
Adjunct Faculty Handbook

2009-2010

**Walter F. George School of Law
Mercer University**

I. Introduction

As a law school that has adopted a curriculum with a strong emphasis on developing basic legal skills, adjunct faculty play an important role in the education of our students. Without your involvement, we could not offer many of the specialized and practice-oriented upper division courses in our curriculum. We greatly appreciate the time and energy that you generously devote to the Law School.

The purpose of this handbook is to provide basic information to adjunct faculty regarding the policies adopted by the Law School and University, administrative procedures used in the Law School, and support services for adjunct faculty. This information should be especially helpful to new adjunct faculty, although the handbook contains information that is relevant and important for all faculty.

If you have any questions at any time regarding your classes or any issues regarding the Law School or activities at the Law School, please do not hesitate to contact us. In addition, if you think that there are topics that should be addressed further in future editions of this handbook, please let us know.

Thanks again for all that you do for the Law School.

II. Important Contact Numbers

Dean Daisy Floyd	301-2602
Associate Dean for Academic Affairs (Stephen Johnson)	301-2192
Assistant Dean for Student Affairs (Mary Donovan)	301-2586
Assistant Dean, Admissions and Financial Aid (Marilyn Sutton)	301-2429
Batts, Karen	301-2602
Boney, Debra	301-2606
Bookstore (Phyllis Jones)	301-2912
Crowder, Linda	301-2614
Davis, Jonathan (Technology - Systems Manager)	301-2181
Director of Career Services (Hope Martin)	301-5014
Director of Administrative Services (Michael Dean)	301-2607
Director of the Law Library (Suzanne Cassidy)	301-2665
Library (General)	301-2612
Mercer Police	301-2970
Registrar (Patsy Crammer)	301-2621
Technology Director (Chris Bombardo)	301-2182
University Advancement (Gloria Marshall)	301-2173
Wilson, Susan (Faculty Secretaries)	301-2611

III. Policies and Useful Information

Academic Freedom

The University's policy regarding Academic Freedom for faculty and students is available at Section 2.11 of the University Faculty Handbook, at http://www.mercer.edu/adm/fh_univ.pdf

Book Orders

Several months before your first class in each semester, the Registrar will send you a book order form. Please indicate, on the form, the required book[s] for the course and any recommended materials, and return the form to the Registrar. If the form is not returned in a timely manner, the books for the course may not be ordered in time for the beginning of the semester.

Building Access

The main doors to the Law School remain open until at least 6:00 every weekday, except Friday, when the building closes at 5:00. Building access on weekends is more limited. However, faculty can obtain 24 hour access to the building if they obtain a University ID, as described below, and inform Marsha Griffin (ext. 2620) that they need to have access to the Law School added to their ID card.

Choosing Course Materials (Casebooks and Copyright)

As an adjunct faculty member, you will be able to obtain complimentary copies of casebooks from most legal publishers. Our office notifies the publishers when new adjunct faculty are hired. Web sites for the major publishers are as follows: (1) Thomson-West - <http://west.thomson.com/> (West; Foundation Press); (2) Aspen Publishers - <http://www.aspenpublishers.com/>; (3) Lexis/Nexis - <http://bookstore.lexis.com/bookstore/catalog?loc=LNTOPNAV> (Lexis; Michie; Anderson); (4) Carolina Academic Press - <http://www.cap-press.com/> If you wish to use materials that you prepared for the class in lieu of, or in addition to, a coursebook, your secretary at the Law School can copy those materials for you. General information regarding copyrighted material and "fair use" of copyrighted material is available on the website of the U.S. Copyright Office at <http://www.copyright.gov/> The University's policy regarding Copyright is available at Section 3.14 of the University Faculty Handbook, available at http://www.mercer.edu/adm/fh_univ.pdf

Class Assignments and Syllabi

Most faculty post the assignments and syllabi for their courses on the web. The Law School has developed a "course page" on the web for every course that is offered, and your secretary can post your syllabus and course assignments on that page for you. You can also post exams from previous years on that page, as well as any handouts, weblinks, or other material for the course.

