



SELF STUDY

FALL 2007

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Introduction

As New Mexico's only law school, the University of New Mexico Law School seeks to maximize the unique benefits of our geographic location and our demographics in the pursuit of our educational, research and service goals. New Mexico's diverse demographic profile provides UNM the opportunity to create an exceptionally rich learning environment characterized by a wealth of different ideas considered from a multitude of perspectives. Our cultural, political, historical, economic, geographic, and social setting is unique among U.S. law schools. New Mexico's high-desert location, accompanied by the surrounding mountains, the Rio Grande Valley, and other natural features, provides a laboratory for environmental, water, health, and other research and educational opportunities. Ethnic and racial diversity is also a hallmark of our state.

We take pride in our intimate learning environment and the benefits it provides to our students. Small class sizes, mandatory clinical courses, and a low student-to-faculty ratio, naturally result in close relationships between faculty and students, which makes our law school experience different from others around the country. These circumstances create an ideal environment for learning the law. Although we are challenged by new technologies and other demands on students' lives, we remain committed to maintaining a nurturing environment in which our students can thrive.

I. History of and Background about the University

The University of New Mexico was founded by an act of the Territorial Legislature in 1889. UNM, a Hispanic-Serving Institution,¹ represents a wide cross-section of cultures and backgrounds. Under the Carnegie Classification of Institutions of Higher Education, UNM is a designated Doctoral/Research University-Extensive. Institutions with this classification typically offer a wide range of baccalaureate programs, are committed to graduate education through the doctorate degree, and have awarded 50 or more doctoral degrees per year across at least 15 disciplines.

On its main campus, UNM offers more than 215 degree and certificate programs, including 93 bachelor's degrees, 70 master's degrees, 37 doctoral degrees, three professional degrees – law, medicine and pharmacy; five graduate certificate programs and five education specialties. During the 2005-2006 academic year, more than 32,000 students attended classes at the main and branch campuses. Through the Evening and Weekend Degree Program, nearly 40 complete degree programs are available with approximately 1,000 classes offered each semester after 4 P.M. or on weekends. About 12,000 non-traditional, working students attend UNM at night each semester.

¹ A Hispanic-Serving Institution is a Title V non-profit institution with at least 25% Hispanic enrollment. This designation is made by the U.S. Department of Education based on a wide range of data, including full-time enrollment figures, the number of degrees conferred, and the type of institutions, i.e., for-profit or non-profit, public or private, and four-year or two-year institutions of higher education.

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The University has branch campuses in Gallup, Los Alamos, Taos and Valencia County. In addition, UNM offers graduate and upper division programs in Los Alamos and Santa Fe and throughout the state. UNM's libraries, museums, galleries and Center for the Arts are a rich cultural resource for the state. UNM's Tamarind Institute is one of the premier printmaking workshops in the world.

Several UNM programs consistently rank among the best nationwide. The 2006 edition of "America's Best Graduate Schools" in *U.S. News & World Report* ranked UNM programs in law, education, engineering and medicine among the best. These include electrical and mechanical engineering, rural medicine, primary care curriculum, pharmacy, occupational therapy, and clinical law, which ranks 6th in the nation. It is noteworthy that *Hispanic Business Magazine* has ranked UNM as the number one law school in the nation for serving Hispanics. UNM also ranks among the top 100 colleges for Hispanics according to rankings published in the *Hispanic Outlook in Higher Education*. UNM ranks 9th for awarding doctoral degrees to Hispanics, 19th for conferring master's degrees to Hispanics and 13th for awarding bachelor's degrees to Hispanics. University of New Mexico medicine, pharmacy and nursing schools are among the top 25 for graduating Hispanics, as reported in the June 5 issue of "Hispanic Outlook in Higher Education." Minority enrollment institution-wide represents approximately 45% of the main campus student body. Of these, 30% of the students are Hispanic and 5.8% are Native American. UNM-Gallup has a Native American population of 77.4%, the largest such population at any public higher education institution in the country.

II. Locale, History and Background of the Law School

The Law School is situated in a dynamic state filled with talented and creative people. New Mexico recently passed the two million mark in population, and the Law School lies in the heart of its most populous metropolitan area. The state has a deep-rooted heritage of diversity. It is one of four majority-minority state in the country with 56.4% of the population made up of members of minority groups. By U.S. Census Bureau estimate, 43.4% are Hispanic, 10.2% are American Indian or Alaska Native, 2.4% are Black, 1.4% are Asian or Pacific Islander, and 43.1% are White.

New Mexico is recognized for extraordinary scientific and technological achievements, housing two national laboratories, Los Alamos and Sandia, as well as numerous public and private colleges and universities. New Mexico is the sixth largest producer of oil and gas in the United States, and its location in the arid southwest makes water a vital natural resource. The economy is growing and is currently on solid footing. Employment and personal income growth exceeds that of most states in the country. The professional and business sector posted a 15.4% gain in the 4th quarter of 2006. Mining and manufacturing are also growing as is the health care and social assistance sector. The film industry will bring hundreds of jobs to the area with Albuquerque Studios and Sony Pictures Imageworks Special Effect Studios in Albuquerque, and Lions Gate Studios in Rio Rancho. The city was also recently rated number one in the country for business and career by *Forbes* magazine.

The Law School was founded at the University of New Mexico in 1947. In the following year, it received its accreditation from the American Bar Association and became a member

of the Association of American Law Schools. In 1971, a chapter of the Order of the Coif was established at the Law School. During its first two decades, the Law School remained very small. By 1965, total enrollment stood at only 154 students. But after significant growth in the early 1970s, the Law School's enrollment grew to and remains at approximately 340 students. The School's original faculty of four persons (including the librarian and the dean) increased to twelve by 1965. This doubled by 1979. Currently there are 34 full-time faculty members, three full-time legal research and writing lecturers, 1 half-time visiting law professor, four emeriti professors who teach half time, and approximately 22 adjunct faculty. The School has had nine deans in its fifty-three year history: Alfred Gausewitz, 1947-1958; Vern Countryman, 1959-1964; Thomas W. Christopher, 1965-1971; Frederick M. Hart, 1971-1979; Robert Desiderio, 1979-1985; Theodore Parnall, 1986-1991; Leo M. Romero, 1991-1997; Robert Desiderio, 1997-2002; and Suellyn Scarnecchia, 2003 to the present. In addition, there have been four acting deans: Robert Emmet Clark, 1958-1959 and 1963-1964; Henry Weihofen, 1964-1965; Frederick M. Hart, 1985-1986; and Albert E. Utton, 1991.

Originally housed in temporary facilities, the Law School moved in 1952 to its own building. In 1971, the Law School's present structure, Bratton Hall, was built on the University of New Mexico north campus. Bratton Hall was enlarged in 1978. A new wing for Bratton Hall, dedicated as the Hart Wing in honor of former Dean Frederick M. Hart, was added in 2002. A separate but adjacent Law Center Building that houses the Albuquerque Offices of the New Mexico Court of Appeals and the Institute of Public Law was completed in 1975 and expanded in 1982. In addition to the Law School, Bratton Hall houses the Law Library, the Utton Transboundary Resources Center, the American Indian Law Center, Inc., and the Engaging Latino Communities for Education (ENLACE) educational pipeline project.

The Law School plays a crucial role as the primary provider of legal expertise for the state. The Law School mirrors the state's diverse population with *U.S. News & World Report* ranking the Law School as the third most racially diverse law school in the nation. We are nationally known in the area of Indian law and for providing opportunities to Native Americans pursuing law studies. Over 250 American Indians have graduated from the Law School and have taken leadership roles within their tribes, private law firms, pro-bono advocacy organizations, and at the highest levels of national, state, and tribal government. At the Law School, the Indian Law Certificate Program, the Southwest Indian Law Clinic, the American Indian Law Center, Inc., and the Tribal Law Journal, create a unique synergy for the study of Indian law and training those who will work in the field.

In a similar way, the Law School has trained many leaders of the Hispanic Bench and Bar. A report compiled by the State Bar Task Force on Minority Involvement in the Profession states that the Law School "is without question the largest and most important supplier of minority attorneys for the State Bar of New Mexico." Furthermore, its contacts throughout Latin America and Spain and collaborative programs with Mexican universities have expanded the Law School's influence to other centers of jurisprudential studies affecting Hispanic populations.

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In addition to embracing the creative force and strength attendant to the vibrant mix of cultures, the Law School strives to provide a legal education appropriate to the regional context of the Southwest in a way to contribute to the law both nationally and internationally. For example, the Law School's nationally recognized clinical law program is a direct result of this determination to provide a comprehensive legal education for graduates with the particular context of New Mexico in mind, but with national influence as well. Some of the most prestigious law schools in the country emulate our clinical program, a sign of its innovation and success. The Law School's National Resources Certificate Program and its affiliation with the Utton Tranboundary Resources Center further illustrates the Law School's commitment to respond to regional needs in a way that has national implications. The importance of the natural resources of water, oil, gas, and minerals in the Southwest and the need for multi-state and international cooperation in their use, control, and preservation, are addressed by the Law School's programs in natural resources.

The American Indian Summer Pre-Law Program (PLSI) provides another example of the Law School's historic effort to define itself in relation to the needs of the state while serving the purpose of facilitating diversity in legal education. Long before most law schools even considered the need to provide legal educational opportunities to underrepresented groups in the bench and bar, the Law School aggressively pursued that goal. In 1967, the Law School offered the American Indian Summer program for Native American students who had applied to any law school in the nation. The program is now administered by the American Indian Law Center, Inc. and is located at the Law School. PLSI serves as an educational transition and pre-law educational bridge to prepare students for law study. In 1976, the American Indian Law Center, Inc. became an independent, Indian-controlled non-profit organization. It is an important collaborative partner for the Law School on PLSI and other programs.

Despite its geographic isolation, the Law School has avoided parochialism. The activities of the faculty demonstrate an extraordinary involvement and leadership in national legal organizations and associations. Three Presidents of the Law School Admissions Council have come from our faculty. Moreover, the faculty of the Law School consistently provides leadership for numerous national organizations, including the AALS, SALT, NITA, and CALI.

III. Our Institutional Goals/Mission Statement

Our mission is to educate and train students to become excellent lawyers who will enrich and serve local, state, tribal, national and international communities after graduation. We seek to maintain our long tradition of opening access to the profession. We also seek to make legal education more broadly available by educating practicing attorneys and non-lawyers in New Mexico. We endeavor to focus our resources on some of New Mexico's most pressing legal needs through educational, research and service programs of national and international prominence. These goals track the University's overall vision and mission to offer New Mexicans and others access to high quality educational, research and service programs; to operate as a significant knowledge resource for New Mexico, the nation, and the world; and to foster programs of international prominence that will place UNM among America's most distinguished public research universities.

Additionally, the law faculty has collectively chosen to focus on a set of more concrete goals as articulated through our strategic planning process beginning in 2004. A Strategic Plan was adopted in Spring 2005, and that plan has been subjected to yearly review and evaluation in order to gauge our progress (see Appendix A). Areas subject to planning scrutiny include faculty hiring, student recruitment and admissions; curricular development; research, scholarship, and intellectual climate; and community outreach.

IV. The Self Study Process

The Dean appointed a Self Study Committee chaired by Professor and Associate Dean Michael Norwood. Other Committee members included Jose Martinez, Nathalie Martin, and Carol Suzuki. The Committee engaged in a genuine effort to see where the Law School was doing well and where it could improve by seeking feedback from the entire Law School community. The Committee had many long and detailed discussions about how best to undertake an internal study that would be helpful in engaging the faculty in self-reflection. The Committee regularly updated the Dean and the faculty of the progress of these efforts, both informally and at regular faculty meetings.

Rather than distribute a written survey to the faculty, the Committee decided (at the suggestion of a faculty member) to do individual office visits with all faculty members, as well the Institute directors, to talk about the Law School's goals and future direction. The Committee asked faculty members to comment on:

teaching responsibilities (course assignments, teaching loads, scheduling, classrooms, quality of students, students' perception of class, faculty programs regarding teaching and the improvement of teaching),

research responsibilities (support for scholarship, intellectual environment, collegial support for research and scholarship, information resources technology, communication of expectations by administrators),

service responsibilities (encouragement of service, committee structure, committee assignments, work with the University, the legal profession, and community groups, pro bono work, etc.), and

collegiality, governance, faculty/administrative relations (including faculty role in Self Study and strategic plan), the rank and tenure process, annual reviews or post-tenure reviews.

The faculty was also encouraged to talk frankly, and if desired anonymously, about anything that interested or concerned them about life at the Law School, the Law School's mission, its operations, its facilities, or anything else they deemed noteworthy. Associate Dean Norwood and Dean Scarnecchia also held six Dean's Hours for faculty members, at which the following topics were discussed by the faculty in an informal setting: 1) certificate programs, 2) what's working, what's not, 3) academic advisement, 4) building community, 5) building a teaching program at the Law School, and 6) technology and facilities.

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Regarding students, the Student Affairs Committee prepared a written survey that was completed by all first-year students regarding the quality of instruction and the level of engagement at the Law School. The results of this survey are attached as Appendix B. The Student Affairs Committee also held an open meeting for students, attracting over 40 students, to discuss quality of instruction, and to raise any concerns they had about the Law School. The Student Affairs Committee held another meeting on the same subject with the leaders of the numerous student groups at the Law School.

Associate Dean Michael Norwood also held a meeting with the alumni board, and provided an open invitation in an on-line alumni newsletter for alumni to provide feedback about their experiences and perceptions of the Law School. However, we did not receive any significant formal feedback to this invitation.

Staff were also included in the process for the Self Study. Senior administrative staff were invited to provide information and narratives regarding their areas included in the Self Study. After sections were drafted, they were circulated to the faculty, as well as to the senior administrators for their feedback. Including faculty, students, alumni, and staff allowed the Self Study Committee to engage all constituents in assessing the Law School's strengths and weaknesses, and thereby achieve a more global rather than a unilateral perspective. All drafts of the Self Study were circulated to the senior administrators with an invitation to comment. Many of their comments found their way into the final report.

The faculty held a half-day meeting in Spring 2005 to discuss strategic planning and the Self Study. The Self Study was also the subject of discussion at several faculty meetings during the 2006-2007 school year. In May 2007, early drafts of all Self Study sections, with the exception of Administration and Finances sections, were distributed to the faculty with an invitation to comment. Taking the faculty comments and other new data into consideration the Self Study Committee prepared an updated draft of the Self Study. This draft was distributed to the faculty and senior administrators in early September for further consideration and comment. The Self Study was the sole subject of a faculty meeting held on September 11, 2007. Each section was opened for comment, modifications, and the first five sections were adopted subject to minor edits. An updated copy of the Self Study was distributed prior to the next faculty meeting held on September 18, 2007, at which the Self Study was also the sole item on the agenda. The final draft was then approved and adopted by the faculty for submission to the ABA Site Inspection Team. The process of completing this Self Study was indeed a group effort, in which numerous highly involved members of the community provided meaningful insights, ideas, and feedback to the Self Study Committee and the community at large.

Administration

I. University Structure

The UNM Board of Regents is the responsible governing board for the entire University. The members are appointed by the Governor. Currently, of the seven members of the Board, three are UNM School of Law graduates, one is a UNM law student, and one other is a lawyer. The Law School Dean reports to the Provost and Executive Vice President for Academic Affairs, who reports to the President, who reports to the Regents.

There has been a great deal of transition in the University leadership over the last six years. In 2002, President Gordon resigned to pursue a position at Wake Forest. He was followed by a one-year interim presidency under Professor Chris Garcia. In late 2003, President Louis Caldera was hired, but by early 2006 he left the presidency to be replaced by Acting President David Harris. (Louis Caldera retained his tenure in the Law School and is beginning a teaching role at the Law School during the 2007-2008 school year.)

On June 1, 2007, President David Schmidly took office. He is the former president of Texas Tech University and Oklahoma State University. During that same time we have had three Provosts. The third is Interim Provost Viola Flores, who also serves as Dean of the College of Education. A national search for the Provost position will occur during Fall 2007.

What seems like constant transition at the upper levels of University administration can be frustrating and sometimes seems to stall progress on various initiatives. The new President represents hope for the experience and consistency we need to move forward.

The Dean is a member of the UNM Deans' Council and plays an active role in University leadership. She sits on the UNM Science and Technology Corporation Board (STC@UNM). She has chaired search committees for the Associate Vice President of Development and for the University General Counsel. She is chairing one of the major subcommittees drafting the University's accreditation report. Overall, the Law School has increased its participation in campus life considerably since the last report.

II. Institutional Context

The Law School's relationship with the University enhances its programs in several ways. Most importantly, at the academic level, law students have the opportunity to take courses for credit in other fields. Our joint degree programs are helpful in attracting strong students to the Law School. For instance, our students who are pursuing joint J.D./Latin American Studies degrees are often among our strongest applicants.

The resource of UNM undergraduate students as recruits is also valuable, but much can be done to improve that bridge to law school. Recruitment and preparation of high school and college students are goals that we share with the broader University, and under the new President's leadership, we are likely to benefit from more campus-wide efforts.

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A few years ago, the Law School made its first true joint appointment, recruiting Professor Gómez from UCLA. With both a J.D. and Sociology Ph.D. from Stanford, Professor Gómez was a natural choice for a joint appointment with our College of Arts & Sciences. She has a .75 FTE appointment with the Law School and a .25 appointment with the Department of American Studies. The President, Provost, Center for Regional Studies and College of Arts & Sciences all contributed to the cost of her recruitment and her salary.

Other members of the faculty have joint appointments that do not involve shared salary, but allow them to work easily with other departments. Professors Schwartz and Montoya have joint appointments in Medicine, while Professor Rapaport has a joint appointment with the Philosophy Department. The Dean is very interested in adding to our joint appointments in the future, most particularly in the fields of engineering, hard sciences or biotechnology, to bolster our intellectual property faculty.

Our faculty members have also broadened their experiences by taking leadership roles in the University. For instance, Professor Moore has co-directed the Peace Studies Program, Professor Montoya served as interim director of the Southwest Hispanic Research Institute and Associate Dean Sedillo Lopez chaired a campus committee on hate crimes. Associate Dean Norwood serves as a member of the University Research Council, is a member of the Regents' Task Force on Extra Compensation, and is a member of the executive committee for the new multi-disciplinary program in film and digital media. Our faculty have also taught in unique freshman learning communities; paired with an undergraduate professor they have taught law related courses to incoming freshman. They have also taught in the University's honors program. These appointments and activities mutually benefit central campus and our faculty.

The Law School has been given a great deal of freedom to maintain its own administrative structure. We have freely adopted policies and procedures to enhance our recruiting potential and are working now with main campus to identify a way to give our legal writing faculty heightened status. In the past few years, UNM has installed a new data management system called Banner. Under the Banner project, there were many attempts to incorporate our administrative functions into a central campus system, but we were able to maintain control over important aspects of our admissions and registrar functions. To the extent that we have become a part of the Banner system, there have been significant problems and there are likely to be more before the system stabilizes. Our senior administrators and their staff have worked diligently to communicate well with the central systems and make the transition as painless for students as possible.

Finally, we benefit from the University's strong financial subsidizing of legal education as will be noted below. In addition to financial contribution, we have the benefit of central administrative services such as financial data management, university counsel and legislative advocacy for our programs.

III. Law School Administration Structure

The Dean and faculty share governance of the Law School. For instance, the Dean appoints a Faculty Appointments Committee. The Committee approves the posting, screens

and selects candidates for interview and manages the on-campus interview process. The entire faculty selects who will be given an offer. The Dean makes the offer and negotiates the terms. The Dean recommends the appointment to the Provost, who must approve it. The appointment is also reviewed by the UNM EEO office. This sharing of authority is similar in the tenure and promotion process, where the Faculty Affairs Committee reviews the candidate, makes a recommendation to the faculty, the faculty votes and the Dean makes the ultimate recommendation (or not) to the Provost. There has never been a rejection of a faculty recommendation by the Dean or rejection of the Dean's recommendation by the Provost.

This balance between the Dean and faculty was somewhat strained during a recent hiring process, where the faculty was split between strong candidates and, at one point, voted to have the Dean make the selection. She did not do so, but various faculty members were unhappy with the process. The Dean believes that the faculty is developing much stronger capacity to discuss controversial issues and reach conclusions (an issue raised by the last site team). Some faculty would probably say that the progress has not been swift enough and are uncomfortable with the divisions on the faculty.

The UNM faculty has a very open governance system, permitting the participation in most meetings by all tenured, tenure-track, and lecturer faculty, as well as directors of major programs. It also allows participation by student representatives of each class. Depending on the issue, lecturers (our legal writing faculty) and the student representatives also vote. Emeritus faculty members technically have the right to vote, but rarely exercise that right.

Major issues that come regularly before the faculty are tenure-track/tenured faculty hiring, tenure and promotion, major curricular changes, major changes in student rules and regulations, and major policy reforms. Faculty committees investigate, deliberate and bring recommendations in these areas to the faculty for approval. Examples of recent issues, other than hiring and tenure, brought to the faculty include: reform of the advanced writing requirement; continuation of the practicum in the first year curriculum; amendment of the Admissions Policy; reform of our student work rules; and the extension of our flex-time program into the first year.

The Dean takes responsibility for all other hiring, other personnel matters, student discipline not covered by the Honor Code, setting and approving the budget, and day-to-day management decisions. Dean Scarnecchia is less likely to turn decisions regarding faculty recognition (awarding of professorships and awards) and hiring needs (visitors, adjuncts and new full-time faculty) over to committees than did the previous Dean.

Dean Scarnecchia was hired in January 2003 as a tenured full professor of law. At the University of Michigan Law School she was a clinical professor of law, carrying a six-year renewable contract with the assumption of renewal. She served as the Associate Dean for Clinical Affairs and spent time in the University Provost's office as a special assistant to the provost. Her degrees are a B.A. from Northwestern University and J.D. from the University of Michigan. She spent most of her academic career teaching in the University of Michigan Child Advocacy Law Clinic, but also taught Negotiation and Access to Justice. Currently,

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she teaches the Difficult Dialogues series annually, the Access to Justice course every other year, and is teaching in the first-year Practicum for the first time this Fall. She is active nationally with the ABA Section on Legal Education, the AALS, and the LSAC.

The Dean search that resulted in her hiring began in Fall 2001. The Provost created a search committee chaired by Dean Roger Schluntz of the UNM School of Architecture and Planning. It included faculty, staff, student and alumni members. The position was posted nationally. The committee screened applicants, invited candidates for extensive on-campus interviews, and managed the interview process. The faculty provided a list of approved candidates to the Provost, who made the final selection from that list. Former Dean Desiderio was kind enough to stay on for the Fall 2002 term, to allow Dean Scarnecchia to transition from Michigan to New Mexico.

The 2001-2002 Dean search process caused strife among the faculty and was certainly the recurrent issue raised by the faculty with the new Dean. Her selection was not raised as an issue, but the process leading up to the ultimate decision-making led to apparent divisions on the faculty and were experienced by many as painful and troubling. While much growth has occurred since that time, the conflicts that arose during the search cycle are still sometimes raised today. It is noteworthy, however, that 12 new faculty members have been added since that time. This is convincing evidence of the faculty's ability to engage in frequent, intense, and effective evaluations in the context of the high stakes decision-making that is associated with faculty hiring.

IV. Adequacy of Administrative Services and Support

The administration of the Law School has undergone some reorganization since the last report. For many years, a faculty member served as Associate Dean and oversaw many administrative functions, including admissions, financial aid, registrar's office, career and student services, development, and alumni relations. His retirement in early 2005 occasioned a reorganization, creating a team of senior administrators, all reporting to the Dean, but often working together to handle administrative issues. That team meets weekly with the Dean and now meets once a month with the Associate Deans as well. The team consists of:

Assistant Dean for Admissions and Financial Aid

Assistant Dean for Registration and Records

Assistant Dean for Information and Technology

Assistant Dean for Student Services

Assistant Dean for Career Services

Director of Development and Alumni Relations

School Administrator (Human Resources and Finances)

Each manages his or her own staff and takes primary responsibility for his or her own budget. Only the Development Director and School Administrator meet individually with the Dean each week. Others meet with her individually as needed.

In addition to the senior administrators, the Dean works closely with three Associate Deans (for academics, faculty development and clinical programs) and the Library Director. That group meets once a week. The Associate Dean for Academic Affairs meets weekly with the Dean, others meet with her individually as needed.

There are three program directors in the Law School, who run our community outreach programs and who have a research professor title at UNM. They direct the Utton Transboundary Resources Center, the Institute of Public Law, and the International & Community Outreach Programs. They occasionally teach courses, but their main duties are administrative. The director of the American Indian Law Center, Inc. is also invited to participate in faculty meetings and committees, but is not an employee of UNM, as the Center is an independent non-profit organization housed in the Law School.

Faculty members direct our Economic Development Program and our Indian Law Program. They receive an administrative salary stipend to compensate them for their leadership roles.

All of this results in a rather flat organizational chart with everyone at these levels of management reporting to the Dean. This does not seem to hamper the administration of the Law School due to the team approach, the weekly contact for the major leadership groups, and the relatively small size of the school.

In our last report, we noted concern about staff morale and faculty concern with the level of staff support they receive. We believe that both issues have improved after the appointment of a staff support supervisor and a slight increase in the amount of staff support available. The Staff Advisory Committee begun by the former Dean has continued, although now it is elected by the staff and not appointed by the Dean. The Dean relies on the Staff Advisory Committee to pass on issues of concern to her from the staff. The Committee also helped to develop a staff recognition program, approved by the Provost's office, that regularly awards staff for excellent performance. The Dean sponsors a staff luncheon twice a semester to make a report to staff and to answer questions. In December, a faculty/staff luncheon brings the community together to celebrate and recognize a staff awardee.

The Law School is able to maintain all records necessary for the efficient operation of its administrative and educational functions (see note above about the Banner system and its impact). There are no major external pressures that interfere in the governance and operation of the school.

V. Conclusion and Goals

The Law School has a strong relationship with the University administration and other programs and units of the University. Internally we have a highly experienced and qualified administrative team who understand their roles and work well together. Our recently

Administration

appointed Associate Dean for Faculty Development brings a background of teaching, scholarship, and mentorship that will serve us well as the newest member of the team. Drawing on these strengths we are prepared to move forward with new goals for our administrative structure and performance, including:

- Improve faculty deliberations even more. A renewed strategic planning process has been designed to bring about greater consensus about our goals and to provide a robust forum for controversial discussions.
- Foster the development of academic leadership skills among the faculty. Efforts are being made to bring more faculty members into leadership positions of all kinds and to mentor their progress.
- Continue to improve the interface with the new Banner data management system.
- Improve communication between administrative units. A leadership retreat this summer was designed to improve communication and strengthen the leadership team. These efforts will become a part of our ongoing process to enhance communication and creative thinking about our programs.
- Improve financial reporting and budget monitoring capacity at the Dean, senior administration, and Associate Dean levels. This will improve as we improve our use of the Banner system and as each unit is given more responsibility for financial decision-making.

Law School Finances and University Support

I. University Budget

The University of New Mexico fiscal year runs from July 1 through June 30. Here are the University's operating income and expenditures for the past two fiscal years (UNM 2006 Financial Report, p. 28):

	<u>2006</u>	<u>2005</u>
Operating Revenues	\$888,453,411	\$817,600,483
Net Non-operating Revenues	\$492,589,355	\$392,579,490
Operating Expenses	\$1,262,724,834	\$1,180,408,658

Please note the following from page 24 of the Financial Report: "...Governmental Accounting Standards defines state appropriation income as non-operating revenue, causing the presentation of a large operating loss.... The operating loss is offset by non-operating revenues...." The 2006 financial report "Management's Discussion and Analysis" is attached as Appendix C. The entire 2006 financial report is available for your review.

At the time of the drafting of this Self Study, the University's 2007 Financial Report is not yet available. It will be provided to the ABA Site Inspection Team when it becomes available. Here are the budget totals for fiscal year 2007:

Total Revenue:	\$1,677,951,146
Total Expenses:	\$1,677,951,146

At the time of drafting, the 2008 budget figures are not yet available.

The Law School is unaware of any concerns regarding the long-term viability of UNM or its ability to support the Law School in accordance with the Standards.

II. Institutional Financial Commitment to the Law School

There is no question that the Law School is generously supported by the University of New Mexico. All state appropriations, tuition and general fees are paid directly to the University. Each July, the Law School receives a budget allocation. Our budget is subsidized by the University. Although it is not easy to determine the exact amount of state appropriations attributable to the student credit hours generated by the Law School, we estimate that the Law School will generate in tuition, fees and state appropriation about \$5 million of the \$7 million allocated to the Law School by the University this fiscal year. In addition, all fringe benefits are paid through a central University fund for all employees paid through University funds. We pay fringe benefits for employees funded by endowment accounts, contracts or grants.

Law School Finances and University Support

Endowment funds are managed by the UNM Foundation. Each year, approximately 5% is transferred to a spending account for each endowment and used by the Law School to support the appropriate program, while excess interest earned is reinvested in principal. The School is free to use all funds deposited in the Spending accounts.

The University charges overhead (called F&A funds at UNM) for certain grants. This is not a major part of the Law School's budget, but we do receive approximately 40% of the University's overhead in return to our Law School. Recently, the research office has allowed us a higher return on overhead to help us to pay off some historical debt (see below).

As described in the Administrative Section of this study, the University provides many services without charging the Law School directly. These include central data management, security, university counsel, parking services and facilities upkeep and repair.

In short, the University has invested deeply in the Law School over the years and continues to make our relatively low tuition possible.

III. Budget Process

Each year, the University budget office holds budget hearings for each unit. We report on our current budget and future plans. Annually, the University holds a budget summit at which various constituencies, including students, staff, faculty and deans are invited to give input regarding the future direction of the University's budget. The Law School has actively participated in these sessions.

Soon after the Summit, in the spring, we begin to construct the following year's budget based on University estimates of tuition and salary increases. The budgets are finalized in June and go into effect in July of each year. Typically, the University awards a certain percentage raise to each unit, to be distributed according to the Dean's discretion, within a band set by the University (salary increases outside of the band must be justified by a memo from the Dean and are extraordinary). Union members receive a percentage raise as negotiated by their unions.

Since the last report, the Law School has received little new budget money through this process, other than salary raises. However, two of our newest faculty members are funded by the central campus (and other academic units), adding a significant amount to the Law School's base allocation from the University.

IV. Law School Budget

The Law School's operating income and expenditures for the past two fiscal years are reflected in the chart below:

	2005-06	2006-07	2007-08 Est
Revenue:			
Application and Other Student Fees	201,840	183,740	185,000
CLE Income	46,988	40,412	20,000
State Funded Special Projects	764,871	822,067	893,000
Funds Provided by the University	8,822,826	9,462,423	10,104,172
Grants and Gifts	1,032,588	556,428	320,285
Law School Endowment Income	482,324	535,469	535,604
University Endowment Income	150,758	151,790	151,924
Law Review Sales	74,506	45,808	45,000
Other Sales	94,323	75,873	75,000
Other Revenue	60,123	62,485	63,000
Balances Forward	92,056	102,641	130,967
Revenue Total	11,823,203	12,039,136	12,523,952
Expenses:			
Salaries:			
Instructional	3,995,052	3,968,927	4,082,047
Library	825,541	862,186	908,182
Administrative and Student	2,114,571	2,152,559	2,317,647
Other Salaries	464,028	434,309	437,835
Fringe Benefits	1,327,098	1,811,600	1,874,184
Operating Expenses:			
Law Reviews & Journals	74,597	62,499	75,000
Student Competitions	31,186	31,011	36,000
Student Organizations	28,601	13,862	15,000
Expenses related to CLE	12,159	7,532	8,000
Equipment purchases, rental & repair	169,728	75,288	150,200
Faculty and other instructional travel	121,438	131,922	140,000
Administrative Travel	54,721	55,898	60,000
Telephones	81,544	74,192	75,000
Supplies	138,268	117,196	125,000
Publications	75,860	68,131	50,000
Other Copying	15,193	8,351	8,500
Speakers, Convocations, Receptions	120,433	113,884	130,000
Postage, Shipping, Overnight Express	36,655	37,823	38,000
Associations and Memberships	39,091	39,624	45,000

Law School Finances and University Support

	2005-06	2006-07	2007-08 Est
Student Awards	8,100	11,968	12,000
Professional Services		18,437	18,000
Consultants	31,359	17,356	17,000
Other Expenses	5,021	5,366	6,000
Library Expenses	1,163,270	1,068,928	1,035,140
Indirect Expenses	150,883	83,155	90,000
**Financial Aid	636,165	636,165	636,165
Expense Total	11,720,562	11,908,169	12,389,900
Revenue minus Expenses	102,641	130,967	134,052

**Financial aid numbers for 2006-07 and 2007-08 were not available at time of printing.

In addition, Dean Scarnecchia inherited an unbalanced budget and debt from the previous administration when she arrived in January 2003. By Spring 2004, we had balanced the budget. The University has allowed us to repay the approximately \$350,000 debt slowly, by using F&A funds generated by grants. We expect that the entire debt will be paid off by the end of this fiscal year or the next.

Enrollment at the Law School has remained relatively stable since the last report. Our budget is only marginally influenced by enrollment in two ways. When the University increases tuition for undergraduates at a lower amount than at the Law School, the University allows the differential to revert directly to the Law School budget. The Law School also retains the sums collected for some law school specific student fees.

Our non-tuition revenue sources are listed above. The most important external source is private fundraising, but our development program is still in an early stage of growth. The non-tuition funds are essential to our operations and are stable enough to allow for balanced budgeting.

V. Adequacy of Current and Anticipated Law School Resources

Like most academic units of the University, the Law School is regularly dependant on the use of empty salary lines to operate its programs within budget. So, when a faculty member visits at another institution or elects to take a leave without pay, his or her salary allows us to meet our budget. Dean Scarnecchia and the Law School Administrator, Peggy Lovato, have been working to move us away from that practice, recognizing that it adds a level of unpredictability to the budgeting process and leaves us without the discretionary resources that empty staff lines would normally afford us each year.

For instance, in the last report, we identified concerns with the consistency of awarding summer research grants. The Dean now awards a 9% grant to all eligible faculty members who apply. They have often been funded by open salary lines, but we have been regularly adding recurring funds to the line item to remove our dependence on open lines. For instance, when a faculty member retired at the close of the 2005-2006 fiscal year, much of the faculty

member's salary line was transferred to the summer grant line and a new faculty member was not sought. Our extremely healthy faculty/student ratio is likely to allow for this to happen again in the case of one or more retiring faculty members over the next five years.

Another area of the budget that can cause strain is the budget allocated to employing emeritus faculty to teach after their retirement. When a faculty member retires, rather than gaining a percentage of his or her relatively high salary with replacement by a relatively low salaried new faculty member, the difference in salaries is typically invested in the retired faculty member's continued part-time employment. This practice has been a real advantage to our students, to the variety of courses we offer, and to our freedom to allow tenure track and tenured faculty to select courses and take occasional leaves to pursue research. Depending on the number of faculty members who wish to pursue part-time employment after retirement, however, we may need to restrict the length of the commitment to them or the number of courses they are paid to teach. This will depend on the health of our recurring budget and strategic decisions made by the faculty over the next year or two.

Even in light of the above, we have had adequate resources to run the programs of the Law School. We anticipate strengthening those resources even more in the next few years, by eliminating our debt, pursuing grants and contracts more aggressively, adding more infrastructure and sophistication to our development operation, and making strategic decisions about the size of our full and part-time faculty. We have balanced the budget, with carryover funds, for the past three fiscal years. The budget process has become more transparent in recent years. We do not lose faculty members due to salary concerns and we are not losing faculty candidates to salary battles with other schools. We have been able to maintain a tuition rate below our competitors. More sophisticated budgeting and financial procedures should also help us to efficiently use our funds in the future. Our conversion to the Banner system has caused some delays in developing a clear and user-friendly system. Progress is being made in this area now and should be a huge benefit to our operations in the future.

