief cases, answer problems and hypotheticals, prepare for assessments by outlining course materials and studying the materials, and take [ ] assessments of the course of the semester as well as prepare for and take a [ ]-hour final examination.

IV. New Course Approvals

All proposals for new courses shall explain how the proposed course justifies the requested number of credit hours. In approving new courses, the Curriculum Committee and Faculty will determine whether the credits hours complies with Standard 310 and the School’s implementation of that standard.
APPENDIX F
Mentorship Policy Statement
Professional Development Committee

A. The Professional Development Committee ("PDC") shall appoint a mentor for pre-tenure, junior faculty candidates ("candidate"). In addition to appointing a faculty mentor to each candidate, the PDC will also avail candidates with Collective Mentorship opportunities.

B. Appointment of Individual Faculty Mentor
Upon receiving an initial tenure track appointment, each candidate for tenure shall be assigned a mentor from among the tenured faculty. Candidates may opt out of the PDC appointment by securing a senior faculty mentor on their own - but must formally advise the PDC that they have unilaterally secured a faculty mentor to exempt themselves from a formal assignment.

The selection or appointment of a faculty mentor should be finalized by the end of the new tenure-track professor's first term of teaching at the law school, or for a current-tenure track professor without a faculty mentor, the end of the first term of the 2017-2018 academic year.

C. Role of the Individual Faculty Mentor
The mentor's role shall be to assist the junior faculty candidate in meeting the requirements and expectations for tenure. The mentor's responsibilities encompass:

1) Ensuring that the candidate understands the tenure process;
2) Ensuring that the candidate is aware of the requirements and expectations for tenure;
3) Assessing if the candidate is on-track with regard to meeting requirements and expectations during pre-tenure;
4) Ascertaining that the candidate's file is in order;
5) Providing helpful criticism of the candidate's performance with respect to teaching, scholarship, and citizenship at the Law School;

6) Attending the candidate's classes and providing feedback outside the formal visitation process;

7) Meeting with the candidate to discuss scholarly developments and projects

8) Assisting the candidate in making sensible decisions respecting allocation of energies to teaching, scholarship, and service to community;

9) Functioning as an interlocutor between the candidate and the PDC; and

10) Meeting with the candidate before the tenure filing process to help them organize and finalize their application.

D. Opportunities for Collective Mentorship
In addition to appointment of an individual mentor, the PDC— in conjunction with other committees — will facilitate opportunities for collective mentorship. These sessions, outlined below, will supplement the candidate's individual mentorship.

E. Collective Mentorship Opportunities
Collective Mentorship sessions encompass:

1) Joint writing workshops with fellow faculty members;

2) Post-grant brown bag lunch presentations discussing scholarship with fellow faculty members;

3) Think meetings allowing candidates with an opportunity to discuss scholarly ideas or projects with junior faculty in an informal setting;

4) Joint sessions with junior-faculty to share insight and strategy, update one another about individual tenure concerns and plans.

F. Candidate Requiring Formal Mentorship ("fall through the cracks").
If the PDC identifies that a candidate is lacking mentorship and in need of a formal mentor, at any stage of their pre-tenure process, they may take action and assign a formal mentor to the candidate.

Mentorship Policy | Professional Development Committee

2
APPENDIX G
SABBATICAL LEAVE POLICY
University of Detroit Mercy School of Law
Adopted by the faculty December 9 2015

I. Purposes and Scope

(A) The purpose of sabbatical leave is to enhance a faculty member’s opportunities for professional growth and achievement, as well as to advance his or her service to the profession, the School of Law, and the University. This may include engaging in a substantial scholarly writing project, substantial research and study, or any other scholarly activity that, in the judgment of the Dean, contributes to the best professional interests of the faculty member, the School of Law, and the University.

(B) Sabbatical leave may not be used to engage in other full-time employment. A faculty member may, however, obtain other employment during the sabbatical only after obtaining prior approval of the Dean and so long as the faculty member continues to engage in scholarly research and/or writing during the sabbatical leave period. Faculty members who wish to engage in temporary full-time employment elsewhere, without an accompanying sabbatical project, may seek to use the University’s leave of absence policy under such circumstances.

(C) Sabbatical leave may not be used for the purpose of recreation or personal travel.

(D) A faculty member on sabbatical leave remains entitled to all of the benefits and privileges of membership on the faculty, including but not limited to occupancy of the faculty member's office, access to support and secretarial services, and eligibility for summer research stipends and support of research assistants.