You do not have to submit a copy of your syllabus to the Law School. However, it is useful to include, in your syllabus, (1) course title and meeting times and locations; (2) required text and any recommended texts; (3) contact information for the faculty member and any office hours; (4) requirements for the course and method of evaluating students (i.e. examination worth ½ of the grade, 3 written assignments worth 10% each, etc.); (5) attendance policy; and (6) any other important policies, such as a computer use policy.

Class Attendance and Preparation

The Law School requires “regular and punctual” class attendance by students. Faculty implement this requirement in a variety of ways, including reducing a student’s grade or failing a student for excessive absences. The attendance policy that you adopt to ensure “regular and punctual” class attendance should be included on your syllabus and distributed to the students at the beginning of the semester.

Class Cancellation

If it is necessary to cancel a class and you have not informed your students at a prior class, please contact your secretary at the Law School or the Dean’s office to let us know that the class will be cancelled, so that we can post notices and ensure that students are informed about the class cancellation. **Debra Boney** (ext. 2606) can assist you in rescheduling the class that was cancelled at another time.

Class Rolls

The Registrar’s office will send you a copy of the tentative class roll after pre-registration for the semester in which you will be teaching, and a final copy of the class roll after the drop/add period ends.

Commencement and Activities at the Law School

All adjunct faculty are invited to attend commencement at the Law School each May. In addition, adjunct faculty are encouraged to attend symposia, lectures, and other events and activities at the Law School throughout the year. News regarding upcoming events at the Law School is posted on the Law School Web page at:

<http://www.law.mercer.edu/index.cfm>

Computer Use Policy

The major classrooms on the first floor have network connections at each seat, but do not have wireless capability. There are several wireless access points on the third floor, so the classrooms on the third floor have wireless access. The Law School DOES NOT have a general policy that prohibits or limits student computer use during class, since the Law School provides all students with a laptop computer when they begin Law School. However, individual faculty may adopt policies that limit the use of computers during class. Any policy that limits computer use in class should be provided to the students in writing on or with the syllabus for the course.

Drug-Free Workplace and Campus Policy

The University's Drug-Free Workplace and Campus Policy is available at Section 2.19 of the University Faculty Handbook, at http://www.mercer.edu/adm/fh_univ.pdf

Equal Opportunity and Affirmative Action

The University Policy on Equal Opportunity and Affirmative Action is available at Section 2.13 of the University Faculty Handbook at http://www.mercer.edu/adm/fh_univ.pdf . The University also has a Policy Prohibiting Discriminatory Harassment, Other than Sexual Harassment. The policy is available at Section 2.15 of the University Faculty Handbook at http://www.mercer.edu/adm/fh_univ.pdf

E-Mail List

The Law School maintains an e-mail list of adjunct faculty. While this will not be the primary means of communicating with faculty, it will be utilized as a means of distributing information and announcements. Please let Karen Batts (ext. 2602) know if you change your e-mail address.

Evaluation of Student Performance

Scholastic achievement of students should be evaluated by examinations of suitable length and complexity, papers, projects or by assessment of performances of students in the role of lawyers.

The Law Professor's Handbook, a publication by Carolina Academic Press that is on reserve in the Law Library, contains an informative chapter regarding examinations and alternative methods of evaluation for law school courses.

Exams

Faculty are required to proctor their own exams, if they are evaluating students in the course on the basis of an exam. Most adjunct faculty administer the exam on the last day of classes during the semester. While the Law School adopted a policy that allows students to use their computer to take exams, the policy does not apply to courses taught by adjunct faculty, since it is difficult to provide technological and administrative support for exams on computer after 5:00 P.M.

Please return your exams or final papers to the Registrar after they have been graded. ABA guidelines require the Law School to retain them for at least one year.

Exam Rescheduling

If a student is ill or needs to reschedule an exam at a time other than the scheduled exam time, please coordinate the exam rescheduling with the Dean's office. The policy regarding the circumstances in which rescheduling of an exam is appropriate is

attached as Appendix “1”.

FERPA

The Family Education Rights and Privacy Act limits disclosure of “personally identifiable information” from a student’s education records without the student’s prior written consent to such disclosure. “Personally identifiable information” includes, among other things, grades received by a student in a course and awards received by students at the Law School. If you have questions concerning the scope of coverage of the Act, please contact the Registrar’s office (ext. 2621). Students may obtain a form from the Registrar’s Office which they can provide to faculty members consenting to disclosure of some protected information for purposes of letters of recommendation.