VI. Conclusion and Goals

The Law School is on a steady financial keel, and we intend to both sustain and improve our financial picture. As is true at most public law schools, we do not have as much discretionary funds to pursue all of our aspirations as we would like. To that end we intend to pursue the following goals:

- As previously outlined in the Administrative Section of this Study, we will implement an ongoing budget process that guides Law School administrators in making informed and timely spending decisions.
- We will seek to reduce our dependency on temporarily unfilled staff and faculty lines to meet current recurring budgetary needs.
- We will increase our efforts to enhance our financial resources through fund raising and grants.

Program of Legal Education

I. Introduction and Overview

The Law School's program of legal education is designed to guide students toward meeting their obligation of conducting themselves ethically and professionally, and to prepare them to become effective and responsible members of the legal profession. Additionally, the Law School recognizes that it offers a graduate program of education. As such, its course of study offers students opportunities for intellectual challenge and growth that are intended to impart enduring habits of critical thinking about law. To this end, the Law School utilizes a curriculum plan that offers and mandates a mix of courses calculated to educate students in a basic understanding of substantive law, impart the ability to successfully complete fundamental lawyering tasks, and instill in them a deeply ingrained sense of professionalism and ethical conduct.

The Law School's standing Curriculum Committee periodically reviews the curriculum and proposes enhancements, such as new programs, courses, or policies for consideration by the voting members present at regularly scheduled faculty meetings. The overall organization of the curriculum is structured by the Committee and any significant change is approved by the faculty. The curriculum includes a selection of courses required for graduation together with a mix of electives. All courses are assigned a designation indicating how frequently the course will be offered. Courses designated as A courses are offered every semester; B courses are offered every year; C courses are offered every other year; and D courses are offered on an "as available" basis. These designations generally reflect the relative importance of the course to the core curriculum. However, seminars, which are used as the primary means for students to complete the Law School's advanced writing requirement, are all designated as D courses, but it is essential that we offer a sufficient number and variety of these courses every year. A current list of courses by A, B, C, and D designation is attached as Appendix D.

The Associate Dean for Academic Affairs is generally responsible for implementing the curriculum plan. He or she tracks what courses are due to be offered during each academic semester, and works with the faculty on staffing assignments. The Associate Dean for Clinical Affairs is generally responsible for implementing the curriculum plan for Clinics and works in coordination with the Associate Dean for Academic Affairs to assure that Clinic courses are staffed in a timely manner. The Associate Dean for Academic Affairs also consults with the Director of the Economic Development Program, the Director of the Indian Law Certificate Program, the Chair of the Natural Resources Committee, the Library Director and individually with every member of the tenured or tenure track faculty before course assignments are made. The curriculum for each academic year is generally completed by March of the previous academic year, and a "pencil" draft of the following academic year is completed by May or June as a planning guide for students and faculty. Thus, the curriculum design works on a two year planning cycle.

Program of Legal Education

The Associate Dean for Academic Affairs is also responsible for class scheduling. The class schedules are prepared for each semester in advance of the student registration period for that semester. After a preliminary schedule is prepared, faculty are given an opportunity to comment, and with due consideration of their comments, the schedule is adjusted in an effort to harmonize the faculty's interests with students' educational interests, such as avoiding scheduling high demand courses at the same time, and providing appropriate spacing for first year classes.

The Assistant Dean for Registration together with the Association Dean for Academic Affairs arranges the academic calendar in alignment with the University's academic calendar, so that the number of days that regular classes are scheduled and the amount of instruction time for law school credit hours is in compliance with the ABA standards. The Law School also publishes and distributes every year a Bulletin & Handbook of Policies regarding minimum and maximum hours that a student can enroll each semester, the requirements for graduating in no fewer than 24 months nor more than 84 months, limits on student employment, and regular and punctual class attendance. Compliance with these regulations is ensured through a combination of checking by the Assistant Dean for Registration and Associate Dean for Academic Affairs, written certification by students, and the student honor code.

Law School courses are generally graded on a letter scale of A+, A, A-, B+... to F basis. All first year courses except Practicum are graded in that way. Practicum is graded on a Credit, C- through F basis. The standards and consequences for probation and suspension are published in the Bulletin & Handbook of Policies (See Appendix E), as are the standards for achieving academic honors on graduation (See Appendix F).

The Law School has a standing committee on Academic Support. That Committee is charged with providing faculty guidance and support to the Student Services office in the area of academic support, including: serving as liaison between the Student Services office and faculty; and providing programming and training to improve the academic support skills of faculty and staff. During our Self Study process the faculty thought it necessary to improve our academic advisement process by formally designating a member of the faculty as the academic advisor for every first year student. That plan will be implemented this academic year. Additionally, the chair of the Academic Support Committee is working with the Associate Dean for Academic Affairs on improving academic advising in general, by providing students with a clear process by which to plan their curriculum in light of their specific interests with knowledge of upcoming curricular offerings. The first year Practicum course also includes class time devoted to career and curricular planning.

A second or third year student tutor paid by the Law School supports each first year class. Tutors receive training in their work from Student Services in consultation with the faculty. Tutors attend the class and meet with students both individually and as a group outside of class time. The first semester Practicum also has class time devoted to enhancing students' study skills.

Students on academic probation are required to meet with the Assistant Dean for Student Services to develop a plan designed to help the student succeed in his or her studies. As a part of this plan, each student on probation is assigned a faculty advisor who agrees to meet with the student on a regular basis to monitor the student's progress.

II. First Year Program

The strategic plan approved by the faculty in 2004 (see Appendix A), included several curricular initiatives that have been successfully implemented. Three proposals from the strategic plan provided for enhancements to the first year curriculum, and all three are now in place. First, the faculty determined that the first year experience could be significantly enhanced by sectionalizing first year courses into as many small groups as resources would allow. The result has been that Torts, Contracts, and Criminal Law, all first semester courses, are now sectionalized into groups of no more than 40 students. (Fall 2007 Criminal Law is an aberration due to a decision by one of the criminal law instructors to visit at another school. Thus, there are two sections of Criminal Law with no more than 60 students each, but only for Fall 2007.) Second, a new one credit hour course named Practicum is offered during the first semester of the first year. This course stresses professionalism and ethics, introduces students to a variety of practice settings and career options, and provides advisement and general assistance with adjusting to the rigors of legal studies. Practicum meets weekly and combines a series of high quality lectures and panel presentation by distinguished members of the bench and bar with a series of small group (no more than 14 per group) meetings with full-time members of the faculty. These meetings are designed to internalize lessons from the presentations and to explore the students' progress in legal study skills. Third, the first year legal writing program has been improved by hiring a third professional legal writing instructor. This enables the Law School to offer instruction in legal writing, research, reasoning, and persuasion in two sequenced courses (one in the fall followed by another in spring). The first year writing courses are staffed by legal writing professionals in sections consisting of nineteen or twenty students.

None of the first year courses spans the entire year. In the fall semester, students take Comparative and Historical Legal Perspectives (two credits), Contracts (three credits), Criminal Law (three credits), Legal Reasoning, Research and Writing (three credits), Torts (three credits), and Practicum (one credit). In the spring, students take Advocacy (three credits), Civil Procedure (three credits), Constitutional Law (three credits) and Property (four credits). In addition, students may take an elective during the spring semester, but are not required to do so. The elective courses open to first year students are designated by the faculty. In Spring 2008, International Law is currently open to first year students, however, typically more faculty open their courses to first year students closer to the start of the semester. At this time, one additional elective, Contract Design, limited to sixteen students, is open only to first year students. Students are required to take twenty-eight credits during the first year, and may take two or three additional credits in the spring semester.

Full-time faculty members teach all first year courses. The class size for the Fall 2007 entering class is 107 students, and the equivalent of 10 full-time faculty members are devoted to teaching first year classes. That yields a full-time faculty/student ratio in the first year of 10 to 1.

Program of Legal Education

The first year writing courses, Legal Reasoning, Research and Writing (LRRW) and Advocacy, require substantial writing by the students. LRRW introduces students to the skill of accessing specialized research collections such as Indian law, and Advocacy often includes a complex Indian law problem as the vehicle for learning how to write a persuasive brief and present an oral argument. In LRRW students spend a significant amount of time on problem solving and argumentation theory and have many shorter assignments dealing with this on which they receive feedback. Students write three complete and relatively complex memos, have a unit on client communication and a unit on legal drafting. They also receive training in citation and research. In addition to class meetings, there are several one-on-one conferences with the instructor. Advocacy is much more extensive than the traditional year-end appellate brief. Students are introduced to Alternative Dispute Resolution; they write mediation summaries and conduct negotiation, they continue the study of argumentation theory, they write two trial level briefs, present a trial level oral argument, continue research training, and discuss legal ethics. The topics of all these assignments are relatively complex. In addition to regular classes, students receive extensive written feedback, are involved in small brainstorming sessions and one on one conferences with the instructor. Besides the required appellate arguments at the end of the first year Advocacy course, the Law School, in conjunction with the New Mexico Court of Appeals, conducts the New Mexico Court of Appeals Oral Advocacy Tournament as a voluntary extracurricular activity. The Tournament is open to all first year students and parallels traditional upper-class moot court competitions in format and sophistication.

Two of the first year required courses are somewhat unusual and not required at many law schools. Comparative and Historical Legal Perspectives is a historical introduction to the Common Law tradition, which also provides a comparative perspective on the Common Law versus Civil Law systems. The course includes topics focusing on: the role of law and lawyers, legal education, non-Western concepts of law, Alternative Dispute Resolution, and changing perceptions of law in America. The other is Practicum (briefly described above) which introduces first semester students to lawyers' work and professional roles. The course investigates the meaning of professionalism; examines the role of personal and professional values in becoming and being a lawyer; and advances the acquisition of a set of fundamental skills necessary for success in law school as well as practice.

III. Second and Third Year Curriculum

A. Requirements

A total of 86 credit hours are required for graduation. Required courses include 28 credit hours in the first year, six credit hours of "in-house" clinical work, a third semester course in Constitutional Rights (either three or five credit hours as elected by the student), a course in Professional Responsibility that must be completed prior to, or concurrent with, enrolling in the required clinical course, and a seminar course that qualifies for the writing requirement.² The remainder of the curriculum is elective. A minimum of 40 hours of the 86 hours are required; the remainder are optional. Students may also complete six credit hours of work by

² In exceptional circumstances, the writing requirement can be met through an independent study instead.

Program of Legal Education

taking graduate level courses outside of the Law School curriculum; this includes students enrolled in joint degree programs. These courses must also be approved for credit by the Associate Dean for Academic Affairs.

B. Electives

The Law School offers a wide range of courses during the second and third year. During the 2006-2007 academic year, 39 of these courses were classified as limited enrollment, meaning that the number of students allowed in the course was limited (usually to 12, 16, or 20 students). In 2007-2008, the number of limited enrollment courses is 54. Thus, students have significant opportunity to engage in small group work. The number of unlimited enrollment courses in 2006-2007 was 55, and in 2007-2008 it is 50.

A listing of courses offered in the 2006-2007 and 2007-2008 academic years follows. For courses offered in 2006-2007, the number of students enrolled in each class is included. The lists are organized by first year classes, clinic classes, seminars, other second and third year courses, and competitions.

COURSE TITLE (credits)	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008
1st Year				
Advocacy (3)		25/24/ 23/21/ 19		X
Civil Procedure I (3)		55/56		X
Comparative Historical Legal Perspectives (2)	57/56		54/56	
Contracts I (3)	37/39/ 36		37/37/ 36	
Criminal Law (3)	37/40/ 36		56/55	
Introduction to Constitutional Law (3)		58/53		X
Legal Reasoning, Research and Writing (3)	25/23/ 24/21/ 20		21/23/ 22/22/ 22	
Practicum (1)	12/14/ 11/12/ 13/13/ 11/13/ 12		12/13/ 12/13/ 12/11/ 13/12/ 11	
Property I (4)		55/56		X
Torts (3)	36/39/ 36		37/37/ 36	
2nd & 3rd Year				
Access to Justice (2-3)	15			
Administrative Law (3)	25		25	
Administrative Practice (3)				X
Advanced Constitutional Rights (2)		27		X
Advanced Evidence & Trial Practice (4)		21		X
Advanced Legal Research (2)	6/12	10/8	12/10	X

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COURSE TITLE (credits)	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008
Advanced Legal Writing (Family Law Drafting) (3)		13		
Advanced Legal Writing (Persuasive Writing) (2-3)				X
Advanced Mediation (1)				
Advanced Problems in Legal Ethics (2-3)	4			
Advanced Tort Litigation (3)		10		
AIDS & the Law (2-3)	6			
Alternative Dispute Resolution (2-3)	4		0	
American Constitutional History (2-3)		10		
Analysis of Professional Ethics (1)	14			
Animal Rights (2-3)				X
Antitrust Law I (3)			7	
Arbitration (2)		9		X
Art Law (3)			10	X
Bankruptcy (3)		21		
Basic Mediation (2)	15/13	17	30	X
Business Associations I (3)	39	22	30	
Business Planning (3) (Bus. Assoc. I pre-req.)		14		X
Child Development & Legal System (2/3)		8		
Children's Law (2)				X
Church & State (2)	7			
Civil Procedure II (4)		48	49	
Commercial Transactions I Secured Transactions (3)	40		25	
Commercial Transactions IIA-Negotiable Instruments (3)	4			
Commercial Transactions IIA-Payment Systems (3)	4			
Commercial Transactions IIE-Sales (3)		13		X
Community Property (2-3)				X
Conflicts of Indian Law (1)		4		X
Conflicts of Law (3)				X
Constitutional Law Topics ((2/3)				X
Constitutional Rights (3)	55/32/ 49		47/26/ 45	
Contract Design/Drafting (2)		12		X
Copyright Law (2-3)			20	
Corporate Governance (3)			13	
Criminal Law in Practice (4)		14	16	X
Criminal Procedure I (4th, 5th, 6th) (3)	30	53		X
Criminal Procedure II (Bail to Jail) (3)		34		X
Cultural Property & the Law (2)			10	
Documentary Film & the Law (2)			8/4	
Effective Representation of Public Clients (Public Law) (2)			1	
Election Law (3)				X
Employment Law (3)		22		X

Program of Legal Education

COURSE TITLE (credits)	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008
Employment Discrimination (2-3)	8			
Endangered Species (2-3)				X
Energy Law (3)		9		
Entertainment Law (3)		25		X
Environmental Global Warming (2-3)	6			
Environmental Justice Seminar (2-3)			12	
Environmental Law (3)	15		17	
Estate & Retirement Planning (3)	14			
Ethics (3)	54	30	34	X
Ethics of the Business Lawyer (2)	4			
Evidence (4)	60		58	
Evidence/Trial Practice (6)	57		58	
Family Law I (3)	35		29	
Family Mediation (2)				X
Federal Estate & Gift Tax (3)	17			
Federal Income Tax (3)	39		12	
Federal Jurisdiction (3)		37		X
Federal Public Land & Resource Law (3)		6		
Financial Literacy (1)	63	64	60	
First Amendment Rights (3)	8			
Franklin Pierce Exchange Program	1/1	1/1	0/0	
Gender & the Law (2-3)			12	
Health Law (3)				X
Health Law & Ethics (2)			13	
Human Rights (Comparative) (2-3)				X
Immigration Law (2)		21	18	
Individual Research (1-3)	12/3	24/7	18/5	X
Indian Gaming (3)	14			
Indian Land Claims (2-3)			4	
Indian Law (3)	29	16	25	X
Indian Law Appellate Advocacy (2)				X
Indian Water Law (2)		9		
Information Technology and the Law (3)	10			
Innocence & Justice (3)		7		X
Insurance Law (2-3)	14			
Intellectual Property (3)		12		X
International Business Ethics (2-3)				X
International Business Transactions (3)		14		
International Law (3)	16			X
International Petroleum Transactions (2)			7	
Intro to Alternative Dispute Resolution (3)			16	
Jurisprudence (2/3)				X
Labor Law (3)				X
Land Use Regulation Planning (3)				X
Latinos & the Law (2-3)				X
Law & Economics (2-3)				X

Program of Legal Education

COURSE TITLE (credits)	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008
Law of Indigenous People (3)	4		20	
Law Office Management (3)				X
Lawyers as Agents for Social Change (2-3)				X
Lawyers and the New & Old Media (2-3)			11	
Legal Dialogues (1)	17		27	
Legislative Process & Advocacy (3)			12	
Mental Disability Criminal Law (2-3)				
Mental Disability & Retardation Law (2/3)				X
Military Law (2)		6		
National Security Law (2-3)		11		
Native American Rights (2-3)				
Natural Resources (2)		1		X
Natural Resources (2-3) [Indian Country]	8		9	
Non-Profit Organizations (2)	17			
Oil & Gas Contracts (3)	7			
Oil & Gas Law (3)	16		10	
Patent Law (2)				X
Pre-Trial Practice (2)		15		X
Property II (3)	50		46	
Psychology & the Law (2)	24			
Read-Apply Cases: App Branch (2)		14		
Real Estate Planning (2-3)		66	32	
Remedies (3)		52		X
Sexual Orientation & Law (2-3)				X
Specialized Legal Research (1-2)	11	3	11	X
Sports Law (3)	14			X
State & Local Tax (3)			20	
State Constitutional Law (2-3)			13	
Supreme Court Decision Making (2)		9		X
Taxation of Business Enterprises (3)		12		
Trademark Law (2)		8		
Transboundary Water Law (2)	11			
Trial Practice Workshop (2)		6		X
Tribal Courts (2-3)			10	
Water Law (3)		32		
Western Water Policy (2-3)			11	
Wills & Trusts (3)		37		X
Worker's Compensation (2)	7			
Clinics				
Advanced Clinic (1-3)	11	5	4	X
Community Lawyering Clinic (6)	4/8	9/7	8/8	X
Economic Development Clinic (1-9)		7/7	4	X
Law Practice Clinic (6)	8/11	4/13	8	X
SW Indian Law Clinic (6)	6	7	5	X
Externships				

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COURSE TITLE (credits)	FALL 2006	SPRING 2007	FALL 2007	SPRING 2008
ADR Field Experience (2-3)	4		0	
Judicial Externship (2-3)	0	5	1	X
Law Office (Program) Externship (2-3)	14	10	5	X
District Attorney Externship (2-3)		8		
Competitions				
ABA Negotiation Moot Court (1)				X
American Intellectual Property Moot Court (1)				X
Environmental Moot Court (1)				X
Frederick Douglass Moot Court (1)				X
Health Law Moot Court (1-2)	5		4	
Jessup International Moot Court (1-2)		3		X
National Mock Trial Competition (2)		5		X
National Moot Court Competition (1-2)		4		X
National Hispanic Moot Court (1)		2		X
National Native American Moot Court (1-2)		3		X
Law Reviews/Journals				
Natural Resource Journal I - Adv. Writ. In NR (2-3)	12		12	
Natural Resource Journal II (2-3)		12		X
Natural Resource Journal III (3)	9		11	
Natural Resource Journal IV (3)		8		X
NM Law Review I (2)	12		9	
NM Law Review II (2)		12		X
NM Law Review III (3)	12		12	
NM Law Review IV (3)		12		X
Tribal Law Journal I-E (1-2)	4		0	
Tribal Law Journal II-E (2)				X
Tribal Law Journal III-E (2)	6		2	
Tribal Law Journal III-S (1)			0	
Tribal Law Journal II-S (1)		2		X
Tribal Law Journal I-S (1)	6		11	
Tribal Law Journal IV-E (2)		5		X
Tribal Law Journal IV-S (1)		1		X

In summary, in Fall 2006, 45 electives were offered at the Law School, and in Spring 2007, 48 were offered, not including credit that can be obtained for participation in the law reviews, moot court programs, externship programs, and through independent research. A similar number and selection of electives is offered each year. In Fall 2007, 42 elective courses are offered, and in Spring 2008, 57 elective courses will be offered. Some courses are cross-listed with other divisions of the university and are open to non-law students. Students from other divisions of the university may also take courses in the Law School with permission of the Law School instructor.

Students also have available many not-for-credit extracurricular educational opportunities. Although not a part of the formal course of studies, these opportunities are superb learning experiences. One faculty member frequently writes amicus briefs in United

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States Supreme Court cases in the area of mental disability; one was just completed at the beginning of the fall semester. When writing a brief, he forms a “seminar” of six to 10 selected students and three to five faculty members who work with him. The group meets on a daily basis, and is in contact with other lawyers involved in the case. Money is raised to allow the students to attend the argument in Washington. In addition, students have the opportunity to serve as tutors and research assistants to faculty members or work in a pool performing research under the supervision of a library faculty member. Students are paid for this work from work-study and scholarship funds. These students gain valuable work and educational experience. Tutors are assigned to first-year courses and provide supplemental instruction to their students and work with and learn from the faculty member teaching the course. The law school also hosts a robust schedule of speakers and panel presentations every year. Some are arranged by the Law School administration, others by faculty, and yet others by student organizations. For example, in October 2007, the celebration of Professor Ellis’s selection as our Weihofen Chair will include a panel discussing the impact on justice that can be achieved by one lawyer’s work. The panel will include comments by distinguished law professor Tony Amsterdam from NYU. Finally, beginning this year, the NM Bar Association has decided to open all of its CLE programs to law students at no charge.

IV. Certificate Programs

The Law School supports two programs in which students can earn a certificate recognizing that they have completed a course of study in a recognized area of specialization. They are natural resources law and American Indian law. The program in natural resources law has been sustained for over three decades, and the program in American Indian law was instituted in 1994. The requirements for these programs are described below:

A. Natural Resources Law

Students have two options for obtaining the Natural Resources Certificate. Option One requires a student to become a member of the *Natural Resources Journal* (NRJ) through the write-on competition. The student will earn 12 credits towards graduation requirements and 10 of those credits will go toward the Certificate as an NRJ staff member and editorial board member. In addition, NRJ members must successfully complete 10 hours of elective courses in the natural resources area and fulfill their writing requirement by writing on a natural resources topic. Students may earn the 10 additional credits in a number of ways. Most students fulfill this portion of the requirement entirely with law school courses. A list of approved classes meeting the 10 credits will be provided by the administrator of the NRJ. A student must take either administrative law or environmental law and must take federal public lands, natural resources law or water law. If students can demonstrate to the program administrator that he or she has taken an equivalent law school class, these requirements may be waived. However, with prior approval from the administrator of the NRJ, graduate courses from other UNM departments may satisfy as many as six hours of this requirement. Credit hours from an externship in the field of natural resources or a moot court related to natural resources issues may also be used to satisfy this requirement.

Option Two for earning the Certificate requires that a student earn 21 natural resources credits. A list of approved classes meeting the 21 credits will be provided by the program

administrator. A student must take either administrative law or environmental law and must take either federal public lands, natural resources law or water law. If a student can demonstrate to the program administrator that he or she has taken an equivalent law school class, these requirements will be waived. A portion of these 21 credits must be earned through participation in two of the following: a 2- or 3-credit externship in the field of natural resources, a graduate level class dealing with natural resources in another UNM department or school, a moot court related to natural resources, or an independent study in the area of natural resources. Additionally, the student's writing requirement must be written on a natural resources topic and must have two faculty readers.

B. American Indian Law

The Indian Law Certificate Program requires that a student take at least twenty-one credits in Indian law courses and maintain at least a 2.5 grade point average in those courses. The basic Indian law course and Federal Jurisdiction are required; the remainder of the courses may be taken from the over thirty hours of Indian law offered in the regularly scheduled courses. Students must also complete their clinical requirement by taking the Southwest Indian Law Clinic or an externship that provides direct experience with Indian peoples in a legal setting. Finally, the student's thesis must be on an Indian law-related topic. In recognition of the importance of Indian law to the State of New Mexico, the Supreme Court made New Mexico the first State to add Indian law to the Bar exam. Consequently, many non-certificate students also study basic Indian law courses in offered as a part of the Indian law curriculum.

In Spring 2006, in response to a proposal to add a third certificate program in international law, the faculty decided to postpone the addition of any new certificate programs until a more thorough analysis is done regarding standards and rationale for such programs. In Fall 2007, the faculty engaged in an informal discussion of certificate programs at a "Dean's Hour." The consensus from that meeting was that the leadership of the two existing programs should meet to discuss the similarities and differences in their programs and to explore whether they could agree on a set of common standards. The Natural Resources Certificate Program is now engaged in a process of modifying its requirements to be more consistent with the requirements of the American Indian Law Certificate Program. This review of certificate programs clears the way for the faculty to consider other new certificate programs or alternative avenues of specialization, such as identifying for students a program of study in an "area of concentration." This will be a part of a planned concentrated review of the second and third year curriculum planned for the 2007-2008 academic year more fully described below.

C. Dual Degree Programs

The Law School offers three formal joint degree programs: the J.D./M.B.A., the J.D./M.A.P.A., and the J.D./M.A. in Latin American Studies. The J.D./M.B.A. program is offered in conjunction with the Anderson Schools of Management. In this program, the Law School gives six or nine credits for work done in the Anderson Schools, depending upon the program selected, and the Anderson Schools does the same. The joint program may be

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completed in four years, or in rare cases, in three and a half years. In Fall 2007, there are two students enrolled in this joint program.

The J.D./M.A.P.A. is offered in conjunction with the Department of Public Administration. The Law School accepts six hours of credit for work done in the Department of Public Administration, and that school accepts six hours of Law School credit toward its degree. Often, by taking summer classes, this program can be completed in three or three and a half years. In Fall 2007, there is one student in this program.

The J.D./M.A.L.A.S. is jointly administered by the Law School and the Latin American Institute. The program requires 80 credits in the Law School, at least nine of which must be in international law classes, and 27 credits in Latin American graduate courses. Fluency in either Spanish or Portuguese is required. Four years are usually necessary to complete the program. In Fall 2007, 11 students were enrolled in the program.

In addition, students may arrange a Ph.D., M.A., or M.S. program with any other division of the University. An example of this is the new J.D./M.A.C.C.T., which combines the Juris Doctor degree with a Masters in Accounting. Students may also arrange a joint program with any other division of the University. . Over the years, several students have pursued joint degrees in law and another academic discipline. Currently there is one student pursuing a Masters in Education in conjunction with the J.D

In each of the programs, the first year of Law School must be completed as a unit. The joint program may be completed in four years, or in rare cases, in three and a half years. Records have been kept beginning with the entering class in 2002 (Class of 2005), and a total of 18 students have pursued joint degrees in law and another academic discipline. In Fall 2007, 15 students are enrolled in four different master degree programs.

D. The Mexican Summer Law Program

The Law School, in conjunction with Texas Tech University Law School, Southwestern Law School and the University of Guanajuato, offers a four to six week summer program in Guanajuato, Mexico. This past summer 39 U.S. law students and one lawyer enrolled in the program. In addition, 19 Mexican law students (18 from the Universidad de Guanajuato and one of the Universidad of Irapuato) enrolled in the program. American law students can earn up to eight credits for participation in the program. They can earn up to six credits in a four-week academic program, and two additional credits for an optional two-week externship program where students are placed with lawyers or judges and attend morning lectures delivered by lawyers and judges.

The Universidad de Guanajuato Facultad de Derecho hosts the program at its facility. The courses stress international and/or comparative law with some incorporation of Mexican law. Courses are taught by faculty members from the three sponsoring American law schools and the Universidad de Guanajuato. The curriculum is developed at an annual meeting of the members of the consortium of law schools in the fall. The last ABA accreditation report for this program described it as a “model program” because of its integration with the Universidad de Guanajuato and its international and comparative focus.

V. The Professional Skills Program

A. Clinical Law Programs

All students are required to complete a semester-long, six-credit hour clinical course as a condition of graduation. The prerequisites for enrollment in one of the clinical law courses are completion of forty credit hours of academic coursework and good academic standing. In addition, the introductory course in Ethics is a pre-requisite or co-requisite. Academic credit earned by enrolling in one of the extern programs does not meet the clinical graduation requirement. While students are eligible to enroll in the Clinic during their fourth semester of studies, the vast majority of law students enroll in the Clinic during their third year. All qualifying clinical law programs are in-house clinics.

Students enrolled in the clinical programs are allowed to practice in courts or administrative agencies under student practice rules adopted by the New Mexico Supreme Court, the Federal District Court for New Mexico, the 10th Circuit Court of Appeals, and by several New Mexico tribal courts. During the 2007-2008 academic year, students can enroll in one of the following clinical courses:

- 1) Community Lawyering Clinic
- 2) Law Practice Clinic
- 3) Southwest Indian Law Clinic
- 4) Economic Development Clinic (Business and Tax Focus)

All of the programs are housed in the Hart Wing. This new addition to the Law School since the last site visit was designed to accommodate the Clinical Law Program. It is an attractive facility, providing four client interview rooms, two roomy work areas, office space for faculty and staff, a small hard copy library, and an individual carrel with computer and phone access for each student. In addition, small seminar rooms and two courtrooms used for mock hearings are near the Clinic.

All clinical programs have a student-teacher ratio of eight to one or less. Each clinical program is comprised of two major components. The first is a defined program of clinical fieldwork consisting of regular office hours, client interviews, community site visits and educational outreach, student/professor conferences, and court or administrative appearances. The second component is a required classroom component.

The classroom component addresses a variety of basic lawyering skills, such as interviewing, fact development, counseling, legal drafting, pretrial skills, alternative dispute resolution techniques, office management, ethics and professional values, trial and advocacy skills, community lawyering skills, selected substantive topics, and group discussions of common practice issues and individual client files. All professors use common teaching techniques such as lectures, discussions, simulations, role-plays, and guest lecturers.

The emphasis in all clinics is on client service. Indeed, the vision statement of the Clinic is “learning through service.” The vision statement is meant to emphasize the opportunities that serving clients offer students and faculty. During the fourteen weeks of Fall and Spring

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semesters, all clinical students are required to schedule a minimum of sixteen office hours per week and to attend an average of three to four hours of class per week. During the summer semester (ten weeks), clinical law students are required to maintain a minimum of twenty-four office hours per week plus four to five hours of class per week.

The UNM Clinical Law Program operates as a large legal services office, with each professor heading up a section of the firm. There is collaboration among the various sections, as well as among the faculty members participating in one of the sections. The following are the themes of the sections of the firm.

B. Community Lawyering (Summer 2007, Fall 2007, Spring 2008)

The Community Lawyering Clinics take law students and professors out of the Law School environment and into the various low-income communities in the Albuquerque area to address community lawyering issues, as well as individual client needs. Under the supervision of the assigned faculty member, students go to various community sites to interview new clients, and then work in the Clinic to address societal problems, such as domestic violence, homelessness, housing, income maintenance, family law, mental health and disability, immigration, consumer and elder law issues. Students can work either on group or community wide issues, legal education and rights awareness issues, or represent individuals with particular legal problems.

Within the Community Lawyering model, a particular clinical program or semester may emphasize a specific practice area, such as domestic violence, juvenile justice, children's advocacy, or abused and neglected children. The emphasis of each program will depend on the assigned faculty member's area of expertise or a particular community demand or need. All Community Lawyering Clinics place an emphasis on team lawyering, multi-disciplinary lawyering, and active community involvement. A new emphasis of this clinic is the development of the Medical/Legal Alliance for Children (MLAC) in which students and faculty collaborate with medical professionals at the Pediatrics Department of the Medical School to provide services to low income patients that contribute to meeting legal needs of children and their caregivers. A grant from the McCune Foundation supported the Clinic's hiring a half time coordinator to support the development of this program. The MLAC provides students the opportunity to engage in multi-disciplinary collaboration with medical professionals.

C. Law Practice Clinic (Summer 2007, Fall 2007, Spring 2008)

While the legal work in the Law Practice Clinic is somewhat similar to that of the Community Lawyering Clinics, particularly in its emphasis on representation of low-income individuals, the Law Practice Clinic provides a more traditional law office practice setting, using the clinical wing as its central office. The classroom component for both the Community Lawyering Clinics and the Law Practice Clinic overlap considerably because the faculty in both types of clinics engage in collaborative and team-teaching activities. For example, a significant number of the required classes during a given semester are large-group, clinic-wide classes.

Clients for the Law Practice Clinic are interviewed in a traditional law office setting within the Clinical Law wing. Students are typically assigned a mix of selected civil and criminal cases that are representative of the small, general practice setting that is prevalent throughout New Mexico.

D. Southwest Indian Law Clinic (Summer 2007, Fall 2007, Spring 2008)

The Southwest Indian Law Clinic, which was established in 1994, is based on a Community Lawyering model developed by its founder, Professor Zuni Cruz. It focuses on Indian law issues and on the representation of indigenous peoples. It seeks to work in collaboration with New Mexico's 19 pueblos and three Navajo and Apache tribes as well as with non-governmental organizations working with Indigenous peoples. Students participating in the Southwest Indian Law Clinic have the same practice opportunities that are offered to students in other clinics and, in addition, are given the opportunity to appear in different tribal courts or to address tribal law issues. Students practice throughout the state. Typical clinic projects involve group issues that may arise within the areas of tribal sovereignty, cultural rights, traditional tribal law, and the interface of state and federal law with tribal law. A major activity within the Southwest Indian Law Clinic has been to introduce cultural and racial literacy skills germane to the representation of individual indigenous clients, tribal nations and to practice in the emerging tribal court systems in New Mexico and throughout the United States. A prerequisite for students enrolling in the Southwest Indian Law Clinic is either the basic course in Indian law or one of the other Indian law courses. Academic credit earned in the Southwest Indian Law Clinic qualifies as part of the experiential credits needed for the Law School's Indian Law Certificate.

E. Economic Development/Business and Tax Clinic (Summer 2007, Fall 2007, Spring 2008)

This clinic is part of the law school's Economic Development Program, and teaches students about lawyering and the attorney client relationship in the context of the following types of cases, with an emphasis on transactional practice:

Tax and Small-Business Cases and Services

- student representation of low-income taxpayers in disputes before the IRS;
- taxpayer education in English and Spanish on basic topics, including tax relief and cash benefits for low-income taxpayers and compliance steps for small businesses;
- assistance to nonprofit organizations seeking an IRS determination of tax-exempt status;
- support of community-based efforts to promote economic development;
- legal services to low-income, small-business clients who cannot afford to hire a lawyer;
- the choice and formation of business entities;
- drafting organizational documents;

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- reviewing and drafting leases, purchase and licensing arrangements and other contracts; and
- resolving business disputes.

Each student in the Economic Development/Business and Tax Clinic also completes a community education component, as approved by the supervising faculty member. Examples of past projects include community presentations on payday loans and other predatory lending, the earned income tax credit, the benefits of home ownership, and general financial literacy. Past students have also drafted economic development legislation (two pieces of which became law in New Mexico in the 2007 legislative session). Because this clinic is relatively new, students also spend time building alliances with our community partners, which include microlenders such as ACCION New Mexico and WESSTCORP, and the East San Jose School.

F. Faculty Staffing and Program Direction

Except for one faculty member who has been hired on a part time limited term basis to teach in the low income taxpayer clinic part of the economic development clinic (our only federally-funded clinic), those teaching in the Clinic are tenured or tenure-track professors. Thus, they are required to meet the Law School and University requirements for scholarship. Rather than “clinical teachers,” they are professors whose primary interest is teaching in the Clinic. All teach one or more traditional classroom or skills courses, when not teaching in the Clinic. Staffing of the clinical programs requires a major commitment of faculty resources. Since professional obligations to clients and the need to allow all students to complete the required clinical requirement requires that the Law School staff summer session, the Law School operates the Clinic on a three-semester basis. At least five full-time faculty members per semester and five each summer are needed to staff the Clinic to ensure that 35 to 45 students can enroll each semester. Eight members of the faculty teach primarily in the Clinic and several other faculty members teach in the Clinic somewhat regularly.

