Draft as of 7/20/2026

Introduction

Welcome to Marquette University Law School! We are excited that you will be joining our faculty. We hope this guide will give you information and resources as you prepare to teach at the Law School.

In addition to the information provided in this guide, you will find important policies and processes in the Law School Academic Regulations, which can be found on this page of the Law School website.

While many points of contact are mentioned throughout, here are some key people to know:

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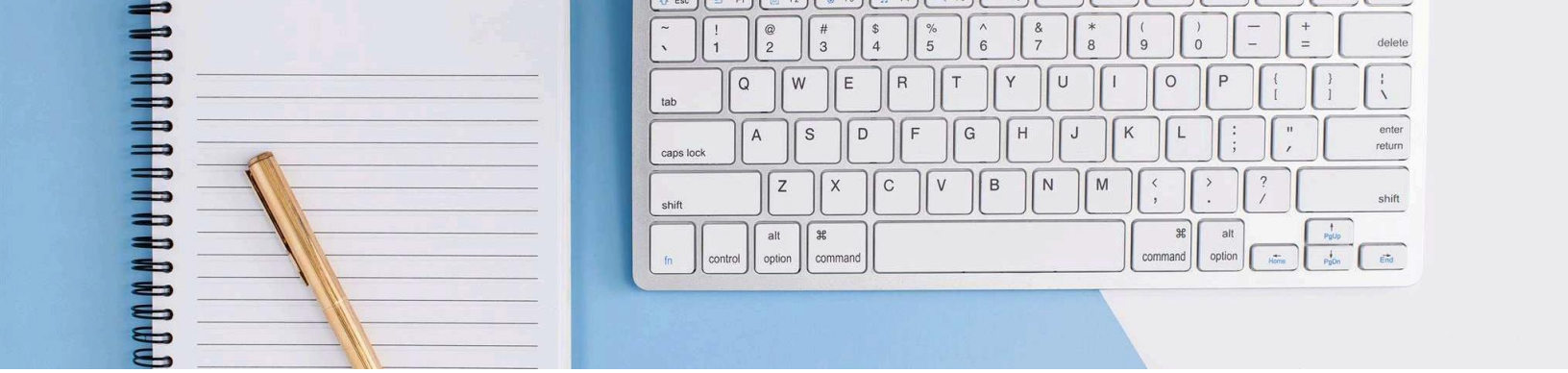


Section 1: Credentials & Logins

First Step: Credentials

A member of the Law School staff will let you know when your computer login credentials are ready. Then, you can call the Marquette Tech Squad at 414-288-7799 for your initial login information and instructions to set your password. This will allow you access to your@marquette.edu email address and other computer systems which require Marquette credentials to login.

Second Step: FERPA Training

All Marquette faculty and staff must take mandatory training on the Family Educational Rights and Privacy Act (FERPA) in order to gain access to certain systems. Please take this short training promptly after you obtain your login credentials. The training can be accessed by clicking here and you will use the Faculty Track. Use your Marquette credentials to login to this training. If you have any trouble logging in, please email Records and Registration Specialist Rebecca Ruesch for assistance. Once you have completed the training, please email Rebecca Ruesch to inform the Dean's office of your completion.

Final Step: MUID Card

You will need to obtain an MUID card for access to Eckstein Hall. After your login credentials have been obtained, you may pick up your MUID card at "Union Station," which is located in room 158 of the Alumni Memorial Union. Office hours can be found here. Please note, you will need a government-issued photo ID to get your MUID.

I have my Credentials and MUID, now what?

Now that you have credentials, here are some of the places and systems you can access.

- Marquette Law School website - By logging into the Law School's website, you will be able to view and update your profile page in the Faculty Directory, access and update your course pages in the Course Directory, and listen to your students' name pronunciations in the Student Directory.

- Eckstein Hall - You can use your MUID to swipe in at the front desk and gain entry into the building.

- CheckMarq - Log in to view your course rosters and enter final course grades.

- MyJob – By logging into MyJob, you can set up direct deposit and view your pay stubs and W2. MyJob is only available when on-campus and connected to the university wi-fi or through the University VPN (see Section 9 for information about how to set up the VPN).

- D2L - D2L is Marquette University's supported learning management system, which can be used for document posting/sharing, assignment dropboxes, quizzes, discussion boards, and more.

A Note About Logins:

There are two usernames you will use when logging in to various systems (your password is always the same):

- The first is your full email address (typically firstname.lastname@marquette.edu, e.g. john.smith@marquette.edu). Use this when logging into Microsoft systems such as Outlook.
- The second is for logging into systems other than Microsoft, and is referred to as your Marquette username, typically lastnamefirstinitial (e.g. smithj).

Troubleshooting: If you are ever having trouble accessing your account, the first troubleshooting step to try is resetting your password. To do this, visit reset.mu.edu

Section 2: Course Scheduling & Absences

Scheduling Courses:

Scheduling your courses begins well before the start of the semester in which you will be teaching. The current academic calendar is available on the Law School website. The schedule for the upcoming semester is also available on the Law School website.

Full-time faculty. Early in the spring semester, Nadelle Grossman, associate dean for academic affairs, informs full-time faculty of their teaching packages for the following academic year. To the extent there is any remaining discretion as to what a faculty member will teach, Nadelle will reach out to that faculty member at that time to explore course options. If a full-time faculty member has any questions on a schedule or wants to express interest in teaching a different course in the future, that faculty member can reach out to Nadelle any time.

Adjunct faculty. Nicole Toerpe Mason, law school registrar, contacts prospective and returning part-time adjunct faculty one semester before that faculty member might teach to confirm that faculty member's interest in teaching the following semester and to solicit that faculty member's preferred teaching days and time blocks.

Temporary and Permanent Courses:

By and large, faculty teach courses already in our curriculum. However, sometimes the Law School decides to offer a new course. Whenever that occurs, that proposed new course, including a short course description, number of credits, and prerequisites, must be submitted to the Law School's curriculum committee for approval, before becoming part of the temporary curriculum. After a temporary course has been offered twice, the curriculum committee can propose to move that course to the permanent curriculum. Even if the curriculum committee and the faculty vote to approve that move, the University's course system takes about a year to reflect that move. As a result, the course will continue to appear as a temporary course until the University's course system is updated.

Course Registration:

For the fall semester, students have access to the schedule and associated registration materials after spring break in late March and register for courses in early April.

For the spring semester, students have access to the schedule and associated registration materials in late October and register for courses in early November.

In the time between schedule release and registration, various administrators and faculty meet with interested students to advise them on the curriculum and scheduling. In addition, student organizations and others often organize sessions with students, to help inform them about courses and areas of focus.

To access registration materials, please visit the Registration Materials page on the Law School website at this link. On this page you can also find (under "Related Links") the Academic Calendar, which lists the relevant add/drop dates for students. During the first week of classes you may notice some movement in your class roster as upper-level students finalize their schedules. In general, students can add and drop upper-level courses during the first seven days of the semester without impact on their transcripts. After that time, but before the end of the seventh week of the semester, the student may only drop a course with approval from the faculty member and the assistant dean of students. In that case, a W will appear on the student's transcript for that course. The Academic Regulations set out separate processes, including approvals, for dropping 1L courses, courses that are shorter than ten weeks long, and clinical experiences.

Registration Materials

In advance of students registering for courses each semester, the dean's office assembles not only the actual schedule of classes but also information that includes methods of evaluation, scheduled final exam dates, and additional faculty comments.

As the administration prepares these materials, all faculty members will receive an email that includes a link to the "Methods of Evaluation" form. This form asks you to select the various methods of evaluation that you will use to assess student performance in each of the courses that you will teach the following semester. You also may include in the form additional faculty comments that you would like students to see but that are not otherwise called for by the registration materials. For example, in faculty comments, you could note the dates of in-class practice negotiations, or content of the course you want to highlight.

Section 5 describes different methods of assessment. However, for purposes of registration materials, you will want to make it clear if you use any of the following methods of assessment and include the specified information:

- **Midterm Exam** - All midterm exams are administered by the faculty member during a class period. For graded (as opposed to "practice" or ungraded midterms), pursuant to official and prescribed university processes, students may receive disability accommodations that provide them with additional time or other considerations. First-year classes have a designated midterm exam period, but upper level courses do not. Registration materials

should specify the date of the midterm exam.

- **Paper(s)** - registration materials should specify the date of distribution (if relevant) and when the paper is due or if more than one, when each paper is due.

- **Participation** - registration materials should specify whether class participation is a component of students' grades.

- **Presentation(s)** - registration materials should specify whether students must make a class presentation if that presentation is a component of students' grades.

- **Professionalism** - You might consider this method of evaluation especially for classes where participation may not capture the essence of what you are seeking from students. Faculty may decide that professionalism encompasses attendance, appropriate communication, participation, and/or engagement. Where professionalism is a factor in a student's grade, it must be disclosed in the registration materials.

- **Project(s)** - Projects include final trials, arguments, and negotiations. The date of distribution and due date for each project must be set out in the registration materials. These may not be scheduled during the final exam period, as listed in the academic calendar, unless the date is disclosed in the registration materials so that students have notice of this date prior to selecting their courses.

- **Scheduled Final Exam** - If you select to have a scheduled, in-class final exam, the Law School will schedule your exam for you during the exam period. The Law School schedules all in-class final exams in advance, and students create their upper-level schedules with these dates in mind. Workshops and seminars may not have a scheduled final exam. For more information on scheduled final exams, please refer to Section 10.

- **Other** – if you have a different method of assessment in mind, please contact Nadelle Grossman to discuss what that assessment will look like.

Office Hours

While we do not schedule office hours for you, the expectation is that you will be available to meet with students each week during the semester outside of class. For full-time faculty, this is consistent with the Handbook for Full-Time Faculty, which requires that faculty be in their offices for certain specified hours each week and available to students. Office hours information must be included in your syllabus.

You are free to schedule your own office hours, keeping in mind that especially for upper-level students, no two students will have the same schedule. For that reason, you can either set aside a time for office hours and also allow students to schedule meetings with you outside of that time, or simply have students contact you to set up a time to meet outside of class. If you take the latter approach (which we expect will only be the case for part-time adjunct faculty), please make sure you are responsive to students' requests to meet. Part-time faculty can reserve office space in the building for office hours. Refer to Section 15 for information about reserving office space.

Faculty Absences

For class cancellations known in advance:

- If you know in advance of the schedule being released to students that you will have to miss up to two classes for a preexisting conflict, please contact Nicole Toerpe Mason as soon as you are aware. Nicole can add the minutes from the cancelled classes to your remaining classes.

- If you know in advance of the schedule being released to students that you will have to miss more than two classes for a preexisting conflict, please let Nicole Toerpe Mason and Nadelle Grossman know as soon as you discover this fact. It may be necessary not to offer the course.