II. Eligibility

(A) A faculty member who is tenured or on the tenure-track is eligible to apply for sabbatical leave after a period of six years of service as a full-time faculty member, and every six years thereafter. The six-year threshold shall be retroactive from the effective date of this policy, meaning that when this policy becomes effective, any tenured or tenure-track faculty member who has served six years on the faculty at that time is immediately eligible to apply.

(B) Sabbatical leave not taken when eligibility has ripened may continue to accumulate but under no circumstances shall a faculty member be granted sabbatical leaves in consecutive academic years.

For example, a faculty member who has served for thirteen years without taking sabbatical leave has accumulated two sabbatical leaves, and is entitled to both, but cannot take the second leave during the academic year that immediately follows the first leave.

(C) For the first two academic years after the effective date of this policy, the Dean shall give substantial, though not dispositive, weight to the seniority of the applicant, where the applicant
has at least fifteen years of service on the faculty and the sabbatical project will be likely to promote and enhance the reputation of the applicant and the School of Law.

III. Length and Compensation

(A) Sabbaticals may be awarded for either one semester or one full academic year, but sabbaticals for a full academic year should be granted only in extraordinary circumstances.

(B) Single-semester sabbatical leave shall be compensated at 100% of the faculty member's salary level. Sabbatical leave for the entire academic year shall be compensated at 50% of the faculty member's salary. Any faculty member on sabbatical shall continue to receive full University benefits per University policy, as if the faculty member was not on leave.

IV. Application

(A) A faculty member shall submit his or her application for sabbatical leave no later than October 1 of the academic year preceding the academic year for which the leave is requested. This date applies to requests of sabbatical leave for any duration.

(B) Wherever possible, a faculty member who is planning to apply for sabbatical leave is strongly encouraged to give the Dean, by June 1 of the academic year preceding the academic year in which leave may be requested, a formal notice of intent to apply for sabbatical leave. The Dean shall then inform the Associate Dean for Academic Affairs of the faculty member's intention to apply for sabbatical leave. Such notice will help to further assist the Dean and Associate Dean for Academic Affairs in planning for course coverage and finances in the year during which leave may be taken.

Giving notice to the Dean does not obligate the faculty member to actually submit an application for sabbatical leave. But once notice is given, the faculty member should notify the Dean as soon as possible if the faculty member decides against submitting an application.

(C) The faculty member's application shall include the faculty member's name, rank, curriculum vitae, length of proposed leave, date of hire, and shall list any previous leaves, including the purposes and outcomes of any previous leaves. The faculty member's application shall also state the purposes of the proposed sabbatical leave, the specific scholarly and professional goals that the faculty member hopes to achieve during the sabbatical, and shall describe anticipated outcomes. The application shall be sufficiently detailed to enable the Dean to render sound judgment regarding the value of the proposed sabbatical to the faculty member and to the School of Law.

(D) Upon submission of the application, the Dean shall forward the application to the Professional Development Committee for review and a written recommendation whether to grant, deny, or defer the application. The Professional Development Committee will review the application fairly and in good faith. It will make its recommendation to the Dean by November 1. The Dean shall review the application fairly and in good faith, and shall forward a letter to the Provost and Vice President for Academic Affairs with a recommendation either granting,
denying, or deferring the request. If the Dean decides to defer the recommendation, the Dean should notify the applicant of this decision. The letter to the Provost/VPAA should occur no later than December 1 of the academic year preceding the academic year for which the leave has been requested. The Provost will notify the applicant and the Dean of his or her decision by January 15.

V. Decanal Discretion

(A) Applications for sabbatical leave shall be granted, deferred, or denied at the discretion of the Dean of the School of Law, upon review of the faculty member’s application and according to the Dean’s judgment as to whether the sabbatical leave would serve the professional interests of the faculty member and the School of Law. For the first two academic years after the effective date of this policy, the provisions of Section II(C) shall apply.

(B) The Dean may not defer the sabbatical beyond the next academic year after the year for which, or within which, the sabbatical leave was originally requested.

(C) Any decanal decision to deny or defer a requested sabbatical shall be accompanied by a written explanation of the decision to the faculty member whose application was denied or deferred.

(D) The Dean shall not assign any administrative duties to a faculty member who is on sabbatical leave. The faculty member may voluntarily perform such duties at his or her discretion.