The goal, which has been attained with few exceptions, is to have a full-time tenured or tenure-track faculty member teach each section of the Clinic. Recently, however, it has been necessary to hire visiting professors to teach in the Clinic, primarily during the summer and also in the Southwest Indian Law Clinic. A number of factors contributed to this: 1) the need to provide tenure-track clinical professors an opportunity to publish; 2) a change in the teaching patterns of the some of the more experienced clinical professors who have changed their teaching focus toward classroom courses; 3) an increase in other summer teaching and research opportunities; 4) the normal pattern of sabbatical leaves; and 5) the fact that in the past, we have had only one faculty member who regularly teaches in the SILC.

We are very pleased the legislature has provided funding for the addition of another faculty member to the Southwest Indian Law Program. The law faculty conducted a national search and Assistant Professor Barbara Creel joined us this Fall. This will address our past need to hire visitors to teach in the program.

In addition, we are addressing our summer clinic needs with the following policy: faculty members who teach in the Clinic one summer session after or before teaching a semester in

the Clinic, are eligible for release time from teaching (but not other obligations) the following semester. This policy has been successful in attracting summer clinical faculty.

The future of the Clinical Law Programs builds on the Strategic Plan developed in 2004. The UNM Clinical Law Program continues to serve in a leadership role on clinical legal education. Faculty who regularly teach in our Clinic are often asked to consult with other clinical law programs and invited to participate as speakers/small group leaders in national and regional conferences. We have hosted regional and national clinical conferences at the Law School. In Summer 2007, the Law School hosted an Indian Law Clinical Conference, building on our leadership role among Indian law clinics. The Law School plans to make this conference an annual event. Faculty members also participate in leadership positions within CLEA and the AALS Section on Clinical Legal Education. In addition, faculty have participated in drafting important documents, such as the MacCrate Report and the Best Practices Project. We have held reading groups/teaching workshops to keep current on clinical theory and methodology. The program continues to engage in practices that maintain its role as an innovator in the field of clinical practice.

We continue our Access to Justice Network of Attorneys project that creates a network of attorneys willing to take referrals on a “low bono” or pro bono basis and, in cooperation with the library, have extended some benefits to members of the network. We have developed a “Practitioner in Residence Program,” albeit with volunteers. These volunteer lawyers and a former judge have contributed to the richness of the experience for students. Associate Dean Norwood has developed a “Virtual Clinic” interactive website that will assist us with training and office management. The library offers our students training and also offers regular reference hours in the Clinic. The Clinical Law Program has spawned many innovations over the years and will continue to do so.

G. Externship Programs

The three externship programs offered by the Law School, the Law Office Extern Program, the Alternative Dispute Resolution Program and the Judicial Extern Program, are not viewed as a part of the Law School Clinical Program, but rather as a different law school experience, and, as noted above, academic credit earned in externship programs does not satisfy the Law School’s clinical graduation requirement. However, all externship programs are supervised and administered through the Law Clinic, by the Associate Dean for Clinical Affairs or a faculty member. Academic credit for externships is limited to a maximum of six credit hours.

Students are eligible to enroll in one of the externship programs after the completion of their first year of academic studies. They may take a second externship by petition to the Associate Dean for Clinical Affairs, in which they must be supervised directly by a member of the faculty and complete an additional writing requirement. While enrollment in one externship course is the norm for many law students, a small number of students enroll in a second externship program.

The Associate Dean for Clinical Programs/and or a faculty member and the clinical staff assist and oversee student placement, monitor student timesheets, address any questions or

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issues that arise in the programs, and evaluate supervisor recommendations for credit. Placement within the externship program is primarily student initiated but all placements must be approved by the Associate Dean for Clinical Affairs. Site visits are conducted on a regular basis to placement hosts, including to those sites that have been a part of the program for several years.

For three credit hours, student externs are required to complete a minimum work program of 168 hours during the semester. Students are required to attend classes held by the Associate Dean for Clinical Affairs or a faculty member. Those classes use reading materials to help generate student discussions of their experiences. Students are required to submit regular reports of their work and time sheets, and to complete an end of semester reflection paper. Supervising attorneys and judges are required to submit a written evaluation of each extern's performance.

Externships complement and supplement the students' academic courses and in-house clinical learning experiences. During the Fall 2006 semester supervised by Associate Dean Sedillo Lopez, fourteen students were enrolled in Law Office Externships and four were enrolled in Alternative Dispute Resolution Externships. For the Spring 2007 semester supervised by Professor Jose Martinez, two students are enrolled in Judicial Externships and three in Law Office Externships.

H. Other Skills Courses

Outside of the clinical courses, the Law School offers a rich curriculum that prepares students in fundamental lawyering skills. The common thread in these courses is small student-faculty ratios and significant reliance on simulation of tasks performed by lawyers, followed by evaluation and critique. Included in this group of courses are:

1. Evidence/Trial Practice (Limited to 64 students)

This course focuses on trial procedure, evidence, and trial skills. Classes include: 1) lectures on the principles of evidence; 2) demonstrations of trial skills; 3) practice sessions in which each student performs various exercises to learn trial skills; and 4) a mock trial. Each student is also required to complete a trial notebook that is used during the mock trial. The class meets every day for a lecture/demonstration during the scheduled time slot. Then the class is divided into eight groups containing no more than eight students each. Each of these groups meets one day a week from 4:00 to 6:00 p.m. for the trial practice exercises. Approximately 10 adjunct faculty members, all experienced trial attorneys or judges, work with the full-time faculty member who teaches the course. They meet with the individual groups of students in practice sessions, which are videotaped. During the course of the semester, each student meets individually with the professor to review the videotapes. Adjunct faculty members also give many of the demonstrations. The professor teaching the course also makes sure that the adjuncts are providing quality instruction. Mock trials are held on the Saturday before Thanksgiving at the district courthouse before sitting state and federal judges.

2. Trial Practice (Limited to 12 students)

This course teaches trial practice through actual preparation and presentation of all segments of a trial. Students learn techniques of basic direct and cross-examinations, impeachment, handling exhibits and demonstrative evidence, jury selection, opening and closing statements, advanced direct and cross-examination, and examination of expert witnesses. They participate in simulated trial exercises and their work is critiqued by members of the New Mexico bench and bar.

3. Pre Trial Practice (Limited to 16 students)

This course focuses on lawyers' work before trial. Topics covered include establishing the attorney-client relationship, case planning, investigation, drafting pleadings, discovery practice, motion practice, the pre-trial conference, negotiation and settlement, and alternative dispute resolution. Teaching methods include readings, demonstrations, simulation and role-play, and drafting exercises.

4. Business Planning

This course integrates issues regarding entity formation, the taxation of business enterprises, business finance, and business sales and mergers, in a practice-oriented context. The class involves a semester-long problem in which two faculty members form a company to market a scientific product. Students begin the class by interviewing their "clients" and identifying and resolving thorny issues of professional responsibility. Students then draft organizational documents for the new company. Students must thus resolve complex and competing issues of taxation, control and sharing of profits and losses and learn to research relevant tax and corporate law provisions on their own. The course culminates in a weekend negotiation simulation in which students negotiate the sale of an equity stake in the new company and local practitioners play the clients of the students. The negotiations require students to work in teams with students from the Taxation of Business Enterprises class, who serve as tax advisors. Local practitioners can use this opportunity to recruit new attorneys, which some already have done.

The business law faculty hope that this class will grow and that eventually it will be modeled more closely after the Evidence/Trial Practice class, using adjunct professors as well as the full-time faculty, and accommodating more students interested in learning transactional lawyering.

5. Hybrid Courses

The Law School has developed several "hybrid courses" that cover a specific substantive area of law and also provide a significant opportunity for students to obtain practical experience in the subject. For example, Criminal Law in Practice, taught by Professor Leo Romero, is an innovative course taught in collaboration with the Public Defender's Office and the District Attorney. Students in this course work in either the Public Defender or District Attorney offices practicing under the supervision of attorneys in those offices and also study criminal law and procedure issues in a classroom component. The Innocence and

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Justice Project provides an in depth study of habeas corpus and other post-judgment avenues for relief. Students work on prisoner applications and conduct fact investigation to determine whether they should recommend the potential case to a volunteer lawyer. Other substantive courses, such as Gender and the Law, also contain a significant community service aspect.

6. Moot Court Programs

During the 2006-2007 academic year, the Law School entered nine teams in national appellate moot and mock trial court competitions. For the 2007-2008 year the Law School will enter 10 teams in competitions. Each team is advised by a faculty member, or an adjunct professor. Normally there is an internal competition to qualify as a member of a team. Students receive one credit hour for successful completion of the requirements of the competition.

7. Alternative Dispute Resolution

The Law School is committed to offering every student who wants to take a course in the field of Alternative Dispute Resolution an opportunity to do so. During the 2007-2008 academic year the following ADR courses will be offered: Introduction to ADR, Basic Mediation Training (every semester, including summer), Advanced Mediation, and Family Mediation Training. In addition, the students are formally introduced to ADR in the Comparative Historical Legal Perspectives course, and informally in other first year courses.

The Basic Mediation Training course is taught over two intensive weekends, with a weekend break in between sessions. Experienced mediation coaches are hired by the instructor to assist in training the students. In the past the course has been a mix of law students, attorneys, and others interested in gaining mediation skills. This year, in response to the demand by law students desiring to complete the course before graduation, the 30 slots available each semester for this course are now only available to non-law students if not already taken by students.

8. Drafting and Planning Courses

During the 2007-2008 academic year the Law School will offer the following drafting and planning courses: Contract Design, Real Estate Planning, and Business Planning (described above). These courses provide students with simulated experience in drafting key legal documents, which are assessed by the instructor.

9. Advanced Writing Requirement and Legal Research

The Strategic Plan adopted by the Law School in 2004 called for the development of an advanced writing curriculum for second and third year students and for the revision of the senior writing requirement to better monitor student achievement and provide for greater consistency among student writing experiences. The Law School now offers at least one advanced writing course every year, in addition to an expanded offering of advanced legal research courses and seminars. The first advanced legal writing course was taught by Professor Homer in Fall 2006 with a concentration on family law. The second will be offered in Fall 2007 by Professor Blumenfeld with a concentration on pleading and motion practice.

The Law School also revised its advanced writing requirement pursuant to the directives contained in the Strategic Plan. This requirement is now generally met by completing a paper that meets the qualifications of in depth research and analysis of a legal topic. The specifics of the advanced writing requirement are in Appendix G.

Students receive a basic introduction to legal research in the first year courses of Legal Reasoning, Research and Writing and Advocacy. The responsibility for providing this instruction lies with the legal writing faculty. Additionally, most students enroll in an advanced legal research course prior to graduation. Law librarians have taught an upper-level, elective Advanced Legal Research (ALR) class for several years. As of 2001, the law librarians were teaching three sections of ALR each year. By 2005, this was increased to five sections per year, consistent with the goal in the Law School's 2004 Strategic Plan of better integrating the Law Library faculty into the legal research curriculum. Other goals of the Strategic Plan included strengthening the Indian law, natural resources, and international law programs. While the law librarians provided subject-specific guest lectures upon request—especially for upper level writing requirement seminars—in 2006-2007 they also began offering Specialized Legal Research (SLR) classes in the areas of Indian law, natural resources and international law. Both the Indian law research and the natural resources law research classes have been approved for program credit by the Indian Law and Natural Resources Law Certificate Program committees. All of the small, librarian-taught research classes are popular with the law students. Enrollment is capped at 12. With the expansion of total course offerings to seven sections a year, approximately 75% of the student body can now take a research class if desired.

In 2006, the Law Library installed a legal research classroom next to its core print collection. The classroom's proximity to the print collection enhances integration of print and electronic resource instruction. It seats 12 and is outfitted with a wireless broadcaster, built-in projector and screen, instructor laptop computer, and electrified tables for student laptops. Overall, law librarian instructional services have increased significantly in the past few years. In 2005-2006 librarian presentations, tours, and research lectures totaled 139 sessions (an 86% increase over the previous year) provided to 1,890 attendees (an 89% increase over the previous year).

Currently, the law librarians have no involvement with research instruction for first-year students. There has been informal discussion of whether it would be appropriate to require a librarian-taught research course in addition to the research instruction the law students receive in the required first year Legal Reasoning, Research and Writing (LRRW) class. Arguably the amount of time allotted to research training in LRRW is inadequate to provide students with a working knowledge of the nature of legal rules and legal institutions, the fundamental tools of legal research, and the process of devising and implementing a coherent and effective research design, especially in the era of specialized online databases. There has also been debate about when research instruction should optimally occur, i.e., first, second or third semester. In any case, the law librarians have been reluctant to undertake a commitment to teach a required course in the past because too few of them were available to carry the additional sections that would result. In the alternative, increasing the size of the existing sections would create other problems. As of 2007-2008, however, the Law Library faculty

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has increased to six plus the Director, so it may be time to revisit whether the Law School should consider requiring a separate research class in the future.

VI. Conclusion and Goals

During the period since the last ABA accreditation visit, the Law School has made significant strides in enhancing its program of legal instruction. The Law School has strengthened its first year writing program by staffing it with legal writing professionals. It has also enhanced its advanced writing requirement through the greater use of seminars as the normal vehicle for completion of the requirement. The first year program of instruction now enjoys a greater number of small classes, and Practicum, a new one credit course which concentrates on professionalism and introducing students to the practice of law, has been developed. Advanced instruction in legal research is now available to any student who wants to pursue it. The business curriculum has been significantly strengthened through the hiring of two faculty members who teach in the area, by adding the leadership provided by a Director of Economic Development, by the addition of a full-time business law clinic, and by a restructuring of the courses we teach in this area to make them more relevant to a small business law practice.

The clinical offerings remain strong. Completing an in-house clinic continues to be required, new clinics that emphasize business and tax practices have been added, and an expanded effort to build a Medical Legal Alliance for Children is underway. Additionally, other courses in the academic curriculum now employ clinical methods as a significant pedagogical approach to their subject. Notably the newly developed course, Criminal Law in Practice, will allow 32 students to receive hands-on experience in criminal practice, either with the local district attorney's office or the public defender's office. The Innocence and Justice Seminar is also built around hands-on post conviction work. Business planning, contract design, and other courses increasingly utilize simulations in their instruction.

In its 2004 Strategic Plan, the Law School adopted a goal of reviewing its second and third year curriculum with recommendations for comprehensive enhancement and improvement. This goal has not been achieved. During at least two of the Dean's Hours conducted in the 2006-2007 year, this subject was discussed. The faculty consensus is that we need to move forward on this goal during the 2007-2008 academic year with an emphasis on implementing the outcomes approach to legal education outlined in the Report, *Educating Lawyers – Preparation for the Profession of Law*, published by the Carnegie Foundation in 2007, and in the book, *Best Practices for Legal Education – A Vision and A Road Map*, also published in 2007. The Law School will be assisted in the effort by having been named one of 10 schools slated to participate in the Carnegie Report follow-up project.

We have clearly identified the following goals for follow-up:

- The faculty will undertake a comprehensive review of our entire program of study with the objective of modifying both our curriculum and methods of teaching and assessment in order to implement, as appropriate, the educational concepts and approaches articulated in the Carnegie Report and the

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compilation of Best Practices for Legal Education. See Dean's April 2007 letter regarding strategic planning attached as Appendix H. The Dean launched this initiative in our first faculty meeting of the Fall 2007 semester with an influential presentation making a strong case for just how important it is for our future to coalesce around a strategic vision for the Law School. She suggested several goals, including becoming a national leader in legal education and providing the best professional legal education in the Southwest. The process of discussing these goals has begun. We are fully aware that we will need time and commitment of considerable effort to implement such a vision.

- Enhancement of our training in legal research during the first year will be explored by the faculty.
- Enhancing our academic planning and advisement is already underway, but more will be done in this area within two years, including providing students with meaningful written guidance on how to do curriculum planning if they are interested in preparing for practice in specified areas of concentration in addition to those already supported by certificate programs.

Faculty

I. Faculty Profile

The University Of New Mexico School Of Law has 34 full-time tenured or tenure-track faculty members, including the Dean, three Associate Deans and the Director of the Law Library. Twenty-eight are tenured and six are progressing toward tenure. The faculty also includes a Director of the Legal Writing Program and two Legal Writing Professors; all three are lecturers on renewable one-year term contracts with governing rights except for tenure decisions. An average of two of our four research professors teaches a course each year, as do three members of the Law Library faculty. Four emeriti professors regularly teach on a half-time basis, and one regularly teaches one-quarter time. Other emeriti teach courses on occasion. Of the 34 full-time tenured or tenure-track professors, two are on three-quarter time contracts, and one is on a half-time contract for the 2007-2008 academic year. For the 2007-2008 academic year, the Law School has one half-time, visiting professor. One faculty member is on leave in the 2007-2008 academic year while she is teaching at Rutgers, the State University of New Jersey, Center for Law & Justice. The Law School will also employ 22 adjunct faculty members in its program in 2007-2008.

The faculty reflects considerable diversity. Of the tenure and tenure-track teachers, two are African-American, nine are Hispanic, three are enrolled members of federally recognized tribes, and two are Asian American. Eighteen are women and 16 are men. The age range is 34 to 68, with a median age of 52. Our faculty members obtained their first law degrees from 17 different law schools: Harvard, 9; University of New Mexico, 4; Georgetown, 3; Stanford, 3; University of California, Berkeley, 3; Yale, 2; Catholic University, 1; Columbia, 1; Creighton, 1; State University of New York, Buffalo, 1; Syracuse, 1; University of California, Hastings, 1; University of California, Los Angeles, 1; University of Michigan, 1; Washington University, 1; Wayne State, 1; Wisconsin, 1. Four members of the faculty have advanced degrees in law and nine have advanced degrees in other fields.

Faculty members have a wide variety of teaching and professional experience. The median length of teaching experience at the Law School is 17 years, including six faculty with over 30 years of teaching experience (see ABA Questionnaire for resumes). Faculty members have taught at over 67 different law schools either as regular faculty members or as visitors. One faculty member was a philosophy professor for twenty years before coming to the Law School. Several have studied, worked, taught or conducted research abroad. Most faculty members have experience in the full-time practice of law. That experience ranges from one to 13 years, with an average of a little over six years. They have worked as legal aid lawyers, public defenders, government lawyers, as a United Nations legal officer, and in private practice. Many have clerked for federal and state judges.

The Law School's legal writing director arrived 12 years ago with trial practice experience and eight years of experience in teaching research and writing at Wayne State University School of Law. The legal writing program includes two legal writing professors in addition to the director. One of these writing professors joined the faculty in 2004. In 2006 he

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was recognized by the University of New Mexico, on the basis of a competitive process involving the laudatory commentary of his students and colleagues, as the Outstanding Lecturer of the Year. The third position has changed hands three times since it was established. It is being filled in 2007-2008 by a new hire after conducting a competitive national search in 2006-2007. The Law School is in the process of transitioning the legal writing faculty to long-term contracts with equality of pay and faculty governance rights. The resumes of the legal writing faculty are included in the response to the ABA Questionnaire.

Four research professors are part of the teaching faculty as well. One is the Director of the Institute of Public Law and is team teaching a course on the role of public lawyers in Fall 2007. His course contributes to the Law School's strategic goal of increasing our outreach into the state's capitol city, Santa Fe. The Institute of Public Law, which he directs, conducts research and policy studies in a diverse range of subject areas, such as the law involving wildlife, senior citizens, children's advocacy, fair consumer credit practices, legislative action, and judicial education. The second research professor serves as the Judge Leon Karelitz Chair in Oil and Gas Law. He teaches two courses every year in the field of oil and gas, which is an important component of the Law School's natural resources program. He is a retired faculty member from the University of Houston who lives in Santa Fe and continues to conduct scholarly research in his field. The third research professor oversees the Law School's international programs, and assists the faculty in locating, obtaining, and managing grants. He has taught professional responsibility and is expected to also teach in the Indian Law Certificate Program. The fourth joined us on July 1, 2007, as the new Director of the Utton Transboundary Natural Resources Center. He is also retired from the University of Houston law faculty and, like his predecessor, will regularly teach a natural resources course (after his first year as Director is completed). The resumes of the research professors are also attached to the response to the ABA Questionnaire.

II. Faculty Status, Governance, and Evaluation

A. Academic Freedom

All faculty members at the University of New Mexico serve under the terms specified in the University's Faculty Handbook. Under the handbook they are granted academic freedom as more fully described in the 1940 Statement of Principles adopted by the American Association of University Professors. Grievances regarding breaches of academic freedom may be appealed to the University's Academic Freedom and Tenure Committee. The Committee consists of 13 elected members, all of whom must be tenured voting members of the faculty. The Faculty Handbook provides that, "The Academic Freedom and Tenure Committee is responsible for reviewing significant decisions affecting faculty tenure, promotion, sabbatical leave and employment, and determining if any of the following influenced the decision-making process: (1) violation of academic freedom, (2) improper consideration in which a decision on substantive issues was not based upon impartial professional academic judgment and resulted in prejudice to the faculty member, or (3) procedural violations of Faculty Handbook policies that resulted in prejudice to the faculty member." There have been no cases regarding academic freedom regarding a member of the Law School faculty.

B. Retention, Tenure and Promotion

The terms of the Faculty Handbook also govern the tenure and promotion process. Generally, under the term of this process, faculty who are hired at the entry level of Assistant Professor are set on a six year “clock” to achieve tenure. They are reviewed at the three-year point based on their scholarship, teaching, and service, to determine whether they have demonstrated the level or promise of excellence in these areas sufficient to be retained for an additional three years and be considered for tenure. Additionally, at the three-year review, faculty members are usually also considered for promotion to Associate Professor. At the six-year mark they are again, and more thoroughly, reviewed on their performance regarding scholarship, teaching, and service to determine whether they should be granted tenure. They are also considered for promotion to Professor at this juncture. The Law School Committee on Retention, Promotion, and Tenure (CRPT) conducts the initial review and makes a recommendation to the Dean of the Law School, the Provost, and other appropriate University officials. This Committee consists of all tenured and tenure-track members of the Law School faculty. In order to conduct this work most efficiently, the Law School Faculty Affairs Committee is responsible for collecting data on each candidate under review, summarizing that data in a report, and presenting its findings to the Committee for Retention, Promotion, and Tenure. The raw data that forms the basis of the Report is also made available to the CRPT for review and consideration. The CRPT then votes on a recommendation and adopts a report, which becomes a part of the record considered by the Dean of the Law School who makes a separate independent recommendation. Both the Law School faculty’s recommendation, as expressed through the CRPT, and the Dean’s recommendation are transmitted to the Office of the University Provost for further review and action on the recommendations of the faculty and Dean. To date, no faculty recommendation has been overturned at the Dean or University level.

In addition to conforming to the Faculty Handbook policies for retention, promotion, and tenure, the Law School faculty follows its own written Policy on Retention, Promotion, and Tenure (attached as Appendix I). This policy includes a more detailed description of the process, and standards of teaching, scholarship, and service that apply to law faculty subject to retention, promotion, or tenure review. The policy is now over three decades old, and has not been the subject of a formal faculty review since its adoption. Many on the Law School faculty believe that a complete review of the policy is increasingly needed. The policy should be reconsidered in light of possible inconsistencies with the University Faculty Handbook, possible inconsistencies with current custom and practice of the Law School faculty, a comprehensive review of our standards and how they are described, and a reconsideration of our procedures for review and recommendation, including whether non-tenured faculty members should continue to vote on recommendations for other non-tenured faculty members.

C. Status of the Law Library Director, Law Librarians, and Legal Writing Faculty

The Director of the Law Library serves as a member of the Law School faculty. As such, she is subject to the Law School and University retention, tenure and promotion policies and practices. The remainder of the library faculty is on its own separate tenure system, and the library faculty is currently in the process of drafting and adopting a revised written policy

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regarding its standards and review process. It is expected that this policy will be adopted by the end of this academic year.

As articulated in its 2004 strategic plan, the Law School has successfully filled three full-time positions in the field of legal writing with professional legal writing faculty. They currently hold the position of Lecturer III as defined by the University Faculty Handbook, meaning that they serve on a nine-month contract. They have the same academic freedom rights that all faculty members of the University enjoy. As a sub-set of our goals for improving legal writing instruction at the Law School, in part by hiring a team of professional legal writing faculty, a goal is to bring accountability and stability to the legal writing positions. We are currently in the process of moving the legal writing faculty to long-term contract status, together with a written policy of performance standards and process for periodic review. Although the faculty has approved this change in the status for our legal writing faculty in principle, our efforts to finalize a plan have been delayed in order to be sure that we are consistent with the policies regarding faculty titles and status as described in the Faculty Handbook. We are committed to completing this transition in the status of legal writing faculty as soon as an understanding with the Provost, whose office is responsible for overseeing faculty contracts, can be completed.

III. Faculty Governance

The Law School faculty is the governing body for all matters relating to its educational mission, including formulation of institutional aims, major curricular changes, requirements for admission and graduation and for honors and scholastic performance in general, policies of appointment, dismissal, and promotion in academic rank, research, and general faculty welfare. During the academic year, the Law School faculty meets from once every other week to once every three weeks, as arranged by the Dean. These meetings are governed by written policies adopted by the faculty over time. (Policies relating to the conduct of the faculty meeting and voting at the meetings are included as Appendix J.) Some faculty members consider the voting policies out of date, and in need of review and reconsideration.

The faculty conducts its business relating to self-governance through a committee structure. The members and Chairs of standing or ad hoc committees are appointed by the Dean, with due consideration given to work loads, expertise, and interests of the faculty involved. The Dean invites faculty to volunteer, and checks in with those who she is considering for appointment prior to forming the committees. The committee membership is reformulated at the beginning of each academic year, with ad hoc committees being constituted on an as-needed basis. A list of committee titles, charges, and membership is attached as Appendix K.

During the year, as committees conduct their business, the faculty as a whole is kept apprised of matters of general interest that are under consideration, and is frequently invited to attend the committee meetings to express their thoughts on a given matter. When a committee makes a recommendation for consideration and adoption by the faculty, it is generally done in writing and distributed to the faculty in advance of the general faculty meeting when it will be considered for approval. The faculty may approve or reject the

recommendation, subject to revision and amendment, following Roberts Rules of Order. Minutes of the faculty meetings are completed by the Dean's office and are reviewed and approved by the faculty at the following faculty meeting. They are then published on the Law School Intranet.

The Law School's Self Study of 2001 included a discussion related to the faculty's decision-making process, which identified this as an area in need of improvement. The discussions among faculty in preparation for this Self Study revealed that our ability to engage in effective decision making has greatly improved. However, some faculty members have expressed a concern that our policies regarding which members of our community vote on certain issues be reviewed and reconsidered.

The Law School faculty is also active in general University governance. We have one perpetual member of the faculty senate, and can put forth candidates for at-large Senate election. The Law School Senate representative has also frequently served on the Senate Operations Committee. Faculty members at the Law School are also frequently called upon to serve on special committees organized to respond to specific University needs that may affect the University as a whole.

IV. Faculty Commitment, Evaluation, and Review

All faculty members at the University are governed by the post-tenure policies adopted by the faculty in 1998 and published in the Faculty Handbook. The policy provides for procedures to be followed in cases where a tenured faculty member is falling below the performance standards expected of them. Under this policy as well as the policies relating to the pre-tenure process, all faculty members, both tenured, tenure-track, and lecturers, submit to annual performance reviews conducted by the Dean at the end of each academic year. The Dean collects a written self-evaluation completed in response to a standard set of questions relating to teaching service, and scholarship. She also reviews all student teaching evaluations, and meets individually with each faculty member for a performance review. These meetings are designed to identify strengths and weaknesses in the faculty member's performance and to set goals for the next year. Matters relating to assuring that the faculty member has the necessary resources and support to accomplish his or her goals are also discussed during this annual review meeting. Additionally, the Dean submits an annual post-tenure review report to the Provost.

The Provost reviews the Dean's performance on an annual basis. As a part of this process, the Law School faculty fills out an anonymous on-line evaluation questionnaire, which is summarized for the Provost's and Dean's consideration.

All full-time faculty devote substantially all of their working time to teaching, legal scholarship, service, and governance. The University policy on compensated outside employment allows faculty to work on outside employment one day per week, or a total of 39 days during a nine-month contract period, and 54 days during a 12-month contract period. The Dean monitors this policy, and all faculty members are required to report outside employment monthly. The Law School has not had any issues or concerns relating to conflicts of commitment or outside employment since the last ABA site visit. The

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University's policies relating to extra compensation both internally and externally, are currently under review by a University task force. The Law School's Associate Dean for Academic Affairs serves as a member of this Task Force.

V. Teaching

Excellence in teaching is central to the mission of the Law School. Typically, a faculty member teaches four courses, or twelve credit hours per year. Faculty who teach in the Clinic will also be found in traditional classroom settings and seminars. Faculty who teach stand-up substantive courses will also teach skills courses and seminars and some will teach in Clinic on occasion. The faculty are encouraged and supported in developing a variety of teaching methodologies. Occasionally, faculty who are progressing toward tenure and are under heightened scrutiny regarding scholarship, teaching, and service, will be granted a course release to support their efforts. Other course releases are granted more rarely for special projects. Recently, a few faculty members have requested reduced teaching loads for personal reasons, and these reduced loads are reflected by a reduction in their salary.

The faculty are expected to conduct a written anonymous student teaching evaluation of his or her courses at the end of the semester. The faculty is permitted to use a form of their own choosing for this purpose. The result of this practice in terms of useful evaluative information obtained has been mixed. The University has just completed a study and revision of its student teaching evaluation form and system of analysis which could be an aid to the Law School in improving its own system of evaluation, and the law faculty's goal of enhancing its teaching might well benefit from a careful study of its student evaluation process during the coming year or two.

The goal of excellence in teaching is supported in many ways. In the past couple of years, two faculty lunches and one Dean's Hour have been dedicated to sharing ideas about creative classroom teaching. Newly hired faculty members are encouraged to attend the AALS's New Teachers and Annual Clinical Workshops. More experienced faculty members also are encouraged to attend conferences and meetings on teaching. In Spring 2007, faculty oriented toward clinical teaching formed a reading group that meets monthly with the goal of improving their teaching. Faculty members who are progressing toward tenure receive class visits from more experienced faculty each semester with the aim of improving their teaching, and other peer teaching reviews are encouraged. These faculty members who are progressing toward tenure are also provided the Law School's formal mentorship program, which means that all of these faculty have designated mentors to assist them in developing their skills as teachers. The University also sponsors a teaching enhancement program, the Center for the Advancement of Scholarship in Teaching and Learning (CASTL), that faculty are encouraged to access. In the past few years, both experienced and new faculty members have requested a mid-term course evaluation service from CASTL, where a consultant meets with students and then conveys student feedback and coaching back to the professor. The required anonymous teaching evaluations are regularly reviewed by the Dean and discussed with each faculty member.

As a part of the Self Study process, all full-time faculty members were interviewed individually by a member of the Self Study Committee concerning their own experience and

reactions to the support they have received from the Law School in regard to their teaching, scholarship, service, and governance responsibilities. Most faculty members interviewed expressed an interest in taking steps to further enhance the development of their teaching skills, beyond those mentioned above. The faculty experience with teaching was the central topic of a Dean's Hour that was conducted shortly after these interviews were completed. During that meeting a consensus was reached that the faculty would like to re-institute a formal peer support program for teaching enhancement similar to the one initiated by Professor Ted Occhialino in 2000-2001. Professor Occhialino has expressed a willingness to help lead such an effort and the Dean has asked him to re-start the program in the 2007-2008 school year.

Another aspect of the Self Study process was the completion of a student survey regarding the students' experience at the Law School. (A summary of the results of the 1L survey is attached as Appendix B and results of the 2L & 3L surveys are attached as Appendix L.) The Law School's success in achieving excellence in teaching is reflected in this survey conducted by the Student Affairs Committee in Spring 2007. The survey asked students to rate faculty on their overall level of satisfaction with the quality of classroom instruction. Two-hundred-twelve, or 67%, of the students responded to the survey. Ninety-one percent were either satisfied or very satisfied with the quality of classroom instruction. In rating their level of satisfaction with the level of classroom preparation by professors, 97% rated them prepared or very prepared. In rating the students' perception of the level of classroom engagement by the Law School's professors, 93.5% responded that their professors were either engaged or very engaged.

Faculty contact with students outside of the classroom is considered a very important part of the educational process, and faculty are expected to be readily available to students to help them with their course work, and to mentor them in their law school and budding legal careers. The student survey conducted in Spring 2007 asked students to rate their experience with faculty accessibility. Eighty-five percent found them accessible or very accessible. Building a sense of an intellectually engaged community is a major responsibility of faculty members individually and collectively. This is promoted by the small size of many classes as well as the responsibilities that faculty are expected to undertake to encourage a commitment by students to critically examine the law's problems and prospects. In addition to its formal program of studies, the learning community functions in many informal and unstructured ways throughout the day. In fact, the Law School's architectural design creates space in which students and faculty interact outside both the formal classroom setting and the faculty offices. The "Forum" is a very large open area with tables, chairs, and sofas, inviting frequent congregation and mixture of students, faculty, and staff. To some extent the Law School's relatively small enrollment contributes to this sense of community. Its members know one another by sight and often by name. This results in casual conversations and an atmosphere of exploration. It encourages students to seek out faculty on more than simply class-related matters. The supportive environment invites students to avail themselves of the expertise of the faculty as a whole. For example, students taking any of the clinical courses have little hesitation in consulting with any faculty member (in or out of the Clinic) about cases they are handling in the Clinic. This openness is an example of how the collaborative educational mission and enterprise is promoted at the Law School.

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Indeed, the faculty is widely consulted by students for the purpose of general guidance and counseling. The first year course, Practicum, is designed to provide students with a formal mechanism for accessing and receiving academic advisement and support during the first semester. After that semester the student does not have a formal academic advisement program, except for students on academic probation. As previously outlined in the Self Study section on our program of legal education starting this academic year, the faculty will revive a formal academic advisement program in which five or six students will be assigned to a faculty member to serve as a mentor to discuss academic planning and other matters dealing with the educational program. Based on the Law School's past experience with such a program, we know that we need to do more than just have a paper record connecting a faculty member with a student as their designated advisor. The Academic Support Committee is charged with recommending and taking the steps necessary to make this advisement system work well. One purpose of this advisement program will be to reach those students who might otherwise be reticent to approach a faculty member. The combination of a small class size introductory Practicum course in the first semester, general accessibility, and a formal advisement program should form the basis for a strengthened student counseling program.

Faculty focus on teaching is also evident from the number of faculty who prepare their own materials despite readily available published materials and those who assign published casebooks, but substantially supplement them. Some of these materials focus principally on New Mexico Law and others national law. The materials stem from a desire to ensure that students are challenged by the topics and issues covered in the class and to enhance the pedagogical purposes of the instructor.

The faculty are constantly looking for alternative methods to improve teaching. The problem method is widely used. Some faculty use frequent short quizzes. Increasingly, drafting assignments are part of substantive courses. More team teaching is common. Some faculty place responsibility on students singly or in a group to lead the discussion in larger classes. Several upper-division courses offer students an option to pursue an educational project, such as researching, writing and designing a web page, to satisfy the course requirement. Use of presentation software, such as PowerPoint, is increasingly prevalent.

In conclusion, the faculty believes that teaching is at the heart of our mission, and we are constantly looking for ways to enhance and improve the students' learning experience.

VI. Faculty Scholarship

All members of the tenured and tenure-track full-time faculty are expected to engage in scholarly activities. The faculty views scholarship as a critical part of the Law School's core mission, and believes scholarly productivity is synergistic with both its teaching and community service missions.

