FACULTY DEVELOPMENT PLAN

Summary of Faculty Member Accomplishments from the Current Academic Year

TEACHING

- In the 2020-21 academic year, I taught three LGLS 1101 Legal Environment of Business sections, an Honors LGLS 1901 Legal Environment of Business section, LGLS 5701 Legal and Ethical Foundations of Business, RE 3501 Real Estate Fundamentals on-line; LGLS 1112 Law for Business on-line. ATTG 5206, Law, Ethics and Regulation, an off-load Macc CPA Law prep course.

- Writing is stressed in all courses, except the Macc course with only 15% of the final course grade from an ethics case study. LGLS 1901 contained 30% and 10% from a presentation LGLS1101 contained 30%; RE 3501, 20%; LGLS 1112, 25% and LGLS 5701, 80%.

- In spring 2021, all LGLS sections wrote a paper on the law that prohibited racial segregation in private businesses. Through reading a Supreme Court opinion and an article from the Smithsonian Magazine on travel in the Jim Crow Era, the DEI human element was integrated into the case study.

- Discussion Boards were incorporated into all classes for the first time.

- In spring 2021, all but one assignment contained a rubric.

- I created the power points and filmed videos for a new an online version of LGLS 1112, Law for Business. In a seven week course, there were three 20 question quizzes, two discussion boards, two papers and a final exam. The two papers had multiple questions requiring higher level reasoning skills in creditor/debtor relations and particularly in agency law and employment law.

Fall 2020 SFF Scores: “M’s” are noted

1901 Response Rate: 18/29

4.7 Organization
4.5 Grading
4.8 Instructor helped me learn the material
4.8 Learned a great deal
3.2 M - Student Preparation
4.6 Easy online access
4.7 Regular use of course tools
4.3 M - Valuing viewpoints (the only course where measured)
4.3 M - Course material helped me learn topics better
4.7 Exams contributed to learning
4.6 Critical thinking improvement
4.4 M - Feedback
4.7 Real World Issues

**LGLS 1112: Response Rate 18/40**

4.7 Organization
4.4 Grading
4.7 Instructor helped me learn the material
4.5 Learned a great deal
3.2 M - Student Preparation
4.4 M Easy online access
4.6 Regular use of course tools
4.6 Course material helped me learn topics better
4.5 Exams contributed to learning
4.5 Critical thinking improvement
4.2 M - Feedback
4.5 Real World Issues
4.7 Organization

4.6 Grading

4.6 Instructor helped me learn the material

4.6 Learned a great deal

3.1 M - Student Preparation

4.6 Easy online access

4.6 Regular use of course tools

4.4 Course material helped me learn topics better

4.2 M - Exams contributed to learning

4.3 M - Critical thinking improvement

4.3 M - Feedback

4.7 Real World Issues

**LGLS 5701: Response Rate: 14/25**

4.2 U - Organization

4.1M Grading

4.1M Instructor helped me learn the material

4.1M Learned a great deal

5.4 M - Student Preparation

4.3 M - Course material helped me learn topics better

3.8 M - Exams contributed to learning

4.1 M - Critical thinking improvement

3.8 M - Feedback

The Honors 1901 SFF is an improvement over the Fall 2019 sections with a many positive comments.

The Law 1112 course appeared to have positive outcomes first time teaching the content and in an online format.
The RE 3501 course scores are a departure from all or virtually all U’s in this online course dating from Fall 2015. This is further addressed in my plans for 2021-22.

LGLS 5701 calls for improvement; all M’s and no U’s. All but one of thirteen comments were generally positive which appears to not align with the scores.

There were a number of comments on how my law firm and trial experience contributed to the learning experience.

Teaching related activities which overlap with service is in the service section of this report

SCHOLARSHIP

Publications


October 5, 2020 Standing and the Case of a Lost Note in a Foreclosure Action, The Legal Intelligencer, a Publication of American Lawyer’s Media.

April 2, 2021: Construction Contracts, the Statute of Repose and the UTPCPL, The Legal Intelligencer, a Publication of American Lawyer’s Media.

Co-authored with Harper J. Dimmerman, Legal Studies Adjunct Faculty.
Each 1200 - 1400 words on why selected appellate cases are relevant to practicing real estate attorneys.