Grades (Policy; Blind Grading; Deadline)

The Law School grades on a numerical basis, with grades ranging from 65-99. The Grading scale is as follows:

90-99	A
82-89	B
76-81	C
70-75	D
65-69	F
S	Satisfactory (in a course that is graded on a Pass/Fail basis)
U	Unsatisfactory (in a course that is graded on a Pass/Fail basis - recorded as a 65)
AUD	Audit
W	Withdrawal
I	Incomplete
DN	Dropped without penalty
DP	Dropped with penalty (grade is recorded as 65 - F)

The Law School’s grading policy is attached as Appendix “2”. As a general rule, students are graded anonymously on their written work. If you will be giving an exam or a written assignment that requires blind grading, please let the Registrar’s office know in advance regarding the timing of the exam or assignment, so that they can assign blind grading numbers to the students.

At the end of the semester, the Registrar will provide you with a grade sheet for your course. The **deadline** for returning the grades for your course will be four weeks after the last exam that is administered during that semester. The precise grade deadline for each semester is listed on the Academic Calendar, which is attached as Appendix “3”. Grades will be distributed by the Registrar via e-mail. Grades are not distributed by faculty.

Grade Discussions

Often, students may contact you to discuss questions about their grade, examination, or your evaluation of their class participation or other assignments. Usually, the student simply wishes to understand the reason for their grade. If you are asked, please help the students understand your evaluation of their work.

Library Needs and Library Liaison

Every faculty member will be assigned a library liaison, who will be able to provide you with any library services that you need, including accessing resources, putting materials on reserve, obtaining materials through Inter-library loan, etc. The professional librarians are also able to provide research training for your students in the substantive area of your course.

Office Hours and Office Space

If you need office space at the Law School to meet with students, please let the Dean's office know, so that we can arrange appropriate facilities. Shared office space is available.

Parking

Faculty should park in the lower parking lot at the Law School, unless there is no space available. A parking sticker is required for parking at the Law School, and is available from Debra Boney (ext. 2606).

Room Preferences

If you have preferences regarding the classroom in which your class will be scheduled, due to technology needs or other needs, please indicate those preferences to the Associate Dean.

Sexual Harassment

The University Policy prohibiting Sexual Harassment is available at Section 2.14 of the University Faculty Handbook at http://www.mercer.edu/adm/fh_univ.pdf

Smoking Policy

Smoking is prohibited in all indoor locations. All buildings on all campuses of Mercer University are smoke-free. Smoking is prohibited within 15 feet of all building entrances, air intakes, and windows.

Student Evaluations

Toward the end of each semester, the Registrar will send you copies of the Student Evaluation forms for your course. Please distribute these to the students in your class on a day and time that is convenient for you and allow them to complete the evaluations in class. One student should collect the evaluations and return them in the envelope provided with the evaluations to the Registrar's office. You will receive your

evaluations for the course after the grade deadline for the semester in which you are teaching has passed and you have handed in your grades. Faculty may ask students to complete additional evaluations which do not need to be provided to the Registrar, and faculty may ask students to answer additional questions on the evaluation that is returned to the Registrar.

Student Honor Code

The Student Honor Code is reproduced in the Student Handbook, which is available on the web at <http://www.law.mercer.edu/life/studenthandbook.pdf>

Student Pictures and Seating Charts

Photographs of the students are available through Technology Services, and your secretary can create a seating chart, including photographs, for your course. Blank seating charts, without photographs, are also available for your course from your secretary.

Student Withdrawals After Drop/Add

After the end of the drop/add period, students must obtain your permission and the permission of the Dean's office to withdraw from a course. There is a form that they will need to fill out that is available from the Registrar's office.

Students with Disabilities

It is the policy of Mercer University Law School to provide reasonable accommodations for disabled students, including learning disabled students and those with health impairments, as well as those with other disabilities. Students whose disabilities may interfere with their performance of course work or examinations consult with Assistant Dean Mary Donovan. Course load modification, exam accommodation or other appropriate action is arranged on a case-by-case basis.