The faculty recognizes that legal scholarship has many dimensions. Certainly the publication of articles in law reviews, books, chapters, casebooks, and treatises are expected outcomes of scholarship, but the faculty also understands that there is significant value in

other less-traditional means of scholarly activity. Participation on the editorial board of peer-reviewed journals, as a number of faculty members undertake, is one form of scholarship; so too, are the many, substantial formal presentations made by faculty in a wide range of professional forums. Efforts to pull together complex areas of law for judges and lawyers, including briefs, or to provide practical guides to the application of case law and statutory law in the trial context still have a scholarly dimension notwithstanding practical relevance. Another example of useful scholarship is the preparation of unpublished casebooks. Were they published they would count as a conventional form of scholarship. In short, there is much scholarly activity within the Law School beyond the mere conventional forms.

Indeed the faculty is productive in its scholarly output, in both its traditional forms and in its more expansive definition. The following list provides a snapshot of the number of faculty publications since the last Self Study:

Faculty Publications: 2001-2007³

Books, including casebooks	24
Law review articles	80
Book chapters or excerpts	14
Other legal publications	26 ⁴
Non-legal writings	26 ⁵

The following is a list of some of the academic journals in which faculty members have published since the last Self Study:

- American Bankruptcy Institute Law Review
- American University Journal of Gender, Social Policy & Law
- B.C. College International & Comp. Law Review
- Clinical Law Review
- Connecticut Law Review
- Contemporary Sociology
- Denver Journal of International Law & Policy
- Denver University Law Review
- Environmental & Energy Law Policy Journal
- Family Law Quarterly
- Federal Sentencing Reporter
- Florida Journal of Law & Public Policy
- Fordham Law Review
- Fordham Urban Law Journal
- Georgetown Journal on Poverty Law & Policy

³ This table includes publications that have appeared or have been accepted for publication.

⁴ Includes bar journals, magazines, legal newsletters of national circulation, and major commission reports.

⁵ Includes non-legal magazine articles, essays, newspaper articles, and op-ed pieces.

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Government Law & Policy Journal
Great Plains Natural Resources Journal
Hastings Race and Poverty Law Journal
International Journal of Refugee Law
Iowa Journal of Gender, Race and Justice
Journal of Contemporary Health Law & Policy
Journal of Law, Medicine & Ethics
Journal of the Legal Profession
Journal of Refugee Studies
Kansas Journal of Law & Public Policy
Marquette Law Review
McGeorge Law Review
Michigan Probate & Estate Planning Journal
Natural Resources Journal
New Mexico Law Review
North Dakota Law Review
Norte Dame Law Review
Oregon Law Review
Public Lands Law Review
Seattle Law Review
Southern Illinois Law Review
Southern Law Review
Toledo Law Review
Tribal Law Journal
Tulsa Law Review
U.S.-Mexico Law Journal
UCLA Chicano-Latino Law Review
UCLA Law Review
University of Pennsylvania Journal of Constitutional Law
Vanderbilt Law Review
Wicazo Sa Review
Wisconsin Law Review

The faculty's production of scholarship includes an impressive number of books of all types. Attached as Appendix M is a list of some of the book titles published since the last Self Study by author, publisher, and date of publication. The list also includes a one sentence description of the content of each book.

The Law School's support for, and emphasis on, scholarship has increased since the last Self Study. Each faculty member is now assigned a shared staff support person to assist in his or her scholarship projects. In recognition of the heightened expectations for scholarly production placed on non-tenured faculty, they are granted at least two course releases during the six years leading to tenure. Additionally, tenured faculty are granted course releases at the discretion of the Dean, working in tandem with the Associate Dean for Academic Affairs, when doing so will support the completion of a demanding scholarly project of significant proportions.

Questions concerning the adequacy of staff and research support for faculty, which was a central concern at the time of the last Self Study, have now largely subsided. Since the last Self Study, the library has formed a research pool that is highly responsive to faculty requests for research assistance. Faculty members are able to hire individual research assistants at the expense of the Law School. In recent summers, all faculty members who have requested a summer research stipend have received one, and the amount has increased dramatically to 9% of the faculty member's salary. The Law School has a generous travel policy, in which faculty receive a basic allotment to support professional travel, with an additional allotment to support travel for speaking engagements. The Law School also sponsors weekly luncheon colloquiums where faculty and guests present works in progress in order to share their scholarship and gain the advantage of the insights and advice of their colleagues, and model scholarly presentations to tenure-track faculty members. During its one-on-one meetings with faculty members, the Self Study Committee asked faculty to discuss the adequacy of the Law School's support for their scholarship. No member of the faculty expressed any concern that the support was inadequate.

Additional support is provided for untenured but tenure-track faculty members in the form of a formal mentor program. Under this program, the Associate Dean for Academic Affairs briefs the untenured faculty members concerning the tenure process and the applicable standards for review. Beginning this year, the untenured faculty members will also meet with the Associate Dean for Faculty Development on the same topics, but with an emphasis on what support structures are available or need to be added. Every non-tenured member of the faculty is also expected to name both an internal mentor and an external mentor within the first six months of hire. The mentors are available to discuss scholarship agendas, review drafts, discuss approaches to teaching, and to address issues that may arise regarding interpersonal relationships or setting priorities. The external mentors are invited to visit the Law School and their mentees at the Law School's expense at a point during the tenure process, when it is deemed both convenient and helpful.

Despite this general perception of faculty satisfaction with the Law School's support for scholarship, we are committed to enhancing both our scholarship support structure and our productivity. In 2007-2008 the Law School welcomes the addition of an Associate Dean for Faculty Development. She will have responsibility for mentoring and supporting the full-time faculty in their scholarship, teaching, and other professional endeavors. This position had been vacant for the previous two years, and it is expected that the new Associate Dean will be a strong asset in further invigorating the intellectual climate of the Law School, and advancing the missions of pursuing excellence in both scholarship and teaching. She will also monitor the overall support system for scholarly activity, and actively promote opportunities for enhancing both the quality and quantity of our output.

VII. Faculty Service Activities

Along with the faculty's emphasis on building an intellectually challenging environment for teaching students to become lawyers, the faculty is also committed to serving the broader community. Appointment of faculty to state and judicial committees is common. Indeed, as the only law school in the state, the Law School serves as a vital resource for a wide range of

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governmental offices and bodies. Faculty members are routinely relied upon for guidance and advisement in matters that fall outside of the ability of citizen legislators to adequately or efficiently handle. The Dean is also frequently called upon to serve the State of New Mexico in critical ways. She is constitutionally mandated to serve as the Chair of the Judicial Selection Commissions which make recommendations for judicial appointments throughout the State. In addition she serves as the Chair of the Judicial Compensation Committee, Co-Chair of the Governor's Task Force on Government Ethics, and serves on two Supreme Court commissions, Access to Justice and Professionalism.

The Law School's commitment to service is also reflected in its affiliated programs: the Institute of Public Law and the Utton Transboundary Resources Center. The Institute of Public Law (IPL), led by a research professor, has made major contributions to the education of the state and local judiciaries and participants in the child welfare and juvenile justice systems, has supported numerous traffic safety initiatives, and has promoted awareness of threats to wildlife. IPL attorneys review and produce regulations and statutes for state agencies, and analyze governmental policy initiatives. The work of IPL also includes organizing dozens of conferences and seminars each year, as well as producing print and web-based publications, some of which have earned national awards. The Utton Transboundary Resources Center, also led by a research professor, has a wide variety of projects related to its mission of promoting equitable and sustainable management and utilization of Transboundary Resources. It is currently focusing on domestic and U.S.-Mexico border water resource issues. The Utton Transboundary Resources Center organizes and sponsors conferences and symposia each year and regularly publishes important papers and reports.

Requests for information and guidance come regularly to the faculty from members of the general public, the media, and other non-government sectors of the state. While many law schools in a given state share the status of "legal academic experts," our faculty is often the sole source that many within New Mexico look to for answers. Although frequently a casual process, such requests for information connect the Law School to citizens of the state involved in the policy process. These informal consultations constitute a component of what it means to be of public service to the state. While some faculty members are routinely asked for their expertise in areas of their specializations, others dispense their expertise or views in newspaper articles and columns. This service work ranges from providing simple advice to acting as a sounding board. Service on boards with responsibilities in public policy require considerable effort as do preparing programs and presentations explaining the state of the law for Continuing Legal Education programs and Judicial Retreats.

It is not unusual to find on faculty resumes service and prominent leadership roles as members of private or government boards, councils and commissions as well as national and international organizations. The subject area of these bodies include a variety of concerns such as local arts development, civil rights, mental retardation, asylum and refugee status, legal aid, health care, crime and delinquency, economic development, tax, natural resources, the World Health Organization, and drug policy reform. Members of the faculty are also actively involved in leadership roles in bar associations. Many faculty members have long been active in national organizations devoted to legal education, such as the AALS, LSAC,

ABA and SALT and have served in prominent positions of leadership, including presidencies and chairs.

One significant form of service consists of the work numerous faculty members contribute by writing amicus briefs on behalf of various state and national organizations. Such briefs have regularly been written on behalf of the New Mexico Trial Lawyers Association and the New Mexico Chapter of the American Civil Liberties Union. Legal issues involving persons with mental retardation and the law, particularly the application of the death penalty, have generated a long series of amicus briefs before the United States Supreme Court by Professor Jim Ellis, working with a team of faculty and students. Moreover, Professor Kip Bobroff and a team of students submitted an amicus brief in a case that established that tribal, not state, jurisdiction would control on certain fee lands within tribal and pueblo boundaries. Faculty members are also frequently invited to lecture at law schools around the country and the world. A snap shot of the faculty's recent service activities derived from a review of their resumes reveals that they served on at least 69 national and international boards and committees, 45 local and state boards and committees, participated in over 500 speaking engagements, and were active on numerous Law School and University committees.

During our discussion of a draft of the Self Study, it became apparent that the Law School could significantly improve our system for tracking the faculty's service activities. By doing so we will be better able to acknowledge the many contributions our faculty makes to the communities they serve as well as compile and communicate this information in interested University officials, the press, and potential donors.

VIII. Adjunct Faculty

Adjunct Faculty members also contribute in important and significant ways to the Law School's teaching mission. Adjunct faculty members are usually appointed to fill gaps in the Law School's curriculum when a full-time member of the faculty is not available. Adjuncts may also be asked to teach at the Law School because of the special nature of their experience, their unique perspective, or their stature in the legal community brings a unique quality of instruction that is well worth providing the students. To ensure that the adjunct faculty adheres to the Law School's excellence in teaching mission, they receive an orientation each semester that includes a discussion of teaching skills and expectations, as well as information concerning the support services provided by the Law School. Adjunct faculty members also are required to distribute anonymous teaching evaluations that are reviewed by the Dean and Associate Dean for Academic Affairs, and they given the assistance they need to improve, or may not be invited to return if their performance falls below our standards.

During the current academic year, approximately 22 adjuncts will be a part of the Law School's curriculum. These adjunct faculty members cover a variety of teaching needs, including coaching competitions, assisting in skills courses such as pre-trial practice, trial advocacy, law office management, and mediation. Adjunct faculty also cover important upper division courses where no full-time faculty member is currently available, fill in our curricular offerings in certificate programs, or bring unique opportunities for study to

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students who can only get the exposure to special experiences or instruction through the talents of the adjunct professor. For example, students will have the opportunity to study Federal Motion Practice with New Mexico Federal District Court Judge Robert Johnson.

In addition to the adjunct faculty, approximately 100 lawyers and judges each year volunteer to judge in the various trial and appellate practice programs at the Law School. Many members of the bench and bar also participate in the classroom as guest speakers. The Albuquerque offices of the New Mexico Court of Appeals are located in a building contiguous to the Law School, which adds an important educational opportunity for law students. Occasional appellate oral arguments are scheduled in the Law School's moot court room, which are open to law students to observe. The Judges on the Court also participate in judging student arguments, and ceremonial occasions such as swearing-in clinical students at the beginning of every semester. They also are invited to attend the faculty scholarship colloquiums and provide valuable feedback from the perspective of the bench. Connecting our students with members of the New Mexico bench and bar is an invaluable component of their experience in becoming lawyers. The bench and bar have been extremely generous with their support for the Law School's educational mission.

IX. Faculty Recruitment Process

The Dean is the Law School's hiring officer. Policy matters relating to academic appointments are delegated to the faculty. Hiring of adjuncts, visiting professors, research professors, and lecturers is a relatively informal process, in which the Dean in consultation with appropriate members of the faculty does the hiring. The hiring of adjuncts is, in turn, delegated to the Associate Dean for Academic Affairs.

Tenured and tenure-track hires are the subject of a more formal faculty hiring process. This process starts with the appointment of a Faculty Appointments Committee by the Dean. When a tenure or tenure-track faculty position opens, the Committee drafts an ad for the position, which is made available for comment by the full faculty. The ad will vary depending on whether the position targets a particular expertise in an identified subject area, and whether the position is entry level, tenured, or open to consideration at both levels. The advertisement appears in both national and local publications. In addition, the advertisement is sent to minority and women's organizations, deans of all ABA-approved law schools, the National Association for Law Placement, the Society of American Law Teachers, the AALS, and special interest organizations that carry a variety of political views.

The Law School takes affirmative steps to recruit and hire faculty in protected groups in order to maintain and improve its diversity. This commitment to affirmative action reflects the faculty's recognition that a diverse body open to multiple perspectives will not result as a matter of chance. Therefore, the Law School consciously considers factors such as race, national origin, gender, life experiences, perspectives and points of view, etc., to insure diversity in search committees as well as in applicant pools.

The Committee reviews all resumes of applicants and searches for appropriate candidates to review through the AALS registry. Most years, some members of the Committee also

attend the AALS recruitment conference to screen candidates. The Committee then screens applications and recommends several (usually three or four) to be invited for interviews. Members of the entire faculty and students meet with each candidate, and the candidate is required to give a formal presentation at a faculty lunch. The faculty votes on the selection of a candidate at a faculty meeting. This participatory process allows for maximum input and also provides an opportunity for review by the faculty of the Law School's progress toward promoting academic excellence.

After all interviews are completed, the faculty then meets to discuss the qualities of the candidates, including their fit with the needs of the Law School. Those eligible to vote on hiring include all tenured and tenure-track faculty members, the Legal Writing faculty members, as well as the three student representatives. At a faculty meeting led by the Dean, including all those eligible to attend and participate in such meetings, a vote, or more likely a series of votes, results in a recommendation to the Dean for hiring. The Dean, as hiring officer, then determines whether the recommended candidate enjoys the level of support from the faculty that is necessary to succeed in the position. If so, the Dean, as the Law School's hiring officer, recommends the candidate to the Executive Vice President for Academic Affairs and Provost who oversees the entire process, to assure that it meets the University equal opportunity standards as well as the standards for appointment at the academic rank being recommended. The Dean also negotiates the terms of appointment with the candidate.

Until recently, the Law School had limited experience in conducting searches that result in lateral hires. As a result of this, and a steady stream of new hires (twelve new faculty members have joined the faculty in the past five years), some faculty members, at different junctures in our process, have expressed concern over varying aspects of the process. In response to these concerns, some relating to appropriate review and vetting of lateral hires, some relating to the manner of faculty voting (use of straw votes, open or secret balloting, and eligibility of vote), some relating to what is appropriate preparation of candidates for the hiring process, as well as other concerns that have arisen, the Dean has, from time to time, checked with faculty about their comfort level with the process. The results of these inquiries seem to be that the faculty is generally satisfied with the integrity of the hiring process. Nevertheless, in view of the prospect for several new hires coming on board in the near future, it may be beneficial to comprehensively review our hiring process with a goal of drafting a formal process for hiring that can address faculty concerns outside of the context of an ongoing hire.

X. Conclusion and Goals

The Law School has a strong faculty committed to the Law School's mission, and to teaching, scholarship and service. The faculty enjoys academic freedom, and is accountable for high levels of performance at both the tenure-track and tenured level. Policies and procedures are in place to assure the continuation of standing in the academic community as well as in the communities we serve. Nevertheless, we acknowledge that more can be done to achieve the excellence for which we strive. Recognizing that not all of these objectives are attainable this year, and indeed, may need to be pursued over the course of the next several

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years, the following list of goals is designed to assist us in pursuit of excellence in our faculty:

- To advance our goal of teaching for excellence we must explore new means of teaching with professional outcomes as the objective. To improve and advance our teaching skills in this regard we will reconstitute a Teaching Program Committee, whose Chair and membership includes our most respected and talented teachers, and whose charge is to explore, recommend, and institute programs to enhance our teaching including reconstituting a formal peer support program for teaching.
- To assure the highest quality in the new faculty members who are hired, the faculty will comprehensively review our hiring process with the aim to producing a written set of hiring guidelines as needed.
- In regard to some faculty member's perception that there are inequities in the faculty's workload (especially in regard to teaching assignments) that can and should be corrected, the faculty will engage in open and frank discussion about what should constitute normal expectations, and work with the Law School administration to adopt new policies if necessary.
- The Law School will evaluate the new University system for administering teaching evaluations, and adopt it, as amended to fit the needs of the Law School community.
- The faculty record of scholarship is strong, but we believe it could be even stronger. The Law School will continue to support faculty scholarship through summer research grants, reduced course loads, travel, research assistance, mentorship, and sponsoring colloquiums and other forums, and providing support for grant writing and administration. We will expand these efforts to support and promote scholarship as resources permit. As an immediate step we welcome a newly appointed Associate Dean for Faculty Development. She will have specific responsibility to advocate and promote new initiatives in support of faculty scholarship.
- We will conduct a comprehensive review and revision of the Law School Policy on Retention, Promotion, and Tenure.
- We will adopt a long-term contract policy for legal writing faculty as soon as the University official policy permits.
- We will review our faculty meeting voting policies on important matters such a faculty hiring, tenure and promotion, and other policy matters that affect the well being of the Law School.
- We will establish a system whereby we can both monitor and publicly acknowledge faculty service activities.

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I. Admissions

A. Admission Policies and Law School Strategic Objectives and Resources

The Law School is committed to making legal education available to the diverse population of the state of New Mexico, preparing students to enter the legal profession as excellent lawyers. We know that our process of admissions is necessarily selective, including many of our residents, but necessarily excluding some applicants who may well succeed in law school. The admissions process is designed to enhance and promote the education of each class, and to address the needs of the state, region, and nation for highly qualified lawyers.

In Spring 2007, the Law School revised its Admissions Policy. The changes also streamlined and clarified the language of the Admissions Policy, in conformity with the admissions practices of the past several years at the Law School. The revisions took into account the recent Supreme Court decision in Grutter v. Bollinger. The revised Admissions Policy reflects the deliberations and recommendations of the Law School's 2006-2007 Admissions Committee and 2004-2005 Ad Hoc Admissions Committee. The Admissions Policy had last been amended in 1996.

Specific changes to the Admissions Policy involved adding a number of factors to the list of those considered by the Admissions Committee, including race, tribal citizenship, leadership potential, socio-economic disadvantages, and the potential to make a significant contribution to the legal profession. The policy reads as follows:

The University of New Mexico School of Law Admissions Policy

Revised April 25, 2007

The faculty at the University of New Mexico School of Law is committed to excellence and diversity in its student body. Indeed, we believe that diverse backgrounds, experiences, and perspectives in the student body help to ensure a dynamic, productive, and positive learning experience.

In seeking to achieve diversity, the admissions committee is instructed to consider a wide range of factors in evaluating applicants for admission, including but not limited to the following: demonstrated intellectual capacity; academic achievement in undergraduate and/or graduate studies; employment history; life experiences (including those related to race, ethnicity and/or national origin); tribal affiliation; academic and personal motivation; commitment to public service; leadership potential; the extent to which the applicant has overcome educational and/or socio-economic disadvantages; other indicia of the applicant's potential success in legal studies and potential to make a significant contribution to the law school community and legal profession.

Applicants are evaluated for their potential for academic success in law school and

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their potential to contribute to an enriching educational environment at the law school. In deciding which students from among a very talented and qualified pool will be admitted, we consider the applicant's undergraduate grade point average (UGPA) and score on the Law School Admission Test (LSAT). Unlike some law schools, however, the University of New Mexico does not rely presumptively on any combination of UGPA and LSAT scores. While high UGPA and/or LSAT scores are positive factors and low UGPA and/or LSAT scores are negative factors, UGPA and LSAT scores at one extreme or the other do not automatically grant or preclude admission.

Applicants are advised that important documents in this evaluation are letter(s) of recommendation, their academic transcript(s), their LSAT score(s), their personal statement, their résumé, as well as any other relevant information the applicant provides. Applicants are well advised to give considerable attention to each of the required documents to ensure that the completed application fully and accurately reflects the applicant's individual background, qualifications and goals. These documents provide important information which allows the admissions committee to reach its decisions. The Law School does not grant personal interviews as part of the evaluation process.

Admissions decisions at the UNM School of Law are made by a five-person admissions committee, which includes three faculty members, the assistant dean of admissions, and a third-year student elected by the student body. Each member of the committee evaluates all applications submitted by residents of New Mexico, as well as a large number of applications submitted by non-residents. All non-resident applications are prescreened by the dean of admissions, and a substantial number of these applications are forwarded to the committee for review. After each member of the committee has engaged in a holistic review of the applicant, the committee then meets to discuss candidates and make collective decisions.

The UNM School of Law is a public law school and the only law school in New Mexico. While we welcome non-resident applications, we give a preference to applicants who are New Mexico residents. Among resident applicants, we take into account geographic diversity within the state.

Applicants with relatively low undergraduate grades and/or LSAT scores, but with overall records demonstrating that they can succeed in law studies, may be admitted conditioned on their successful completion of an approved pre-law program.

It has been our experience that a large percentage of the applicant pool is qualified to be admitted to law school and, if admitted, would succeed in law school. Given the small size of this law school and the size of the applicant pool, however, many qualified applicants are regrettably denied admission.

The School of Law adheres to the equal opportunity policies of the University of New Mexico and makes appropriate accommodations for students with disabilities.

This policy shall be subject to review by the faculty every five years or at an earlier

date as requested by the dean.

II. Admissions Process

A. The Application Process

In order to be considered for admission to the Law School, an applicant must have completed, or be in the process of completing, requirements for a baccalaureate degree from an accredited college or university; must take the Law School Admission Test (LSAT); and must register for the Law School Data Assembly Service (LSDAS). Candidates must also provide a personal statement, a resume, and at least one letter of recommendation. The Law School's application is designed to elicit from applicants a broad spectrum of information relevant not only to the evaluation of academic success in law school, but also to the assessment of maturity, sincerity in the desire to attend law school, and commitment to the legal profession. Only applicants the Admissions Committee believes capable of completing the program and being admitted to the bar (based on the information contained in the application) are admitted to the Law School.

A bachelor's degree from an accredited institution is an admission requirement at the Law School. In the last three years, one student was admitted who did not have a bachelor's degree. That student had completed 242 undergraduate credit hours and earned a master's degree at accredited institutions, exceeding the requirements of Standard 502. Applicants previously disqualified for academic reasons may be admitted or readmitted subject to the provision of Standard 505.

A validity study is conducted for the Law School by the Law School Admission Council (LSAC). This study, which provides a rough measure of the strength of the quantifiable data in the application, currently gives the LSAT a weight of approximately 66% and the UGPA a weight of approximately 34%. Because the weightings change very little from year to year, the Law School has utilized the rough measure in order to maintain continuity and to afford a basis for comparison. The Law School uses LSAT results consistent with LSAC Cautionary Policies.

B. Evaluation of Applications

Admission decisions are delegated by the faculty to the Admissions Committee. The Committee is comprised of three faculty members, the Assistant Dean for Admissions and Financial Aid, and one student. The student is a member of the third-year class who is elected by the student body. The Law School engages in a rolling admission process. Beginning in late November, the Committee reviews files, and the process is continuous through mid-April, when the entire applicant pool has been considered. Admissions decisions are made at a series of weekly committee meetings. Because the Law School is committed to increasing the number of students from underrepresented groups, the Committee considers many factors in the process of reaching decisions. Each Committee member exercises his or her individual judgment in weighing the values ascribed to the criteria described in the Admissions Policy.

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As the Law School is the only law school in the state, we acknowledge a special obligation to provide access to the legal profession to New Mexico residents. The Law School's Admissions Policy reflects this obligation. A substantial preference is given to New Mexico residents, and recruitment within the state reaches out to rural communities and small towns. The Law School Admissions Committee follows a long-standing practice of admitting an entering class of approximately 85% New Mexico residents and 15% nonresidents. In addition, geographical distribution from within the state may be a factor in selecting the entering class, as the state has many outlying rural areas where legal resources are extremely limited.

The Assistant Dean for Admissions and Financial Aid and the Admissions and Recruitment Specialist make an initial screening of all out-of-state applicants. Those who clearly would not be admitted in light of the Admissions Policy and the competition for admission are denied admission without further consideration by the Committee as a whole. The remainder of the applications are submitted to all members of the Committee for consideration. In addition, the Assistant Dean for Admissions and Financial Aid identifies particularly strong resident applications and brings them directly to the Committee for immediate consideration and action.

III. Admissions Qualification and Evaluation of Recent Classes

A. Admissions Data

The following table provides information about applicants, accepted applicants, and matriculates for the period 2001 to 2007.

	2001	2002	2003	2004	2005	2006	2007
Applications Received							
Male	297	403	558	572	668	780	687
Female	353	378	482	472	493	625	517
Resident	247	286	297	334	330	384	338
Nonresident	403	495	743	710	832	1021	866
Total #	650	781	1040	1044	1162	1405	1204
Admitted Applicants							
Male	106	109	97	127	124	115	133
Female	145	139	148	116	118	133	131
Resident	142	138	132	137	155	165	153
Nonresident	109	110	113	106	87	83	111
Total #	251	248	245	243	242	248	264
% apps admitted	39	32	24	23	21	18	22
Enrolled Applicants							
Male	41	47	49	62	65	50	57
Female	69	66	64	58	54	65	55
Resident	92	95	91	92	98	100	98

	2001	2002	2003	2004	2005	2006	2007
Nonresident	18	18	22	28	21	15	14
Total #	110	113	113	120	119	115	112
% admits enrolled	44	46	46	49	49	46	42
Total # Minority	37	43	42	51	55	57	44
Total % Minority	34	38	37	43	46	50	39
Median LSAT	154	157	156	155	155	155	156
25th% LSAT	150	151	151	150	150	152	152
75th% LSAT	158	160	160	159	159	158	159
Median UGPA	3.24	3.37	3.38	3.38	3.44	3.40	3.36
25th% UGPA	2.99	3.01	3.04	3.09	3.07	3.03	3.09
75th% UGPA	3.61	3.69	3.48	3.68	3.65	3.72	3.72

The Law School is firmly committed to its long-standing affirmative action policy with respect to groups underrepresented in the legal profession. This policy has resulted in a student body that reflects the diverse population of the state of New Mexico. In Fall 2006, 57% of the matriculating students were female, and 50% were minorities (approximately 5% African American, 11% American Indian, 4% Asian, and 30% Hispanic). The percentage of enrolled minority students dropped to 39% in 2007; however, we remain committed to having a diverse student body that mirrors the population of the state. The Law School does significantly better than the national average in enrolling members of groups underrepresented in the legal profession, coming close to the approximately 55% minority proportionate to the total population of New Mexico.

The Law School also highly values forms of diversity other than racial and ethnic diversity, including diversity in viewpoints, educational experiences, and work and life experiences. In comparison to many law schools, the average age of the entering class is older. This year the average age is 29 years. The Law School works to enrich the learning experience by bringing together as many perspectives and ideas as possible in our classrooms. We think this environment leads to more thoughtful learning and better-trained lawyers.

In the first faculty meeting of the Fall 2007 semester, the Dean, as a part of her call for a new strategic vision for the Law School, provided the faculty with data regarding the number of New Mexico residents who choose not to apply at all to the Law School, as well as the number of New Mexico residents who are admitted to the Law School, but choose to matriculate at other law schools, many of which are in our own region. This presentation raised many important questions. Since we are not the school of first choice for these New Mexicans, do we want to strive to become so, and if we do, what will it take? Should we develop better methods for collecting data about our applicant pool? Should we improve our marketing and recruitment efforts, offer better financial aid packages, including more merit scholarships? Do we alter our program of legal education in ways that make our graduates

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more prepared for practice? The faculty discussion begun by the Dean was both robust and respectful. Continuation of this conversation and healthy exchange of ideas among the faculty has the potential of defining who we are, what we want to become, and a path for how to get there.

IV. Promoting Opportunities for Racial and Ethnic Minorities

In order to encourage underrepresented groups to apply to law school, the Admissions Office participates in a wide variety of recruitment programs. As a taxpayer-funded institution and the only law school in the state, the Law School focuses primarily on recruiting within New Mexico, and representatives work with pre-law advisors at each of the state's four-year colleges, making special visits and attending law fairs and career days. In addition, recruiters visit several undergraduate colleges with a high concentration of groups underrepresented in the legal profession (including Northern Arizona University, Morehouse, Spelman, and Fort Lewis College). UNM Law School also participates in LSAC's annual Washington, DC, Forum, sends targeted Candidate Referral Service mailings, hosts Open Houses, and offers individual Law School visits and tours.

The Law School recognizes the importance of early outreach programs, and takes part each year in Minority Law Student Recruitment Month (sponsored by the Law School Admission Council); African-American Student Day, American Indian Student Day, and Hispano Student Day (all sponsored by the University of New Mexico); the UNM Star Scholars Program (which reaches out to local high school juniors); and the UNM Pre-Law Advising Program. The Law School supports and recommends special pre-law programs for underrepresented and disadvantaged applicants, such as the summer programs offered by the American Indian Law Center's Pre-Law Summer Institute (PLSI) and the Council on Legal Education Opportunity (CLEO).

Each year, the Law School hosts a Minority Pre-Law Mixer, inviting high school students and early college students and their parents (particularly those belonging to groups underrepresented in the legal profession) to attend a one-day program including admissions workshops, information sessions, and opportunities to meet and speak with current law students, faculty members, and practicing attorneys and judges from around the state.

The Law School recognizes that student-to-student contact is one of the most effective forms of recruitment. The Admissions Office works closely with current law students and student groups like BLSA (the Black Law Students Association), MALSA (the Mexican American Law Students Association), and NALSA (the Native American Law Students Association) to provide outreach and encourage underrepresented groups to pursue a legal education. Student organizations provide a strong support network for minority applicants and law students at UNM, mentoring them throughout the application process and helping them to thrive in law school. Working with the Admissions Office, law student volunteers contact prospective applicants to answer their questions about law school and encourage them to apply, and contact admitted applicants to tell them about the opportunities available at the Law School. At each Open House, a panel of current students offers information and advice to prospective applicants. Each year, the Law School (working through MALSA) offers mock-LSAT sessions to help applicants prepare for the Law School Admission Test.

Because of the Law School's substantial commitment to Indian law, special efforts are made to attract Native American applicants. However, the number of Native Americans in the national pool continues to be small, leading to heightened competition for these applicants. For example, in 2006-2007, the Law School offered admission to 25 Native Americans, and eight ultimately enrolled. Although the Law School offers at least a full resident tuition grant to each enrolled Native American, it has become clear in recent years that other law schools are offering even more attractive financial packages.

Historically, the Law School has been known for its leadership on issues of educational access to under-represented students. This access has been accomplished with various strategies, including pre-law programs, affirmative action in admissions, and a strong Native American curriculum. Such admission strategies may, in many cases, occur too late in the process to help many students who want to pursue legal careers. Consequently, traditional outreach and affirmative action programs must be coupled with pipeline initiatives, namely, the panoply of programs aimed at improving the retention and performance of a larger number of students who are burdened by issues of race or class. The overall objective of these pipeline programs is to increase the quantity and preparation of P-12 students who can aspire to professional or graduate studies.

Medicine and engineering are recognized as leaders in developing pipeline programs, which may serve as models for the Law School. For example, UNM's School of Medicine has participated in the programs funded by the federal government (Department of Health and Human Services through its HCOP grants—Health Careers Opportunity Program) for over a decade. Its programs start in middle school with an after-school elective called "Dream Makers" and extend into medical school with a small conditional admissions program called "Post Bac," designed for students with "cognitive" predictors that are lower than the cut-offs for students admitted conventionally. Most recently the New Mexico legislature funded a joint B.A./M.D. program that allows the medical school to recruit and admit 25-30 students into a rigorous undergraduate program. Upon successful completion, the students continue into their M.D. studies without a separate application process. Other disciplines, including pharmacy, are now designing joint degree programs.

The Law School has created a strong partnership with ENLACE (ENgaging LATino Communities in Education), a program originally funded by the Kellogg Foundation and now supported by the state legislature. ENLACE sponsors parental outreach, student mentoring, teacher preparation and educational policy reform projects. The Law School's Dean is currently the co-PI on one Kellogg grant which promotes the development of state-wide educational policy development. Other ENLACE programs at the Law School provide small stipends for law students to mentor undergraduate and high school students. Law students have also prepared a parents' guide to applying to college and made Spanish language presentations to parents' groups.

Members of the law faculty have worked with elementary school classes leading law-related exercises lasting several days. Others have organized mock trials with middle school students. Plans are underfoot to collaborate with a school in Florida on a mock trial with

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eighth graders. Law faculty have partnered with a local public interest law office to receive training on working with public school teachers. The Law School's Pipeline Committee is gathering electronic and bound materials on street law, mock trials and debate programs to facilitate law faculty working with P-12 students.

A high school campus that is being constructed in the city's predominantly Latino community will contain a mock courtroom to enhance the law-related academy that is being planned as part of the school district's pipeline programs.

V. Transfer of Students

Each year the Law School admits a limited number of transfer students who have completed one full-time year at other ABA-approved law schools. Transfer applicants are considered for admission only if they have outstanding records at the law schools previously attended; or are in good academic standing at the law schools previously attended, are residents of New Mexico, and have a compelling reason to continue their education at the UNM Law School. A maximum of 43 hours may be accepted. The Law School complies with Standard 507 concerning applicants from foreign law schools. Applicants with law degrees from foreign law schools must apply through the first-year process and may be given up to 30 hours of advanced standing credits subject to the evaluation of their coursework by the Assistant Dean for Admissions and the Chair of the Admissions Committee.

VI. Readmission of Students

The Law School follows a Policy on Academic Retention and Suspension, set forth in its Bulletin & Handbook of Policies. Students will be placed on probation or suspended for failure to maintain good academic standing. The Dean appoints a Committee on Student Suspension, Retention and Readmission each academic year to consider all petitions for relief from suspension, comprised of faculty and students. A petition for relief from suspension must set forth the factors which contributed to the student's unsatisfactory performance; an assessment of the likelihood that the factors would continue in the future; and contemplated changes in the student's study, work, or extracurricular activities which might affect the student's performance. Petitioning students are invited to appear before the Committee prior to its decision on the petition. The policy provides for appeal to the Dean by any student who receives an adverse decision by the Committee.

A Committee decision to readmit a student who was suspended for academic reasons may be contingent upon pursuit of academic support by the law student prior to or upon return to the Law School.

VII. Character and Fitness

The Law School's Bulletin & Handbook of Policies requires truthfulness beginning with the admissions application, through graduation. Applicants are required to correct any misinformation submitted as part of the application. If an applicant or student becomes aware of any incorrect or omitted information, the applicant or student must submit a letter to and meet with the Assistant Dean for Admissions. The duty of truthfulness to the Law School

continues through the student's tenure at the Law School. "Students have a duty to disclose new incidents and events relating to their character and fitness to study and practice law that occur subsequent to their admission."

Students are able to access the bar application requirements for all states by visiting the Law School's website. Under the heading of Career Services, a link will take students to the National Conference of Bar Examiners website, with links to the states, and information about the MPRE. The Office of the Registrar advises students about how to comply with character and fitness and other information needed by states. The attorney/counselors in the Career & Student Services Office regularly answer questions about the bar admissions process. Currently the New Mexico bar admissions process does not include obtaining a statement from the Law School regarding character and fitness. The New Mexico Board of Bar Examiners is currently reviewing its process for assuring the character and fitness of candidates for admission, and, responding to a request from the Dean, is considering whether to include such a character and fitness certification from the Law School.