- If you find out that you will miss a class or two after the schedule is released to students but before the start of the semester, the class schedule will not be adjusted to account for your absence. Instead, you must contact Nadelle Grossman and Nicole Toerpe Mason to come up with a plan to address the absence. Such a plan may involve extending some class sessions and recording the extended class sessions for students who cannot attend, offering a class meeting on a remote basis, or asynchronous activities. Please note, make-up classes that require all students to attend are rarely a viable option, especially for upper-level students.

- If you find out after the schedule is released to students that you will have to miss more than two classes, please contact Nadelle Grossman right away to discuss options, including in the case of part-time faculty possible course cancelation.

For class cancellation due to illness or emergency mid-semester:

- If you need to cancel class for any reason during the semester, please let Rebecca Ruesch and Nicole Toerpe Mason know. They will send an email notice out to all of your students and key members of the administration. A sign will also be posted on the door of your classroom about the cancellation.

- Nicole Toerpe Mason will inform you of how many minutes need to be made up due to the cancellation, to ensure we comply with ABA standards.

- Then, please contact Nadelle Grossman to come up with a plan to address the absence. Such a plan may involve extending some class sessions and recording the extended class sessions for students who cannot attend, offering a class meeting on a remote basis, or asynchronous activities. Please note, mandating student attendance at make-up classes is rarely a viable option, especially for upper-level students, as no two students have the same schedule.

Conducting class remotely due to absence:

- If you find out during the semester that you cannot teach one or two of your classes in person, please notify Nadelle Grossman immediately upon discovering that fact. If you believe you are able to effectively teach that class or those classes remotely, you may teach remotely so long as students know to expect that possibility from your syllabus delivered to them at the start of the semester. Please use Microsoft Teams for those remote courses. During those classes, you will need to ensure you (1) can verify students' attendance and (2) engage with students and evaluate if they are understanding material.

- Please contact Nadelle Grossman in advance if you expect this to occur more than once a semester (for classes that meet once a week) or twice a semester (for classes that meet twice a week), though please make every effort to avoid this from happening.

Section 3: Textbooks

Section 3 Key Contacts:

- Records and Registration Specialist Rebecca Ruesch
- Associate Dean for Academic Affairs Nadelle Grossman
- Assistant Dean of Students Anna Fodor

I would like to get copies of some textbooks to review and decide:

The law school has a relationship with major legal publishers, which allows us to often get complementary review copies of textbooks. Please contact Rebecca Ruesch with titles that you wish to review and she will ask for a review copy. When contacting Rebecca Ruesch, please indicate whether you would accept an e- book review copy, which is usually available right away, or if you would prefer a hard copy (if the publisher is willing to provide a hard copy).

I know what textbook I would like to use for my course:

If your Marquette e-mail has already been activated before the start of a semester, you might receive an e-mail from the Marquette University Bookstore, the BookMarq. This email will give you instructions for adopting your textbook(s) for the upcoming semester. You can follow the instructions to enter your textbook information. As a word of caution: if you have previously taught a course, the BookMarq will typically allow you to single-click to adopt the same textbook as before. Please be sure the correct textbook is listed. Oftentimes, the wrong textbook is listed!

If your Marquette email has not been set up, you don't receive the BookMarq email, or you're having trouble with the portal, Rebecca Ruesch is able to enter this information for you. Simply email her with your textbook title, author, and ISBN.

I need help selecting a textbook:

Picking the right textbook can be daunting! Nadelle Grossman is available to help. She can point you in the direction of past textbooks for your course, connect you with a law librarian, and more!

I am not using a textbook:

Also great! If your Marquette e-mail has already been activated, you will receive an e-mail from the Marquette University Bookstore, the BookMarq. This e-mail will give you instructions for "adopting" (choosing) your textbooks for the upcoming semester. One of the options is "No Materials Needed." It is helpful to select this option so that students know they do not need to check back for additional materials and so that you will not receive reminder e-mails from the bookstore. If your Marquette e-mail has not been set up, you do not receive the BookMarq e-mail, or you're having trouble with the portal, please e-mail Rebecca Ruesch to have her update your course for you.

If you intend to prepare your own materials, you will want to contact Jim Mumm in the law library to obtain any copyright approvals needed on your material and help you determine when content needs to be made available through a password-protected site. We strongly recommend that you make any such material available through D2L rather than email course materials to students, to make that content easily accessible to students during the semester. This approach also helps students stay organized.

Section 4: Syllabus

Section 4 Key Contacts:

- Associate Dean for Academic Affairs Nadelle Grossman
- Records and Registration Specialist Rebecca Ruesch

Before the start of the semester, please send a copy of your syllabus to Rebecca Ruesch.

Key Components

In each syllabus, you will need to set out the following:

- Your expectations for students taking the course, set out as "learning outcomes."
- Office hours and how students can reach you.
- How you will evaluate students, including as much detail as possible about methods of assessment, weights of those assessments, and dates for those assessments (see Section 5 of this guide)--this must match the information you included in the registration materials when students were registering for your course (see Section 2).
- Your policies as to attendance (e.g., if you will lower students' grades in the course if they exceed a set number of absences), tardiness, participation, and assessments. For example, you might state your policy that a student who misses more than X classes (perhaps amounting to 10% of your class meetings) will have their course grade lowered by one incremental grade, and that you will fail a student who is absent from Y classes (perhaps amounting to 25% of your class meetings). As discussed in Section 7, you will need to establish a method to track student attendance.
- Assigned reading or pre-class assignments for the course, or if you do not know your pacing, for at least the first third of the course. While you may choose to modify the assignments, we recommend only removing (and never adding)

reading assignments that have been posted. The goal should be to cover the reading assignments on the next class day--often this means not being too ambitious in your reading assignments.

Do Not Make Changes Mid-Semester

Once you set out your expectations (including on attendance and methods and weighting of assessments) in your syllabus, **do not change them**! Students will raise concerns if you change any expectations from your syllabus over the course of the semester, even if you are making a change that some of them have requested, or that seems more generous than expectations stated in your syllabus. If you encounter a need to change expectations from your syllabus, reach out to Nadelle Grossman before doing so.

Learning Outcomes

What is a learning outcome? "A learning outcome is a concise description of what students will learn and how that learning will be assessed. Having clearly articulated learning outcomes can make designing a course, assessing student learning progress, and facilitating learning activities easier and more effective. Learning outcomes can also help students regulate their learning and develop effective study strategies." (Stanford Teaching Common)

Marquette University Law School Program Learning Objectives.

Before you begin to design your syllabus, we recommend you review the Marquette University Law School Program Learning Objectives. They can be found online at this link but are also listed below.

- Outcome 1: Graduates will competently communicate, orally and in writing, with clients, decision makers, and the range of other stakeholders in the legal system in a manner expected of a new lawyer.
- Outcome 2: Graduates will competently demonstrate knowledge of core areas of legal doctrine and the processes through which law is created, developed, and changed, and legal rights and duties are enforced and adjudicated.
- Outcome 3: Graduates will competently employ legal reasoning strategies to identify, analyze, and research legal problems.
- Outcome 4: Graduates will be prepared to exercise proper professional and ethical responsibilities to clients and the legal system.
- Outcome 5: Graduates will competently demonstrate knowledge of Wisconsin law in a variety of legal fields and settings.

- Outcome 6: Graduates will critically reflect on how lawyers serve the economically disadvantaged, marginalized, and underrepresented in society, consistent with the Jesuit mission.

Designing your course-specific learning outcomes.

- You will want to create three to five course-specific learning objectives that are specific to your course and are measured by your planned assessments. See Section 5.
- You do not need to try to achieve all of the Marquette University Law School programmatic learning objectives listed above in your course. However, your course will likely cover several of those programmatic learning objectives.
- If you are teaching one section of a general enrollment course for which multiple sections are offered, all sections must have shared core learning objectives.
- Use action verbs to articulate what your students will learn and be able to do with that knowledge.
- For more information, you may wish to visit Stanford Teaching Common's website for Creating Learning Outcomes.

Course Definitions

If you are teaching a workshop, please design the course so that it meets the Law School's definition of a workshop.

"Workshops" provide students with simulated experiences similar to that of a lawyer engaged in a client representation or other lawyering tasks. Simulations may include drafting exercises, client interviewing and counseling, courtroom advocacy, and other exercises involving the use of pertinent professional skills. A workshop will integrate doctrine, theory, skills, and ethics; will include a classroom instructional component; and will provide students with multiple opportunities for performance with feedback from a faculty member as well as self-evaluation. Most workshops will carry a prerequisite, thereby allowing the faculty member to focus on extending and applying doctrine first encountered in other courses.

A workshop also needs to instruct and assess students on oral communication.

If you are teaching a seminar, please ensure you design the course to meet the Law School's definition of a seminar.

A "seminar" should include a substantial focus on writing. A seminar might combine an in-depth examination of a subject with multiple writing assignments that are critiqued by the instructor, for example, short essays on various issues discussed in the seminar. In the alternative, a seminar could build on the skills introduced during the first

year legal research course but culminate in a substantial written paper that is based on student research, with students submitting drafts that are critiqued by the professor and returned for revision.

Getting Started

To help get you started in drafting your syllabus, you can access this Syllabus Template.

If you are teaching a section of a course that has been taught or is being taught by other faculty members, feel free to ask Nadelle Grossman or Rebecca Ruesch for a copy of the syllabi from those other sections, as an example of a syllabus for that course.

Creating Reading Assignments

As you design your syllabus and list of course readings and other out-of-class assignments, recall what it is like to be a law student—when reading cases and statutes was still new and took time. As you design your assignments, you will also want to keep in mind that under ABA Standards, students should spend twice as long preparing for each class as they spend in class.

While there is no formula for what this means in terms of out-of-class assignments, as a rule of thumb, if you are assigning readings in a *textbook*, you might not want to assign much more than 30 pages for a 70-minute class. If you assign other types of readings, you will need to estimate how long it will take students to complete those assignments.

Keep in mind if you assign too much work out of class (especially too long of reading assignments), you will not be able to discuss much of that content in class—that, in turn, can lead to student frustration. If assignments become extremely long, the risk becomes substantial that a student will engage *less* with all of the material.

📌 **Important Tips and Reminders:**

- Include three to five learning outcomes in your syllabus.
- If you are teaching a section of a course, include the shared core learning outcomes for that course.
- Review your syllabus with students on day one of class.
- Do not deviate from your syllabus unless absolutely necessary; consult with Nadelle Grossman before doing so.

Section 5: Designing Assessments

As you know from Section 3, you must submit your methods of evaluation for your course in advance of students registering for courses. Students take the method and timing of assessments into consideration when they select courses and build their schedules.