Tape Recording Classes

The Law School has not adopted a general policy regarding taping of classes by students. If you adopt a policy that addresses taping of classes, please include that policy on your syllabus.

Technology

Most of the classrooms in the Law School are equipped with the following technology resources for the faculty member: (1) computer, with Internet access, Word and WordPerfect, Powerpoint and Presentations; (2) LCD projector and screen; (3) DVD and Video players; (4) document camera; and (5) laptop connection. The major classrooms also have wireless microphones in addition to podium microphones. The Technology Department of the Law School (ext. 2182) can provide you with training on the equipment and can provide you with additional resources that you may need.

University ID Card and Benefits

Adjunct faculty members can obtain a Mercer University ID (a Bear Card) from the Auxiliary Services Department on the Main Campus (ext. 2741). With a University ID, adjunct faculty are entitled to discounts at the University's bookstores and discounts at athletic events and various events sponsored by Mercer at the Grand Opera House, among other benefits.

IV. Teaching Resources

There are several resources that are available that focus on law teaching. Listed below are several books and articles that may be helpful, as well as organizations that can be especially helpful. This list is excerpted from a Law School Teaching and Learning website at <http://law.mercer.edu/library/faculty/teachinglearning.cfm> that includes links for most of the organizations. Most of the books and articles are available in the Law School's Law Library and I would particularly recommend The Law Professor's Handbook.

Books About Law Teaching

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

Gerald F. Hess & Steven Friedland, *TECHNIQUES FOR TEACHING LAW* (Carolina Academic Press 1999).

Michael Hunter Schwartz, *EXPERT LEARNING FOR LAW STUDENTS* (Carolina Academic Press 2005).

Paul Maharg, *TRANSFORMING LEGAL EDUCATION: LEARNING AND TEACHING THE LAW IN THE EARLY TWENTY-FIRST CENTURY* (Ashgate 2007).

Madeleine Schachter, *THE LAW PROFESSOR'S HANDBOOK* (Carolina Academic Press 2004).

Roy T. Stuckey, *BEST PRACTICES FOR LEGAL EDUCATION: A VISION AND A ROADMAP* (Clinical Legal Ed. Assoc. 2007).

William M. Sullivan, *EDUCATING LAWYERS: PREPARATION FOR THE PROFESSION OF LAW* (Carnegie Foundation Study - Jossey-Bass/Wiley 2007).

Alan Watson, *THE SHAME OF AMERICAN LEGAL EDUCATION* (Vandeplas Pub. 2006).

Articles About Law Teaching

Association of American Law Schools, Statement of Good Practices by Law Professors in the Discharge of Their Ethical and Professional Responsibilities (1989), available at http://www.aals.org/about_handbook_sgp_eth.php

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

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

Stephen M. Johnson, *www.lawschool.edu: Legal Education in the Digital Age*, 2000 Wis. L. Rev. 85 (2000).

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

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

William L. Prosser, *Lighthouse No Good*, 1 J. Legal Educ. 257 (1948), reprinted in 28 Stetson L. Rev. 1017 (1998).

Arturo Lopez Torres and Mary Kay Lundwall, *Moving Beyond Langdell II: An Annotated Bibliography of Current Methods of Law Teaching*, 35 Gonz. L. Rev. 1 (2000).

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

Arturo L. Torres and Karen E. Harwood, *Moving Beyond Langdell: An Annotated Bibliography of Current Methods of Law Teaching*, 1994 Gonz. L. Rev. 1 (Special Ed. 1994).

Jack L. Sammons, *Traditionalists, Technicians, and Legal Education*, Gonz. L. Rev. (2002).

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

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

Organizations and Other Resources

Institute for Law School Teaching, Gonzaga University School of Law: sponsors an annual conference on law teaching, provides a clearinghouse of teaching materials, and publishes a newsletter on law teaching.

CALI (Center for Computer Assisted Legal Instruction): distributes computer-assisted law lessons for students, provides software to enable faculty to develop computer-assisted lessons, and sponsors an annual conference that examines a broad range of issues regarding technology and teaching in law schools.

Journal of Legal Education: published by the Association of American Law Schools.