The Assistant Dean for Registration & Records makes available to students the ABA Manual for Bar Admission.

VIII. Student Services

A. Student Records

Maintaining an accurate student record is a fundamental responsibility of the Registrar's Office. Students are informed orally and by written notice in the Law School Bulletin & Handbook of Policies that they may view their student record at any time. A signed record is kept with each file so the student is aware of who has viewed the records and for what purpose. No information from the student file is released to an outside party without written consent from the student.

B. Academic Support

The Law School has been engaged in providing academic support to its student body for many years. Beginning in 1974, the Law School participated in the Southwest Legal Education Opportunity Institute, a six-week institute to prepare minority and disadvantaged students for law school partially funded by CLEO. The participating schools were UNM, Brigham Young, Utah, Arizona State and Arizona and eventually included Wyoming. The Law School subsequently inaugurated a four-week summer program called the Instituto Preparativo Legal for minority and non-minority students provisionally accepted for admission in the Fall whom the faculty believed would benefit from the summer program but who did not meet the eligibility restrictions of CLEO and the Pre-Law Summer Institute operated by the American Indian Law Center, Inc..

Each year approximately 25 students were admitted on condition that they attend a summer pre-law program before starting the Fall semester. In addition, those students were required to take an intensive support-type course initially called Programmed Studies in place

Students

of one regular first semester course—Torts for example. The course emphasized legal analysis, legal method and examination writing.

For many years, enrollment in the first semester Programmed Studies course was mandatory. In the early 1990s, the course title was changed to Legal Analysis Workshop and it used the same subject matter as the course for which it substituted. Targeted students were permitted to opt out of the class and other students were permitted to opt in. Students who were admitted conditionally were strongly encouraged to participate in the course. Eventually, the course evolved into the small section of one of the first semester courses. Accordingly, one of the substantive courses such as Contracts, Criminal Law, Property or Contracts would be divided into three sections rather than the normal two. It was hoped that the smaller section would provide a number of practice exams during the semester, critiqued by the instructor and second or third year student tutors through written comments and personal appointments.

In 1998, the Law School eliminated the first semester Legal Analysis Workshop course. The change was accompanied by the division of more first semester courses into three or more sections. The smaller classes were intended to facilitate more individualized attention and feedback than is possible in the larger two sections. The idea was to mainstream academic support within the Law School by taking advantage of the substantial faculty resources available to students. Today, three substantive courses in the first semester are offered in three sections. Over the years, fewer students were admitted conditionally and the pre-law summer program also evolved. Initially, it was opened to all students and the name was changed to the Pre-enrollment Preparatory Program (PREPP). Beginning in Summer 2006, the Law School ceased offering the summer program, at least temporarily.

As a result, academic support outside of the curriculum rested on an informal program offered on an ad hoc basis. Laurie Zimet, Director of Academic Support at University of California at Hastings, reviewed the program in Fall 2004. She observed a substantial amount of uncoordinated assistance provided by the faculty. She made several recommendations to transform the informal program into a formal one. As a result, the Dean formed an Academic Support Committee in the 2005-2006 academic year. That Committee inventoried the array of informal support efforts provided by the Law School and made recommendations for workshops to train faculty and teaching assistants in the 2006-2007 academic year. Bonnie Stepleton, now Assistant Dean for Student Services, was assigned to assess the academic support assistance needed by individual students and to refer them to faculty and accessibility resources.

In the 2006-2007 academic year, the Committee implemented the recommendations for training and attempted to bring more formal structure to the program. In each first year course section there is an upper-class student who assists first-year students as a tutor. The tutor generally attends classes, provides review sessions during the semester and provides additional support to students holding weekly office hours. In Fall 2006, a workshop was held to provide training to all student tutors, discussing the role of tutors, ethics, time allocation, sensitivity to different learning modes and styles and cultural competencies. One goal of this training was to bring uniformity and consistency to this important part of the

academic support program. The Academic Support Committee also offered a number of workshops open to all students in Spring and Fall semesters. Workshop topics included time management, law school success skills, processing course materials, processing fact patterns, course outlines, note taking in class, planning a response or answer and drafting exam answers.

In the Spring 2007 semester, all students who were on academic probation were assigned a faculty advisor to review first semester exams and provide one on one advisement throughout the semester. All first year students who were on probation at the end of the 2006-2007 academic year were required to attend a four day Academic Success Workshop before the beginning of the Fall 2007 semester. Additionally, first-year students with a GPA of less than 2.2 who received a below passing grade on any examination were invited to attend the Workshop.

In October 2006, the Law School invited Dr. Amy Jarmon, Director of Academic Support at Texas Tech University Law School, to consult with the faculty on subjects including diagnosing problems among first-year students, learning styles, study groups, study habits and student motivation. She also met with the student tutors for first-year courses. Last year, the Law School invited Joan Green, Director of the UNM Office of Accessibility Services, to a faculty meeting to discuss accommodations available through her office for disabled students. The Academic Support Committee also created an Academic Support Library in the Office of Career & Student Services. The library resulted from Dr. Jarmon's visit. The Law School requested copies of academic support materials from law school book publishers and they provided such materials at no charge.

Informal efforts continue to prosper at the Law School. Several professors and student organizations are offering workshops on various topics such as case briefing, note taking, reading legal materials and exam taking. The Indian Law Certificate Program holds regular meetings with the legal writing faculty to monitor the progress and needs of Native American students in the first year.

The Academic Support Committee is attempting to offer a stronger program this year. It will continue to utilize teaching assistants, hold trainings and workshops for teaching assistants and faculty, hold workshops for students, assign faculty advisors to students encountering academic difficulty, maintain the academic support library, and offer the Academic Success Workshop. Workshops are coordinated by Assistant Dean Stepleton, and students in need of assistance and faculty members who wish to refer a student may contact her. In addition, this year the Academic Support Committee plans to meet with first-year faculty to review the work of students who did not perform well on midterms, hold a series of practice exam workshops after the Fall midterm exams and in the Spring semester. Examination workshops will also be available for second-year students. The Committee also plans to develop a web page that provides information to students and faculty about resources available and links other resources. The Committee also hopes to make greater use of the first-year Practicum course. Professor Michael Schwartz of the Washburn University Law School, a specialist on using learning theory in law school class rooms, was invited to meet

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with students this Fall. Professor Larry Kreiger, who will speak to the first-year Practicum course in the Fall, will be invited to present a faculty workshop in the Spring semester.

C. Office of Career & Student Services

The Law School created the Career & Student Services Office in 2001. Both the Assistant Dean for Career Services and the Assistant Dean for Student Services are attorneys and graduates of the Law School. They counsel students about all aspects of their law school experience, from class selection issues, to handling conflicts with other students and faculty, and providing information about mentoring programs, writing contests, and other opportunities such as moot court and mock trial competitions.

The Career & Student Services Office serves as a key point of interface between the Law School and the wider legal community. With the creation of a Career & Student Services Office in 2001, permanent processes for making employment opportunities available to all students have been instituted. It provides information to students and graduates about employment, externship, fellowship and other opportunities via email and an online database.

In furtherance of the ABA Standard regarding non-discrimination, and consistent with best practices from the National Association for Law Placement, completion of a job vacancy form, whether by paper or by electronic means, includes acceptance by the employer of the Law School's non-discrimination policy. That language is also included on all announcements sent out in connection with military recruitment. As a means of amelioration, such notices also state that the armed forces are not in compliance with the Law School's anti-discrimination policy. Although the Law School does make space available within our facility for military recruiting as required by the University, we do sponsor amelioration programs while they are on campus including a placing a table in the public forum containing extensive information about the military practices relating to gays and lesbians and the legal response to these practices. Members of the faculty staff the table for at least four hours.

Because the Law School has a large minority student population, some employers wish to do recruitment for diversity purposes. Career & Student Services will post information about employment opportunities, but will not promote in other ways, including use of space for interviews, any gender-, sex-, religion- or race-based recruitment. Career & Student Services is responsive to students, including providing opportunities for students to experience alternative legal careers, and serving all students regardless of class rank. A judicial clerkship workshop has been developed where students can gain practice in working with an appellate judge and learn all of the stages of the application process. In 2005, 14 applicants were successful in obtaining clerkships; in 2006 the number of clerkships was 10, and 10 in 2007. Despite the success of our clerkship program, we want to do better, especially in the arena of federal district and circuit courts.

Mentorship programs, the State Bar Summer program (which provides employment for about a dozen first year students each year), and opportunities for students to participate in the State Bar, Albuquerque Bar, Hispanic Bar and Inn of Court have become regularized. On-Campus Interviews are conducted in the Fall and throughout the year on a smaller scale, and attract a larger number of in-state and out-of-state employers each year. UNM

traditionally has a larger proportion of its graduates take government, public interest and judicial clerkship jobs than do other law schools, ordinarily some 40% of each class. This has meant giving students opportunities to meet and work with government and public interest employers who typically do not use on-campus interviews for recruitment. In addition, the attorney/counselors in the Career & Student Services Office provide a full range of career and professional development advice and assistance, through personal counseling, regular and special programs about the law (such as ABA Section sessions for students on Affordable Housing, Labor and Employment Law, and Family Law, to name but three within the past two years), mock employment interviews, resume reviews, and a user-friendly website. The Career & Student Services Office assists students with finding work while in school and upon graduation, and offers access to other career counselors and tools for evaluating workplace strengths.

After graduation, the Career & Student Services Office works with alumni to help them find employment in a competitive legal market. Graduates are recruited for work in law firms, businesses, government agencies, and public interest organizations throughout the Southwest, the rest of the country, and the world. The Law School's alumni are represented on all New Mexico state courts, including the New Mexico Supreme Court; are partners in major law firms in Albuquerque, Washington, DC, and other large cities; are leaders in the state legislature and the executive branch; and hold positions throughout the legal academy.

Placement data are collected from each class at the time of graduation and again six months after graduation. Because many positions in New Mexico are with small employers who do not make commitments until after bar examination results are known, some students are not employed until after results of the bar exam are released. It should also be noted that salaries in New Mexico are quite low. For Fall 2007, major Albuquerque law firms are offering a maximum between \$60,000 and \$70,000, while those in other Rocky Mountain metropolitan areas (i.e., Denver, Salt Lake City) have maximums of \$90,000. Recent employment statistics are set forth in the following tables.

Students

Employment Survey Data By Year of Graduation 2006, 2005, and 2004

Class of 2006		
	<u>Number</u>	<u>Percentage</u>
Number of Graduates	114	
Employment Status Known	113	99
Total Employed	109	96.5
Type of Employment		
Bar Required - Full Time	85	75.2
Bar Required - Part Time	1	0.9
J.D. Preferred - Full Time	3	2.7
Non-Professional Other - Part Time	1	0.9
Professional Other - Full Time	7	6.2
Employed, Type Unknown	12	10.6
Full-Time Degree Student	3	2.7
Studying For Bar	1	0.9
Job Status Unknown	1	0.9
Median Salary For Those Reporting Salary		\$45,000.00

Class of 2005		
	<u>Number</u>	<u>Percentage</u>
Number of Graduates	99	
Employment Status Known	99	100
Total Employed	91	91.9
Type of Employment		
Bar Required - Full Time	75	75.8
Bar Required - Part Time	2	2
J.D. Preferred - Full Time	3	3
J.D. Preferred - Part Time	3	3
Non-Professional Other - Part Time	2	2
Professional Other - Full Time	3	3
Professional Other - Part Time	2	2
Employed, Type Unknown	1	1
Unemployed Seeking Work	2	2
Unemployed Not Seeking Work	2	2
Full-Time Degree Student	1	1
Studying For Bar	3	3
Median Salary For Those Reporting Salary		\$46,500.00

Class of 2004		
	<u>Number</u>	<u>Percentage</u>
Number Of Graduates	92	
Employment Status Known	91	98.9
Total Employed	83	91.2
Type of Employment		
Bar Required - Full Time	68	74.7
Bar Required - Part Time	4	4.4
J.D. Preferred - Full Time	6	6.6
J.D. Preferred - Part Time	1	1.1
Non-Professional Other - Full Time	1	1.1
Professional Other - Full Time	2	2.2
Professional Other - Part Time	1	1.1
Unemployed Seeking Work	1	1.1
Unemployed Not Seeking Work	1	1.1
Full Time Degree Student	2	2.2
Studying For The Bar	4	4.4
Job Status Unknown	1	1.1
Median Salary For Those Reporting Salary		\$42,500.00

The table below provides a breakdown of our graduates' employment by category:

Type of Practice	2006	2005
Private Practice	55	40
Government	18	22
Judicial Clerkship	10	14
Business	6	5
Public Interest	13	4
Academic	5	3

The Office of Career & Student Services also supports all students with a qualified disability while in law school and after graduation. Students who identify themselves as a person with a disability, and who qualify for accommodation, are granted accommodation through the main campus office of Accessibility Services (AS). The Assistant Dean of Student Services acts as a liaison between AS and the Law School in helping students obtain accommodations, and helps in putting the accommodations in place. Accommodations secured for law students with disabilities include extra time on exams, large print materials, materials in Braille, materials in screen reader friendly formats, screen reader software such as JAWS, computer hardware, Genie large print projection equipment, audio tapes, tutors, mobility training and readers. The office assists new graduates with their applications for accommodation on the bar exam and for the bar review courses. The Assistant Dean of Student Services has provided training to professors and tutors in disability awareness and sensitivity. The two counselors provide one-on-one support and counseling to students with disabilities. The office helps students secure services and funding through outside agencies such as the Commission for the Blind and the Division of Vocational Rehabilitation. The Assistant Dean of Student Services' work was recognized by the University with the 2006

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Disability Advisory Group award for assisting students with disabilities. In order to ensure accessibility, the Law School's website complies with ADA Section 508, W3C Web Content Accessibility Guidelines priority 2, W3C XHTML 1.0, and W3C CSS 2. The site has been optimized for use with the popular screenreaders WindowEyes and JAWS.

IX. Pro Bono Opportunities

UNM Law School provides substantial opportunities for students to participate in pro bono activities. The Law School has a long-standing graduation requirement that every student must successfully complete a six-credit clinical practice class. There are several clinics that students can choose from to fulfill this requirement, including a Community Lawyering Clinic that serves people with limited means, the Southwest Indian Law Clinic, which often has underserved tribes and individuals as clients, and a new Economic Development Clinic that serves the needs of small business. In addition to this semester-long course, a student can elect to take Advanced Clinic, which permits students to continue to serve clients beyond the time-frame of one semester.

The UNM Clinical Law Program also maintains an-ever evolving list of judicial, agency, and ADR externship opportunities to work under the direction of an attorney for law school credit. Students are encouraged to undertake an externship in any semester after the first year, including summer session. Students are allowed to do up to two externships for credit. The Law School recently introduced a Criminal Law in Practice class to meet the needs of students who would like an intensive placement experience at the offices of the District Attorney and the New Mexico Public Defender. Students in this class handle cases and represent clients under the supervision of a law school faculty member, who meets with them in the classroom, and under the direction of prosecutors and public defenders. Other classes that have a substantial pro bono component include the Innocence and Justice Project and Access to Justice Seminars.

Student organizations also provide substantial opportunities for students to do pro bono work. One recent example was that of the UNM Law Student Tax Club, which offered free tax assistance for weeks in advance of the most recent income tax filing deadline. Another example is the UNM Asian American Law Students Association, which along with students in the Clinical Law Program, mounted a successful campaign to remove a provision of the state constitution that authorized anti-Asian land covenants. Yet another example is students in the Association of Public Interest Law Students who helped lobby for a statewide loan repayment program to provide debt relief to lawyers who serve as district attorneys, public defenders and legal aid lawyers.

There are also volunteer opportunities for students made available through the Office of Career & Student Services. One example of this was when the New Mexico Appellate Public Defenders faced a caseload crisis due to a Supreme Court decision. Eight UNM Law School students volunteered to review cases and prepare docketing statements. Students who complete the 40-hour Mediation course regularly volunteer as mediators in the Metropolitan Court in Albuquerque. The State Bar of New Mexico has made it possible for students to join the bar and to serve on bar committees, which has resulted in the participation of a number of Law School students. Another outstanding opportunity to combine pro bono activity with

legal work and education is provided by Professor James Ellis, who organizes teams of students who assist him in preparing U.S. Supreme Court briefs in actual cases.

X. Financial Aid

The University of New Mexico Office of Student Financial Aid has an office located in the Law School student services suite. The office is staffed by a central administration financial aid officer, whose responsibilities include the processing and awarding of federal and state financial aid for law and nursing students. Law students are eligible for federal Perkins Loans, federal Stafford Loans, PLUS Loans, and federal and state work-study awards. Alternative educational loans are also processed and certified by the law and nursing financial aid officer. The Law School's Assistant Dean for Admissions and Financial Aid is responsible for law school grant and scholarship awards.

In addition to federal loan programs, a limited amount of scholarship and grant funding is available through the Law School's endowment and gift accounts. Students file the Access Group's Need Access on-line application to be considered for law school need-based aid. All first-year applicants are considered for merit scholarships based on their admissions application files. There are also scholarships for upperclass students, consisting of a mixture of merit-based and merit- and need-based scholarships. The awarding of these scholarships is overseen by the Law School's Assistant Dean of Financial Aid and the Law School's Financial Aid Committee, and is based on the guidelines established by the UNM Foundation and the donors.

Until recently, the Law School maintained a policy which prohibited first year, first semester students from employment. Beginning in Fall 2006, the Law School launched a three-year pilot period during which first year first semester students would be strongly discouraged from working, and, prior to beginning a maximum of 15 weekly hours of employment and during the course of the semester, would be required to meet with an advisor from the Office of Career & Student Services (OCSS) for counseling and tracking.

Arguments in favor of allowing the pilot period included economic concerns of entering law students and beliefs that the policy disproportionately burdens nontraditional students' existing community connections. Of the 16 first-year students who worked in Fall 2006, six finished in the top quartile; one in the second; four in the third; and five in the fourth. Their overall GPA was 2.8362. The overall GPA for the first-year class was virtually identical at 2.8592.

Second- and third-year students may work up to twenty hours per week. Law School work study student salary rates are \$9.00/hour in the first year, \$10.00/hour in the second year, and \$11.00/hour in the third year.

The table below provides information about the amount of grants and loans, and the number of recipients over the past five years.

Students

Academic Year	Grants-Fellowships and Scholarships		Loans	
	Amount	# of Recipients	Amount	# of Recipients
2001-2002	342,862	66	3,752,994	250
2002-2003	437,323	71	4,150,463	263
2003-2004	471,724	68	4,255,136	265
2004-2005	474,596	74	5,947,323	294
2005-2006	636,165	89	4,803,538	288

The major source of law grants has been the W.E. and Hazel T. Bondurant Fund, established in 1973 through a bequest. The Fund, together with income from additional endowments, covers need-based grants, merit grants, and amounts for work study salaries above the federal contribution. In addition, the salaries for student tutors and a few others who are ineligible for work study are paid from the Bondurant account. It should be noted that the Law School has a policy of requiring all students seeking need-based grants to provide full parental information or certification of financial independence. The Law School receives annual amounts from the State Scholars in Law Account. The Law Account currently provides approximately \$70,000 per year, to be awarded to New Mexico residents in an amount not greater than tuition. As other law schools seek to diversify their student bodies, our strongest New Mexico residents are receiving offers that we are unable to match. Given our limited funding, we are unable to offer significant scholarships to nonresidents.

Native American law students receive full resident tuition grants; half of this is provided by the University and half by the Law School. In 2006-2007, the total amount so allocated was \$353,905. The Law School's share was thus \$176,953. Many applicants admitted to UNM who have chosen to attend another law school have indicated that our level of funding compares unfavorably with awards being made to Native American applicants by competing law schools. This is a matter of considerable concern in light of our nationally recognized Indian law program. In 2005, the state law regarding resident student tuition rates was amended to make eligible for resident tuition rates a member of an Indian nation, tribe or pueblo located in New Mexico regardless of the member's residence prior to acceptance to the graduate program. Native American students are also eligible for the Toby Grossman Scholarship, which is awarded to Native students who as attorneys will provide leadership and service to Indian communities. Specifically, it is awarded to students with a high potential for success in law school who have close ties and demonstrated commitment to the Indian community.

In Spring 2007, the Law School was awarded a grant of \$60,000 to fund two constitutional law fellowship grants to second year students on a competitive basis. These grants provide two full years of tuition plus a small stipend to students who are interested in preparing for a career in constitutional law litigation. The Law School's Constitutional Law Fellowship Committee meets with the selected Fellows to design an effective curriculum that combines doctrinal courses in constitutional law with hands-on field experience grappling with actual legal cases and projects involving applied constitutional law. The Law School

will make a concerted effort to continue this fellowship program in the future, and to expand the concept into other arenas of student interest.

The table on the preceding page indicates that over the past several years, the total amount of loans borrowed by our law students was \$22,909,454. Because starting salaries in New Mexico are comparatively lower than other states in the region, and many of our students are interested in public interest/alternative law positions, this trend is troublesome. The Career & Student Services Office was instrumental in bringing about a statewide public interest law loan repayment program to benefit district attorneys, public defenders and legal services lawyers. For four years, Assistant Dean of Career Services John Feldman, organized and led the coalition of lawyers and students that drafted the legislation, husbanded the bill through the legislature, and secured the signature of the Governor. He and Assistant Dean of Admissions Susan Mitchell now serve on the five-member LRAP Advisory Committee for the State Department of Higher Education, and lawyers from UNM and elsewhere have been beneficiaries of loan repayment assistance for over a year. Additionally, Professor Emeritus Peter Winograd recently helped lead a national effort that resulted in passage of federal legislation that will provide for forgiveness of federal education loans for graduates who work for non-profit organizations or governmental agencies and who make repayments during the ten-year period on an income-contingent basis.

In recognizing the need for most students to incur substantial loans during their legal studies, the Law School has introduced several mechanisms to assist students in dealing with financial issues. In Practicum, first year students are introduced to the economics of law practice. Through 2007, the Assistant Dean for Admissions and Financial Aid has held workshops for students regarding student loans repayment, deferment, budgeting through taking the bar exam, bridge loans, and bar exam scholarships. The Career & Student Services Office will hold a comprehensive workshop on debt and financial management beginning in Spring 2008. One of our business law faculty has taught a financial literacy course each semester for the last two academic years, which is a one credit course designed to help students and their future clients become more educated about consumer credit, saving, investing, and overall financial health.

XI. Bar Examination

Almost all students who have graduated from the University of New Mexico Law School in recent years have taken a bar examination. The overwhelming majority of Law School graduates who sit for a bar examination do so in New Mexico. In 2005, 100 students graduated from the Law School. In July 2005 and February 2006, 90 Law School graduates took the New Mexico bar examination for the first time and 86 (95.6%) passed. In 2006, 119 students graduated from the Law School. In July 2006 and February 2007, 105 Law School graduates took the New Mexico bar examination for the first time and 97 (92.4%) passed. In July 2007, 84 Law School graduates took the New Mexico bar examination for the first time and 75 (89%) passed. Law School graduates have generally performed well, as indicated by the following tables which provide detailed data for both Law School graduates and graduates of other law schools.

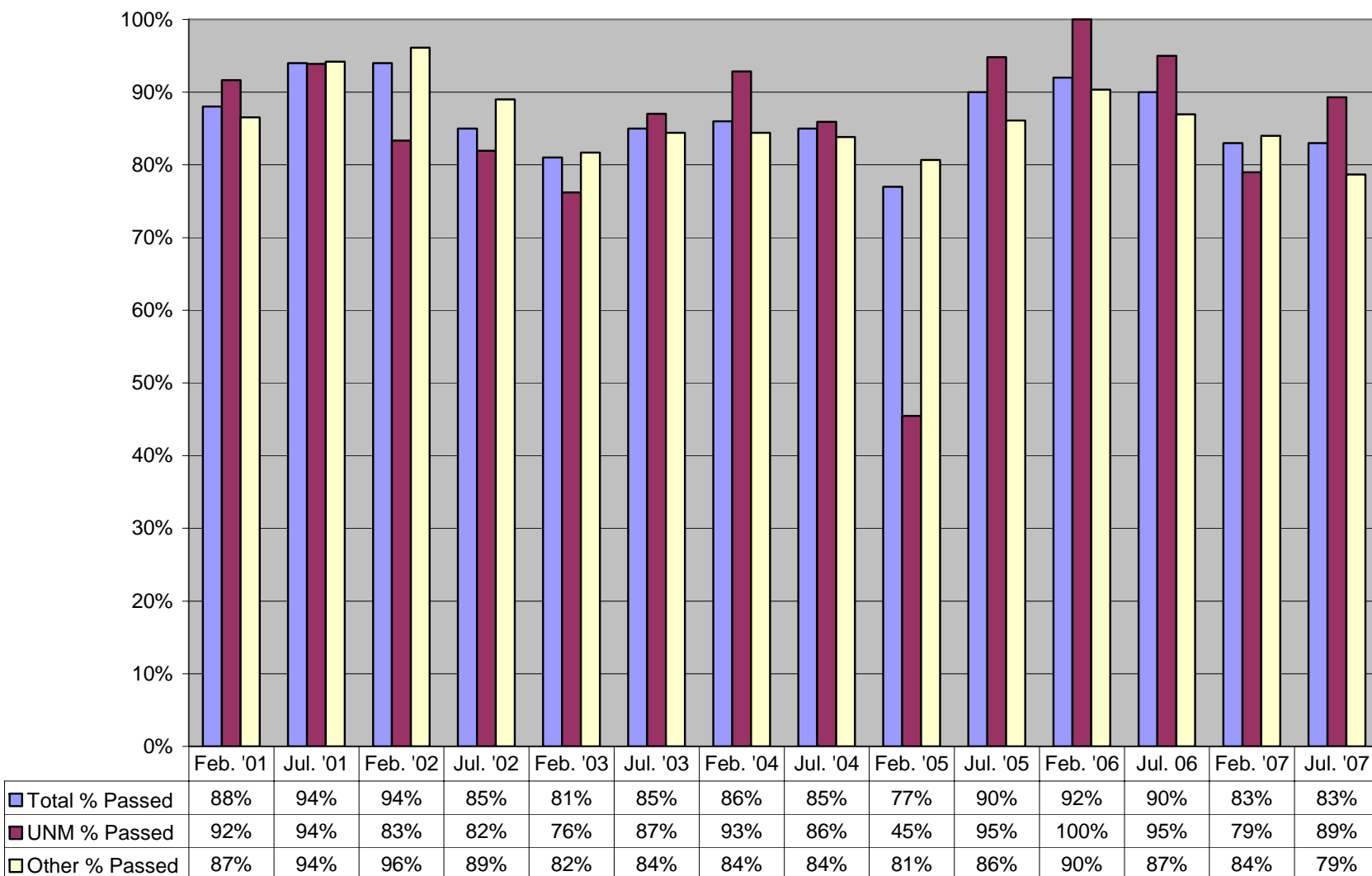
Students

New Mexico Bar Results for Law School Graduates
February 2001 through February 2007

First Time Takers												
Date	Total Took	UNM Took	Other Took	Total % Passed	UNM Passed	UNM % Passed	Other Passed	Other % Passed	UNM Failed	UNM % Failed	Other Failed	Other % Failed
Feb. '01	64	12	52	88%	11	92%	45	87%	1	8%	7	13%
Jul. '01	151	82	69	94%	77	94%	65	94%	5	6%	4	6%
Feb. '02	89	12	77	94%	10	83%	74	96%	2	17%	3	4%
Jul. '02	165	83	82	85%	68	82%	73	89%	15	18%	9	11%
Feb. '03	103	21	82	81%	16	76%	67	82%	5	24%	15	18%
Jul. '03	186	77	109	85%	67	87%	92	84%	10	13%	17	16%
Feb. '04	91	14	77	86%	13	93%	65	84%	1	7%	12	16%
Jul. '04	176	71	105	85%	61	86%	88	84%	10	14%	17	16%
Feb. '05	99	11	88	77%	5	45%	71	81%	6	55%	17	19%
Jul. '05	192	77	115	90%	73	95%	99	86%	4	5%	16	14%
Feb. '06	96	13	83	92%	13	100%	75	90%	0	0%	8	10%
Jul. '06	206	91	115	90%	86	95%	100	87%	5	5%	15	13%
Feb. '07	120	14	106	83%	11	79%	89	84%	3	21%	17	16%
Jul. '07	220	84	136	83%	75	89%	107	79%	9	11%	29	21%
Total:	1958	662	1296	87%	586	89%	1110	86%	76	11%	186	14%

Repeaters												
Date	Total Took	UNM Took	Other Took	Total % Passed	UNM Passed	UNM % Passed	Other Passed	Other % Passed	UNM Failed	UNM % Failed	Other Failed	Other % Failed
Feb. '01	12	5	7	42%	2	40%	3	43%	3	60%	4	57%
Jul. '01	14	4	10	50%	3	75%	4	40%	1	25%	6	60%
Feb. '02	14	8	6	50%	3	38%	4	67%	5	63%	2	33%
Jul. '02	7	3	4	71%	2	67%	3	75%	1	33%	1	25%
Feb. '03	23	15	8	52%	8	53%	4	50%	7	47%	4	50%
Jul. '03	21	12	9	62%	6	50%	7	78%	6	50%	2	22%
Feb. '04	31	14	17	48%	8	57%	7	41%	6	43%	10	59%
Jul. '04	24	9	15	54%	6	67%	7	47%	3	33%	8	53%
Feb. '05	28	11	17	71%	7	64%	13	76%	4	36%	4	24%
Jul. '05	23	9	14	39%	5	56%	4	29%	4	44%	10	71%
Feb. '06	22	4	18	64%	2	50%	12	67%	2	50%	6	33%
Jul. '06	15	3	12	27%	0	0%	4	33%	3	100%	8	67%
Feb. '07	21	6	15	48%	3	50%	7	47%	3	50%	8	53%
Jul. '07	21	5	16	29%	1	20%	5	31%	4	80%	11	69%
Total:	276	108	168	51%	56	52%	84	50%	52	48%	84	50%

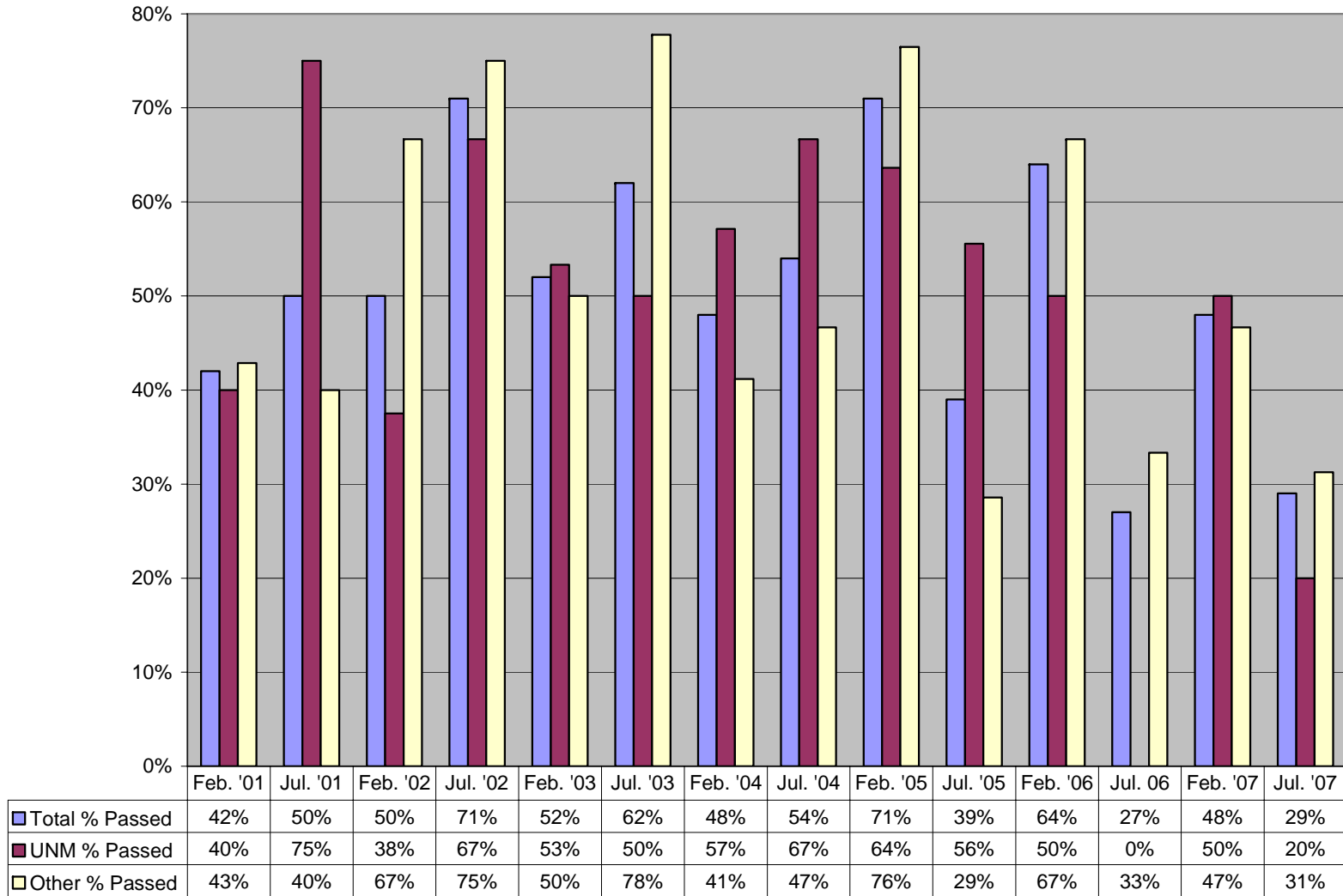
New Mexico Bar Results for Law School Graduates February 2001 through July 2007 First-Time Takers



■ Total % Passed
 ■ UNM % Passed
 ■ Other % Passed

Students

**New Mexico Bar Results for Law School Graduates
February 2001 through July 2007
Repeat Takers**



6

⁶ July 2005 Total % Passed rate of 33% given by New Mexico State Bar differs from our calculation of 39%. See Appendix N.

XII. Student Survey (Appendix N)

The Student Affairs Committee administered two surveys to students at the Law School. The point of both surveys was to collect data from students that would allow us to think critically about how we might continue to improve as a law school. For purposes of the Self Study, we also recognized that student input, whether positive or negative, would enable us to take a good, hard look at ourselves. One survey focused on the Law School's facilities; the other focused on the classroom experience and law school community. We collected around 200 responses for both surveys.

The first survey queried students on their views of possible improvements to the Law School's facilities. We sought student input on where the Law School should prioritize its capital improvement efforts. Students were asked to rate the importance of re-decorating the Forum, improving the quality of food sold at the snack bar, creating a new dining space, renovating the bathrooms and shower in Bratton Hall, installing an LCD monitor inside Bratton Hall that lists events at UNMSOL, and adding seating in the outdoor patio areas. The survey also contained an open-ended question that asked the students for suggestions on other possible improvements. The second survey asked students for their views of the classroom and the law school community. With respect to the classroom, they were asked to evaluate the teaching at the Law School: overall level of satisfaction with the quality of classroom instruction; preparation of professors; level of classroom engagement by the professors; and accessibility of the professors outside of class. The survey then asked students about their own level of commitment to and engagement in the classroom. Among other things, the survey asked how often students attended class, whether they prepared for class and how carefully they did so, whether they worked during the semester and how many hours a week they were working. The survey also explored the extent of student engagement with the law school community. Finally, the survey closed with two open-ended questions: "What's working at the law school? What's not?", and "Please add any other comments you wish to make on what the law school could do to increase the quality of your experience in the classroom or in the law school community."