As you design your course, you will want to think about how to evaluate whether students are achieving the learning outcomes you have set for students in your course, as discussed in Section 4. **Importantly, you will want to evaluate students' progress toward achieving those learning outcomes during the semester (called formative assessments) and evaluate whether students have achieved those learning outcomes, usually at the end of a semester or unit (called summative assessments).**

What Are Formative and Summative Assessments

Typically, formative assessments are much lower stakes (meaning lower points) than summative assessments, as they do not evaluate whether a student has fully learned a concept yet--only if the student is on the right track toward achieving your learning outcomes. You will want to think carefully about the best tools to assess student learning. While there is no requirement as to what tools you can use for assessments, the following are some ideas for both formative and summative assessments:

Examples of Formative Assessments:

- Quizzes
- Midterm
- Reflection papers
- iClicker polls
- Writing or oral performance exercises

Because formative assessments are designed to help further student learning, you will want to ensure there is some type of feedback to students. That feedback can either be delivered orally or in writing, given individually or to the entire class, or through peer review with input from the professor, among other ways.

Examples of Summative Assessments:

- Final exam – usually scheduled in-person during the exam period
  - Midterm (which can be both formative and summative)
  - Final paper
  - Writing or oral performance exercises (which can be both formative and summative)
  - Final project

We recommend you draft a summative assessment a week or two before you intend to administer it, and that you proofread it several times before administering it. We also suggest you have someone else review the assessment before you administer it, to ensure you are not missing any mistakes obvious to the non-drafter. Nadelle Grossman is always happy to review any assessments. Finally, we recommend you prepare your rubric for the assessment before you administer it, to ensure you are assessing the desired areas and the assessment seems achievable in the allotted time.

📌 **When planning and designing assessments:**

- Don't schedule a performance assessment during the exam period--only final exams should occur during the final exam period.
- Don't give an exam for a workshop or seminar--the former focuses on learning lawyering skills (not exam-taking) and the latter focuses on developing writing and analytical skills.
- Don't change your assessment methods, weightings, or timing once they are set in your syllabus and communicated to students (which should occur at the start of the semester).

Required Assessments

Assessment promotes a culture of continuous improvement.

Under ABA Standards, we are required to use both formative and summative methods in our curriculum to measure students' achievement of learning outcomes and provide meaningful feedback. Thus, you will want to consider including one or more formative assessments in your course, where those assessments measure students' progress toward achieving your course learning outcomes. Those formative assessments should also provide students with meaningful feedback so that students can improve. That feedback can be individual feedback, group feedback, and/or peer feedback.

Moreover, under ABA Standards, the first one-third of a student's J.D. credit hours must include at least one formative assessment with feedback. Therefore, if you teach a 1L course, you must have at least one formative assessment. We have a two-week 1L midterm period that is communicated to faculty who teach 1L courses each semester. Faculty must hold their 1L midterms during that two-week period. All faculty who teach in the same section must communicate amongst themselves to ensure the midterms in that section are appropriately spaced out.

Deciding Point Systems for Assessments

When deciding how you will grade an individual assessment (other than a single, final exam), we recommend that you (a) provide assignment grades on a point, rather than letter, scale, (b) avoid point values that total 100, and (c) try to keep in mind that you will ultimately have to curve the course. These suggestions will give you flexibility to implement the curve and other grading requirements once you evaluate all assessments. (For example, if you were to give 10 out of 16 students in your class a grade of A- or A on a mid-semester assessment, those 10 students might expect that they will receive an A- or A in the class. If, however, you used a 1-50 scale and did not give as many high scores, you would more easily be able to fit students' grades into the mandatory curve at the end of the semester.)

This recommendation should also help avoid the misconception on a student's part that the student will receive a specific final grade in the course based on one assessment score or grade.

Rubrics

Creating a rubric, or scoring guide that outlines evaluative criteria and scoring system, to evaluate submitted work can help give you a more objective basis on which to grade. If you use a general rubric that does not reveal the "answer" to an exam, project, or assignment, you might want to share your rubric with students in advance of handing out the exam, project, or assignment on which they will be assessed. Doing so allows you to communicate to students in advance the general criteria upon which they will be graded. A rubric doesn't have to be fancy or complicated--just list the substantive material or skills that you want students to display on the assessment, accounting for ranges of competency. You can always adjust your rubric as you grade, but then you will want to be sure to reevaluate all of the assessments to account for any adjustments.

For more information about developing a rubric, there are many resources available online, including this from the University of Nebraska-Lincoln.

Assessment Instructions

Include an instruction sheet with all graded assessments. Do not give any verbal instructions that are inconsistent with or not included in the written instructions. Instructions should include the following:

- Explicit statements about whether collaboration with others is allowed and whether students are permitted to use Al, along with possible consequences for violatingthat rule (including receiving the grade of F and being referred for discipline). Note that our Academic Regulations do not allow the use of AI to write a graded assessment unless the instructions otherwise provide. Nevertheless, you should reiterate that rule in your instructions. Or you can

change that rule and allow the use of AI in writing the assignment. If you do this, consider instructing students how to effectively use AI in the context of your course, to balance the field, so to speak, between students who have existing experience using AI and those who do not.
- Assignment due dates and submission instructions
- Word or page minimums or maximums

Final-exam Length

To comply with ABA standards, a scheduled final exam should be no fewer than two hours in length. Most final exams are between three and four hours in length.

A timed exam should not be set for a period of greater than four hours. Doing so both creates the expectation on the part of the student that they use all the time and leads to an accommodated exam time that comes close to or exceeds the length of the business day. If you have questions, please contact Anna Fodor.

Anonymous Grading

The Law School Academic Regulations require that faculty grade exams on an anonymous basis.

To facilitate this, twice a semester, students are assigned an anonymous exam ID number. This number is separate from students' MUID number and allows for anonymous grading. Once exams or papers using the exam IDs are graded, a grade roster can be returned to the registrar to reveal the identity of the exam taker.

D2L also offers an anonymous grading function for quiz and dropbox submissions.

While our Academic Regulations do not require that you grade students anonymously for non-exam assessments, we strongly encourage you to grade students anonymously on other assessments to the extent possible. Thus, if students are handing in projects that you do not review with them in advance, you will want to grade those projects anonymously, and you can require students to include their anonymous midterm or final exam IDs. In contrast, if you meet with students to discuss paper topics or unique drafts and therefore will know which student handed in which paper, you will not want to represent that grading will be done anonymously.

Multiple-choice Assessments

In some situations, especially when giving students a formative assessment to assess their progress toward achieving your course learning outcomes, it is appropriate to use multiple-choice assessments. However, we recommend you not rely exclusively on multiple choice as your summative assessment tool unless one of your learning outcomes is for students to

competently answer these types of questions, and your course helps them develop that skill.

If you are giving a multiple-choice assessment, there are several options for scoring:

D2L

If you use D2L as part of your course, you can create a D2L quiz which has multiple choice questions as an option. There is also the option of a lockdown browser which prevents internet access, though if students are not taking the quiz on D2L during class with you serving as proctor, you will not want to trust the lockdown browser to prevent access to the internet.

Scantron

Marquette University IT services offers Scantron forms. These must be requested at least two business days before the exam. Information on the process can be found here.

InspiroScan

A new option being tested by the law school is called InspiroScan. It is similar to Scantron, but is prepared and processed at the law school. Please contact Records and Registration Specialist Rebecca Ruesch to request forms for your class.

Section 6: Supporting Students

Section 6 Key Contacts:

- Assistant Dean of Students AnnaFodor
- Associate Dean for Academic Affairs Nadelle Grossman

The Jesuit principle of *cura personalis--or* "care for the whole person"--underscores much if not all of our work at Marquette Law School. While we have worked to outline below many of the common student issues that faculty members encounter, please never hesitate to contact Anna Fodor to discuss. Nadelle Grossman is also available to discuss these matters.

Importantly, please remember that as a faculty member, you are generally <u>not</u> a confidential resource to students. Sometimes, in fact, the law imposes an obligation on you to provide information to others.

- If a student asks you to keep a disclosure private, please explain to them that you cannot make that promise but that we are committed to providing the student with the available support and resources to help.
- If you get the sense that a student wants to share sensitive information with you, we recommend interrupting them to let them know that you want to help them and that, to do so, you may need to share the information with appropriate others.

Student Absence

Section 7 discusses requirements for taking attendance. Here, it is important to note that where a student misses classes, that can be an important alert to faculty and the administration that a student may be experiencing a serious challenge. If a student misses two consecutive classes without communication or if the student is not responsive to your outreach regarding an absence (or if the student is responsive and the response is concerning), please reach out to Anna Fodor as soon as possible.

Mental Health

If you notice erratic, concerning, or just atypical behavior for a particular student, please reach out to Assistant Dean Anna Fodor to discuss. It may be nothing, or it may be something. In order for the administration to be able to connect the dots in a generally decentralized organization and offer students the appropriate resources and support, we need to hear from you.

For your reference, please know that all students have access to Marquette University's Counseling Center services for free. The Counseling Center has walk-in hours and always has access to an on-call counselor.

In addition, the Wisconsin Lawyer Assistance Program or WisLAP is a confidential resource to connect law students, lawyers, and judges with mental health resources.

If you refer a student directly to any of the above resources (or any other mental health resources), at the risk of sounding like a broken record, please contact Anna Fodor.

For additional health and wellness resources, we encourage you to review the Law School webpage on the topic.

Title IX

All employees at Marquette University are mandatory reporters for the purpose of Title IX matters, which include actual or suspected sex discrimination or sexual harassment or retaliation for reporting sex discrimination or sexual harassment.

If a student discloses any matter that even comes close to these topics, please contact Anna Fodor immediately. She will work with the student and the Marquette University Title IX Office to support the student. Importantly, an investigation or contact with the accused individual is not undertaken without the reporting student's consent, unless there is an immediate threat to the student or any other individual.

Academic Success

If a student is struggling with analysis, organization, time management, or other academic matters, you are welcome to refer them to Anna Fodor or Eric Liberatore for one-on-one academic advising.

For first-year students, in addition to one-on-one academic advising, the Law School hosts two established academic programs: The Student Success Program (SSP) and the Academic Success Program (ASP). Participation in both programs is voluntary.

Throughout students' first semester of law school, SSP provides sessions and workshops designed to help build the skills students need to be successful in law school and legal practice. Topics covered include case briefing, note synthesis, course outlining, time and stress management, and preparing for exams. Workshops are coordinated by upper-level

student leaders (SSP leaders) and Eric Liberatore. When available, the SSP schedule is posted on the SSP webpage of the Law School's website.

Weekly ASP sessions provide course-specific review led by upper-level students (ASP leaders). During the first year of law school, students have the opportunity to attend three ASP sessions a week (one for each doctrinal course). Eric Liberatore, in collaboration with Anna Fodor, selects and trains ASP leaders. ASP leaders earn two S/U credits a semester and are required to sit in on the course during the first 10 to 12 weeks of the semester. ASP leaders guide first-year students in interactive, skill-building exercises that allow students to retain, process, and apply course material in preparation for their exams. Faculty teaching a 1L doctrinal course are expected to coordinate with and review course-specific materials created by the ASP leaders. When available, the ASP schedule is posted on the ASP webpage of the Law School's website.

Faculty teaching Legal Analysis, Writing & Research or Appellate Writing Advocacy may select ASP leaders for their courses. ASP leaders for these writing courses earn one credit and serve in a more traditional teaching assistant role.