Accepted for publication: NYU Law Journal of Law and Business

Co- Author: Professor William C. Bunting

“Why Localism is Bad for Business: Land Use Regulation of the Cannabis Industry

SERVICE

- Composed a memorandum outlining the scope and content LGLS 1101 writing assignments in spring and fall 2020 semesters by reviewing syllabi and selected faculty Canvas sites.
- Assisted four new part time faculty in syllabi preparation, teaching and testing tips, advice on student interactions, some content advice, and Canvas and Zoom coaching (sometimes sent to Department of Online and Digital Learning).
• Assisted part time LGLS 1101 faculty in syllabi preparation, test preparation and addressed content changes.

• Worked with an Adjunct Professor and the Chair to change the video content of OBBA LGLS 1101. Performed quality control over the process which included editing power points for three chapters (for new videos) and reviewed and chose to incorporate Legal Studies faculty Video Vault content, along with the Chair selecting non-Fox videos.

• Assisted in the selection of a new textbook for one of the Department’s Gen Ed Course, LGLS 0856 Law in American Society.

• Reviewed Department Merit Applications.

• Oversaw the Lunch and Learn Program in spring semester; coached two faculty on their presentation strategy.

• Assumed primary responsibility for organizing admitted student event of March 30.

• Attended and coordinated spring Admitted Student weekend events.

• Chaired the Faculty Awards Committee: Edited and submitted the report.

• March 2021 – Present: Filled temporary Department vacancy on the Faculty Development Committee; participated in brainstorming session on proposed NTT Faculty Mentoring Program.

• Wrote a recommendation for Department nominee for Great Teacher Award which included watching seven hours of Zoom classroom video.

• Composed a memorandum on the current state of Temple’s Law Scholars Program which included benchmarking and recommendations.

• Phi Alpha Delta: Co-authored the memorandum that benchmarked other Pre-Law chapters and set forth short-term and long term goals.

• September 2021: Presented a “Lunch and Learn” on the topic of Leasing Real Estate for College Students which included pandemic related changes in the law.

• Attended the January graduation ceremony

School / University

• February 2021, was a Zoom panelist in Temple University’s Library’s Chat’s in the Stacks: Loss of Place, open to both the University and the general public.
- August: Hosted Workshop Wednesday. The topic, *Estate Planning for College Students*, was geared to the challenges students face in estate planning in pandemic times.

**Core Curriculum Committee Department Representative (LGLS 1101)**

- Composed and distributed two common assignments for the academic year.
- Coordination and advice to faculty on administering and grading the common assignment.
- Attended and participated in all regularly scheduled meetings.
- Met individually three times with the Assessment Director to discuss rubrics, accreditation, DEI content, pros and cons and expanding assessment beyond writing and the new Dashboard system.

**SPO Advisor: Phi Alpha Delta Pre-Law**

- Strategized with PAD E-Board and President before start of fall 2020 to schedule events and general brainstorming.
- Meet regularly with PAD president and occasionally with entire Board.
- Attended two Advisors Meetings with College Council.
- Attended the virtual Pre-Law Conference: November 5 – 6; participated in discussions on recruitment, content of PAD meetings and community engagement. Attended Award Ceremony, networking seminar and Keynote Address.
- Attended PAD National December presentation on recruitment.
- November – December: Exchanged emails and participated in one hour Zoom meeting with the 2016 PAD Pre-Law Faculty Advisor of the Year to discuss best practices.
- Implemented use of the recruitment video and distributed to faculty in August and January.
- Coordinated the “How to Survive 1L” seminar.
- Attended all PAD meetings that did not conflict with other service requirements.
- April 15: Reported new Board and tentative 2021-22 AY plan to PAD National.
- Began composing year-end report to College Council.
Goals for the Next Academic Year

Teaching

With respect to forward-looking goals, please address the following items (wherever applicable):

1. Self-Evaluation of Teaching

Plan to attend selected Center for Advancement of Teaching Seminars, specifically DEI, assessment and experiential learning.