VI. Post-Sabbatical Responsibilities

(A) A faculty member who has completed a sabbatical shall issue a report of his or her sabbatical activities to the Dean and Provost/VPAA within two months after the date of return to the School of Law.

(B) A faculty member who completes a sabbatical shall agree to return to full-time employment at the School of Law for at least one academic year after the sabbatical.
Research Grant Policy
University of Detroit Mercy School of Law

I. Purpose

The purpose of this policy is to encourage and reward scholarly productivity.

This policy is premised on the understanding that faculty professional development is an essential activity for a law school faculty and that scholarly research and writing is a significant component of faculty development. Scholarly research and writing is vital to faculty development in that it serves to enhance the faculty member’s teaching abilities by creating a deeper understanding of the law and open legal issues. It also serves to enhance his or her reputation in the greater legal and academic society. Faculty scholarship further serves to enhance the law school’s reputation in the professional community and contributes to the continued development of the law.

II. Grants Based on Scholarship

A. Eligibility

Tenured and tenure track faculty, and faculty with long term contracts, are eligible to apply for research grants. Visiting and adjunct faculty are not eligible unless the Dean has specifically approved another arrangement.

Research grants under this section will only be awarded for work that constitutes substantial scholarship. The determination of substantial scholarship is a discretionary decision that will be made either by the Dean, the Dean in consultation with the Academic Dean, or by a separate committee appointed by the Dean for this purpose. Generally substantial scholarship will include full-length law review articles (a minimum of thirty pages with at least 150 footnotes), treatises, hornbooks, and monographs or other similar works of high scholarly quality. Absent special circumstances demonstrated by the applicant, casebook supplements, treatise supplements, teachers’ guides, CLE materials, pocket parts and work of a similar nature are specifically excluded from the definition of substantial scholarship.

B. The Application Procedure for Grants Based on Scholarship.

Faculty members who wish to be considered for a research grant must make a written application to the Dean. Applications normally must be made by April 1st. The Dean may consider applications outside of this timeframe upon a showing of good cause, which may include an invitation to present a scholarly paper for a conference or contribute a chapter to a book.

1 Adopted by the faculty March 2017.
Applications for research stipends shall include the following information:

- A description of the proposed project (i.e. article, book, book chapter, etc.);
- A description of the problem that the project addresses and how this project fits with the professional development goals and scholarly agenda of the faculty member;
- A clear statement of how the project fulfills the substantial scholarship requirement;
- Any special circumstances relating to the project, i.e., whether the project was solicited for a symposium, whether it is jointly authored, etc.;
- A projected timeline and anticipated date of submission for publication; and
- Any other relevant information requested by the Dean.

C. Approval of Applications for Grants Based on Scholarship.

The Dean in consultation with the Academic Dean, or by a separate committee appointed by the Dean for this purpose has the authority to approve applications for research grants.

D. Funding for Grants Based on Scholarship.

a. **Future grants.** With the exception set forth in paragraph (b) below, a faculty member who has been awarded a research grant must submit a substantial article or its equivalent for publication before he or she will be eligible for any additional grants.

b. **Multiple grants.** A faculty member may be awarded an additional grant for a project prior to its completion provided the project is a substantial article or book and the faculty member demonstrates that substantial progress has been made. However, no more than three grants will be awarded for any one project.

c. **Outside funding.** Royalty-generating publications or those receiving other outside support are not eligible for research grants.

d. **Abandonment of a project.** A faculty member who has received an award and who subsequently abandons the project will be required to complete an alternative substantial piece of scholarship before he or she will be eligible for any additional grants. Except in extraordinary circumstances, the second work should be completed within three years of the original grant.

E. Participation in Scholarly Forums.

Faculty members who have been awarded a research grant based on scholarship are expected to present their work at faculty scholarship workshops sponsored by the Law School.
III. Grants Based on Enhancing Comparative Law Content ("Comparative Law Grant")

A. Eligibility

Faculty members who are dedicated to developing a new comparative law course for delivery at Detroit Mercy Law, may apply for a Comparative Law Grant. To qualify for such a grant, the faculty member’s proposal must substantially incorporate comparative content into the course; de minimis comparative content will not be sufficient for receiving a grant.

B. Application Procedure

Faculty members who wish to be considered for a Comparative Law Grant must submit an application to the Dean. The application must normally be submitted by April 1. The Dean may consider applications submitted beyond this timeframe upon a showing of good cause by the applicant.