Accommodations

The Law School's Office of Student Affairs oversees all requests for accommodation due to disability. We work closely with the University's Office of Disability Services (ODS).

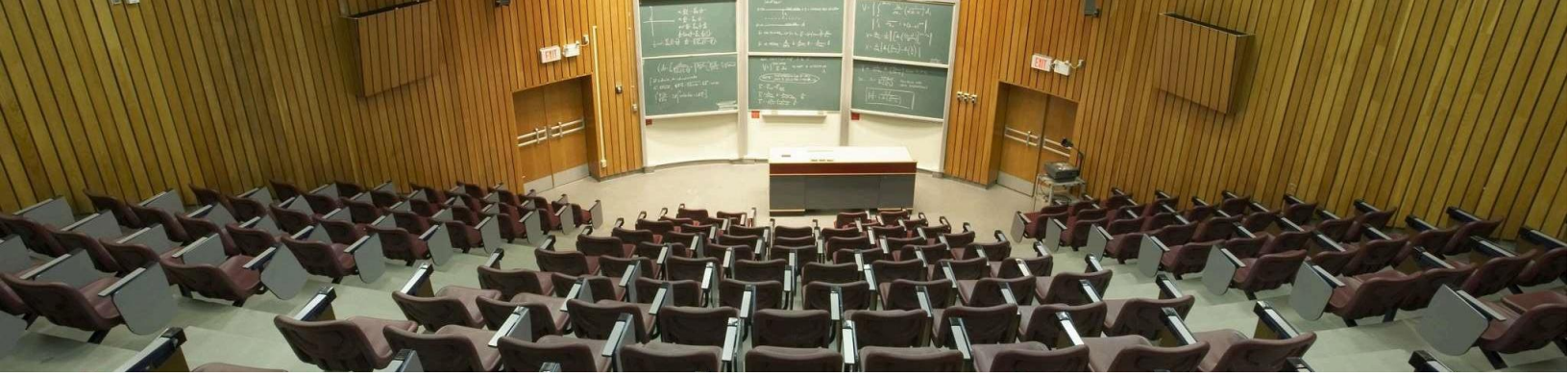
If a student shares with you that they have a learning disability and would like to seek accommodations, please let Anna Fodor know and refer the student to the Disability Services page on the Law School website. Please do not grant your own accommodation to a student, especially when it involves a graded assessment.

If you think a student is presenting signs of a learning disability, please contact Anna Fodor before addressing the subject directly with the student.

Academic Integrity and Respect for Others

The Law School takes its job of preparing law students to be lawyers seriously. Part of that commitment means ensuring we help students develop into responsible professionals who are honest and respectful towards others. Each member of our community deserves that treatment, whether they are a fellow student, faculty member, staff member, or other member of our community.

Our Academic Regulations set out these expectations. It is a violation of our Academic Regulations for a student to cheat such as by talking with another student about an assignment unless consistent with faculty instructions, to use AI on an assignment unless permitted by our Academic Regulations or faculty instructions, to use any resources on an assignment unless permitted by faculty instructions, or to plagiarize content from another source. It is also a violation of our Academic Regulations for a student to verbally abuse or threaten any person, including another student, faculty member, administrator, or staff member. If you have any concerns about a student's possible violation of our Academic



Section 7: Instruction & In-Class Tips

Section 7 Key Contacts:

- Associate Dean for Academic Affairs Nadelle Grossman
- Associate Dean for Enrollment and Inclusion Vada Lindsey
- Assistant Dean of Students Anna Fodor

General Classroom Tips

- You will want to ensure your students understand your expectations for them in your course syllabus starting on day 1.

- Make sure you start class on time and end on time, consistent with the Handbook for Full-time Faculty. Students notice when you arrive late or keep them past the scheduled class time. Please remember you are setting a standard of professionalism for students. Plus, students often have commitments after class that they might have to miss if class runs long.

- We strongly discourage allowing students to attend classes remotely, as that can compromise the learning experience for students in attendance. Instead, if a student has to miss class, consider recording class using Teams and sending that student the recording after class. You also may simply instruct the student to get notes from a classmate.

- To state the obvious, please make sure you are prepared for class. This requires, at a minimum, that you read through class material and consider what questions students might have on the material before class, so that you are prepared to respond to those questions in class. You will also want to plan in advance any activities you intend to utilize during class, such as iClicker polls, pair-and-share

exercises, new problems, or the like. We suggest you arrive to class early to make sure any technology you plan to use during class is working properly and you have enough time to log in.

- You will want to consider ways to keep your students active and engaged. Students often lose focus and interest with long stretches of lecture. Lecture should not be the dominant instructional method for workshops, as those should be structured around practice of the skill being developed in the course.

- You will also want to consider whether you ban laptops in your classroom. Some faculty ban laptops, especially in 1L courses, as a measure to keep students engaged and reduce distractions. As a slight alternative to this approach, consider if you ban laptops with a limited exception to allow students to access online resources and iclicker.

- Be fair, consistent, and constructive. Don't call on the same students all of the time. Consider giving a student the chance to redeem him/herself if a student performs poorly in class, though point out where a student's answer is wrong.

Building an Inclusive Classroom That Supports Expression of Ideas

You will want to build a positive, enriching, and dynamic learning environment for your students. This means ensuring each student feels like that student belongs, can contribute free from harassment or ridicule, and feels safe to explore the law and its nuances. You will want to think about how you can build this type of community, both through your words and actions. For example, you might want to include a message in your syllabus setting this type of tone at the outset. You will want to be prepared to interrupt any behavior that is not consistent with these expectations. You will want to learn how to pronounce your students' names.

Importantly, your every act and word will be viewed by students as helping set a standard of professionalism. That means if you use an offensive word, students will think it is OK for them to use an offensive word in practice.

As a faculty member, you have freedom in the classroom to discuss the concepts covered in your course. You also want to keep in mind the responsibilities highlighted by the Handbook for Full-Time Faculty, which includes being accurate, acting with integrity, and showing appropriate respect for the opinions of others. These concepts are also captured by the University's Mission-Based Free Expression Statement, which sets out the University's policy to create an environment that supports all members of the community, including faculty and students, so that they may "explore, discuss, and vigorously debate ideas, both in and out of the classroom." In particular, the statement explains, after listing some types of speech subject to limitation, that "reasoned and well-intentioned discussion or debate on matters related to any of [the enumerated protected] characteristics is not subject to restriction and, in appropriate settings, is encouraged."

If you have questions or scenarios that you want to discuss in relation to building an inclusive community in your classroom, Associate Dean for Enrollment and Inclusion Vada Lindsey is a helpful resource.

Tracking Attendance

According to the Law School's Academic Regulations, students must "regularly and punctually" attend class. This requirement stems from ABA standards. Thus, you will need to establish an attendance policy in your syllabus, and you will need to establish a process through which you can track student attendance and tardiness. Many faculty members hand around a sign-up sheet at the start of class, to track student attendance. If a student is late, that student must sign in after class, allowing the professor to note that the student was late. However, there are other options to track attendance, including by noting down on the seating chart students who are absent or late (which can be challenging once class starts and does not provide as good of a record as a sign-in sheet), iClicker, or QR codes.

Seating Charts

There are seating charts available for most of the classrooms in Eckstein Hall. This link will take you to blank available charts to pass around the room.

To create a chart personalized with photos of your students, please provide a copy of your seating chart with students names fill in to:

- For full-time faculty, your faculty assistant.
- For adjunct faculty, Rebecca Ruesch

Conducting Class Remotely for Pedagogical Reasons

If you would like to teach any classes remotely for pedagogical reasons, contact Nadelle Grossman at the start of the semester. While we expect that all courses will be residential experiences (other than the few courses approved to be offered on a fully remote basis), a limited number of class sessions can be taught remotely for pedagogical reasons.

To do so, you will need to deliver to the Nadelle Grossman before the semester starts:

1. an indication of which class session or sessions will be remote and your rationale for teaching them remotely,

2. your plan for verifying who is attending or participating in that class, and

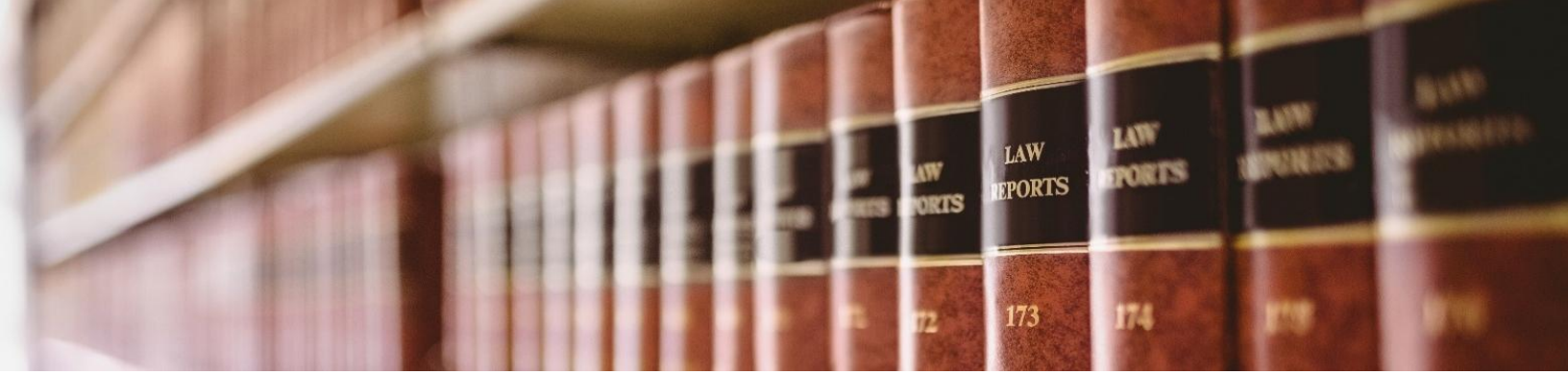
3. your plan for how students will engage with you in the class.

Note that if the class will be synchronous (which we assume to be the case), you must use Microsoft Teams to conduct that class. If the class will be asynchronous, we recommend you use D2L, ensuring it, too, allows for interaction with you and among students.

Staying Up-To-Data on Content and Pedagogy

As a professor, you have a duty to remain current on practice trends and developments in the law in the areas covered by your course. You also have a duty to be an effective teacher. The Law School regularly organizes sessions focused on teaching, and invites all faculty to attend those sessions, to facilitate continued learning about course design and pedagogy. You are encouraged to attend those sessions to the extent your schedule permits.

For full-time faculty, ABA Standards require you to "participate in educational activities that promote effective teaching (e.g., workshops on course design, pedagogy, and student assessment) at least once every three years." ABA Standard 403(c). You may fulfill this duty by either attending a session on teaching hosted by the Law School or by attending a session hosted by a different organization. Howsoever you participate in these types of educational activities, you must do so once every three years as part of your responsibility to the Law School, and inform the Law School how you have met this standard, if not through Law School-hosted programming.