One conclusion that might be reached from the survey is the declining engagement with their legal studies that a number of our law students experience as they move into the second and third years. This sense of student disengagement as perceived by several faculty members was one of the reasons behind conducting the survey in the first place. The faculty is committed to exploring the reasons for upper division students' disengagement with the goal of keeping more students fully engaged in our educational process all three years. One reason for the detachment is likely the simple economics of the need to work to pay for their education, but there may well be other important reasons that are within our control to change. Our comprehensive review of our curriculum and teaching methodology, with special emphasis on the second and third years may yield dividends in regard to student engagement throughout their legal education. This simply gives us more reason to pursue this goal previously outlined in the Section on Program of Legal Education.

The student survey revealed that student diversity is a significant benefit for many law students. The student survey asked "What's working at the law school? What's not?" One

Students

student commented, “The diversity of students is amazing. I have made close friendships with people I would never have spoken to before law school. I thoroughly enjoy my experience.” Another student wrote, “ethnic/gender diversity is awesome.” An additional comment to the student survey was, “The diversity and passion of the student body has added more to my experience than any other factor—it’s the best part of a very good school.” However, the positive responses to our diversity were not universal. One law student remarked that “focus on diversity can get tiresome,” and another student noted, “Law school places too much emphasis on race and class, and the law school promotes ‘diversity’ at the expense of equality.” The faculty is well aware that recognizing and appreciating the strengths in diversity in law school and the profession is not accomplished simply by admitting a diverse class of students. We are committed to having diversity in our student body, and to making that diversity a success, so we will continue to strive improve our skills in dealing with diversity in relationship to the important formative years of our students’ professional careers.

Laptop use was also an area in which students were asked to comment. Beginning in the Fall 2006 semester, the Law School requires all incoming first-year students to have a laptop computer. The requirement of a laptop computer has significantly increased its use in the classroom. Ninety-four (84%) of 112 first-year students who responded to the student survey use a laptop in class. Thirty-nine (73%) of 53 second year students who responded to the student survey report using a laptop in class. Nineteen (59%) of 32 third-year law students who responded to the student survey use a laptop in class. However, wireless access to the Internet has increased the availability of computer-accessed distractions to students. The student survey revealed that other law students become distracted when a student uses the Internet during class. Students who admit to using laptops during class for non-class related activities cite boredom, email checking, and multi-tasking due to lack of time as the primary reasons for its use. Although the Law School has not instituted a policy in regard to classroom laptop use for non-class purposes, some faculty members have instituted their own policies, restricting classroom laptop use to taking course notes.

The student survey reflected a concern among a small number of students that the environment at the Law School inhibits the full airing of conservative viewpoints. Other students have expressed a hesitancy to express their progressive perspectives. The faculty will continue to work to make sure that all students can participate fully in the learning environment regardless of their divergent viewpoints and have opportunities in and out of the classroom to explore issues from many different perspectives.

XIII. Conclusion and Goals

Our students and our graduates are the heart of everything we do. We are proud of every admitted student and of every graduate who succeeds. Those we admit to our Law School, and those who matriculate, deserve to be here, and they deserve our best efforts to prepare them for success as the lawyers and leaders. UNM Law School students have performed very well as law students, in bar passage, and in securing employment. Moreover, they have emerged as the leaders of the bench and bar of the state of New Mexico. Our challenge is to become the law school of choice for most New Mexico citizens and to serve them well when they choose to enter our program of legal education. We have opportunities

to improve our performance on both influencing the applicants' choice of school, and on performing our educational mission in a manner that validates our students' choice. It is in this spirit that we set the following goals for ourselves:

- In recognition of the fact that many New Mexicans choose not to apply to our law school, and others choose other law schools over ours given the choice, we will explore this message to wherever it leads us, enhancing our marketing and recruitment efforts, increasing our financial aid packages with more merit scholarships, and reforming our program of legal studies in a manner that positions us as the law school which produces the most qualified graduates in our region.
- To further the success of our students in law school and upon entry into the legal profession, we will institute a program to assign a faculty advisor to each law student beginning this year, and we will establish an individual-centered team approach to providing comprehensive academic support.

Information Resources

I. Introduction

Information resources within the Law School include the Law Library, Computer and Technology Support, and Media Services Center. These Law School resources are provided to faculty and students, to the public, and to various other groups as appropriate given the Law School's mission. The Law School aspires to a high level of service in each of these areas and is well regarded for its success in these areas by the Law School's faculty and students.

II. Law Library

A. Introduction and Law Library Mission

The University of New Mexico School of Law Library is an autonomous library, functioning as part of the Law School. The Law Library's policies are established by the Law Library Director under the oversight of the Law School Dean and in consultation with the law faculty. The Law School's Library and Instructional Technology Committee, which consists of the Law Library Director and two or three Law School faculty members, provides input on Library matters excluding promotion and tenure policies and decisions which are reviewed by the Law School's Faculty Affairs Committee.

The Law Library serves and supports the Law School in its mission of educating and training students to become excellent lawyers who will enrich the local community after graduation, and in focusing resources through education, research and service on some of New Mexico's most pressing legal needs. In its role as the only large academic law library in the state of New Mexico, in addition to providing library services and information resources to the Law School faculty, staff, students and alumni, the Law Library also strives to provide services and resources to other New Mexico legal practitioners; UNM faculty and students; faculty and students from other educational institutions, including paralegal programs; state government and court system employees; and members of the general public.

B. Law Library Personnel

The Law Library is managed by a Director who is a tenure-track member of the Law School faculty. The Law School undertook a search for a new director in 2003, which resulted in the hire of the current Director in 2004. This is her first directorship; however, she has 10 years of professional law library experience. The Law Library Director was reviewed for retention and promoted in 2007. The Law Library Director teaches courses within the Law School in addition to managing the Law Library. Currently, she teaches Advanced Legal Research, International Legal Research, and Wills and Trusts. The Law Library Director serves as chair of the Law Library faculty, and serves on various other Law School committees.

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The Law Library faculty hold a mix of tenured, tenure-track and non-tenure-track appointments under the University tenure and promotion system. Currently, the Law Library faculty consists of five librarians in addition to the Director, four of whom hold J.D. degrees. One is tenured (M.L.S. degree), three are tenure-track (J.D. and M.L.S. degrees) and one is a non-tenure-track visiting librarian (J.D. degree). One tenure-track position is currently vacant. A national search is underway to fill the position. The Director also intends to convert the visiting librarian position to a permanent tenure-track position before the expiration of the current visitor's appointment in 2008-2009, which will increase the Law Library faculty to six librarians excluding the Director—a record number for this library. All of the law librarians currently teach advanced research classes within the Law School in addition to providing reference and faculty research support services, assisting with collection development and management, and other administrative duties as assigned. It is anticipated that any new hires will do the same. Most of the law librarians also serve on various Law School committees.

The 2006-2007 academic year was one of change for the Law Library faculty with turnover occurring in three positions due to two retirements and another librarian leaving to take a position at another law school. Of the five librarians currently on the faculty, one started as recently as August 1, 2007, and another as recently as September 1, 2007. The current Director's emphasis on making tenure-track appointments to the Law Library faculty represents a distinct change for the Law Library and it is hoped this change will enable the Law Library to better recruit and retain qualified faculty members.

Currently, the Law Library staff totals 10 FTEs. Staff members are a mix of exempt salaried employees and hourly bargaining-unit employees. In addition the Library employs several part-time student employees. The permanent staff size is down significantly from historical levels which averaged 15-20 staff members. This planned reduction in staffing levels occurred slowly over the past few years as part of an organizational restructuring undertaken by the new Director in 2004. It was accomplished by not filling vacant staff positions, reassigning the remaining staff members to new roles and responsibilities, hiring part-time law student employees to work at the circulation desk and the Faculty Research Assistant Pool in the Law Library (students total 3.3 FTEs). The staff restructuring reflects a greater emphasis on faculty research support, instructional services and acquisition of electronic resources, and less emphasis on processing and managing print materials which had necessitated a larger support staff. In 2006, the Law Library created a new staff position to assist with various digital preservation initiatives and other technological needs, and it is in the process of creating a new part-time staff position to assist with various print preservation and collection management initiatives.

The staff restructuring reduced the number of distinct units in the Law Library to only three—Administration, Faculty and Public Services, and Technical Services. More recently, another unit was developed to manage electronic resources and various technology needs. Middle-management layers were added to the reporting structure in 2004. Consequently, only two individuals now report directly to the Law Library Director—an associate director and the office manager. A very capable tenure-track librarian with a talent for management was promoted to associate director and oversees the day-to-day operations of the Law

Library. The Director retains direct responsibility for fiscal, personnel and facilities management, assisted by the Law Library office manager and an administrative assistant.

Creating fewer divisions within the Law Library made it easier to deploy staff to areas in need of the most support and attention. For example, an acute backlog of material waiting for check-in by the serials staff developed in 2000-2001 due to the ill health and ultimate disability retirement of the serials paraprofessional. In some cases, updating material sat on the shelves in Technical Services for more than three years without making it to the Library stacks. Meanwhile in the Acquisitions division, three employees were underutilized since the Law Library was not buying or cataloging monographs due to a budget shortfall. The associate director undertook the task of melding these disparate divisions into a cohesive team. Under her leadership, the serials backlog was checked-in within three months by bringing all hands to bear on the task. The most recent example of the organizational flexibility now available was the ease with which a unit to manage technology and electronic resources was created by a few strategic shifts in staff responsibilities.

Subsequent to the restructuring, two bargaining-unit staff members were also promoted to reflect increased responsibilities, and two others are currently undertaking “career ladders” within the University’s human resources promotion and compensation system to increase their compensation to reflect new roles and responsibilities. In 2004-2005, the Law Library Director also worked with the University Libraries, Health Sciences Library, and Human Resources department to conduct a national salary survey to ensure competitive salary ranges for these positions and to revise the University’s library support staff job descriptions to better reflect current needs. The Law Library ensures that all support staff receive timely performance evaluations and do goal setting annually. Still underway is the task of revising internal job descriptions and creating written procedure manuals to reflect the recent reorganization.

The team effort used to eliminate the serials check-in backlog exemplifies the culture the Director and associate director have worked to create within the Law Library—faculty members are first and foremost “law librarians” and do not specialize to the extent that they become unable to assist with basic library functions of reference, teaching, and collection development. Likewise, although staff members currently specialize within their areas of responsibility, all may expect to be called upon to assist with new roles and responsibilities as the library collection and services evolve. This message has been especially important as the Law Library has worked to transform a portion of its collection from print format to digital format. All indications are that the morale of the Law Library faculty and staff is good; however, it is essential that both the faculty and staff are trained and prepared to meet the challenge of the continuously evolving roles and responsibilities in modern academic law libraries like this.

Consistent with the policy of the Law School, Law Library faculty members undergo annual written reviews, including post-tenure faculty. The Law School policy creating the Law Library faculty was adopted in 1975. The Law Library faculty is also governed by the official University tenure and promotion policy which was adopted in 1998. The Law Library faculty is currently in the last stages of updating its promotion and tenure policies and it is

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anticipated that this process will be completed during the 2007-2008 academic year. At that point the policies will be reviewed by the Law School's Faculty Affairs Committee. In addition to ongoing, informal support on a day-to-day basis, formal policies in support of professional development are also being prepared. These include continuing to provide support for travel to national and regional conferences for continuing education and presentation opportunities, and support for committee work and other service within professional organizations, which the Law Library has done a good job of in recent years. Most of the law librarians attend at least two to three conferences per year. Also, in support of their roles as Law School teachers, all law librarian classes are visited by the Director at least once each semester, and all of the librarians attend an annual retreat which gives them opportunities to share teaching tips and materials, and discuss ways in which to enhance their teaching. Finally, the librarians need formal support for their scholarship. It is anticipated that this will include periods of administrative leave and/or sabbaticals but the Library is just beginning to implement this goal. In completing this process, the Law Library seeks to ensure that adequate professional development opportunities exist for the Library faculty to attain the high levels of achievement in teaching, scholarship and service, in addition to their librarian roles and responsibilities, consistent with their status as tenured and tenure-track faculty members. Drafts of policies that will accomplish these goals, and which are currently under review, are available in the Law Library Faculty Handbook.

C. Budget and Financial Management

Funding mechanisms for academic libraries in the state of New Mexico are somewhat unusual, and in many cases New Mexico libraries rely on legislative appropriations and general obligation bond revenue that is distributed pursuant to statutory formulae. Fortunately, while the Law Library does receive legislative appropriations and some bond revenue, the primary source of its revenue comes from annual University allocations made directly to the Law School. In the past, the amount and number of appropriations and bond revenue has varied substantially from year to year, resulting in unpredictable windfalls and shortfalls. Managing a law library collection of print sources in need of continuous updating presents special challenges when revenue sources ebb and flow with political tides.

Fortunately, the Law Library enjoys strong support from the Law School administration and faculty as well as the University president and Board of Regents. In fact, the 2004 University Strategic Plan specified the goal of increasing funding for library acquisitions by \$250,000. In the 2005 and 2006 legislative sessions, the University made new funding for the Law Library one its highest legislative priorities. Consequently, in 2005 the University obtained a one-time Law Library appropriation of \$247,000, and in 2006 the University succeeded in obtaining a recurring Law Library appropriation of \$243,000. The newly recurring appropriation for the Law Library, together with its base University allocation (\$1,645,809 in FY2007-2008), fairly reliable biannual bond revenue (\$10,274.36 for FY2007-2009), and occasional gifts from private donors (\$17,215.46 in FY2006-2007) have put the Law Library on sound financial ground. Law Library spending on key information resources in FY2005-2006 was as follows: monographs \$69,874; print serials \$333,580; and database licenses \$381,770. The 2006 Fall ABA Questionnaire ranked the Law School's spending on library materials at 45th among all reporting Law Schools on a per student basis (see question 11-6).

The outlook was quite different a few years ago. The Library struggled with significant budgetary shortfalls especially in FY2003-2004 and FY2004-2005. Between FY1998-1999 and FY2004-2005, the University allocation for acquisitions and operating expenses increased by just 11%, with 10.6% of that realized in FY2000-2001. Thus 2001 was the last year in which the Law Library acquisitions budget saw a meaningful increase. Given the inflation rate for legal materials, the Law Library lost about one-third of its acquisitions buying power between 1989 and 2005. As its budget got leaner, the Library had to rely on intermittent special legislative appropriations, gifts and donations to make up the shortfall. But after 2001 the special appropriations stopped. By 2003 the Library Foundation account was also depleted. FY2003-2004 was especially difficult. Acquisition funds were gone by mid-year. All monographic purchasing ceased and an aggressive campaign was undertaken to identify serials to cancel. In FY2004-2005, revenue was still inadequate, and cancellations continued despite the cost saving staff reductions undertaken by the new Director. Over the course of these two budget cycles, 15% of all standing orders were cancelled by eliminating duplication and by a process of systematic review, renewals were authorized. In some cases, online access could be substituted for print content, which required less labor and could be turned on and off if necessary more easily than print subscriptions. As already noted, support staff positions in the Law Library were cut by roughly one-third. Fortunately, in FY2005-2006 and FY2006-2007 the Law Library received the aforementioned legislative appropriations to supplement its base University allocation. Most significantly, in 2006 the legislative appropriation was made recurring, meaning it will now be received annually. With the new recurring appropriation for the Law Library, it is now on a sound financial footing and the law librarians are in the process of evaluating whether to restore print serials that had been cancelled. However, in the short term this is being weighed against the need for a substantial amount of long-deferred facilities upgrades. The silver lining in the dark cloud of forced cancellation of print serials was that some publications were cut and then not missed. Consequently the Library has been able to be very selective about restoring print continuations. For details please see Section F.

The Law Library also has new software to help with budgeting, expenditure forecasting and reporting as a result of the university-wide implementation of the financial module of Sun Microsystem's Banner software in 2004. The system is used to pay bills and track expenditures throughout the year. The Law Library Director and the office manager have developed procedures to easily extract financial data from Banner for reporting requirements. Expenditure planning is done by the Director using the university's Budget Entry System and with Excel spreadsheets, assisted by the Library office manager, associate director, and Law School business manager as needed. Because of the implementation of Banner, the Law Library now has real time access to all of its financial data at any given time. The Law Library's integrated library system (Innovative Interfaces, Inc.) is used for tracking acquisitions and for generating expenditure reports used for collection development purposes.

D. Facilities

The Law Library is located next to the central Forum area of the Law School, placing student lockers and informal student gathering areas close to the Library for quick and easy

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access. Faculty must travel a bit farther to come to the Library, but the Library also maintains a separate faculty library next to several faculty offices where faculty can find quiet work space and access core print sets and online resources. Roughly half of the Library was built in 1972 when Bratton Hall was constructed, and the other half was added in 1978. It now consists of 32,443 square feet of space encompassing two floors, with beautiful views of the Sandia Mountains. Abundant natural light pours in through the large windows on the upper floor and skylights contribute to the lighting available at the Access Services and Reference desk. The Library is an open, airy pleasant place to be. The Library can seat 351 people including 111 carrels limited to law student use. The seating provides a mix of spaces with many areas providing very quiet study space and others nearer the central service points providing quick access to services. The Library currently houses librarian and staff work space, student study rooms, a Library classroom, rare book and archival storage rooms, the Gov. Bruce King Reading Room, law journal offices, and the law student computer lab.

The Library's collection of more than 429,740 volumes in print and microform format is housed on 48,646 linear feet of shelving space—the equivalent of more than nine miles of shelving—including 4,000 linear feet of compact shelving installed in 2000 with the help of a special legislative appropriation. The Law Library stores some duplicate material locally in a basement storage area.

The 2001 Self Study identified numerous points of need for facilities renovation—essentially very little had been done to the Library in the twenty-plus years since the addition was added in 1978. Several of the most pressing needs identified in 2001 were addressed as part of an overall building renovation undertaken in conjunction with the addition of the Hart Wing in 2001-2002. These included renovating the Library bathrooms and the Faculty Library. Upgrades of Law Library support staff work areas and furniture were also completed in 2001. The carpeting from the entrance, the front desk area, and the stairwells and landings to the upper and lower floors and the carpeting in the photocopy room was replaced in 2001. A new ADA-compliant Library elevator was installed in 2002-2003.

Long-standing complaints of noise associated with service points on the upper level were addressed in 2004 by moving Reference services and public PCs down to the front desk area. This created a unified service point for Reference and Access Services by the front door, and greatly reduced noise complaints because the front desk area is enclosed by glass walls which contain noise from the front desk area. However, several facilities needs would require significantly more revenue to accomplish: replacing the old carpeting throughout the facility, replacing the 35-year-old front desk, and upgrading the furniture in the law librarians' offices. With an increase in librarian-provided instruction in recent years, the need for a Library classroom also became pressing and students continue to complain about a lack of study rooms and the condition of the old Library furniture. Students complained of an inadequate number of power outlets for charging their laptops. Fortunately, with the infusion of new revenue from Library legislative appropriations beginning in 2005-2006 we have been able to begin to address these needs.

In 2005-2006, the University Physical Plant Department addressed the problematic HVAC system that had plagued Library patrons and staff for years, which resulted in

dramatically better temperature control throughout the Library. Also in FY2005-2006, the law student carrels were outfitted with upgraded lighting and power strips to better accommodate laptops, and the Information Technology department installed wireless Internet broadcasters throughout the Library. New media equipment was installed in the Law Library study rooms.

In 2006, the Law Library installed a legal research classroom next to its core print collection. The classroom's proximity to the print collection enhances integration of print and electronic resource instruction. It seats 12 and is outfitted with a wireless broadcaster, built-in projector and screen, instructor laptop computer, and electrified tables for student laptops. One of the tables is adjustable to accommodate wheelchairs. The room is also available for other small Law School classes and Law students have used the room for group study, to practice presentations, and for viewing videos.

Also in 2006, the law librarian offices received some badly needed upgrades in work stations and carpeting. It should also be noted that because of the restructuring and reduction in staff size the Law Library had unused work space. Presently, the law student research pool employees enjoy using this space and storage closets in the research pool office area have recently been deployed to house artifacts, photographs and documents related to the Law School's history. Although creation of an official Law School "archive" is a work in progress, plans are for the Library to preserve and ultimately catalog these items for systematic access in future.

In December 2006, the carpeting on the upper level of the Law Library was replaced after the Director secured a commitment from the University Physical Plant Department to cover 90% of the installation costs. The Physical Plant has slated carpet replacement for the lower level of the Library for FY2008-2009. In Spring 2007 the Law Library also remodeled its 35-year-old Reference and Access Services desk and the front entrance area to better accommodate computer equipment and provide ergonomic work space for staff. The area also has new shelving for the Reference, Reserve and Pro Se collections, upgraded lighting, new carpeting, and new patron furniture and PCs. Two of the patron desks are adjustable to accommodate wheelchairs. The study rooms within the Law Library were increased from three to four in total, and all received new furniture and carpeting in the latter half of 2007. Finally, new chairs were obtained for the upper floor of the Library. These upgrades have dramatically improved the overall appearance of the Law Library.

Also in 2006, with the assistance of the Computer and Technology Support department, the Law Library installed a new server-based public copier-printer system. Because copy card value is stored on the server, patrons no longer accidentally lose account value if copy cards demagnetize. The public printers and copiers are distributed throughout the collection to be closer to points of need. Copier noise has not been a problem.

One other dramatic change occurred in 2005-2006 when, following the University's receipt of a special legislative appropriation (in addition to the Law Library's new recurring appropriation), the Law Library became the home of the Governor Bruce King Archives and Reading Room. Constructed in the area that formerly housed the Library copy room, the

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1,000 square feet space honors Governor King's ranching roots and includes hand-carved furniture and rare memorabilia from his political career. The King Room has proved to be a welcome addition to the Law Library and now provides meeting space for special receptions, faculty meetings, and seminars. The Director oversaw the dedication ceremony for the King Reading Room, which took place in April 2006, and was attended by numerous VIPs and approximately 400 guests. The Law Library has invited state legislators and other court and government officials to use the space for meetings. Consequently, the Law Library's profile has been significantly raised among groups of people who otherwise are not likely to visit the facility. Personal papers and artifacts donated to UNM by the three-term New Mexico governor will be made available to researchers after processing by the UNM Political Archive (see Section F for details).

Some important safety issues are under discussion with the University Physical Plant Department. The Law Library does not have either a fire suppression system or an area of assisted rescue on the upper level to ensure the safety of disabled patrons in the event a fire shuts down the Library elevator. Although this problem was identified in the 2001 Self Study, it remains unaddressed. Delays and setbacks relating to funding and key staff turnover at the Physical Plant plague this project. The Library Director periodically contacts the University Physical Plant Department to inquire about their progress. In the meantime, the Law Library relies on emergency preparedness and staff training to ensure the safety of disabled patrons on the upper level of the Law Library. Physically disabled patrons cannot access the upper and lower floors without using the elevator which is located behind the front desk. In other words, the Library staff knows each and every time they help a disabled patron onto the elevator and they are trained to ensure that those patrons exit the building in case of an emergency. To help reinforce this responsibility, a log is kept near the elevator in which the staff notes that they helped someone onto the elevator and again when the patron leaves the Library. Staff members are also instructed to verbally share this information with their co-workers during and after their shifts at the desk. Another safety problem exists with regard to the Library evacuation alarm system. There are several areas within the Law Library where the alarm cannot be heard by patrons. The Physical Plant and Fire Marshall are aware of these needs and are working on resolving the problems. In the interim, we rely on Library employees to ensure patron safety in the event the evacuation alarm sounds.

Given the current challenges presented by the Library's physical infrastructure, training in emergency response procedures is an important part of the training and orientation for all Library employees as patron safety is our paramount concern. The Law Library Emergency Procedures Manual is currently being revised to ensure the information it contains is accurate and appropriate. The Law Library also conducts periodic in-service training sessions on emergency response procedures. The next training session is scheduled for Fall semester 2007 after new student hires are in place.

The collection is also vulnerable to loss until the Library has a fire suppression system. The Director had the entire collection video taped in 2004 and provided a copy of the tape to the University Risk Manager as evidence in the event of loss. She also keeps a backup copy of the tape at her home. The Law Library's Emergency Preparedness and Disaster Recovery manual is also under review to ensure its information is complete and up to date.

Several other facilities issues still need attention. Students continue to clamor for more collaborative work space within the Library and they want it to be equipped with projection equipment for practicing presentations, etc. They also continue to ask for more electrical outlets. Funds must be found to replace the old chairs on the lower level, and preferably the tables throughout the Library as well. While the need for new furniture seems straightforward on the surface, it actually presents some difficult problems. Ideally, new tables would be equipped with electrical receptacles since Library patrons, including bar members, increasingly arrive with laptops in hand. The cast concrete floors throughout the Law Library make it difficult to install new electrical receptacles or hard-wire tables. Nevertheless, tables with electrical receptacles should be installed if at all possible, even though this will add substantially to the cost because of the need to install electrical receptacles through the concrete floor. With the new recurring appropriation and careful budgeting and planning, the Law Library hopes to be able to undertake these projects in the coming years.

E. Services

The Law Library—especially the upper floor with its spectacular views—is a popular place for Law students to study. In the Law Library, students may access their computer lab, and at the service desk they may check out library materials, request interlibrary loan service, access the class reserve collection, reserve a study carrel, or schedule study rooms and access audiovisual equipment. Students may also schedule the Library classroom with its projection equipment to practice presentations or oral arguments. The offices of the New Mexico Law Review and Natural Resources Journal are also located inside the Law Library, which makes it especially convenient for citation checking. The Law Library actively supports the journals with interlibrary loan and document delivery services, processing 87 journal requests in calendar year 2006. The Library digitizes released examinations from past semesters which are made available to students on the Intranet. It has also helped train faculty secretaries in the creation of course websites such as TWEN, and in digitizing materials for these sites.

In 2005-2006 the Law Library was open to the public an average of 90 hours per week. This is down slightly from the 103.5 hours per week reported in the 2001 Self Study. It is a busy place. In 2005-2006, the Library gate counted 126,757 visits, its home web page received 155,092 hits, it checked out or renewed 9,999 items, and its interlibrary loan service borrowed, loaned or otherwise processed 1,215 requests. The Law Library uses the circulation module of its integrated library system (Innovative Interfaces, Inc.) to manage circulation and course reserve functions. It uses OCLC's Resource Sharing system to manage its interlibrary loans.

The law librarians answered nearly 4,000 questions at the reference desk in 2005-2006. This is down slightly from the previous year when closer to 5,000 reference questions were tabulated; however, in 2005-2006 the Library started tabulating faculty research support separately which accounts for the difference. The ratios of patron served at the reference desk have remained constant over recent years: roughly 20% law students; 20% bar members; 45-50% community members; and 15% other.

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As already mentioned, a big change affecting Library services occurred in 2004 when the Reference desk and the public PCs were moved downstairs to the front desk area. Now all patron services are available from this single service point. It also created a separate area for the public patron PCs and Pro Se collection immediately adjacent to the front door, and it greatly reduced noise on the upper level of the Library where the reference desk had previously been located. A second cluster of public PCs maintained on the upper level is intended to provide online access for practitioners and other upper level patrons.

One of the goals set forth in the Law School's 2004 Strategic Plan was to better support and strengthen faculty scholarship. The Law Library plays a role in this by providing publicity for faculty scholarship. Currently this includes maintaining a display of faculty publications in the Law School Forum. The Law Library also manages the school's ExpressO account with the Berkeley Electronic Press which is used to electronically submit articles to law reviews around the country for publication consideration. Recently, the Law Library has started working on facilitating faculty self-archiving of scholarly works in its new institutional repository (see Section F). Most significantly of all, the law librarians offer a robust program of faculty research support services as they have done for many years. These include the services of a pool of librarian-supervised student research assistants, special borrowing privileges, routing of materials, book and article deliveries, research services, one-on-one database training for faculty, research guest lectures for Law School classes, and occasionally providing assistance with negotiating copyright permissions or offering advice with respect to preserving author rights while negotiating publication agreements. In the near future, the Law Library hopes to expand its support for faculty scholarship by developing better ways to measure the impact of faculty publications, perhaps through citation analysis services, helping to track download counts of work deposited into the institutional repository, and possibly subscribing to scholarship promotional services such as SSRN or bepress.

In the past few years the Law Library has greatly expanded its faculty research support services and the law student research pool, and changed its approach to managing this work. In January 2005 it started using a custom-designed, password-protected, web-based database for initiating and managing faculty requests. Faculty members may submit service requests of all types via the web form and the database automatically routes the request to the appropriate individual for action. Librarians make database entries for faculty members who do not wish to use the web-based request form. Faculty members may use the website to monitor the progress of requests, and the librarians use it to track and manage the work. The database allows the librarians to hand off work to one another and tracks the progress of all requests even if someone is out of the office. The database also automatically provides usage statistics. In 2005-2006, the Law Library completed 396 faculty research requests and it delivered 650 books and 205 articles to faculty members.

In 2004 the research pool was expanded and its procedures changed to require students to keep a regular schedule and work under direct librarian supervision in the work space made available as a result of the Library reorganization and staff reductions. Previously research pool students worked independently and kept their own schedules. These changes have led to improved quantity and quality of the student work product. The work that the research pool does assists faculty and provides high level research training for students. Students are

required to submit professional level cover memos. The pool currently assists faculty in preparing class materials in addition to research for scholarly writing such as books and articles, work for committees and presentations. In 2005-2006 the research pool completed 156 faculty projects.

For years the law librarians have been actively involved in instruction including teaching an upper-level, elective Advanced Legal Research (ALR) class in the Law School, in addition to providing guest lectures and collection tours for other Law School classes and paralegal classes from the Albuquerque area. In 2001, the law librarians were teaching three sections of ALR each year. The Law School's 2004 Strategic Plan set forth the goal of developing an advanced research curriculum for second and third year students with clear, outcome-based evaluation criteria, in addition to better integrating the Law Library faculty into the legal research curriculum. As of 2005-2006 the librarians were teaching five sections of ALR each year and are working toward the goal of having a unified curriculum for all ALR sections. The ALR classes are popular with the law students. Enrollment is capped at 12.

Other goals of the Strategic Plan included better integration of research instruction into the existing curriculum and strengthening the Indian Law, Natural Resources and International Law programs. The law librarians have always provided subject-specific guest lectures upon request, especially for upper level writing requirement seminars, but in 2006-2007 they also began offering three sections a year of Specialized Legal Research (SLR) in addition to the ALR course offerings. The SLR course will rotate between Indian law, Natural Resources and International law consistent with the Law School's areas of curricular concentration. The Indian law research class and the Natural Resources research class were approved for program credit by those respective Certificate program committees within the first year they were offered.

Overall, law librarian instructional services have been significantly increased in the past few years. In 2005-2006 the number of librarian presentations, tours, and research lectures totaled 139 sessions (an 86% increase over the previous year) provided to 1,890 attendees (an 89% increase over the previous year). With the expansion of total course offerings to up to eight sections a year, approximately 80% of the total student body could now take a research class if desired. Although the legal writing faculty include a segment on legal research in their first year courses, the Library faculty have no involvement in the instruction of first year students.

The Strategic Plan also established the goal of increasing the number of Continuing Legal Education (CLE) courses sponsored by the Law School or taught by faculty members. The law librarians have offered several CLEs in the past few years, typically focusing on legal resources which are available on the free web.

The 2004 Strategic Plan targeted non-lawyers as a possible new audience for legal education courses. Partly in response to the need to create more opportunities for educating the citizens of New Mexico about legal issues, and partly to provide more access to legal resources in communities outside of Albuquerque, the law librarians have started to visit

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public and academic libraries around the state providing presentations and workshops for librarians, attorneys, and citizens. Between the inception of the Law Library outreach program in June of 2005 and the end of 2006, the law librarians visited 32 libraries. In 2006 the Law Library teamed up with the law librarians at the New Mexico Supreme Court Library and the two libraries are now working in concert to plan and promote their mutual outreach efforts. As part of its effort to make legal resources more widely available, the UNM Law Library also licenses legal research databases for public use in the four UNM branch libraries located at the Gallup, Los Alamos, Taos, and Valencia campuses. Similarly, the Law Library makes an effort to include the entire UNM campus and all public patrons who visit the Law Library when it licenses databases. The Law Library also licenses Westlaw and Shepard's Online for its public patrons.

The 2004 Strategic Plan also sought to increase attorney participation in the Law School's Access to Justice Program which helps accommodate clinic overflow through pro bono and low bono representation, and to strengthen the Law School's relationship with tribal governments and Indian Law attorneys. In 2005-2006 the Law Library worked with the Law School Clinical Program to create the Native American Access to Justice program which now provides the participation incentive of free access to legal research databases for lawyers and tribal court advocates who agree to take Native American cases on a pro bono or low bono basis. In 2006 the law librarians promoted the program at the Navajo Nation Bar Association annual meeting, and again at a CLE presentation on legal research resources for Navajo Nation Department of Justice attorneys. The Library obtained a small special legislative appropriation to provide the initial funds for the database license; however, the Law Library intends to continue the program after the appropriation is expended and should be able to do so because of its new recurring appropriation. Another new Library project will help advance the Strategic Plan's goal of strengthening connections with the American Indian Law Center, Inc.—the visiting librarian began working with the American Indian Law Center, Inc. in 2007 to help identify and create resources for the continuing legal education of the Southwest Intertribal Court of Appeals judges (SWITCA).

Finally, in 2006, the law librarians began working with local court officials on a State Bar of New Mexico Access to Justice Commission task force which is creating uniform forms for Pro Se litigants. As the forms become available, they will be offered to the public in the Law Library. These efforts maximize the State's investment in the UNM Law Library's resources by helping to make them available to as many of New Mexico's citizens as possible.

Providing increasingly high levels of patron services is a growing trend in academic law libraries. Consistent with this trend, the UNM Law Library emphasizes faculty research support and instructional services. However, both endeavors are very staff intensive. The modern trend to offer more digital access to legal information in favor of print access also means time must be invested in training both the librarians and the researchers in how to use alternative sources. The librarians increasingly find themselves providing more one-on-one online research instruction as part of reference services. Fortunately, because the librarians teach Advanced Legal Research and also have collection development responsibilities, they stay very current with regard to both the Library's print and electronic resources, which enhances the level of service provided to patrons at the Reference desk. Some concessions

have had to be made however, which include more reliance on law student reference assistance for secondary patrons in the evenings. If the Law Library is to maintain its current level of service it will be essential to continue to provide staff with adequate training opportunities, in addition to recruiting well qualified candidates for the Law Library faculty.

With regard to research instruction within the Law School curriculum, there has been some informal discussion of whether it would be appropriate to require a legal research course in addition to the research instruction the Law students receive in the required first year Legal Reasoning, Research and Writing (LRRW) class. Arguably the amount of time allotted to research training in the first year curriculum is inadequate to meet this standard given the complexities of the current legal research environment. However, the law librarians have been reluctant to undertake a commitment to teach a required course in the past because too few of them were available. With the prospect of soon having seven teaching librarians on the Law Library faculty, it might be time to revisit whether the Law School should begin to require students to take an upper level legal research class.

It is also true that while the Law Library currently excels in providing high-end services like teaching and faculty research support, it could be much more efficient with regard to the way in which it provides more traditional library services. The delivery of basic library services has not seen much upgrading in the past several years—largely because the staff is still working through the changes brought by the recent reorganization which combined Reference and Access Services into the new Faculty and Public Services division. There has been much turnover at the public services supervisory level as well. Attention was initially focused on integrating the part-time student workers into Access Services roles and more work needs to be done in that regard as well. Specifically, the Law Library seeks to develop more robust and systematic training programs for student employees, eliminating over-reliance on labor intensive, one-on-one employee training.