The application must include the following:

A description of the proposed course and of the comparative content the course will cover;

An evaluation of the importance of the new course to the Detroit Mercy Law program of legal education (including the Dual J.D. program);

Specific steps that the faculty member will take in preparing and integrating comparative law content in the course;

An approximation of the number of classroom hours that will be dedicated to comparative law topics.

C. Approval of Applications

The Dean, in consultation with the Associate Dean for Academic Affairs or a separate committee appointed by the Dean for this purpose, has the authority to approve applications for Comparative Law Grants.

D. Project Completion and Course Approval

Upon completion of the project, the faculty member must comply with all necessary course approval procedures, including submission of a course approval form and submission of a sample syllabus to the Curriculum Committee, in a time-frame determined by the Associate Dean for Academic Affairs. The faculty member must then confer with the Associate Dean for Academic Affairs regarding scheduling of the new course upon its approval, and will be expected to deliver the course as scheduled.
E. Funding

1. Future grants

With the exception set forth in paragraph (b) below, a faculty member who has been awarded a grant must submit the completed course proposal before he or she will be eligible for any additional grants.

2. Multiple grants

A faculty member may, at the same time, apply for and receive a Comparative Law Grant in addition to a grant based on Scholarship. The faculty member will be expected to comply with all relevant provisions of the policy for obtaining a grant based on scholarship.

3. Outside funding

A faculty member who has received external financial support for the creation and development of the new course may not receive a Comparative Law Grant.

4. Abandonment of project

A faculty member who has received an award and who subsequently abandons the project will be required to complete an alternative project before he or she will be eligible for any additional grants. Except in extraordinary circumstances, the second project should be completed within three years of the original grant.
APPENDIX I
APPENDIX

GENERAL POLICIES
UNIVERSITY OF DETROIT MERCY SCHOOL OF LAW

I. ATTENDANCE

The American Bar Association accreditation standards mandate that a law school adopt, publish, and adhere to a policy for regular class attendance. ABA Standards and Rules of Procedure for Approval of Law Schools, Standard 308(a) (2017-18). Thus, students are encouraged to attend every class for each course in which they are enrolled. Recognizing, however, that students may be unable to attend every class, the following attendance policy provides at what point there are consequences for missed classes.

From the Student Handbook, Section II.B.1:

a. Courses that meet once a week:

Unless a professor chooses to adopt a stricter policy as set forth in paragraph g, a student is permitted two absences in a semester for a course that meets once a week.

The first absence beyond the allotted number for a course that meets once a week will reduce the student’s final grade by .2. The second absence beyond the allotted number for a course that meets once a week will reduce the student’s final grade by an additional .4. Thus, if the student is absent from the course for four class periods, the student’s grade shall be reduced by .6. Any absence thereafter will result in the student being dropped from the course with an Administrative Withdraw (AW) appearing on the student’s transcript for the course. An AW appearing on a student’s transcript results in the student not receiving a grade or credit for the course.

b. Courses that meet twice a week:

Unless a professor chooses to adopt a stricter policy as set forth in paragraph g, a student is permitted four absences in a semester for a course that meets twice a week.

The first absence beyond the allotted number for a course that meets twice a week will reduce the student’s final grade by .1. The second absence beyond the allotted number for a course that meets twice a week will reduce the student’s final grade by an additional .2. The third absence beyond the allotted number for a course that meets twice a week will reduce the student’s final grade by an additional .3. The fourth absence beyond the allotted number for a course that meets twice a week will reduce the student’s final grade by an additional .4. Any
absence thereafter will result in the student being dropped from the course with an AW appearing on the student's transcript for the course.

c. Courses that meet three times a week

Unless a professor chooses to adopt a stricter policy as set forth in paragraph g, a student is permitted four absences in a semester for a course that meets twice a week.

The first absence beyond the allotted number for a course that meets twice a week will reduce the student's final grade by .1. The second absence beyond the allotted number for a course that meets twice a week will reduce the student's final grade by an additional .2. The third absence beyond the allotted number for a course that meets twice a week will reduce the student's final grade by an additional .3. The fourth absence beyond the allotted number for a course that meets twice a week will reduce the student's final grade by an additional .4. Any absence thereafter will result in the student being dropped from the course with an AW appearing on the student's transcript for the course.

d. Pass/No Pass courses

The spirit and letter of the above policy should be adhered to in a course that the student takes pass/no pass. Thus, a student taking a course pass/no pass will be dropped from the course with an AW appearing on the student's transcript for the course in accordance with the policy set forth in numbers 1 and 2 above. Further, the professor should take into consideration the grade reduction that would have occurred based on the number of absences in determining whether the student's grade is above a 2.2 as to pass the course.

e. Summer courses

Unless a professor chooses to adopt a stricter policy as set forth in paragraph g, the following rule applies. In a two-credit course that meets once a week, a student is permitted one absence. The first absence beyond the allotted number will reduce the student's grade by .4. Any absence thereafter will result in the student being dropped from the course with an AW appearing on the student's transcript for the course.