Association of American Law Schools: provides information regarding standards for law schools, conferences, and jobs.

American Bar Association: Section on Legal Education: provides information regarding standards for law schools, guide to approved law schools, guide to bar admission requirements, and more.

Teaching and Learning Law Resources for Legal Education: Resource page for law teachers created by Professor Barbara Glessner-Fines at University of Missouri-Kansas City Law School.

Carnegie Foundation for the Advancement of Teaching: Study of teaching and learning in American and Canadian law schools.

Educause: A nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology, provides a clearinghouse of information, and sponsors national and regional conferences on higher education and technology.

*** For additional resources, visit the Law School Teaching and Learning Resources Web Page at <http://www.law.mercer.edu/library/faculty/teachinglearning.cfm>

Appendix 1

Examinations

Illness and Emergency

It is up to a student experiencing emotional, medical or other problems affecting academic performance to confer with the Assistant or Associate Dean before taking examinations. Upon evidence of cause, the Dean and faculty members concerned may allow the student to take examinations late or to withdraw from courses.

Summary of Rules Pertaining to Changes in Individual Examination Schedules

1. Students having examinations on four consecutive days are entitled to change the date of one of the four examinations. It is the student's responsibility to initiate the rescheduling of one of the examinations and to secure the agreement of the faculty member whose exam will be rescheduled.
2. Students having two examinations in one day are entitled to change the date of one of them. It is the student's responsibility to initiate the rescheduling of one of the examinations and to secure the agreement of the faculty member whose exam will be rescheduled.
3. Examinations cannot be rescheduled, even with the agreement of the faculty member, solely because of the number and timing of scheduled exams for which the student is enrolled unless either Rule 1 or Rule 2 applies.
4. It is the responsibility of the student having emotional, medical or other problems affecting academic performance to confer with the Assistant or Associate Dean before the taking of examinations. The Dean and the faculty members concerned may allow a student with such problems to take examinations late, to withdraw from courses, or to propose other reasonable accommodations. Please note that the agreement of the faculty members whose exams are affected is required.
5. A student requesting to take a final examination on a date other than the scheduled date must complete a form, have the professor and Assistant or Associate Dean approve and sign the form and return it to the Registrar's Office. Forms may be picked up in the Registrar's Office on the first floor.
6. Personal reasons for rescheduling examinations must be satisfactory to the professor whose exam will be rescheduled and to the Assistant Dean.

EXAMINATIONS CANNOT BE RESCHEDULED, EVEN WITH THE PROFESSOR'S APPROVAL, IN CIRCUMSTANCES OTHER THAN THOSE LISTED ABOVE.

Appendix 2

Uniform Grading Policy Effective Fall 2005

- (1) All first year courses shall have an average grade of 84.5, plus or minus one-half point.
- (2) Except as otherwise authorized by the Dean under subsection (5), all sectionalized upper division courses shall have an average grade of 85.5, plus or minus one-half point.
- (3) Except as otherwise authorized by the Dean under subsection (5), all other courses not specifically exempted from this policy shall have an average grade ranging from 84.5 to 86.5.
- (4) Seminars, advanced skills courses, and all other courses in which 15 or fewer students are enrolled are specifically exempted from this policy.
- (5) Any instructor wishing to deviate from subsections (2) or (3) must obtain prior approval from the Dean. Factors that the Dean may be asked to consider as appropriate bases for deviation from the approved average or range include: an unusual average GPA of the students enrolled in the course; grading of the course on the basis of a paper rather than an examination; and a class that as a whole performs on the examination in a manner justifying deviation.

Appendix 3

ACADEMIC CALENDAR 2009-2010 Walter F. George School of Law

Aug. 10 - 11	Minority Orientation
Aug. 11 - 14	1st Year Orientation
Aug. 17	Introductory Courses Begin (All Students)
Aug. 24	Regular Classes Begin (All Students)
Aug. 24 - Aug. 28	Drop/Add
Sept. 7	Labor Day (University Holiday)
Nov. 23 - 27	Thanksgiving Break
Dec. 2	Last Class Day in Fall Semester
Dec. 7 - 18	Fall Semester Examination Period
Jan. 11	Spring Semester Classes Begin (All Students)
Jan. 11 - 15	Drop/Add
Jan. 15	Fall Semester Grade Deadline
Jan. 18	Martin Luther King, Jr., Day (University Holiday)
March 29 - April 2	Spring Break
April 2	Good Friday (University Holiday)
April 4	Easter Sunday
April 22	Last Class Day in Spring Semester
April 26 (Noon)	Senior Grades Due
April 27 - May 7	Spring Semester Examination Period (1st- and 2nd-Year Courses Only)
April 30	Commencement Meeting - Time and location TBA
May 1	Commencement - 10:00 AM - University Center
May 17	Summer Session Begins