Section 8: Library Resources

📖 The Eckstein Law Library provides research, reference, and instructional support to you for your course preparation and research-related needs. This chapter offers an overview of select library services and resources. For additional information, contact Director of the Eckstein Law Library Elana Olson at (414) 288-1696 or elena.olson@marquette.edu or visit the Law Library website.

Access and Borrowing Privileges

The Law Library and its collection, with a few exceptions, are accessible during all hours Eckstein Hall is open. Use your MUID card to check out library materials. Though circulation of many resources is restricted, Law School adjunct faculty may check out some materials for the academic year. Check out items using the self-checkout stations on the 2nd, 3rd, and 4th floors or at the Circulation Desk if you anticipate using materials overnight or away from the general library area. You might also be able to arrange to have material checked out and delivered to your mailbox or contact Elana Olson to make other arrangements. Reserve materials, videos, and DVDs may be checked out when the Circulation Desk is staffed. Your MUID also provides access to Marquette's Raynor Library.

Interlibrary Loan

From time to time, you may need to use material that is not available on campus. In such instances, request this material through Interlibrary Loan (ILL). You may make ILL requests online by selecting Interlibrary Loan from the Law Library Information menu on the Law Library website or by contacting Elana Olson. Though the process often takes just a few days, it might take two weeks or longer to receive material through **ILL;** please allow sufficient time.

Class Reserves, Course Pages, and Copyright Clearance

Faculty may place materials on Reserve for students to access throughout the semester. This material may include items from the Law Library 's collection, personal copies of material

owned by faculty, and photocopies. Library staff may photocopy materials to be put on Reserve when doing so does not violate copyright law. To place items on Reserve, contact Access Services Specialist Robin Cork.

Robin Cork
(414) 288-5550
robin.cork@marquette.edu

Course management systems like D2L and other online course tools provide other options to share materials with students, again subject to copyright restrictions. For more information about course page options from legal research vendors, contact Elana Olson.

If you plan to share copyrighted materials through an online course page or in a course-pack (print or electronic) or otherwise make copies to distribute to students or for Class Reserves, contact Copyright and Reference Librarian Jim Mumm. He can assist in identifying potential copyright issues, give options for your students to access to necessary material, or help obtain any needed permissions.

Jim Mumm
(414) 288-5351
jim.mumm@marquette.edu

Databases and Subscription Services

The Law Library provides access to numerous databases and subscription services. Many of these resources are described on the Law Library's website. Access to and use of Bloomberg Law (dockets, transactional resources and more), Lexis (includes Practical Guidance), and Westlaw (includes Practical Law) must be limited to research related to your Law School teaching needs. Please contact Elana Olson with questions about access to databases, including requests for Bloomberg Law, Lexis, or Westlaw accounts. In addition, students who register for the State Bar of Wisconsin Law Student Associate Program can access Books Unbound through that membership. Our subscription does not permit remote access to that service for adjunct faculty, but a Reference Librarian can provide you access in the library.

Library Service Hours

Law Library Circulation and Reference service hours are posted on the Law Library Service Hours page. Contact the Circulation Desk by phone at (414)288-7092 and the Reference Desk at (414)288- 3837 for assistance. The library is closed on University holidays. Special schedules may be in effect during semester breaks, examination periods, and summer sessions.

Library Website

The Law Library's website contains up-to-date, general information about the library and provides links to electronic resources, including databases, research guides, and MARQCAT, the University's online catalog. Select the Law Library link from the Quick Links tab on the Law School's website or direct your browser to http://law.marquette.edu/law-library.

Reference and Instructional Services

Reference librarians are available to provide training on the use of library resources and to present specialized legal research instruction sessions or materials for your classes. Though any course is appropriate for instructional sessions, this service is especially valuable for seminars or other courses for which students are expected to perform significant research. Please contact Elana Olson if you are interested in arranging a research session or other research support for your course.

During Reference Desk Service Hours, you can reach a Reference Librarian at (414)288-3837 or by email. In addition, you may contact the following Librarians for assistance:

Name	Phone	E-Mail
Leslie Behroozi*	(414) 288-5570	leslie.behroozi@marquette.edu
Jim Mumm	(414) 288-5351	jim.mumm@marquette.edu
Franky Newcomb*	(414) 288-5172	franky.newcomb@marquette.edu
Elana Olson*	(414) 288-1696	elana.olson@marquette.edu

Section 9: Technology & Classroom Tools

Section 9 Key Contacts

- Law School Media and Technology Group
- Marquette University Tech Squad

The amount of information needed to manage your course can be challenging. The Media & Technology group at Marquette Law School has compiled a list of resources for faculty to help answer questions and to direct you to the correct staff when questions arise.

1. Teaching and Technology Resources
2. Resources for Law Faculty

Individual classroom training and instruction is also available. **Contact the Law School Media and Technology Group** at mulawtech@marquette.edu or (414) 288-8000 if you require technology training for a classroom or if you have questions regarding the various programs and software discussed in this Section. Please also contact the Media and Technology Group if you require special classroom software.

Smart Classrooms

Ray & Kay Eckstein Hall classrooms are equipped with multimedia presentation equipment. Smart podiums have equipment controls built into the podium, while many seminar rooms have wall-mounted equipment controls with LCD displays. All of the public areas of Eckstein Hall have wireless Internet access. The law school website contains a room-by-room breakdown of available technology for select classrooms in Eckstein Hall

Class Rosters

Course Email Lists

The email addresses of students enrolled in a particular course are available from CheckMarq (login required) and your secure online profile.

Visual Class Rosters

Class rosters are contact sheets with photographs of students enrolled in your course. The link to course rosters is located on each professor's web biography page on the law school web site.

D2L Learning Management System

D2L is the University and Law School supported Learning Management System. Students are introduced to D2L during the summer before they begin their studies and understand D2L as the Law School's primary learning platform. We recommend against using other platforms.

A course page is automatically generated in D2L and you will typically have access to it a month or more prior to the start of the semester (though for part-time faculty, you may only be able to access your course D2L page one week before the start of classes). Faculty can import a prior semester's content into their latest D2L page, so there is no need to recreate your D2L page each semester.

The Law School Media and Technology Group and University Center for Teaching and Learning (CTL) have created a number of instructional videos and resources for you on how to set up popular features in D2L. Some are linked below. If you have questions, please email mulawtech@marquette.edu, stop by suite 218, or contact CTL Instructional Technologist Christina Johnson.

Instructional Videos:

1. Edit Home Pages (4:35)
2. Add/Edit a Module (4:15)
3. Create Assessment Dropboxes (3:30)
4. Instructor Guides and Tutorials - Marquette Center for Teaching and Learning
5. Student Guides and Tutorials - Marquette IT Services

Using D2L to Post Course Content

Your use of D2L can occur even before classes start. At least one week before classes start, you may post your first day's assignment and syllabus to your course D2L page. If you have trouble accessing your course D2L page, reach out to Rebecca Ruesch.

After the start of the semester, you will want to use D2L to post all content for your course. D2L allows you to organize content using folders and sub-folders. It also has a discussion board for any online discussions you want to host with students. In addition, you can quiz students on course content through D2L.

Microsoft Teams and Lecture Capture

Microsoft Teams is a collaborative workspace that features persistent conversations. Within each team, users can create different channels to organize communications by topic. While Teams does offer file sharing and threaded conversations, we recommend D2L as the repository for course content and asynchronous discussion threads.

Marquette faculty use Microsoft Teams to schedule online class meetings or recordings. You can share your course recordings with individuals or with your entire class. Quick Training videos for Microsoft Teams are available here, or contact the Media & Technology Group.

More information about using Microsoft Teams at Marquette is available here.

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iClicker

The Law School subscribes to iClicker, a program that allows you to poll students. This subscriptions gives every law students and faculty member access to iClicker technology.

You can use iClicker to present multiple choice poll questions during class, which allows you to get a sense for what students are understanding (or not understanding) real-time. You can also use the iClicker short answer function to create a word cloud, so you can see students' views on a particular topic.

To create a poll question, you simply create the question and potential answers (A through E) using any program—Word, PPT, or other. Then you launch iClicker on the classroom computer, start your iClicker class session, and then start the poll. You can access an instructional video on how to use iClicker in your class on the Law Scholol's website.

Please reach out to Nadelle Grossman or the Law School Media and Technology Group for support with using iClicker.

VPN

Certain software systems and University websites (e.g. MyJob) can only be accessed while you are connected to the Marquette University Wi-Fi network or using the Marquette Virtual Private Network (VPN): Forticlient. If you are off campus and need to access one of these systems, instructions for downloading and using the VPN can be found here.

Section 10: Administering Exams

Section 10 Key Contacts

- Assistant Dean of Students Anna Fodor
- Law School Registrar Nicole Toerpe Mason
- Records and Registration Specialist Rebecca Ruesch

For the purposes of anonymity, providing accommodations, and a consistent student experience, the Law School administration oversees much of the exam process. If you have questions, please contact Anna Fodor.

Final Coursework Faculty Form

Over the course of the semester, faculty will receive via email links to two forms: the midterm form and the final coursework form. We ask that faculty giving a graded in-class midterm exam or final exam or scheduled in-person exam complete each form. Please keep a close eye on your email for these forms. Typically, the midterm form will be sent from Nicole Toerpe Mason and the final coursework form will be sent from Nadelle Grossman.

Final Coursework Student Agreement

All law students are required to complete the final coursework student agreement for every semester during which they are enrolled at Marquette.

To review the administrative policies as stated in the student agreement, please click here.

Anonymous Grading

Refer to Section 5 for the requirement to grade exams anonymously, and the suggestion to grade other assessments anonymously where practical.

Scheduled Final Exams

The final exam schedule for all scheduled, in-person final exams is created and available to students (and faculty) prior to registration for the semester. The schedule is available on the Registration Materials page of the Law School website:

Most scheduled exams begin at 9 a.m. Monday through Saturday during the two-week final exam period.

The administration determines which courses to include on the exam schedule based on instructor responses to the "Methods of Course Evaluation" form that is distributed earlier in the year.

Submitting Final Exam In Advance

All faculty are asked to send a copy of their final exams to Anna Fodor at least two business days before the date of your final exam, so that we may prepare to administer any accommodations for your final exam. This also allows us to administer your exam if something unexpected arises.

Exam Room Assignments

In November or April of the semester during which a course is being offered, the administration assigns one to two exam rooms for each course with a scheduled final exam. Exam rooms are assigned in classrooms that have at least twice the number of chairs than number of students in the class so students can sit every other seat when taking the exam. An exam therefore is rarely assigned to the same room in which the course is taught during the semester.

Exam room assignments are announced in Law News and, when available, posted on the Registration Materials page of the Law School website.

Proctoring

The Law School appoints and trains staff proctors for all first-year courses. While first-year professors may choose to opt out from having proctors, we strongly encourage all first-year course faculty to allow proctors. Proctors ensure that there is an individual in the room at all times (which is otherwise impossible as each 1L course is typically spread across two exams rooms), that all exams begin at the same time (9 a.m.), and that students have a trained resource if/when a technical issue arises. Having a proctor administer exams also gives students a more consistent, lower-worry exam experience.