2. Areas for Improvement

Create rubrics for Real Estate Fundamentals and Real Estate Practice

Online Course Revision: Discontinue selected RE Fundamentals videos and record new, shorter versions. Already discussed at spring 2020 CRIP review

Upgrade DEI content in LGLS 1101

3. Peer Review Plans: None

4. Online Teaching

Scheduled to teach an online section of RE 3501 Real Estate Fundamentals, fall 2021
Prepared to teach LGLS 1112 Law for Business and RE 3502 Practice online in spring 2022, if needed.

Revisions to RE 3501, per #2.

5. Incorporating Technology

Will incorporate a Westlaw or Lexis/Nexis research assignment into LGLS 1101.

6. Industry Currency

In real estate law and contract law, I’ll incorporate changes in the agent/client relationship brought on by the pandemic.

7. What resources would help you in meeting your goals?
8. Any other goal-related comments for Teaching:

In *Real Estate Practice*, I have been giving a DEI based writing assignment in Fair Housing for at least 10 years. I can expand DEI in writing assignments that are geared to uncovering bias in Listing Agreements, financing and showings. These issues significantly impact on all aspects of DEI, particularly inclusion.

In LGLS 1112 *Law for Business* and LGLS 5701, I can work to more effectively incorporate DEI issues into Corporate Governance; in Law for Business, it can also be incorporated into the creditor and debtor content. The course also covers employment discrimination.

**Scholarship**

With respect to forward-looking goals, please address the following items (wherever applicable):

1. Pipeline of Publications:
   - In PRESS (forthcoming)
   - In REVIEW (stage)
   - In PROGRESS (expected submission and target)

   *I have a commitment to write two practice related articles for the Legal Intelligencer, publication dates are July and October 2021,*

2. Pipeline for Presentations:
   - None planned
   - Upcoming
   - Submitted
   - In Preparation (w/target)

3. New projects and/or collaborations
None planned

4. Grant applications/ideas

5. None planned

6. What resources would help you in meeting your goals?

   N/A

7. Any other goal-related comments for Research/Scholarship:

   Service

   Program: continue to work to innovate and improve LGLS 1101, regardless of whether I continue to serve as core course coordinator.

   Department:

   As faculty, provide whatever assistance necessary to transition to the new model.

   Continue to serve as PAD Pre-Law Advisor with plans to significantly upgrade the website, contact and invite law school admission officer to a PAD meeting, planning to field a Mock Trial Team and reach out to alumni. Continue to provide LSAT services, Lunch and Learns and other guest speakers.

   Contribute to restructuring/refining our Law School advising.

   School:

   Continue to serve as Core Course Coordinator and PAD Advisor and on any committee requested by a supervisor in the redesigned model.
University
Academy
Profession
Community

What resources do you need to fulfill your service commitments?

Any other goal-related comments for Service:

I have some concern about providing the appropriate service beyond PAD Advisor and Core Course Coordinator since I do not intend to seek a Deputy Chair position. I would like to contribute in another manner, possibly as an NTT mentor, if needed or in curriculum management and development.

Faculty Member’s Comments on the Process and Goals for Improvement in AY 2021-2022

Make the changes that I suggested for self-improvement in the teaching section.
Chairs Comments on the Accomplishments from the Current Academic Year and Goals for Improvement in AY 2021-2022

Professor Lammendola balanced heavy teaching and service loads with, quite remarkably, research paper placement with Professor Bunting at an elite law journal. Supplementing this research output, he also published a set of practitioner real estate articles in the Legal Intelligencer.

His teaching performance has been solid across a variety of undergraduate and graduate courses, as reflected in his SFF feedback, and his grade distributions are all appropriate for the types of courses taught. He also updated his courses to remain current and innovative. He continues to go above and beyond, with, for instance, helping Department faculty with their technical and pedagogical teaching needs on a regular basis. Quite significantly, he revised LGLS 1112 with Professor Bunting, completely redesigning the course according to faculty agreed-upon changes, and delivered the newly revised course in Fall 2020. This course revision is particularly important to the Department and will be of great benefit to students.

His service contributions included serving as Deputy Chair and Core Course Coordinator, and he performed these tasks well, balancing his other responsibilities. The Department’s core course has significantly strengthened under Prof. Lammendola’s supervision, and he actively engages with all faculty teaching the course. His deputy chair assistance was instrumental in implementing a number of necessary department reforms. He also served as faculty advisor to the Department’s SPO, Phi Alpha Delta during this year, and increased his involvement in student service activities.