May 17 - 18	Drop/Add for Summer School
May 31	Memorial Day (University Holiday)
June 4	1L and 2L Spring Grade Deadline
July 1	Last class day for summer session
July 4	University Holiday
July 6 - 7	Summer Session Final Exams
August 3	Summer Grade Deadline

Appendix 4

Association of American Law Schools Statement of Good Practices by Law Professors in the Discharge of their Ethical and Professional Responsibilities

As teachers, scholars, counselors, mentors, and friends, law professors can profoundly influence students' attitudes concerning professional competence and responsibility. Professors should assist students to recognize the responsibility of lawyers to advance individual and social justice. Because of their inevitable function as role models, professors should be guided by the most sensitive ethical and professional standards.

Law professors should aspire to excellence in teaching and to mastery of the doctrines and theories of their subjects. They should prepare conscientiously for class and employ teaching methods appropriate for the subject matters and objectives of their courses. The objectives and requirements of their courses, including applicable attendance and grading rules, should be clearly stated. Classes should be met as scheduled or, when this is impracticable, classes should be rescheduled at a time reasonably convenient for students, or alternative means of instruction should be provided.

Law professors have an obligation to treat students with civility and respect and to foster a stimulating and productive learning environment in which the pros and cons of debatable issues are fairly acknowledged. Teachers should nurture and protect intellectual freedom for their students and colleagues. If a professor expresses views in class that were espoused in representing a client or in consulting, the professor should make appropriate disclosure.

Evaluation of student work is one of the fundamental obligations of law professors. Examinations and assignments should be conscientiously designed and all student work should be evaluated with impartiality. Grading should be done in a timely fashion and should be consistent with standards recognized as legitimate within the university and the profession. A student who so requests should be given an explanation of the grade assigned.

Law professors should be reasonably available to counsel students about academic matters, career choices, and professional interests. In performing this function, professors should make every reasonable effort to ensure that the information they transmit is timely and accurate. When in the course of counseling a law professor receives information that the student may reasonably expect to be confidential, the professor should not disclose that information unless required to do so by university rule or applicable law. Professors should inform students concerning the possibility of such disclosure.

Professors should be as fair and complete as possible when communicating evaluative recommendations for students and should not permit invidious or irrelevant considerations to infect these recommendations. If information disclosed in confidence by the student to the professor makes it impossible for the professor to write a fair and complete recommendation without revealing the information, the professor should so inform the student and refuse to provide the recommendation unless the student consents to full disclosure.

Discriminatory conduct based on such factors as race, color, religion, national origin, sex,

sexual orientation, disability or handicap, age, or political beliefs is unacceptable in the law school community. Law professors should seek to make the law school a hospitable community for all students and should be sensitive to the harmful consequences of professorial or student conduct or comments in classroom discussions or elsewhere that perpetuate stereotypes or prejudices involving such factors. Law professors should not sexually harass students and should not use their role or position to induce a student to enter into a sexual relationship, or to subject a student to a hostile academic environment based on any form of sexual harassment.

Sexual relationships between a professor and a student who are not married to each other or who do not have a preexisting analogous relationship are inappropriate whenever the professor has a professional responsibility for the student in such matters as teaching a course or in otherwise evaluating, supervising, or advising a student as part of a school program. Even when a professor has no professional responsibility for a student, the professor should be sensitive to the perceptions of other students that a student who has a sexual relationship with a professor may receive preferential treatment from the professor or the professor's colleagues. A professor who is closely related to a student by blood or marriage, or who has a preexisting analogous relationship with a student, normally should eschew roles involving a professional responsibility for the student.