The Law School does not provide proctors for upper-level courses. If a faculty member is not

available to proctor their upper-level exam, they can seek to swap exam administration with a colleague such that they administer one another's exams.

Please reach out to Anna Fodor if

- you would like to see the proctoring instructions that 1L course proctors use or
- If an emergency arises on the day of the exam such that you cannot proctor your exam.

Exam Software

The Law School uses Examplify software for all in-person, non-bubble-sheet exams. To ensure a fair exam-taking process, students may not handwrite their exam unless they have a specific accommodation that requires this.

During the second half of the semester, students receive instructions for how to download and take practice tests with the Examplify software. If interested, faculty are welcome to contact Anna Fodor to view some of the instructional videos or review the FAQ available to students.

Examplify is used, essentially, as an electronic bluebook. Exams questions are provided in hard copy at the time of the exam and are not pre-loaded into the exam software. That said, the Media and Technology group will "build" your exam in Examplify so the exam reflects your preferred settings. Importantly, when you complete the Final Coursework Faculty Form, you will be asked to select the level of access you want to allow your students during an exam. The options are as follows:

- Secure (no access to the Internet or any hard drive materials or apps)
- Semi-secure (access to the student's hard drive but no access to the Internet)
- Not secure (access both to the Internet and the student's hard drive)

Examplify saves students' work as they go, and, in all but the most extreme cases, student work can typically be retrieved even if there is a computer malfunction. When students have a technical issue during an exam, they are instructed to visit the Media and Technology Suite, room 218, for assistance. If a student loses a material amount of exam time on an exam through no fault of their own, Anna Fodor may give that student additional, appropriate exam time.

Cover Page

Please create a cover page for your exam that includes, at minimum, the following information:

- The course name, number, section number, and term
- Your name
- The amount of time allowed for the exam
- Course materials permitted or prohibited

Exam-day Instructions and Answering Questions

Please refrain from giving any new instructions to your students who are taking the exam in the assigned exam room on the day-of. Similarly, please refrain from answering any questions during the exam. Doing so may unfairly advantage students who do not have accommodations over those who are taking the exam in a separate space and do not have ready access to you during your exam.

Accommodated and proctored students are instructed to address any questions, issues, or potential typos within the exam, and we typically recommend that you include a line in your written exam instructions that similarly conveys this idea. An example of such an instruction follows: "If you need to make an assumption to answer a question or if you believe key information is incorrect, clearly identify the assumption or relevant information in your answer."

If you find that you absolutely must make an announcement or correction during the course of the exam, please make sure that you alert Anna Fodor and Rebecca Ruesch immediately. We will then work to inform all your accommodated students of the same information.

Take-home Exams with AI

Due to the increase in use of artificial intelligence (AI), if you give a take-home exam, you must allow students to use AI along with other content. In other words, there is no way for us to administer a take-home exam that limits students' access to materials. If you do decide to give a take-home exam that allows the use of AI, it is strongly recommended that you work with students during the semester on how to effectively use AI in the area of your course, to level the playing field between students who have existing knowledge of how to use AI and those who do not.

Take-home exams come in essentially two varieties: extended time and timed within a submission window.

For extended time take-home exams, we recommend faculty use the D2L dropbox function.

For timed exams within a submission window, the available platform differs depending on whether the exam is essay-based (as is most common) or multiple choice.

1. For essay-based exams, faculty must use the Examsoft web platform, administered by the administration. These exams may only be offered in whole hours, and the administration applies student accommodations, where necessary.

2. For multiple-choice exams, faculty can use D2L, and the administration can go in and apply accommodations, where necessary, through the backend of D2L.

All faculty are asked to send a copy of their final take-home exams to Anna Fodor at least two business days before your final exam will be released to students so that we may administer your exam if something unexpected arises.

Accommodated Exams

Students who have worked with Anna Fodor to receive approved academic accommodations due to a documented disability may request relevant accommodations for assessments in your course. Accommodations may be requested for assessments that are

- fewer than 24 hours, **and**
- graded.

The Office of Student Affairs facilitates accommodated exams. Your assistance is greatly appreciated as part of this process, especially in completing the Midterm Exam Faculty Form and the Final Coursework Faculty Form.

Once these forms are completed, if there are any accommodated exams for your course, Rebecca Ruesch will reach out to you individually. You will be asked to confirm the details of your exam, such as the length of time, format, allowed materials, etc. Additionally, you will be asked to email a copy of your exam to Anna Fodor and Rebecca Ruesch, or provide printed copies to the Office of Student Affairs, at least two business days prior to the exam date.

On the exam date, students with accommodated exams will report to the Office of Student Affairs for the administration of their exams. Every effort is made to ensure the anonymity of accommodated students. If you are utilizing exam software, your exams will be available for pickup or e-mailed to you after all exams have been submitted.

The above process is a general overview of how accommodated exams *typically* are administered. The nature of accommodations is such that flexibility is sometimes necessary. Staff will be in touch with you as needed if there is assistance or information needed to best accommodate a student in your class.

Faculty may not give a student an accommodation on a scheduled final exam outside of this formal accommodation process. In addition, please consult with Anna Fodor before giving a student an accommodation on an assessment that wouldn't otherwise qualify for one (i.e., one that is either more than 24 hours), as there may be additional context of which Anna is aware.

If you have any questions about accommodations, please don't hesitate to reach out to Anna Fodor or to refer to the section in Section 6 of this guide.

Section 11: Teaching Evaluations

Toward the end of the semester, usually within the last three weeks of the semester (though usually around week five for advanced legal research courses), all faculty will receive an envelope containing evaluation forms.

Before the end of the regular semester, faculty must allow time in class for students to complete the evaluations. We recommend you give students around ten minutes to complete their evaluations. Faculty may not be present when students are completing the evaluations. Faculty members should therefore appoint one student to direct the process and to hand deliver evaluations to Office 238 as soon as they are completed.

Students must also complete evaluations for remote courses. In those courses, you will work with Rebecca Ruesch to have your students complete the evaluations remotely. You will want to log out of class while students complete their evaluations and then log back in at the time you indicated you would rejoin.

Evaluations are read by the Nadelle Grossman and available and then provided to the faculty member. The dean also has access to the evaluations. Faculty members who wish to discuss their evaluations or ways to improve are always welcome to connect with Nadelle Grossman.

Please see below for the instructions and form of evaluation:

To: Faculty

In this envelope is an evaluation packet for your class. Please select a student to distribute the evaluations to your class (the “Evaluation Administrator”). Please ensure that you and any staff are not present in the classroom during the time in which students are completing the evaluations.

The evaluations are to be completed in the classroom during a regularly scheduled class period and collected by the Evaluation Administrator as soon as they are completed. The Evaluation Administrator is to return the evaluations to suite 238 or the Welcome Desk immediately after collection.

Please note: students should fill out an evaluation for each instructor. For classes with multiple instructors, completing only one evaluation for multiple instructors is not permitted.

To: Student Evaluation Administrator

Enclosed are evaluations for your course. Faculty and staff members must not be present in the room while students are completing the evaluations. **These updated forms can be filled out with pen or pencil, darker writing assists in processing.**

After providing students an adequate amount of time to complete the forms, collect all materials and return them immediately in the same envelope to suite 238. If this course meets in the evening and it is after business hours, please return this envelope to the Welcome Desk.

Please note: students should fill out an evaluation for each instructor. For classes with multiple instructors, completing only one evaluation for multiple instructors is not permitted.

Sample Faculty and Course Evaluation

Faculty & Course Evaluation - Please fill in all bubbles completely, you may use pen or pencil

Course Name/Professor & Term Information

Student Status

◯ J.D. Full Time ◯ J.D. Part Time

Estimated number of hours you spend preparing for each class:

◯ 0-1 ◯ 1-2 ◯ 2-3 ◯ 3-4 ◯ 4-5 ◯ 5-6 ◯ over 6

Estimated proportion of classes you attended:

◯ less than 1/2 ◯ 1/2-3/4 ◯ more than 3/4

What teaching methods were used (fill in all that are applicable):

◯ lecture ◯ class discussion ◯ socratic ◯ problems
◯ student presentation ◯ role playing ◯ guest lectures (how many?) _____

Indicate how much you are agree or disagree with the following statements:

The Professor was well-prepared

① Strongly Disagree ② - ③ - ④ - ⑤ - ⑥ Strongly Agree

Comments

The Professor provided emphasis and summary when needed

① Strongly Disagree ② - ③ - ④ - ⑤ - ⑥ Strongly Agree

Comments

The Professor was enthusiastic, challenging, and thought-provoking

① Strongly Disagree ② - ③ - ④ - ⑤ - ⑥ Strongly Agree

Comments

The professor was knowledgeable about the subject matter

① Strongly Disagree ② - ③ - ④ - ⑤ - ⑥ Strongly Agree

Comments

The professor effectively imparted underlying theory, concepts, and policy

① Strongly Disagree ② - ③ - ④ - ⑤ - ⑥ Strongly Agree

Comments

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1

The professor stimulated critical thinking about the subject matter

① Strongly Disagree ② - ③ - ④ - ⑤ - ⑥ Strongly Agree

Comments

The professor managed class discussions effectively and encouraged broad class participation

① Strongly Disagree ② - ③ - ④ - ⑤ - ⑥ Strongly Agree

Comments

The course materials and assigned readings contributed significantly to my understanding of the subject, including developments in the law

① Strongly Disagree ② - ③ - ④ - ⑤ - ⑥ Strongly Agree

Comments

The professor responded effectively to student questions

① Strongly Disagree ② - ③ - ④ - ⑤ - ⑥ Strongly Agree

Comments

The professor was available and helpful outside the classroom

① Strongly Disagree ② - ③ - ④ - ⑤ - ⑥ Strongly Agree

Comments

The professor considered the relationship of professional ethics to the subject matter

① Strongly Disagree ② - ③ - ④ - ⑤ - ⑥ Strongly Agree

Comments

Overall, this professor is an effective teacher

① Strongly Disagree ② - ③ - ④ - ⑤ - ⑥ Strongly Agree

Comments

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Section 12: Grading

Grading can be rewarding, but it can also be grueling, challenging, and frustrating. If you would like to discuss any challenges that you are facing while grading, including when in the position to assign a student a grade of "F," please do not hesitate to reach out to Anna Fodor or Nadelle Grossman.

For questions regarding the mechanics of the curve or posting grades, please contact Nicole Toerpe Mason.

Like most law schools, Marquette University has a mandatory curve. The faculty-approved grading guidelines, along with a number of tips and processes, are listed below.

Grading Deadlines

Grading deadlines for each semester can be found here. For fall semester grades, we post all student grades simultaneously, so one late grade submission affects the posting of all student grades.