Unless a professor chooses to adopt a stricter policy as set forth in paragraph 6, the following rule applies. In a three-credit or four-credit course that meets twice a week, a student is permitted two absences. The first absence beyond the allotted number will reduce the student's grade by .2. The second absence beyond the allotted number for a course that meets twice a week will reduce the student's final grade by an additional .4. Any absence thereafter will result in the student being dropped from the course with an AW appearing on the student's transcript for the course.
f. **Intersession or courses that do not fit in an above category**

A professor teaching in the intersession or in a course that does not fall within one of the above categories shall at a minimum adhere to the policy that after a student missing approximately 14 percent of the classes in the course, the student’s final grade shall be reduced. It shall be reduced consistent with the above policy.

g. **Professor discretion**

A professor has discretion to determine what constitutes an absence as a general policy and in specific instances. For example, a professor may deem that failure to be prepared for class is an absence and/or that tardiness is an absence.

If a professor adopts changes to this attendance policy as allowed within the professor’s discretion or chooses to adopt a stricter attendance policy as is also allowed, then the professor must set forth the professor’s attendance policy in the professor’s syllabus for the course.

h. **Professor responsibility**

When a student exceeds the number of allotted absences such that the student must be withdrawn from the course, the professor will notify the Registrar’s office.

II. **ACCOMMODATIONS AND OTHER DISABILITY-RELATED ISSUES**

If you need an accommodation because of a disability, have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact:

Emilie Wetherington, M. A.
Director of Disability Support Services.
McNichols Campus Library, Room 328
Email: gallegem@udmercy.edu
Phone: 313-993-1158

It is very important for students to be proactive with regard to requesting their disability accommodations every semester. Students are encouraged to have open communication with their professors. However, it is never a requirement for students to disclose their disabilities to anyone except the Director of Disability Support Services, and only if they wish to request accommodations. **You must be registered with Disability Support Services and your faculty must receive official notification from the DSS office before they can make arrangements for your accommodations.**
III. SEXUAL HARASSMENT AND TITLE IX

University of Detroit Mercy is committed to fostering a safe, productive learning environment for all students. Detroit Mercy’s Policy Prohibiting Sex and Gender-based Discrimination applies to sex and gender-based harassment, sexual exploitation, sexual assault, attempted sexual assault, intimate partner violence/dating violence, stalking, cyberstalking, and retaliation.

You are encouraged to report potential sex and gender-based discrimination policy violations to Marjorie Lang, the University’s Title IX coordinator. The Title IX office is located on the 5th floor of the Fisher Administration Center on the McNichols campus. Potential complainants (students making a complaint) and potential respondents (students responding to a complaint) may contact Ms. Lang who is available to assist you in understanding all of your options including resources and referrals on and off campus. You may contact her at 313.993.1802 or langma@udmercy.edu. You may view the University Policy Prohibiting Sex and Gender-based Discrimination as well as University Title IX Investigation and Resolution Procedure at www.udmercy.edu/titleix.

IV. PLAGIARISM AND ACADEMIC DISHONESTY

Plagiarism is defined as the presentation of ideas, arguments, and written material of another as one’s own work. Written passages, arguments, and paraphrases from other sources must be clearly identified as such.

Plagiarism and all other forms of academic dishonesty are forbidden at the School of Law and constitute offenses under the Honor Code. Students will be subject to both academic and disciplinary sanctions for plagiarism and other forms of academic dishonesty.

V. DEPARTMENT OF ACADEMIC SUCCESS

The School of Law is committed to the success of its students. Students experiencing academic difficulty should consult with their professors. Students also are encouraged to consult with the Department of Academic Success, which is located on the third floor (Suite 325) at the School of Law. Dean Charisse Heath, who is the Assistant Dean for Academic Success and Bar Preparation, may be reached at heathc12@udmercy.edu or (313) 596-9445. Director Sarah Garrison, the Director of Bar Preparation, may be reached at garrissi@udmercy.edu or (313) 596-0226.