We have been able to move forward on a few smaller initiatives. For example, in 2006 Social Security number-based patron numbers were dropped from patron records in favor of easily remembered, but more secure numbers to allow users to view and better manage their own circulation records. However, the Law Library is still entering patron records by hand for each incoming class, and processing renewal and overdue notices by hand. The staff migrated to the ILS's Millennium client only last year and that adjustment has also taken time. Currently, many of the potential labor savings uses of the library ILS remain largely untapped. Interlibrary loan requests are largely paper-based, librarian-mediated requests. Electronic course reserves as a concept is still developing at this Law Library.

Finally, it will always be challenging for the Law Library to serve the needs of both the Law School faculty, students and staff, and the many secondary patrons who visit the Library, especially pro se patrons, but it is consistent with our mission that we do so. To accomplish this, it will be critical for the Law Library to foster and maintain partnerships with other local resources providers such as the Law School clinics, the Access to Justice Commission, the Supreme Court Law Library, and others similarly situated (see Section H for details). The Law Library's public service and outreach efforts resonate with University officials and the state legislature and are consistent with the University and Law School

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missions, and are thus critical to ensuring that adequate levels of funding for the Law Library continue to be provided.

F. Physical Collection, Digital Resources, Archives and Preservation Initiatives

The physical collection consists of a basic American law collection with all primary state and federal documents, selected treatises, federal government documents collected pursuant to the Federal Depository Library Program, and law journals. Microforms are used to complete holdings in some cases. The Law Library also collects International, Mexican, Native People's law and Spanish land grant materials. Legacy collections of English and Canadian materials also exist. The Law Library physical collection is arranged by usage patterns, with primary state and federal materials, journals and microformat materials housed on the upper floor of the Library. The lower floor houses secondary materials, international and foreign materials, both primary and secondary, the Native People's law collection, and historical collections. The Law Library, along with the seven other libraries in the Desert States Law Library Consortium, subscribed to the OCLC Collection Analysis tool in 2005. The data obtained showed that approximately 25% of the Law Library collection is unique within the Consortium and that the Native People's Law and water resources collections are particularly strong. At the close of the 2005-2006 academic year, the Law Library's physical collection consisted of 429,740 volumes and microform equivalents. That same year the Law Library added 6,839 new volumes to the collection. This is down slightly from the average of 8,000 volumes per year that were being added to the collection in 2001.

The Law Library classifies all materials using the Library of Congress classification system, except for its collection of depository items which are shelved in SuDoc order in compact shelving. Nearly all of the collection is accessible through the online catalog, LIBROS; only a few very old and a few Latin items still await retrospective conversion. LIBROS is also the name of the consortium in which the Law Library participates with the UNM University Libraries System and other academic and special libraries around the state in order to share the costs of the integrated library system, which is based on an Innovative Interfaces, Inc. product. The consortium provides technical support for the ILS. While the Law Library loses some autonomy by participating in the consortium, its basic needs are met at a very reasonable annual cost. The ILS is used to manage collection acquisitions, cataloging, processing, serials check-in and bindery, in addition to managing circulation and course reserve functions.

Since 2004 collection development responsibilities have been undertaken by all members of the Library faculty. Each law librarian is now responsible for collecting within assigned subject areas. That same year, the Law Library initiated a monographic approval plan with a large national vendor that automatically delivers approximately \$50,000 in monographs for review and acquisition each year. Monographic acquisitions had been under funded for several years prior to this. As noted above, the Law Library also underwent a contraction of its print serial standing orders throughout FY2003-2004 and FY2004-2005, dropping approximately 15% of its serial titles in the process. Since that time, the law librarian subject selectors have undertaken reviews of standing orders before authorizing renewals. As noted above, Law Library spending on key information resources in FY2005-2006 was as follows: monographs \$69,874; print serials \$333,580; and database licenses \$381,770. In 2005-2006,

this translated to approximately 9% of the acquisitions budget on monographs, 42% on print and microform continuations, and 49% on electronic resources. The current goal is to balance acquisition spending between these three categories by spending approximately 10% on monographs, 45% on print and microform continuations and 45% on electronic resources.

The subject selectors are currently in the process of developing a system to implement periodic rather than continuous updating for some print serials, especially large treatise sets. When a title is identified as appropriate for periodic updating, for example, cumulative supplements are available which could be ordered every second or even third year, or it is less expensive to discard and replace an entire set every two-to-three years than to pay for continuous updates, its order record is coded to indicate the year in which the update will be purchased, and the standing order is discontinued. The subject selectors and the acquisitions team plan to generate reports with the ILS which will indicate when a title is due for updating. By spreading some updating over a two-or-three-year cycle, the Law Library seeks to stretch its acquisitions budget as far as possible while still maintaining the integrity of its print serials collection. The process of librarian identification of titles appropriate for rolling updates is in its infancy, however, and could well take many months or even years to fully implement. Staff members have been identified to work on recoding other fields in order records as well, to add precision to annual reporting of volume and title counts and to generate better expenditure data by subject for the benefit of the subject selectors.

Since 2004, the Law Library has aggressively acquired and licensed electronic resources. The Fall 2006 ABA Annual Questionnaire ranked our database expenditures at 11th among all reporting law libraries (see question 43). However, it must be noted that the electronic expenditures in that year included one-time investments in several large databases including the Serial Set Online, the Making of Modern Law (MOML), and down payments on the Lexis Hearings and Committee Print databases. Since the 2004 Strategic Plan specified the goal of increasing library materials needed to support scholarship, programs and courses focused on Mexico, Latin America and Spain, the Law Library has also started to license several databases to provide access to material relevant to those areas of law. As the need to make one-time investments in electronic resources becomes less pressing in the future, the funds presently earmarked for these investments should become available for print continuations and it is anticipated that our current ratio of acquisitions spending will tilt more in favor of print continuations, as was the case prior to 2004.

Listed below are the electronic resources currently available to the Law School community and/or licensed by the UNM Law Library:

Law School Access/Password Required

Current Index to Legal Periodicals

LexisNexis

Loislaw

QuickLaw

VersusLaw

Westlaw

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Law School/Law Library/Public Access

Aspen Treatise Libraries (13 in total)
BNA Libraries (3 in total)
BNA Reporters (13 in total)
Catalog of Govt. Publications
Environment & Energy Daily
Environmental Law Reporter (ELI)
Foundation Directory Online
Greenwire
Index to Legal Periodicals and Books Retrospective
InterAm
Land Letter
Loislaw National Collection
Making of Modern Law
Navajo Code [CD-ROM]
New Mexico OneSource of Law
New Mexico Trial Lawyers Assoc. Litigation Series Online
Rocky Mountain Mineral Law Foundation [CD-ROM]
Shepards Online
STAT-USA
USA Trade Online
Westlaw Pro

Licensed by Law Library for UNM Albuquerque Campus including the Law School

Business, Copyright & Finance Library (CCH)
Checkpoint (RIA)
Constitutions of the Countries of the World
HeinOnline
Human Resources, Labor & Employment Library (CCH)
Internet Tax Researcher (CCH)
LegalTrac
Lexis' Committee Prints and CRS Reports*
Lexis' Hearings, Parts A & B*
Lexis' U.S. Serial Set* (cost shared with University Libraries)
LLMC-Digital
Mexican Tax and Business Law Library (CCH)
United Nations Treaty Database

*Includes UNM branch campus access

Licensed by University Libraries for UNM Albuquerque Campus

ArticleFirst [FirstSearch]

BioAgIndex [FirstSearch]
ClasePeriodica [FirstSearch]
CQ Press (various products)
FirstSearch
GPO Monthly Catalog [FirstSearch]
Index to Legal Periodicals [FirstSearch]
JSTOR
LexisNexis Academic
LexisNexis Congressional
LexisNexis Government Periodicals Index
LexisNexis Statistical
NetLibrary
PAISInternational
WorldCat
Numerous databases for other subjects, etc.

Licensed by Law Library Specifically for UNM's Branch Campuses (Taos, Gallup, Valencia, Los Alamos)

Loislaw National Collection
Aspen Treatise Libraries (4 in total)

Licensed by Law Library for Native American Access to Justice Program

Loislaw National Collection
Aspen Treatise Libraries (4 in total)

The Library purchases and loads MARC records for most of its electronic resources when they are available so that the resource can be easily found in a LIBROS search. For the same reasons, the Law Library collaborates with University Libraries to add our electronic resources to their EJournal Finder (Gold Rush) and Database Advisor. Cataloged electronic resources licensed by the Law Library currently include 860 journals—primarily those in HeinOnline—and 24,142 electronic books—primarily via bibliographic records for the Making of Modern Law collection. Included in the electronic book total are 1,925 bibliographic records for online treatises available in Westlaw and Lexis, which were loaded in early 2007. URLs for bibliographic records of items available in HeinOnline are added monthly. The Law Library staff also routinely adds URLs for titles found in other databases that do not come with MARC records.

Shelving space for the physical collection is adequate, although there are some issues. The Law Library technically has approximately 15% of its shelving available for growth space, however, very little weeding of the treatise collection on the lower level has occurred over the years, and the ranges housing the treatises are quite full. The International and Foreign law collections are shelved amid the treatises and the International area is especially tight. Compounding the problem is the fact that in the summer of 2007 the State Fire Marshall directed that the top shelves on the lower level should not be used because of the

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proximity to the ceiling. It is unclear whether the University will be able to provide any funding to pay for movers to help with the massive shift the Fire Marshall now wants us to undertake. Loss of these shelves represents approximately 15% of available shelving space in the Law Library. After such a shift, the library will essentially be without growth space unless some volumes are discarded.

In the past year the Law Library started to take steps to alleviate overcrowding and will continue to work on this project in the coming years. In 2006 federal government documents which had been shelved at the end of the call number range were relocated to compact shelving which will permit back shifting into the vacated space. Two areas in the middle of the call numbers have been opened up by relocating historical New Mexico material to the upper level, which also had the advantage of placing all New Mexico materials in a single location. An additional range of shelving was inserted near the Foreign law collections by removing four student carrels. Duplicate copies of volumes of various reporters on the upper level are in the process of being weeded to make room for large sets of federal practice materials and encyclopedias to come upstairs to the reference collection. With weeding and shifting the lower level treatise collection will enjoy some breathing room for the immediate future. Very recently, a staff person was assigned to give the physical collection much more attention than it has received in the past few years. The process of shifting and weeding can now really begin in earnest and will no doubt continue well into the foreseeable future.

It should be noted that another possibility that has been discussed to create more space on the lower level is moving the International materials to the upper level. None of the International materials classed as JX have been reclassified although the Law Library started using the JZ and KZ classifications for new acquisitions when they became available. Reclassifying the JXs is only likely to be feasible if the materials can be consolidated into a single physical location on the upper level given the space constraints on the lower level. However, the Law Library does not currently enjoy offsite storage space, so space on the upper level is likely to be found only if some items are discarded. Two possibilities exist. Virtually all of the National Reporter System currently exists in duplicate on the upper level, but only one print copy is still being updated. Removing the second copies would free up more shelf space on the upper level. Similarly, several print law journal subscriptions are no longer maintained because reliable online access is now available. Storing or discarding portions of these collections would provide ample room to move the International materials to the upper level. The Law Library is pondering these steps but does so while also waiting to see if collective print preservation initiatives such as the Legal Information Preservation Alliance (LIPA) are likely to provide viable alternatives in the next few years which will make it safer to discard duplicate copies. In the meantime, like so many other academic law libraries, we wait and see.

Print preservation initiatives are also gaining new prominence at the Law Library, especially with respect to local and state material. The UNM Law Library is a member of the Desert States Law Library Consortium. This regional group consisting of the academic law libraries in New Mexico, Arizona, Nevada, Utah, Colorado and Wyoming is working on an inventory of primary state and pre-statehood material held by the consortium libraries with the goal of establishing repositories for each state's materials with designated copies of last

resort. The UNM Law Library is also a member of LIPA which proposes to share and archive print materials to create copies of last resort, and allow institutions to move to providing more electronic access without worrying about loss of access to print analogs. In Fall 2007, the Law Library plans to begin the process of identifying copies of New Mexico material which it can commit to retaining permanently as part of both the Desert States and LIPA preservation plans (See Section H for more information). This project will be coordinated by the same staffer who will coordinate weeding and shifting projects.

Another very significant collection consists of the personal papers of the former Governor Bruce King which he recently donated to the Law Library. As already noted, the Law Library has the archival storage space it will need to house the documents which are currently being processed and indexed under contract with the UNM Political Archives. When the processing is complete and the documents are delivered to the Law Library in 2008, the Library faculty and staff will need to provide access to them for interested researchers. The Library expects to consult with the staff at the University Libraries' Center for Southwest Research for guidance and best practices information.

Finally, it should be noted that in 2005 the Law Library dramatically enhanced its capacity to digitize materials and make them accessible on the free web with the release of the University's online institutional repository, DSpace. That same year the Law Library purchased a high speed, color book scanner. The Law Library now facilitates the Law School's use of DSpace to preserve, index, and distribute digital work. Items in DSpace are indexed by search engines like Google. At the close of 2006, the Law Library and Law School had loaded 251 items into DSpace.

G. Library Technological Infrastructure

The Law Library adopts and maintains technology necessary to build an efficient collection of information resources to aid in providing effective service so that the Library can be an active and responsive force in the educational life of the Law School. Within the Law Library, responsibility for technology falls to the Library Systems Group (LSG), comprised of a law librarian and two staff persons, directly overseen by the associate director. The Law Library's technology is provided and maintained collaboratively by the LSG, the Law School Information Technology (IT) Department, and outside groups such as the LIBROS Consortium. The Law School IT department, with the support of the University's Information Technology Services department (UNM-ITS), administers the Law School and library computing network and email server. Since 2003, the Law School IT department has also been responsible for purchasing the majority of library computer hardware and much of its software. This has given the Law School IT department the ability to include the Library's equipment needs in its budgeting process.

However, the Law School IT department's budget is inadequate to meet all of the Law Library's needs. In 2005-2006 the Law Library invested \$48,000 in computer and projection equipment throughout the library. A large portion of this went into equipment for the Gov. Bruce King Reading Room, provided by the special legislative appropriation for the room's construction. The rest of the purchases came from the Law Library budget, and much of it went toward equipment for the Law Library classroom, the color book scanner, a new server

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for the library employees' shared and personal network space, and the server and software for the new copier-printer system. Though housed in the Law Library, the projection and media equipment and accompanying laptop purchased for the King Room and Library classroom are now also at the disposal of the entire Law School. In 2006 the Library purchased a server with 1.34 Terabytes of storage space on which to store its network files, and early in 2007, the Law School IT department transferred all of the Library's personal and shared network drive files to it. The storage space was purchased to help ensure adequate storage space the Law Library's files.

The Law Library work areas are well equipped. Each employee has a dependable personal computer on their desktop, access to the Law School email, networked drives, and networked printers. The Reference and Access Services desk has two PCs, one dedicated to circulation duties and one to reference duties. The reference PC has a dual monitor to aid in training patrons on searching and using electronic resources. There are also four computers located in the Library Research Pool office.

There are several networked printers located throughout the library staff areas. Photocopiers used by patrons are also used by staff members, and usage is tracked through unique identification codes. Technical Services staff members who process books each have desktop dot matrix printers. These dot matrix printers will need to be replaced in the next few years; each release of integrated library system (ILS) upgrades is less compatible with them. The Director and the two staff members who use the University's financial system also have desktop laser printers. Desktop scanners are located in or near all individual employee workstations. Equipment needs that must be addressed in the future include laptops and a portable projector for librarian use while traveling for outreach and other presentations.

As part of the Law School network, all Library computers are supplied with software such as Word, Excel, and PowerPoint and each person's PC has the software and applications that are necessary to perform their assigned duties. The Law School IT department maintains a generic library image for ease of maintenance and upgrading. The Assistant Dean for Information Technology and the Law Library Director together decide what applications should be part of the library image or whether a particular PC needs a special installation. The LSG keeps an inventory of special software installations on library PCs, i.e., applications, which are not part of the Law School's generic PC image.

Networked software is maintained by the IT department and they offer training and assistance in using it. The Library employees have access to a shared drive on the Law School network as well as personal networked drives on the server the library purchased in 2006. In addition, all library employees have a separate university email account, access to the University-wide Groupwise calendaring system, and the University portal provided by UNM-ITS. These University resources do not add significant services that are not already available through the Law School's own network, and they are rarely used within the Law School or library.

Pervasive use of laptop computers by law students and faculty led to installation of a secured wireless connection to the Law School computing network and the Internet from

within the Library in 2005, including the library classroom. Laptop use has led to a decrease in use of the computer workstations in the student lab located on the lower level of the library. Reflecting this change, the Library computer lab has been scaled back to twelve student workstations, and one additional workstation reserved for a lab monitor and troubleshooting. Three laptop stations are also available to students that might need to connect to the network or Internet with a cable. The lab also houses Westlaw, Lexis, and networked printers. The library computer lab is the sole lab available for students. The room can be divided to create a separate instructional area that does not limit access to the printers.

Since the Law Library's collection now includes many electronic resources and its patron base includes other UNM students and the broader community, technology access points are provided for them throughout the library. In 2007, unsecured wireless Internet access was added for the convenience of public patrons with laptops. Eight PCs with Internet access and basic Microsoft Office software are also available to patrons. These computers provide patron access to resources that are not available to them via secured wireless network. Three of these PCs are located near the Reference and Access Services desk and the print Pro Se collection. There is one additional workstation in this area dedicated to the computing requirements of special needs students, but it does not have Internet access or Microsoft Office software. This location allows patrons easy access to Library staff members who can provide assistance. Four more computers are located on the upper floor close to the print collection of primary materials. The eighth public computer is located on the upper floor, near the library's collection of New Mexico law materials. These public access computers and the unsecured wireless Internet connection provide patron access to the online catalog (OPAC).

The staffing configuration, workflow and delineation of responsibilities within the Law Library for computing and electronic resources have been in flux in the past several years. This is largely the result of the large number of databases that the library began licensing in 2004, the implementation of the University's online institutional repository in 2005, the implementation of the public networked copier-printer system in 2006, and the implementation of several new web applications supplied by the Law School IT department during the past two years. The added volume of electronic resources created new work for the Law School IT department and the LIBROS Consortium as well, resulting in the need for a more organized approach of management of both resources and working relationships. The LSG was created as a response to this demand. The LSG acts as first response to any library technical problem, whether it is a software, hardware, copier or OPAC issue. The LSG troubleshoots all service requests, and if the issue cannot be resolved by LSG, it is routed to the appropriate department, person, or vendor. LSG becomes the library contact for that particular service request until it is resolved. The LSG serves as the Law Library liaison with the Law School IT department and the LIBROS Consortium.

The Law Library, together with the UNM University Libraries System and other academic and special libraries around the state, form the LIBROS Consortium which shares the cost of the Consortium's integrated library system (ILS). Innovative Interfaces, Inc. (III), provides the ILS and all library departments use various III modules to complete their work. The ILS is administered and maintained by the LIBROS Consortium for a fee based on the

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total number of records in system. The Consortium provides technical support for the ILS including record loading. The Law School IT department also provides local support for ILS upgrades. Training is provided by University Libraries and the Amigos Consortium. In 2006 the Law Library successfully migrated to the Millennium client for accessing the ILS. In 2006, with the migration to Millennium completed, the Law Library replaced the last of the terminals that provided telnet access to the LIBROS catalog. As already noted, the web OPAC is now accessible from any computer with Internet access.

As for the immediate future, the library seeks to recode older records in the ILS to simplify annual reporting and add precision to the results. The LSG will be charged with this task and the goal is to begin work sometime during the 2007-2008 academic years. The records will also be coded to indicate which year serial publications should be repurchased to facilitate rolling rather than continuous updating. It is also felt that the Law Library underutilizes ILS capacity to automate renewal and overdue notices, load new student records, or allow students to initiate ILL requests. Taking advantage of system capacity to reduce labor is a goal of both the Technical Services and Faculty and Public Services divisions in the coming months and years, and the LSG has been assigned the task of investigating solutions to automation issues.

As already noted, in 2004 the Library began to aggressively acquire or license online information resources and databases. The result is that since 2005 the Library licenses or owns electronic versions of primary resources and citators, journals and their indexes, historical and international materials, and items that were traditionally published in paper looseleaf format. LSG, in cooperation with the Law School IT department, provides web page support for linking and any necessary client installation, and ensures that the product interacts properly with the network. In 2004-2005, the Law School IT department implemented a proxy server to provide law faculty and students with remote access to electronic resources. They also developed a hit counter to measure how frequently the materials are accessed via the law library web page. The library's CD ROM server was abandoned in 2002 in favor of online access to these materials. The few remaining electronic products that are licensed by the library and are only accessible via CD-ROM are networked by the IT department.

The LSG has developed two Access databases to track license information and access problems with the library's electronic resources and all reported library staff hardware and software issues. Both of these databases reside on the library's shared drive, so it may be accessed by all library staff members from their workstations. The first is the Database for Access Management of E-resources (DAME), and it tracks accessibility information, account numbers, contact information, passwords, and subscription information for all of the library's electronic resources. DAME makes troubleshooting access issues more efficient by not having to search through a paper file for this information, and it is accessible to all library staff from the shared drive to answer reference questions and to facilitate collection development as well. The second is the Systems Request Database (Systems DB). Because of the varied types of requests that the LSG receives, a tracking mechanism needed to be put in place to ensure that all incoming requests were being serviced appropriately and in a timely fashion. Secondly, the Systems DB serves as a knowledgebase for troubleshooting issues.

It also serves as a way to identify trends in the types of problems the LSG is handling, and provides valuable information to aid in finding creative solutions to address these problems more efficiently and effectively.

In 2006 the IT department helped the library install a server-based public copier-printer system running on a separate network. The IT department maintains the server with the assistance of vendor technical support provided under contract. The copier-printer system supports four networked copiers, a public printer and a microform printer; the system has the capability to generate reports measuring the volume of copying performed for particular user groups. The Law Library purchased a new microform reader-printer with digitization capability in 2004; it was also added to the networked printer-copier system in 2006. In the near future, the library hopes to implement a credit card payment module and an online web account access module to the networked public printer-copier system.

Unique local items are integrated more thoroughly into the collection through creative use of the LIBROS catalog and the university institutional repository, DSpace. For example, items donated to the Water Law Collection receive a unique code in their records to identify them as part of a discrete collection despite being shelved by call number in the Library stacks. Space limitations make this approach preferable to creating separate physical locations for special collections. Similarly, the Law Library and Utton Transboundary Resources Center are employing the ILS and DSpace to create a new, distinct database of water technology resources and policy papers rather than building or purchasing a freestanding database product.

DSpace, together with the color book scanner purchased by the Law Library in 2005, allow the Library to publish digital objects at will. An example is the scanning and loading of the papers of the Western Water Policy Review Advisory Commission. This Commission, chaired by a Law School faculty member, was charged with reviewing federal activities in the Western states that affect the use and allocation of water. For years, the Commission chair wanted to make hearing transcripts and other papers available electronically, but did not have a mechanism for doing so until the Library was able to facilitate the process with these tools.

The efficiency of supporting faculty research and scholarship has improved greatly with the introduction of the web-based Faculty Request Database in 2005. As previously noted, the Law School faculty can use the database as a vehicle for placing and tracking research, document delivery, and other service requests. Once the request is entered, the database serves the librarians as a project management and statistics gathering tool. The Technical Services staff also uses the database to track ordering and delivery of faculty purchase requests. The open source code for this tool was provided by another law library's web developer and after some trial and error, the Law School IT department was able to make it run on the Law School's network. However, IT is unable to make refinements to the open source code for the faculty request database.

To further assist with faculty scholarship and teaching, the Library offers current awareness services provided through a variety of subscription email alerts or moderated

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listservs. A cumbersome and time-intensive homegrown list of the Library's new acquisitions was replaced in 2006 with the simple product offered by OCLC. The list is posted on the Law Library website and email notification is sent when a new list is available. In addition to OCLC's new acquisitions list, the Library uses OCLC Connexion for cataloging, OCLC Resource Sharing for interlibrary loan, and has used OCLC's WorldCat Collection Analysis tool to compare the collection with those held by the Desert States Law Library Consortium. Though the data were interesting, the Law Library and its Desert States partners did not find the product to be a cost effective annual investment.

In 2005, the Law Library stopped maintaining a separate web page and integrated its content with the Law School's web page, which is maintained by the IT department. As a result, the Law Library's website complies with the accessibility requirements of the Americans with Disabilities Act's Section 508, W3C Web Content Accessibility Guidelines priority 2, W3C XHTML 1.0, and W3C CSS 2. It is believed that the UNM Law Library was one of the first academic law library websites to meet these standards.

The goals of making the library web pages completely accessible and integrated into the Law School's web pages were achieved, through a thoughtful reallocation of responsibilities and authority. The Law Library controls the content of its web page but the architecture and technical maintenance of the page are controlled by IT. LSG updates the content of Law Library's website directly and also makes minor architectural changes to the site, while the Law School IT department completes technical support and major changes to the architecture. The ability to build dynamically generated web pages remains unresolved. Although the LSG has the expertise to do much more with the library web page, it refrains from doing so in order to maintain the integrity of the templates and architecture of the rest of the site. The IT department of the Law School is working with the LSG in seeking ways to make the maintenance of the library web pages as dynamic as possible.

In addition to web page enhancements, there are other technology projects awaiting attention in the Law Library. Areas awaiting attention include a promotional, online faculty publication list with links to publications hosted by third parties or the Law School's DSpace; an electronic course reserve system, possibly integrated with Law Library's ILS; web-based document delivery service that allows students to initiate and manage their interlibrary loan requests (this would be especially helpful for journal citation checking work); a more robust electronic resource management system supporting acquisition, cataloging, technology support, and public service needs; and fine tuning of the project management capability of the Faculty Request Database.

Coordination of the technology needs of various Law School users and conveying that information to all interested parties for purposes of planning and prioritizing is challenging under the best of conditions. In recognition of that, in 2007 the standing faculty Library Committee was reworked to become the Library and Instructional Technology Committee. The Library Director will chair this Committee and the Assistant Dean of Information Technology is also a member. Its charge includes exploring new instructional technologies and developing a forum for faculty review of those technologies; prioritizing Law School

needs in the area of instructional technology, advising the Dean on those priorities, and working with the IT department to offer appropriate training to faculty and students on instructional technology.

H. Collaborative Partnerships

The concept of the monolithic law library of the past that sought to own and collect everything “just in case” it was needed is quickly being replaced by the realities of limited budgets and the concept of providing access to what is needed “just in time.” In the UNM Law Library this means more reliance on electronic resources and more reliance on sharing print materials with other libraries. Collaborative partnerships are essential to maximizing resources and obtaining access to scarce materials. Such partnerships are also essential to preserving important print material in a cost effective manner. The Law Library has forged collaborative partnerships with many other information providers during the past few years. These efforts center on creating, sharing and preserving print and digital resources.

As already mentioned, within the Law School the law librarians are currently working with the Utton Transboundary Natural Resources Center to create a free, web-based database of legal resources and policy papers related to the nexus of water and energy law and technology. In 2005, the Utton Transboundary Resources Center funded 50% of the position of the visiting librarian to create the database so that the Library could undertake the project. The funding has now ended, but the Law Library is committed to maintaining the database for the Utton Transboundary Resources Center.

Within the University of New Mexico, the Law Library collaborates in a variety of ways with the University Libraries System (UL) and the Health Services Library and Informatics Center (HSLIC). Given the scarcity of other academic libraries in the state—law or otherwise—these are critical relationships for the Law Library. As already mentioned, the Law Library partners with other UNM Libraries to provide a shared ILS via the LIBROS Consortium. It has also started to share the licensing costs of online databases with the University Libraries System and it supports programming efforts such as the annual Scholarly Communications Symposium which has been jointly hosted by the three separate UNM library systems for the past several years. The University Libraries faculty and staff have provided free training for Law Library faculty and staff and promote access to online journals licensed by the Law Library for the entire campus via the UL’s electronic journal management system, GoldRush. The University Libraries System has offered the Law Library access to its patron-initiated interlibrary loan software, which to date the Law Library has elected not to pursue. The UL’s Center for Southwest Research provides the Law Library with preservation resources it could not otherwise recreate. The Center’s Political Archives section has contracted with the Law Library to index and preserve the Gov. Bruce King papers. The University Libraries has offered the Law Library access to its ContentDM digitization resources. Finally, the University Libraries System supports the University’s institutional repository, DSpace, which the Law Library and Law School use.

Within the state of New Mexico, the Law Library, the UNM University Libraries System, the UNM Health Sciences Library, the New Mexico Technical University Library and the New Mexico State University Library, form the American Association of Research Libraries

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in New Mexico. The AARL-NM works to share resources pursuant to a formal Memorandum of Understanding between the respective institutions. To date these efforts have established an in-state interlibrary loan and courier service. The AARL-NM is currently working with our respective budget directors, university presidents and the New Mexico Secretary of Higher Education to encourage the state to rework its current system for funding public academic research libraries. Success in this effort might result in a more stable system of long term funding for the Law Library with less need for special legislative appropriations. This effort is endorsed by the Law School Dean.

The New Mexico Supreme Court Law Library is another very significant partner for the UNM Law Library as it represents the only other large law library in the state. In 2006 the new Director at the Supreme Court Library made a commitment to work with the UNM Law Library on outreach projects and to discussing in the coming months ways in which the two libraries might collaboratively develop their collections and work together to digitize and preserve rare historical New Mexico legal materials. The Supreme Court Law Library hopes to join the LIBROS Consortium in the future and has discussed sharing bibliographic records with the UNM Law Library to create a shared law library catalog. If achieved, this would make collaborative collection development and resource sharing with the Supreme Court Law Library more easily achieved. Physical resource sharing will be feasible because of the existence of daily courier services provided by the state appellate court system which has offices near both law libraries.

Possibly the most significant partnership for the UNM Law Library at present is the Desert States Law Library Consortium. This regional group has already entered into an expedited interlibrary loan agreement to ensure free, 24-hour delivery when borrowing material, and as already mentioned, the group is currently working to create print repositories of pre-statehood material held by the consortium libraries. The UNM Law Library will soon take over responsibility for hosting the Desert States Consortium website. While the Law School IT department was willing to host the site, the library chose to instead use web server space provided by the University's Information Technology Services department so the library will have full access and control over the site.

Finally, the UNM Law Library is a member of the Legal Information Preservation Alliance (LIPA) which proposes to share and archive print materials to create copies of last resort, and allow institutions to provide electronic access without worrying about having to retain print analogs. These initiatives are critical to addressing issues associated with access versus ownership.

Unfortunately, several barriers exist with respect to collaborating on print preservation initiatives. Many jurisdictions, including New Mexico, have anti-donation clauses and various other statutes which limit what libraries can do with institutional property including library collections, not to mention the need for memoranda of understanding, etc., before institutions can safely enter into cooperative agreements. An analysis of New Mexico law needs to be undertaken to determine how best to pursue these initiatives so that meaningful resource sharing and preservation initiatives can be successfully undertaken.

III. Computer and Technology Support, and Media Services Center

The Law School Information Technology Department's mission is to effectively support faculty, students and staff in their use of technology with the objective of enhancing their work in the areas of teaching and learning, research and scholarship, service, and communication. In recognition of the fact that media services and computer support are converging technologies, the Law School's Information Technology Support Department and Media Services Center were both placed under the direction of the Assistant Dean for Information Technology. The Assistant Dean for Information Technology reports directly to the Dean of the Law School. She and her staff are responsible for providing essential technology and media support services for all of the Law School departments and personnel.

The Assistant Dean for Information Technology manages the IT department with assistance from three full-time staff: a Senior LAN administrator, a Technical Support Analyst 3, and a Web Designer. The Assistant Dean is an active participant in the IT community, both on a national level and within the UNM community. She represents the Law School and Institute of Public Law as an IT Agent and participates in various other IT groups such as IT UNM. The Senior LAN administrator is responsible for overseeing the maintenance of all the hardware and software on the Law School network and provides user support when needed. He collaborates on projects with IT colleagues on main campus and is involved in almost every IT project the Law School implements. The Technical Support Analyst works closely with faculty, students, and staff and is responsible for public computers in the Library, the copy/printing system in the Library, and the Amicus database in the Clinic. She also supports all in-house databases, including the Registrar database and Admit-M and provides user training when needed. The Web Designer, along with a part-time student employee, maintains the Law School website. She also performs the administrative tasks necessary to keep the department functioning smoothly. Two other student employees work 25 hours per week, performing routine tasks such as printer maintenance and first-level support. While the ratio of IT support staff to users is adequate, the department has often had the need for programming skills, both web and Windows, which are not currently found in the IT department. The department uses a combination of consultants and work-study students to fulfill these needs.

The two Media Services Center staff who report to the Assistant Dean for Information Technology are a TV Production Tech II and a Multimedia Assistant. Two student employees report to the Media Services Center staff. The TV Production Tech II is retiring on October 1 after more than 20 years of service to the Law School. The position will be filled with a Multimedia Assistant in recognition of the changing Media Services Center environment as we transition from analog to digital.

The Information Technology department and Media Services Center are expected to provide support to all of the Law School departments and constituents, including the library, the Clinic, the administration, the faculty, students, and other support staff. Given the size of the IT department and Media Services Center staff, their budgetary resources, and our growing use of technology and media services, this is an enormous task, necessitating efficiency strategies that can sometimes frustrate the wants, needs, and expectations of the

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user community. These strategies include limiting the number and type of software applications that can be supported, carefully allocating server space, prioritizing new technology acquisitions, and carefully assigning the support staff to new initiatives while continuing to provide support to important ongoing needs, such as the Law School website. Another strategy is to offload technology support tasks to other staff, including faculty, as the development of their competence permits, and working collaboratively with other units at the University with an eye toward sharing resources. All of these strategies inevitably involve compromises with optimal user support. Nevertheless, the IT department and Media Services Center navigate the demands on their time and resources so that the essential needs of the community are consistently met or exceeded.

The Law School's computing environment is based upon a Windows 2003 Active Directory (AD) forest. All Law School faculty, students, and staff have computer accounts on the AD forest, providing secure access to personal file shares, applications, network printers, and the Law School Intranet. The network infrastructure consists of unshielded twisted pairs running to seven wiring centers located throughout the building. The wiring centers are connected to the University of New Mexico's high speed wide-area network (WAN) and on to the Internet via an optical fiber backbone. A wireless network (WLAN) was installed in the summer of 2005. The WLAN is accessible in all classrooms, the Law Library, and the open student study area, the Forum. Additionally, the Law School's local area network (LAN) consists of the 10 servers used for file, print, application, and web services.

The IT staff support approximately 250 desktop computers, 13 laptops, and three Motion tablets. All faculty and staff have Pentium-class or better desktop computers although some faculty members use laptop computers in addition to, or in place of, desktop computers. All desktop computers are configured with a CD/RW, 17" monitors (all faculty have flat panel monitors), and are on a four-year replacement program. Newer computers also have a DVD drive and a duo-core processor. There are 46 Pentium-class or better computers dedicated to students in the Clinical Law Program and the Publication offices have six PCs dedicated to student journal work.

Beginning in 2006, incoming students were required to purchase a laptop. Financial aid is available to fund the purchase. No specific vendor was specified but minimum hardware and software requirements were provided. Most students access the wireless network while in class, in the Library, and in the Forum. The WLAN provides access to their personal file share on the network as well as network printers and the Internet. Students can also connect to the wired LAN via network ports in carrels or elsewhere in the Law School. The IT department provides some support for student laptops. Most support is related to wireless network connection problems. We also provide basic help and troubleshooting for other problems such as virus and spyware detection. The Anderson School of Management Information Services department offers students walk-in warranty support for Dell laptops. Their Dell-certified technicians diagnose and repair hardware problems for any Dell laptop still under a next-business-day support agreement. Thus students with Dell computers can receive quick and efficient on-campus hardware repair.