For the spring semester, all upper-level course grades are posted simultaneously and during the week prior to commencement. The deadline is often tight, especially for courses with scheduled exams that are late in the exam period, but there is no room for flexibility. The Law School must process grades in order to certify students for the diploma privilege, and the Wisconsin bar swearing-in ceremony takes place the Monday following graduation. Spring grades for first-year courses are due a few weeks after upper-level course grades are due.

Grade Scale

Grade	Interpretation	Grade Points per Semester Hour
A+	Distinguished Performance	4.00*
A	Outstanding	4.00
A-	Excellent	3.67
B+	Very Good	3.33
B	Good	3.00
B-	Competent	2.67
C+	Adequate	2.33
C	Minimally Competent	2.00
C-	Less than Satisfactory	1.67
D	Poor	1.00
F	Failing	0.00

📌 **Notes:**

- *The grade of A+ is used to identify a student who has delivered distinguished performance in a course. Only one such grade may be awarded in the course though there is no obligation to award such a grade in the absence of distinguished performance.
- The grades of A+, A, A- and B+ are deemed to be "honors grades." The award of "honors grades" is subject to the grade normalization rules as they apply to such grades.
- Faculty may also choose to recognize the student who delivered the highest performance in the class by awarding that student a "CALI." To recognize a CALI recipient for your course, please complete this form: https://muls.wufoo.com/forms/cali-awards/

Grading Guidelines - Classes with an enrollment of 24 or more students (excluding workshops and seminars)

1. These grading guidelines apply to all IL courses and to all other courses with an enrollment of 24 students or more. Enrollment is determined as of the last date for withdrawing from a course with a grade of "W."

2. The targeted mean grade point average in 1L required courses other than Legal Analysis, Writing and Research 1 & 2 is 3.00. The actual mean in these courses shall be between 2.85 and 3.05.

3. The targeted mean grade point average in Legal Analysis, Writing and Research 1 & 2 and, except as provided for in part II-B above, in all other courses to which the guidelines apply, is 3.00. The actual mean in these courses shall be between 2.90 and 3.10.

4. Honors grades (A+, A, A- and B+) may be awarded to not more than 35% of students enrolled in courses governed by the grading guidelines.

5. When a partial set of grades is submitted because, for example, some members of the class are graduating and the grades for those students might be submitted before the grades of non-graduating students, the professor shall submit final grades for at least 24 students, including all graduating students. The partial set of grades must comply with the grading guidelines and the full set of grades must comply with the guidelines as well.

6. Any faculty member who teaches more than one section of the same course during the same semester may aggregate the grades of all students in all such sections for purposes of applying the grading guidelines.

7. Faculty who teach different sections of the same course in the same semester are encouraged to share their students' grades with one another before submitting final grades to the registrar.

Grading Guidelines - Classes with an enrollment of 23 or fewer students (or for workshops or seminars with 24 or more students)

1. These grading guidelines apply to all courses with an enrollment of 23 or fewer students, and all seminars and workshops, regardless of enrollment. Enrollment is determined as of the last date for withdrawing from a course with a grade of "W."

2. The median for all courses with an enrollment of 23 or fewer, and all seminars and workshops, will be no higher than a B+.

Grading FAQs:

Question: Can I round up when determining the number of students who make up 35% of my class and therefore are permitted to receive an honors grade?

Answer: It depends…. If rounding up would put you at a percentage greater than 35.9999 (repeating), then no, you may not round up. If, however, rounding up puts you at a percentage below 36, then yes, you may round up.

Examples:

- In a class of 50, 35% equals 17.5. If you round up to 18 students, you would be giving an honors grade to 36% of students. This does not comply with the grading guidelines.

- In a class of 70, 35% equals 24.5 students. If you round up to 25 students, you are providing an honors grade to 35.714…% of students. This complies with the grading guidelines.

  Essentially, you must focus on the percentage and not the number of students when determining if you may round up.

Question: When determining the mean, must I come in under or exactly at 3.05 (for #2 above) or 3.10 (for #3 above)?

Answer: No. The averages represent a terminating decimal, such that no number after the hundredths (i.e. after the second number following the decimal) is considered.

Examples:

- For a 1L required course other than 1L legal writing, a mean of 3.0599 complies with the guidelines as the Law School only looks to the number that falls two places to the right of the decimal—so here, that would mean this number is 3.05 (since there is no rounding).

- For an upper-level, general enrollment course with 24 or more students or in 1L legal writing, a mean of 3.1099 complies with the guidelines, as the Law School only looks to the number that falls two places to the right of the decimal—so here, that would mean this number is 3.10 (since there is no rounding).

Entering Final Grades in CheckMarq

All faculty must enter their **final course grades** in CheckMarq. This includes grades for research assistants and other "Satisfactory/Unsatisfactory" coursework.

To enter grades:

Login to CheckMarq, and click on your teaching schedule. Then, click or tap the grade roster icon next to the class on your teaching schedule.

Select the appropriate roster in the Grade Roster Type box.

- Select Not Reviewed in the Approval Status box.
- Enter a grade for each student using the drop down menu.
- Click or tap the Save button.

Note: When you assign a grade of F, you will be prompted to enter a last date of attendance for the student after you click or tap the Save button. A blank box for "Last Date of Attendance" will automatically appear on the far right for the student. Enter the last date the student attended class, turned in an assignment, accessed D2L or was otherwise involved in class; include the final exam date if applicable. After you enter the last date(s) of attendance, click or tap the Save button again.

After you save the grade roster, Nicole Toerpe Mason will check your grades for compliance with the grading guidelines/curve. Nicole will then post all grades simultaneously and alert faculty and students that the grades have been posted.

Please reach out to Nicole Toerpe Mason if you need any help entering grades.

Grade Change Requests

On occasion, students may approach a faculty member requesting a grade change. The custom at Marquette Law School is for faculty not to approve a grade change unless--

- there was a computational error when grading, or
- there was a transcription error when entering the grade into Check Marq.

If a student contacts you with such a request and you would like to discuss the matter, please don't hesitate to reach out to Anna Fodor or Nadelle Grossman.

There is no administrative process for appealing a grade change, so all grade change requests must go through the faculty member.

📌 **Tips:**

- If you have an even number of students in the class, the median number is considered the total divided by two. For example, in a class with 16 students, the median is 8, so you may have 8 students with a grade higher than a B+ and 8 students with a grade of B+ or lower.
- Even though it may be tempting to assign grades of only A and B+ to students in a course with enrollment of 23 or fewer students, we advise against it out of fairness to students whose work noticeably exceeded that of their peers, as the grades A+, A, A-, and B+ are all considered honors grades at Marquette Law School.

Section 13: Engaging With Students Outside of the Classroom

📌 **Section 13 Key Contacts:**

- Assistant Director of Student Affairs Sarah DiStefano
- Student Affairs Administrative Assistant Emma Geiser
- Assistant Dean of Students Anna Fodor
- Law School Registrar Nicole Toerpe Mason

Below are various ways in which faculty might engage with students outside of the classroom. For additional information about programming and processes, please don't hesitate to contact Assistant Dean of Students Anna Fodor.

Becoming an Active Member of the Law School Community

Here at Marquette University Law School, faculty and staff engage with programming and events hosted in Eckstein Hall and throughout the Milwaukee community. Doing so both models the spirit of engagement for our students and demonstrates that we truly believe in *cura personalis*. We understand that everyone can't attend everything, but below are just some of the ways that might seek to demonstrate to our students the importance of showing up.

- Attend the Dean's Welcome Reception
- Attend the Marquette Law School Diversity Reception
- Attend the Barrock, Boden, Hallows, and Nies Annual Lectures
- Attend the PILSgiving community potluck
- Judge or Attend Intramural Competitions, including Sports Law Competitions, Alternative Dispute Resolution Negotiation and Mediation Competitions, and the Jenkins Honors Moot Court Competition
- Attend Posner Exchange and Pro Bono Society Induction

- Attend Alumni Awards and Reunion Weekend
- Attend the Admitted Students Open House and Summer BBQ
- Serve as a Volunteer Attorney with the MVLC
- Attend the National Sports Law Institute's Annual Sports Law Conference
- Attend Lubar Center Events
- Attend Andrew Center Events

Hiring a Research Assistant

- Full-time faculty may hire law students to work as research assistants (RAs) for credit or for pay. First-year students may not be hired for credit, and we recommend faculty seek only upper-level students for all RA positions (whether for credit or pay).

- To request applications, faculty are encouraged to post about the position in *Law News*. Sample Text below:

  Research Assistant for Professor NAME

  Professor NAME needs a research assistant for the fall semester. Research topics relate to SUBJECT. Interested applicants should submit a résumé and cover e-mail to Professor NAME by DATE. This position is available for pay or credit. Students must have completed X law school credits, have taken PREREQUISITES and be in good academic standing to be eligible for this research assistant position.

- If students are interested in earning ungraded credit, please fill out the registration form labeled "Graduate Assistant or Directed Research" and return it to Law School Registrar Nicole Toerpe Mason. Students may earn one credit by completing 60 hours or two credits by completing 120 hours. A student may not earn more than two credits a semester (and six credits total) performing research. Credit accrual is subject to faculty approval at the end of the semester.
- If a student would like to perform research for you for pay, please contact Nadelle Grossman to discuss weekly limits on billable hours. Students must be eligible for employment in the U.S. In addition, the work must be legal in a sense that it contributes to the RA's knowledge, skills, or values as a lawyer. RAs for credit may not be primarily performing administrative support.

  ✓ Additional information regarding Student Employment can be found here.
  ✓ Questions may be directed to Student Affairs Administrative Assistant Emma Geiser.

📌 **Notes for working with RAs for credit:**

- Faculty should be careful not to approve an RA for two credits (as opposed to one) unless both the faculty member and student are certain the work can be completed within the semester.
- Students wishing to complete RA work over the summer must pay for the credits over the summer. Students seeking financial aid over the summer must enroll in six or more credits.

Supervising a Student's Directed Research

- Full-time faculty may supervise an upper-level student for a *graded* directed research experience.
- These experiences are initiated by a student--the student wishing to do directed research must contact and obtain the approval of a faculty member to serve as supervisor of that student research. Students who perform directed research must produce a paper.
- If you have agreed to supervise a student performing directed research, the student and faculty member should complete the form labeled "Graduate Assistant or Directed Research" and return it to Nicole Toerpe Mason. Students may earn 1 credit by completing 60 hours or 2 credits by completing 120 hours of work. A student may not earn more than two credits a semester (and six credits total) performing research or directed research.
- For more information, section 501 of the Law School Academic Regulations addresses Directed Research.

Serving as a faculty advisor to a Registered Student Organization (RSO)

- The Law School supports 35+ student-run organizations each year. Currently active groups (along with leadership contact information) can be found here.
- RSOs are often looking for an engaged and involved faculty advisor. We require each organization to have an advisor on file with our office via the Advisor Acceptance Form so expectations are clear. Additional information regarding RSO policies and procedures can be found here. Being a faculty advisor is a great service opportunity and, if something you are interested in, please contact Assistant Director of Student Affairs Sarah DiStefano for more information.

Writing a Letter of Recommendation

- Students often seek letters of recommendation from faculty members in support of job, clerkship, and scholarship applications.

- Faculty are welcome to use the Marquette Law School Official Letterhead for such letters. Letterhead can be downloaded by clicking on this link.

- For faculty writing in support of a student's application for judicial clerkships, please notify Assistant Dean for Career Planning Erin Binns so the Career Planning Center may track and support students seeking clerkships.

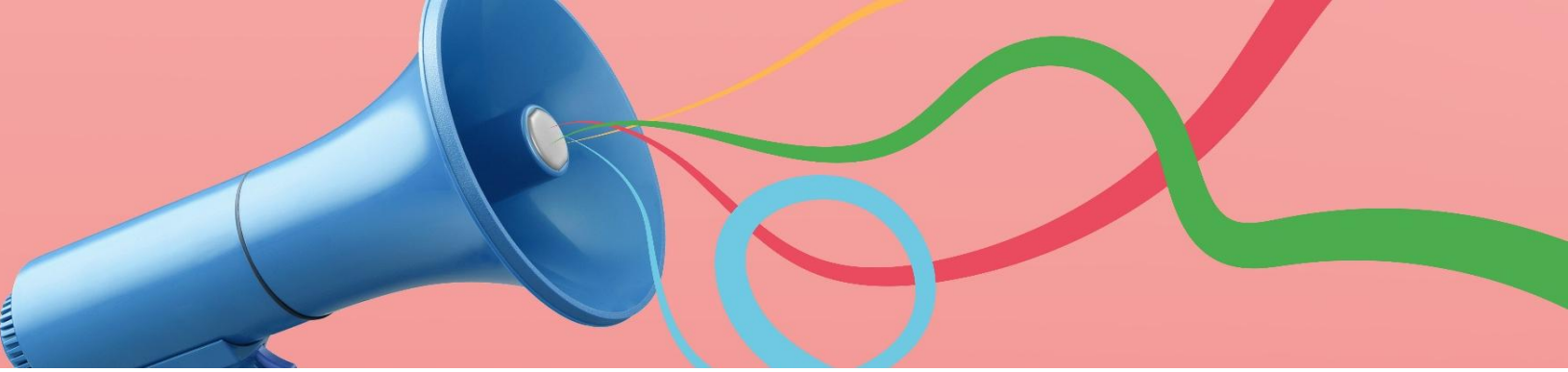
Posting an Event or Announcement in Law News

- *Law News* is Marquette Law School's twice-weekly internal e-newsletter that goes out Monday and Wednesday mornings to all law students, faculty, and staff. It is the best way for us to communicate with everyone and allows us to avoid spamming the student listservs. It is especially helpful for our student organizations holding meetings or events. *Law News* also contains important information regarding building and facility updates, research opportunities, and other major law school events, so please keep an eye out for it to hit your own inboxes.

- To submit a post about an event, an available RA position etc., click here.

- Posts running in the Monday edition must be submitted by the prior Friday at noon. Posts running in the Wednesday edition must be submitted by the prior Tuesday at noon.

- All posts are subject to style and content edits. Questions may be directed to Sarah DiStefano.



Section 14: Marketing, Communications, & Promotions

Law News

Law News is our twice-weekly internal e-newsletter that goes out Monday and Wednesday mornings to all law students, faculty, and staff. It is the best way for us to communicate with everyone and allows us to consolidate information regarding events and announcements. It contains important information regarding building and facility updates, research opportunities, and other major law school events, so please keep an eye out for it to hit your own inboxes.

To submit a post: follow this link

Listservs

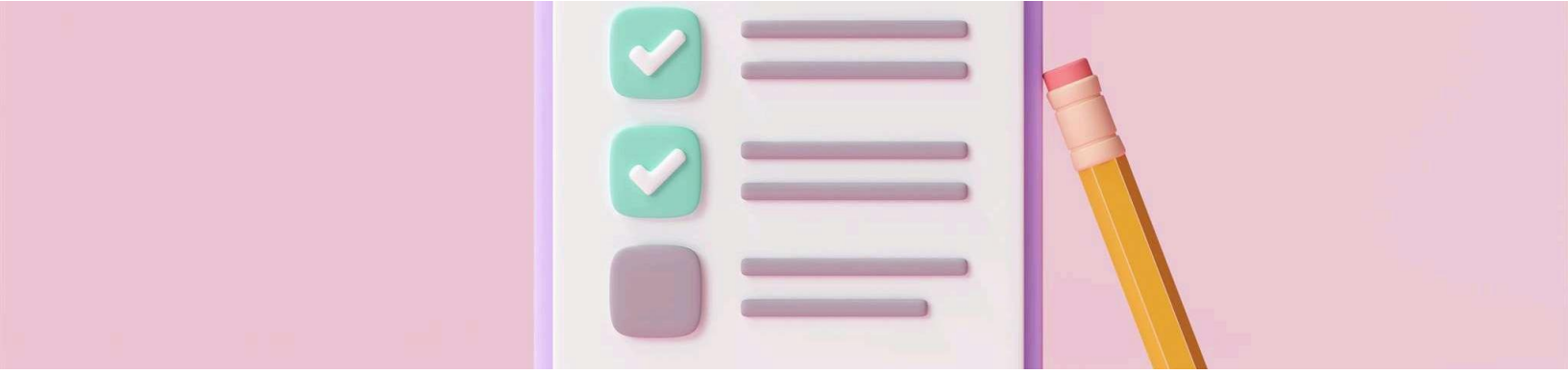
The administration regularly communicates with various groups within the Law School, such as faculty/staff and all 1Ls. You can find a list of specific listservs here, but please note that all listservs are moderated and subject to approval. For student listservs, communications are primarily limited to academic notifications only. The majority of communications are usually submitted through *Law News*.

Social Media and General Promotions

Marquette University Law School has a presence on social media, and we are always looking for interesting or engaging content. If you have projects, speakers in class, or come across an interesting student topic, please feel free to share with Sarah DiStefano.

Experts Directory

The Office of Marketing and Communications (OMC) hosts the Marquette Experts Directory. Being listed in the Experts Directory will allow media to contact you when seeking comments on a topic (unless noted). Media interviews can take place in person or over the phone and provide reporters with background to give a story more context. This directory will also be open to groups and organizations seeking speakers. Join the directory by completing this form. OMC also provides media and interview training for those faculty interested in being a resource.



Section 15: Parking & Miscellaneous Logistical Matters

This Section contains all the logistical information that didn't fit anywhere else!

Parking

Full-time Faculty

Full time faculty members can purchase parking passes through the University Office of Parking Services as part of a payroll deduction.

Law faculty have access to the Eckstein Hall parking structure but are also assigned an alternate structure or lot to utilize when the Eckstein Hall permit spots are full. Faculty, staff, and students are all required to park in their assigned lots when there are no permit spots available. Any faculty, staff, or student who pulls a visitor ticket when permit spots are not available will be charged the posted rate (~$30/day).

Faculty may not leave their cars in the Eckstein parking structure overnight. If you experience car trouble or anissue that might require you to leave your vehicle in the lot overnight, please contact Welcome Desk and Visitor Coordinator Eric Semrow at eric.semrow@marquette.edu so MUPD can be notified. Otherwise, you will be ticketed and may be towed.

Check Eckstein Hall parking availability at this link. The parking numbers are updated every five minutes. In addition, information about when parking is limited will be posted in Law News and on the easels located on the parking garage levels and in the lobby.

Part-time faculty

To access the Eckstein Hall underground parking structure, use the entrance from 11th Street between Wisconsin and Clybourn. Please note the blue parking sign at the entrance to the driveway to parking. This sign will alert you to the number of parking spaces available to visitors. If there are spaces available, please enter the lot, pull a ticket, and find an open parking space. You should see "Reserved Parking" signs immediately to your right. These have been set aside for you, so if they are available, we ask that you utilize them. If they are full, please park

wherever there is room.

If there are no visitor spots available on P2/11th Street, you can pull around the corner to see if there are visitor spots on P1/Clybourn. If there are no visitor spots on either level, you can park on the street or in one of the University Structures (16th Street or Wells Street) and submit a copy of your receipt for reimbursement if you must pay to park.

Once parked, follow signs to the elevator. Take the elevator to the main floor and go to the Welcome Desk to get a "chaser" ticket so you will not have to pay for parking when exiting. The parking system requires two tickets to exit; the ticket you pulled as you entered, and the "chaser" ticket you will receive from the Welcome Desk. Please also ensure that either ticket is not lost as this makes it difficult to exit the structure.

Eckstein Hall Access

Eckstein Hall hours can be found here. Full-time faculty have 24-hour access to the building but will need their MUIDs to access the building.

Any time the building is open, you can access the parking garages (if space is available) and the rest of the building. Your MUID will allow you access through the gates in the lobby.

During evening hours, in the final weeks of the semester, and during exam periods, the third and fourth floors of Eckstein Hall are accessible only to members of the Law School community. To access these floors, you will need to swipe your MUID card in the elevator or at the stairwell doors.

For more information on Eckstein Hall and its policies, click here.

Hosting Guests

Faculty seeking to host guest speakers for class must register the guests with the Welcome Desk at least 48 hours in advance. This can be done by filling out the Welcome Desk Registration Form.

- Full-time faculty may also work with their faculty assistant to register guests for a visit.
- Adjunct faculty members may also provide guest information via email to Records and Registration Specialist Rebecca Ruesch.

Typically, faculty should not invite guests to more than two class meetings. If you wish to exceed that limit, please consult with Nadelle Grossman.

Faculty must attend a class to which a guest speaker is invited; guests may not simply serve as "substitute teachers" without prior approval from Nadelle Grossman.

Mailboxes

Full-time faculty members will receive their mail from their assigned faculty assistant.

Mailboxes for adjunct faculty members are located in the 238 suite copy room (238H). Please check this mailbox regularly. Your end-of-semester evaluations will be distributed through your mailbox--so please be especially certain to check your mailbox the last three weeks of the semester.

Office Space

Full-time faculty are assigned an office upon appointment. If you would like pictures hung, furniture moved, or have any space concerns, please contact Ben Manske.

For adjunct faculty members, office space may be available during the semester. This office space can be requested for a day and time all semester or on an ad hoc basis. Office space requests are handled by Rebecca Ruesch.

Suite doors are unlocked from 8 a.m. to 5 p.m. on weekdays. If you need to access your suite on a weekend or outside of business hours, you will need your MUID to scan into the suite.

If you find yourself locked out of your office during business hours, you are welcome to stop by Student Affairs (Suite 238) to get access to a Master Key.

Room Reservations and Event Requests

Faculty are always welcome to reserve classrooms and other spaces within Eckstein Hall outside of the regular class schedule for study sessions, reviews, meetings, special guest speakers, or other events. Please complete the Event Request Form to submit your request, and if you have any questions, please contact the Law School Event Planner Chad Wheeler.