Laptop ownership has significantly impacted use of the student computing labs. Students choose to study wherever they can find a quiet corner and rarely use the labs. As a result, the Law School is currently converting the computer lab located in the Hart Wing into a classroom.

All Law School computers run the Windows XP operating system, Microsoft Office 2003 application software (Word, Outlook, Excel, PowerPoint, Publisher, and Access) as well as other programs such as Adobe Reader. CALI (Computer-Assisted Legal Instruction) lessons are available via a link on the Law School website to the CALI website. We use Microsoft Exchange for email, allowing us to create custom email distribution lists for classes, student organizations, and administrative groups. An in-house listserv, Lyris ListManager, promotes discussion and collaboration between faculty, staff, students, and people without Law School email addresses. Students are required to subscribe to a Students listserv but may opt-out of a Student_Forum list. The Students listserv is considered the official communication medium for administrative announcements to the student community. The Student_Forum listserv is the listserv dedicated for use by students to post commentary, publicize non-official gatherings, or make other general announcements to other students. The only non-student with access to this list is the Assistant Dean for Information Technology. A password-protected Intranet website and a public Internet site provide access to a wide variety of information including policies and procedures, an academic calendar, course descriptions and schedules, applicant information, and faculty/staff directories. Our website is one of only a few Law School sites that are fully-ADA compliant, allowing our visually impaired students access to necessary information.

In addition to the above community-wide set of applications the IT department supports more specialized applications as needed by its constituents. These applications are described in more detail in Appendix O but include supporting software for administration, admissions, financial aid, development, Registrar's office, accounting, and the Clinic.

The Media Services Center falls under the Information Technology umbrella. The Center is expected to record classes on request, make media technology available for use in all the classrooms as required by the faculty, record other events as necessary, and assist the faculty in the production of educational media presentations for use in a variety of settings.

To support its work, the Media Services Center has access to a high-quality digital video camera and has begun the transition from analog to all digital class recording. However, the Law School records many classes each week and the time spent capturing the video and streaming it to the media server results in an extensive commitment of time.

A summary of Media Services Center equipment, as it pertains to supporting the Law School's teaching mission, follows:

- Two digital video cameras
- Four VHS camcorders
- Five Color video cameras
- Three LCD projectors

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- Two visual presenters
- One high-speed audio duplication system
- One Digital 002 audio rack-analog/digital interface
- One audio mixer
- One analog video editing system
- One wireless translator system
- One wireless A/V system
- One digital switcher
- One video conferencing system

The Law School expends significant resources to support the implementation of technology throughout its programs. Technology is involved in every aspect of our work, and becomes more important with each new development. It is easy for our expectations and demands to outpace our ability to meet them, leading to frustration on the part of many in our community. We are committed to developing a workable strategy for involving the faculty in the technology deployment decision-making process and enhancing the faculty's, staffs', and students' skills in the effective use of technology. As previously discussed in the Library section concerning technology, one strategy to address this goal is to reconstitute the standing faculty Library Committee to become the Library and Instructional Technology Committee. Its charge now includes exploring new instructional technologies and developing a forum for faculty review of those technologies; prioritizing Law School wide needs in the area of instructional technology and advising the Dean on those priorities; and working with the IT department to offer appropriate training to faculty and students on instructional technology. Additionally, the Clinic has formed a Technology Committee with the objective of working with the IT department on solutions to its educational needs.

We have identified four core goals for technology in relationship to our mission: 1) Empower and enhance learning through technology; 2) Provide reliable and secure access to information and technology; 3) Promote customer-centered information technology services and support; 4) Ensure continuous innovation. These goals will be accomplished by turning to our IT department working in collaboration with the Library and Instructional Technology Committee to develop an Information Technology Plan for Learning and Teaching, which will provide for effective use of technology in course content and/or course management and organization, and identifying and implementing other strategies for accomplishing these goals. To begin this strategic planning process for technology, the Assistant Dean for Information Technology has drafted a more detailed articulation of our core goals with guidelines supporting their pursuit. This draft is attached as Appendix P.

IV. Conclusion and Goals

The Law Library has made tremendous progress in stabilizing its financial needs and in implementing new directions that support its mission in harmony with the overall mission of the School. Support for faculty scholarship is at an apex; outreach and collaboration with other institutions having information needs as well as information to share is paying dividends; management of staff is efficient and effective; transitions from print to digital information storage and retrieval is moving forward smoothly; and the physical space that the

Library occupies is coming together making it warm and inviting as well as functional. Nevertheless, there remains work to be done, and we do have goals for enhancing the Library even further.

- The Law Library faculty will complete updating its promotion and tenure policies.
- The Law Library will continue to pursue changes necessary to improve its safety in regards to a fire suppression system and the provision of an area of assisted rescue on the upper level to ensure the safety of disabled patrons in the event a fire shuts down the Library elevator.
- Several facilities issues still need attention including more collaborative work space within the Library equipped with projection equipment for practicing presentations, etc., more electrical outlets, replacing the old library chairs on the lower level, and tables throughout the library as well.
- Expand support for faculty scholarship by developing better ways to measure the impact of faculty publications, perhaps through citation analysis services, helping to track download counts of work deposited into the institutional repository, and possibly subscribing to scholarship promotional services such as SSRN or bepress.
- With the prospect of soon having seven teaching librarians on the Law Library faculty, it might be time to revisit whether the Law School should begin to require students to take an upper level legal research class as well as review the Library faculty's role in teaching research skills in the first year curriculum.
- Pursue solutions to blocks in achieving the automation goals of the Library faculty and staff.
- Analyze New Mexico law to determine how to best pursue meaningful resource sharing and preservation initiatives.

The Information Technology Department and Media Services Center is challenged with the enormous task of meeting the growing technology demands of the Law School with limited staff and budgetary resources. While they have succeeded in meeting the essential needs of the community more needs to be done. A blueprint for addressing the unmet needs is provided in the IT department's early draft for a strategic direction attached as Appendix P. Key to this blueprint is the goal of:

- Reconstituting the standing faculty Library Committee to become the Library and Instructional Technology Committee, charged with exploring new instructional technologies and developing a forum for faculty review of those technologies; prioritizing Law School needs in the area of instructional technology; advising the Dean on those priorities; and working with the IT department to offer appropriate training to faculty and students on instructional technology.

Facilities

I. Introduction

The facilities of Bratton Hall in 2007 are very different from the facilities described in the 2001 Self Study. The 2001 report described a facility that was overcrowded, with inadequate administrative, classroom, faculty offices and library space. It was a space that exhibited a high degree of dilapidation and wear, and that was not ADA compliant. All of these problems were noted in that report along with the anticipated relief that construction of the new Frederick M. Hart Addition, substantial remodeling and conversion of the old clinical space and Administrative Wing and the general remodeling and modernization of other parts of Bratton Hall would bring. Construction of the Hart Wing and other extensive remodeling and renovation work was started in 2001 and was generally completed by May 2002. The official opening and building dedication was commemorated by an appropriate ceremony on November 22, 2002. While the addition of 32,000 square feet of new space and extensive remodeling of existing space solved the major problems of overcrowding, dilapidation and ADA compliance noted in 2001, as with all remodeling projects, new minor facilities problems have arisen. These minor problems and the current plans to address them are discussed below.

In general, the major improvements of the new Hart addition were to:

- (1) significantly increase space and renovate the Administrative Wing,
- (2) create a new, more spacious, and attractive law clinic,
- (3) add 11 new faculty offices,
- (4) add eight new classrooms,
- (5) create new space for a copy center and a media center,
- (6) create new space for an information technology center and adjacent computer lab (now converted to an additional classroom due the implementation of a student laptop policy),
- (7) create new space for a career services center, and
- (8) create two new outdoor patio areas.

The remodeling effort in the existing building produced five new faculty offices, a new faculty lounge, a renovated snack bar area, two new student study spaces, added new carpet, new seating, new HVAC and new electrical and PC wiring for old classrooms and in general painted and renovated formerly dilapidated and neglected areas. In addition it should be

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noted that the Law Library has also undergone significant remodeling in 2007. The Library remodeling is described in the Information Resources section of the Self Study.

II. Present Facilities

A. General Description of the Present Building

The core of Bratton Hall was originally constructed in 1971 with 68,000 square feet of usable space on two separate floors. It is owned by the University of New Mexico, and is sited on land which once comprised the University's golf course. The University moved its championship golf course to land just south of the Albuquerque campus before it began constructing buildings on its "north campus" where its original golf course was located. A golf course, now reduced in size still operates and surrounds the Law School on the north and west sides, providing a beautiful green space for some of its outdoor patios. The "north campus," located north of Lomas Blvd., a major Albuquerque city street, also includes UNM's medical, nursing, and pharmacy schools.

Bratton Hall was significantly expanded in 1978 by another 48,000 square feet. From 1978 until 2002 the total assignable space was 116,000 square feet (including the library). As noted above, the 2001-2002 Frederick M. Hart addition added 32,000 square feet of usable space. At present Bratton Hall has a total of 148,000 square feet of assignable space. The style of the building can best be described as a fusion of the University's generalized Pueblo Revival style and a more modern functionalist style. The new Frederick Hart Wing continues this fusion of styles, but adds a more modern light infused space to the original fusion. The architecture of the building is clearly modern and somewhat unique among law schools.

Both the architecture and life of the building are centered on the large open student Forum that encircles the original round moot court room. From the Forum one can walk northeast to the library wing. To the east is what is now called "The East Wing" or Mountain Wing, which houses faculty and student offices, the Utton Transboundary Resources Center, and the American Indian Law Center, Inc. A short walk to the west from the Forum takes one to the older and larger classrooms. A walk due north will take one to the back patio which in warmer weather serves as an outdoor meeting and social area. Just south of the Forum is the Hart Wing which houses new classrooms, faculty offices, and at its far end, the new two story open glass law clinic.

In addition to 15 classrooms and 46 faculty offices, the Law School contains the Office of the Dean and Administrative Services (Dean's office, Dean's conference room, Accounting, budget and personnel management, Registrar, Admissions and Financial Aid office, Development office, reception area, and mail room), the Law Clinic, the Law Library, Faculty Library, Bio-Ethics Library, the Bruce King Reading Room, the American Indian Law Center, Inc., the Utton Transboundary Resources Center, Copy Center, Media Services Center, ENLACE program, Career and Student Services Office, Information Technology Center, Office of International Programs, student organization offices, U.S- Mexico Law Institute, the Appleseed Foundation, faculty lounge, old faculty lounge, staff lounge, student locker area, and a snack bar. There are also several file, storage, and supply rooms located in different areas of the building.

A separate and smaller structure is located immediately to the southeast and adjoining Bratton Hall, which is jointly owned by the University and the New Mexico Bar Foundation. The first floor of the building houses four judges for the New Mexico Court of Appeals, their law clerks and support staff. These four judges constitute a branch of the New Mexico Court of Appeals which is headquartered in Santa Fe. The second floor of the building houses the Law School's Institute of Public Law (IPL). The basement of the building which once housed the Law School's copy center is now used for storage. While the business activities of both the Court of Appeals and the Institute of Public Law are mostly self contained within this structure, both organizations use classrooms or moot courtrooms in the main Law School facility. The judges use Law School courtrooms for oral arguments which are open to the Law School community. The relocation of the Law School copy center to the new Hart Wing in 2002 served to alleviate space pressures within the Court of Appeals building which were noted in the 2001 Self Study report.

As noted earlier in the Program of Studies section of this document, having a branch of the NM Court of Appeals so near the Law School is a great asset. The state legislature recently appropriated funds to build a new facility to house this branch of the Court of Appeals. This building will also be located next to the Law School, and will include a conference/observation room to allow law students to observe courtroom proceedings, and conduct real time discussions concerning their observations without disturbing the ongoing proceedings.

III. Allocation of Space in Bratton Hall

A. Administrative Offices

The Administrative Wing was considerably improved by the 2002 renovation project. The amount of usable space went from 2,509 square feet to a present total of 5,100 square feet of usable space. While the renovation fixed the problem of overcrowding, the recent centralization of previously dispersed administrative functions has placed this area at full capacity. Nevertheless, the Dean's office is now much larger and better meets the administrative team's needs. In addition, the Dean has a small conference room seating about 10 people.

A separate reception area is located at the entrance to the Dean's area and to the main public entrance to the Law School. This reception space is highly visible, open, and serves to control and direct incoming foot traffic, telephone calls, and mail. The reception area also functions as a general information area for students, staff and the public. A separate faculty and organization mail room is immediately adjacent to the telephone reception area. Before the 2002 remodel, the administrative area was completely open and did not have separation from the reception area. The Administrative Wing now houses in individual office spaces, the Law School Administrator, the Development officer, Law School Accountant, the Registrar, the Director of Admissions, and the Financial Aid officer. An open area with movable work stations also accommodates three admissions support staff, the Registrar's assistant, the Accountant's assistant and one or two work-study students. The Administrative Wing also contains a copier/printer room which also serves as supply storage. Student files

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are located in a secure file storage area with only the Registrar's Office and select Senior Administrators having access. The Administrative Wing nicely supports the current operations housed there, should staffing levels increase alternative locations may need to be considered.

B. Classrooms, Seminar Rooms and Moot Court Rooms

By far the biggest and most notable improvement to Law School facilities is the increase in the number of classrooms and the improvement of the overall condition in the older classrooms through remodeling. Before the addition of the Hart Wing, there were two large capacity classrooms, two intermediate capacity classrooms, four smaller seminar rooms, one moot court room and a Dean's conference room that was occasionally used as a teaching and meeting space. After the addition, there are two more medium capacity classrooms, four new seminar rooms, and two new courtrooms. Not only were more teaching spaces created, but the new spaces are visually more appealing and more flexible in how they can be utilized. The use of movable furniture and fully wired classrooms has increased the overall utility of each space. The remodeling of the older classrooms clearly brought improvement. Among the improvements to the older classrooms were new paint, new carpet, new student seats, more electrical outlets, general cosmetic improvements, new wiring for PC connections, hard-wiring for use of PCs by professors, and wiring in all classrooms to make them wi-fi accessible.

Law School classrooms and the capacity of each are as follows:

Basic classrooms	Capacity
2401	175
2402	80
2405	64
2406	64
3402 (FHW)	40
3416 (FHW)	40
Seminar rooms	
2403	25
3211	22
2503(FHW)	18
2531(FHW)	18
2533(FHW)	18
3313	12
Courtrooms	
2404	40
2525 (FHW)	28
3410(FHW)	28

The increase in the number of classrooms and the remodeling of the older classrooms was a welcome addition in support of teaching and other Law School programs. However, some corrections and additions to the space may make it even better.

The furniture selected for the new classrooms is somewhat clumsy when applied to the actual teaching that takes place there. The furniture was chosen for its flexibility anticipating that faculty could easily rearrange the space for different types of classes and teaching methods and styles. An unanticipated consequence of this is that the classroom arrangement that pleases one professor is not always sure to please those that follow. Some find the new furniture uncomfortable and difficult to maneuver around. Another concern expressed by some faculty members regarding the new classrooms is that they do not always comfortably accommodate enough students to meet the demand for some classes assigned to the space.

Some faculty members also question whether the new courtroom space designed to support skills classes such as trial practice, moot court competitions, pre-trial practice, and alternative dispute resolution work as well as they should. This may be the result of the phenomenon that planning for “one size fits all” sometimes results in “one size fits no one.” For example when configured as a trial courtroom, the projection screen is difficult to use and for the jury to see.

None of the courtrooms, the two new ones and the legacy courtroom, incorporates the technology in use today in many courthouses in New Mexico. This results in a missed opportunity to introduce our students to the skills involved in utilizing this technology as a tool for presenting evidence and persuading decision makers. This lag in the access and utilization of available technologies in classroom instruction is echoed in our other classrooms. While the Media Services Center works hard to accommodate the demand for technology in classrooms by scheduling recording or projection equipment on request of the faculty, it is an antiquated system that is fraught with points of failure and limitations.

In the coming years, the Building Committee working in conjunction with the Library and Instructional Technology Committee will need to address these questions regarding the most effective use of our courtroom and classroom space. Their findings and recommendations can be very helpful in building consensus around how to best take advantage of both the new and legacy space. While we are confident that the space we have handles our current instructional needs well, we also know that with some thought and planning it has the potential to really shine.

In response to our need to continually monitor, maintain, and upgrade our classroom and other spaces, during Summer 2007, the Law School was able to make some needed improvements to classrooms and offices. Concerns that faculty offices and classrooms in both the old and new wings were not adequately sound-proofed were addressed through securing funds from the University to soundproof offices and classrooms in both Bratton Hall and the Hart Wing. This was completed, as well as replacing chairs in the two large classrooms (2401 and 2402) and installing permanent tables to replace the folding tables in the back of room 2401. Additionally, new support for classroom technology was added to the

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Law School's largest classroom, 2401. A permanent podium supporting computer projection for displaying instructional materials in the form of PowerPoint presentations, Internet content, films, and other media was added.

C. Clinical Law Facility

The Clinical Law Program moved into new space in the Hart Wing in May 2002. This new space at the far west end of the addition placed the Clinic in a spacious, airy, and well lit two story space, with room for 46 student work stations, up from 36 work stations in the old clinic area. The reception area is easily accessible to a public entrance. It is an open, very visible area, with seating for four or five waiting clients, and immediate access to three interview rooms, two small interview rooms for the typical one-on-one student client interviews, and one larger interview room for a small group of up to six persons. Next to the reception desk is a combined file storage, copier, supply and work area for staff and students. Outside of this area is a Clinic mailbox area for all incoming and outgoing mail.

To the right of the reception area is a new and much needed large clinical conference room which seats up to 22 persons. This conference room is often used by clinical faculty as a meeting and training room and by students when they staff a case with faculty members, take witness depositions, or meet with community groups. The new clinic space also provides four more private staff offices for Clinic support staff as well as two small private faculty offices for use by faculty whose main faculty office is not adjacent to the law clinic. These offices are used for quiet and confidential faculty/student conferences.

Faculty and staff offices are equally divided by floor. The first floor has shelving space for frequently used legal references such as the New Mexico statutes, and the second floor contains a small clinical library and meeting space for students. Student work stations are designed to accommodate all of the essential needs of a practicing lawyer, and for the most part, are allocated to a single student for their exclusive throughout the semester. Each work station has its own telephone and PC. When the new Clinic space was designed, the decision was made to move the Clinic Director's office and most clinical faculty offices outside the Clinic. The Clinic Director and many clinical professors who focus their teaching in the Clinic elected to locate their offices in the new wing for easy student access. Most teachers who regularly teach in the clinic are located on either the first or second floor of the new wing. Clinical classes, which are required for all clinical courses, are held in classrooms outside the Clinic, most typically in the new wing.

D. Law Library

The Law Library has 32,443 square feet of usable space. This space is divided into a large, open and recently remodeled reception and circulation desk, seven enclosed offices for the Head law librarian and the library professional staff, carrels for library staff, seating space for 240 students and users, 111 separate student carrels, an office for the reference librarians, a technical services work space, two rare book rooms, and 48,646 linear feet of stack space located on two floors holding 429,740 volumes. The Bruce King Reading Room, which also serves as a meeting room, is also located in the Library. The Law Library and recent

renovations to the Library are described in more detail in the Information Resources section of this report.

E. Faculty Library

In addition to the Law Library, the Law School also supports and maintains a separate faculty library on the second floor of Bratton Hall. This library is in the same location and of the same size as the 2001 version, but it was extensively remodeled and refurnished as part of the renovation project in 2002. Older more obtrusive book stacks for statutes and regional reporters were removed as were faculty storage files and boxes. As part of the remodeling project, a more selective collection of books was shelved against the outside interior walls. The old floor-to-ceiling book stacks were replaced with one single level, with a comfortable work surface book shelf. Two computer work stations were installed, along with eight carrels, three small conference tables, new lamp based lighting, and more comfortable chairs. This created a brighter, more open, comfortable and friendlier space for faculty members to conduct research or to prepare for classes.

F. Faculty Offices

In 2001, Bratton Hall had approximately 30 offices dedicated to faculty use. Seven of these offices had no window and were a source of frequent faculty complaint. By 2001, the demand for faculty office space far exceeded the available supply of office space of any kind. Offices that were not designed to be used as offices were being pressed into service. The addition of the new Hart Wing in 2002 and the remodeling of the old clinical law space on the second floor of the East Wing solved that immediate crisis, but due to resulting new demands for individual office space, the fix may only be temporary. The new addition and the remodeling created a net gain of 16 new office spaces, all with a window. In addition new offices were also created for the Assistant Deans of Career & Student Services and staff, as well as for other students and staff who were occupying what could be termed faculty offices. As of Spring 2007, faculty, both full-time and emeritus, occupy offices. Adjunct faculty members who desire office space are given access to offices of faculty visiting other schools or offices of faculty who are not teaching that semester. At present the supply of faculty offices clearly meets current demands and should continue to be sufficient into the foreseeable future.

In Bratton Hall, faculty offices range from 125 to 150 square feet in size. In the Hart Wing, faculty offices are all a University standard size of 118 square feet. In both areas there is the shared perception that there is a general security problem, particularly at night. The building remains open late for access to the Law Library, which stays open until 11 P.M. weeknights during the academic year and 6 PM during the summer. This concern can and should be addressed over the next several years.

G. New Faculty Lounge and Old Faculty Lounge

As part of the remodeling project for the old clinic space on the second floor of the East Wing, the center area of the space was partitioned off to serve as a new faculty lounge and meeting area. This new area is larger than the old lounge area that, as of 2001, was no longer

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adequate to accommodate the meeting needs of a growing law faculty. The newer area is an open, glass-walled but fully enclosed area that will accommodate the faculty for lunches, colloquiums, and meetings. This larger space is better suited for faculty needs, with the most common use of the new lounge facility for Wednesday noon faculty presentations and lunches, for hiring presentations, and for small more informal meetings by faculty or faculty committees. The older faculty lounge, located in the lower triangle faculty area, was painted and slightly remodeled and is still used by faculty and students for smaller meetings and social functions. The legal writing professors utilize the space most often, since it is adjacent to their offices, to meet with first year students. Also, the less-formal Dean's Hours for faculty are held in the old faculty lounge. The existence and use of two faculty lounges of differing sizes is appreciated and fully utilized by the faculty.

H. Student Organizations

Student organizations are housed in one common area in room 1211 which was converted from a classroom to an office area during the remodeling phase. Eleven student organizations share five interior office spaces and one common open meeting and gathering space. Student organizations that share these offices are the UNM Student Bar Association, the ABA Law Student Division, ACLU, International Law Students Association, Women's Law Caucus, LAMBDA, Native American Law Student Association, Black Law Students Association, Mexican American Law Student Association, Federalist Society, Phi Alpha Delta, and Phi Delta Phi.

For larger meetings, student organizations utilize classrooms or lounge areas as needed. For larger events, social occasions, and fund raising events student organizations commonly use the Forum area and the patio areas of the Law School. Meetings and events are scheduled in a centralized system maintained by the administration.

I. Student Lockers

As part of the 2002 remodeling project, the student locker room was remodeled. Although some students complain that the lockers are too small, the new locker room now provides 424 locker spaces, which is more than sufficient to accommodate the needs of the student body.

J. Snack Bar

Students, faculty and staff all use a common snack bar area. The snack bar is open during the morning and early afternoon hours every weekday during the fall and spring semesters. It does not operate during the summer or during the winter intersession. The snack bar does not provide hot foods except for the recent addition of soup. It does provide sandwiches, salads, snack foods, and beverages. The snack bar room also includes vending machines for typical vending machine fare such as candy and chips. Water and soft drinks are also available in the vending machines. Students and faculty would both prefer an improved snack bar area and food offerings to increase socialization opportunities in the Law School. In response to student requests, both the Forum and the snack bar area recently had new electrical outlets

installed. As stated below, planning for an improved snack bar by opening it to the Forum is underway.

K. The Forum

A signature feature of the Law School is the Forum. This is a large open space in the center of the Law School that serves as its hub for both large formal gatherings and for informal meeting, study, and reading space. It is large enough to accommodate over 250 people for a special lecture or panel presentations, as well as other large events. For example, we use the Forum to host our welcoming orientation dinner for first year students and their families. Another dramatic event, unique to American law schools, is the annual Indian Convocation held to honor our Indian law students, which brings into our Law School tribal and state government officials, judges, and the families of our students. The Forum provides a spacious and central socializing area for students and faculty. It is truly a multiuse space. It includes gallery-like space for artists to display their work, a fireplace, and many separate informal seating areas. It even provides a pool table, a ping-pong table and a foosball table for student enjoyment.

The Forum was last refurbished over a decade ago and, as our most publicly utilized space, is in need of further attention. We are currently pursuing plans to once again address needed improvements for this area. These improvements will include new furniture, new carpet, new lighting, and a redesigned look for the walls. Also under consideration, depending on costs, is opening the Forum directly into the existing snack bar by building a large open window between the snack bar and the Forum. Some funds to complete this project have already been identified, and we hope to complete this project within two years.

The Law School is currently beginning the planning process for a long-term project leading to a possible renovation of the snack bar and a possible change in vendors to provide a better level of food service. Current plans also include preparation of a cost estimate for a new design, new furniture, and new carpeting for the Forum area to make this area a more comfortable and appealing student gathering area. Overall though, the existing Forum is a tremendous asset to the Law School and a welcome meeting area for students and faculty alike.

L. Staff Locations and the Staff Lounge

Support staff are placed at various locations throughout the building. Administrative services for the Dean are provided in the Administrative Wing. Support services for the faculty are dispersed throughout the building with an effort to locate these services as close to assigned faculty as possible. Support services for clinic faculty are provided within the clinic. Support services for faculty in the Mountain Wing are located in an enclosed shared office space. Support services for faculty in the upper and lower faculty triangles are in separate enclosed offices located within each triangle. Support services for the Utton Transboundary Resources Center, the American Indian Law Center, Inc., ENLACE, and the Institute of Public Law are located in enclosed offices within each program's area. A separate office is provided for building maintenance services. Staff also have their own enclosed lounge area, equipped with kitchen services in the upper faculty triangle area.

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M. Copy Center

In 2001 the Law School copy center was located in the basement of the Court of Appeals building. At that time it was a cramped, overcrowded and windowless space, which did not provide an appealing work space for employees. In 2002, the copy center was moved into a new and much improved space in the basement of the Hart Wing. This space is larger and more open, with adequate space for two digital copiers, a cutter, a hole driller, a folder, a tape binding system, two computer work stations, increased storage space for printing supplies and inventory, and plenty of countertop surfaces for staff to work on. The two copiers used, a Xerox 4110 and a 240, are state of the art color digital machines which are computer accessible. The copy center is also able to print color brochures and invitations which help support many Law School activities. The copy center houses two full-time employees and a work-study student. In terms of space needs, the copy center is a bright spot. The space allocated is fully adequate for current Law School demands and should be adequate for the foreseeable future. The copy center also has three windows that allow outside light into the area. The copy center corridor area contains two secure storage areas, and separate enclosed and secure spaces for mechanical systems, electrical systems and telecom systems. The copy center now opens to a larger capacity elevator that greatly facilitates delivery of printing supplies and delivery of larger printing projects such as faculty generated teaching materials.

N. Media Services Center

The Law School Media Services Center is another space that was cramped and over crowded in 2001. At that time it was housed in what was essentially a storage space and dressing area in the older moot court space. That space was tiny and clearly inadequate. At present the Media Services Center is housed in the Hart Wing basement next to the copy center in larger and more adequate work space. The Media Services Center has its own designated space that provides one office for the manager, an editing room, three work open stations and a common area to work on camera and digital media equipment. The present work space dedicated to the Media Services Center is presently adequate and will continue to be so into the foreseeable future.

O. Institute of Public Law

The Institute of Public Law continues to be housed in the upper floor of the adjacent Court of Appeals building. As in 2001, it houses a reception area, a conference/library room, a copy center, and 14 offices. The Institute currently employs approximately 45 employees of whom 39 are located in the Court of Appeals building and six are housed in separate office space on University Boulevard. The current facilities for the Institute are at full capacity. Any expansion in programs by the Institute will require expansion of off-site space or remodeling of the basement.

P. American Indian Law Center, Inc.

The American Indian Law Center, Inc., an integral part of the Law School community since 1970, continues to be housed in the first level of the Mountain Wing. It also continues

to occupy the same space as it did in 2001. The American Indian Law Center, Inc. has five faculty-size offices, one of which is for the Director. The Tribal Law Journal is housed in one of these offices. The area also has a large conference room and a large open work area. Adjacent to the staff offices are the conference room and a similar sized file and supplies storage area. It is anticipated that the American Indian Law Center's space needs will remain constant and adequate into the foreseeable future.

Q. The Utton Transboundary Resources Center

The Utton Transboundary Resources Center occupies the front half of the first level of the Mountain Wing, directly west of the American Indian Law Center, Inc. It has 5 faculty-sized offices, one of which houses the Director of the program. It also has a small conference room which is used for meetings. This space is deemed to be adequate and should remain constant and adequate into the foreseeable future.

R. ENLACE Program

The ENLACE Program is the newest resident of Bratton Hall. Its mission is to identify and address the educational pipeline issues that affect disadvantaged minority students in New Mexico public schools, with the goal of increasing awareness and preparation for college and professional education among these underrepresented students. The program occupies three faculty-sized offices located in the far northwest corner of the Law School opposite classrooms 2405 and 2406. These offices were formerly used as student organization offices, emeritus faculty offices, or visiting faculty offices. The ENLACE Program is slated to move to another area of the University in the near future, which will allow the Law School to reallocate this space for other uses.

S. Law Reviews

The Law School is home to three law reviews, the Natural Resources Law Journal, the New Mexico Law Review, and the Tribal Law Journal. The Natural Resources Law Journal and the New Mexico Law Review are both housed in one medium-sized suite of offices located on the lower level of the Law Library. This is the same space that was occupied in 2001. This shared space was cleaned, painted and slightly remodeled. The most notable remodeling was to glass-in a small corner area that now houses three computer work stations. The editorial boards of the journal and law review each have a faculty-sized office to use. In addition, this suite contains eight student carrels, three moveable work stations for support staff, three small work tables and an open common space that is used to meet or relax. The Tribal Law Journal, which is an Internet law journal, has an office located in the American Indian Law Center, Inc. It is anticipated that growth in these three law journals will be minimal into the near future and that currently allocated space is adequate for their needs.

T. Information Technology Center

The information technology center ("IT") is located on the second floor of the Hart Wing. The IT center is housed in a secure enclosed office which provides an office for the Assistant Dean, and three enclosed modular work spaces for IT employees. In addition, the large common work and meeting space within the center provides work stations for two work-

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study students and space for working on Law School PC-related equipment. The IT center staff provide hardware and software technical support and training for the Law School community. The student computer lab is located in the Law Library. A computer lab was converted in Summer 2007 to classroom space because of increased law student computer proficiency and the Law School laptop computer requirement for students.

The IT technology center could be improved by replacing the carpet with a tile floor to prevent dust from accumulating around the servers. A better alternative would be to relocate the servers into a dedicated server room with its own HVAC system and dedicated circuit.

U. Career & Student Services Center

The Career & Student Services Center is located in spacious new offices right inside the entry to the Hart Wing. This new space is a considerable improvement from the space being used in 2001. The Career & Student Services Center contains an office for both Assistant Deans and an office for the Coordinator. The front part of the office has a large open area with a conference desk to allow students to look through placement materials and brochures and to accommodate small meetings as needed by career center staff. This space is deemed adequate for all present and foreseeable future needs for this office.

V. Faculty Storage Space

The Law School has been utilizing a small storage room in the Mountain Wing and some basement space in the Institute of Public Law building to store faculty materials that did not fit in their offices. The faculty had complete discretionary access to this space as they felt the need arose. The spaces will no longer support this approach. The Law School administration has no alternative but to adopt a storage policy for faculty materials. A survey of available file drawer space is currently under way, which will be followed by a policy for their use.

W. Building Security

The security of the building is a constant concern. The Law School is a public building and operates as such. Its library serves the public as well as our own community. The classrooms are available for use by community organizations when not needed by the Law School. The Law School is very reluctant to change its identity as a community serving organization, including opening its building to the public. Heightened awareness of the need for vigilance and security was renewed surrounding the tragic events at Virginia Tech. With the assistance of the campus security offices we recently conducted a security survey of the Law School, and have incorporated some changes to our operation as a result. We will continue to monitor our security needs and make necessary changes, but remain committed to being a community-serving public law school.

IV. Conclusion and Goals

The Law School facilities have undergone tremendous change since the last ABA site visit. Our new and refurbished space meets our needs. We are delighted with the expansion, and greatly appreciate the roominess. We know that we still have concerns, but nothing like what we experienced before the new addition and refurbishment of the older facility were

completed. We intend to address the issues and concerns identified through this Self Study process in this manner:

- Building security will be reviewed and monitored on a regular basis.
- Our Building Committee and the Library and Instructional Technology Committee, working with the administration, will pursue improvements regarding classroom configurations, furniture, and instructional technology.
- The Administration will refurbish the Forum as resources become available.

Appendix A

8-26-07 version and notes by Suellyn Scarnecchia
“Accomplishments” and “Next Steps” are updates as of August 2007

9/7/04

UNIVERSITY OF NEW MEXICO SCHOOL OF LAW STRATEGIC PLAN 2004 A FIVE YEAR PLAN

INTRODUCTION

A. As New Mexico’s only law school, our goals are:

- To educate and train students, especially those from New Mexico, to become excellent lawyers who will enrich local, tribal, national and international legal communities after graduation, maintaining our tradition of providing open access to the profession.
- To make legal education more broadly available by educating practicing attorneys and non-lawyers in New Mexico.
- To focus our resources on some of New Mexico’s most pressing legal needs through educational, research and service programs of national and international prominence.

These goals track the University’s overall vision:

- To offer New Mexicans access to ... high quality educational, research and service programs;
- To serve as a significant knowledge resource for New Mexico, the nation, and the world; and
- To foster programs of international prominence that will place UNM among America’s most distinguished public research universities.

- The Strategic Plan of the University of New Mexico (Vision Statement)

We are advantaged in our pursuit of these goals by the University of New Mexico’s strategic location:

- New Mexico’s diverse demographic profile provides UNM the opportunity to create an exceptionally rich learning environment characterized by a wealth of different ideas considered from a multitude of perspectives.
- UNM is near an international border; the associated cultural, political, historical, economic, and social relations provide a foundation for a natural international orientation.
- New Mexico’s high-desert location, accompanied by the surrounding mountains, the Rio Grande Valley, and other natural features provides a laboratory for environmental, water, health, and other research and educational opportunities.

Appendix A

- The Strategic Plan of the University of New Mexico (Strategic Advantages)

To meet our goals, we plan to pursue the following objectives and to formally review and evaluate our initial progress during the 2005-06 school year (**review completed 5-06**):

II. Educate and train excellent lawyers. (See UNM Strategic Plan: Strategic Advantage on Vital Academic Climate)

A. Recruit and admit a diverse student body, largely drawn from New Mexico, with strong potential for success in the legal profession. (See UNM Strategic Plan: Strategic Direction on Diversity)

1. Strengthen and increase a broad range of recruitment efforts to encourage the pursuit of legal careers and to encourage application to the UNM School of Law by students from New Mexico.

Accomplishments: Alumni Board Recruitment Committee formed; creation of Indian Law Program Coordinator position and outreach to tribes, including one new MOU; involvement in pipeline efforts, including Wingspread (national consortium of law school pipeline projects), ENLACE and Taft Middle School law magnet; additional undergrad institutions added to recruitment trips and involvement of faculty with certain trips.

Next steps: Training for alumni/faculty/student recruiters; increase tribal MOU's; use Pipeline Committee (2006-07) to broaden involvement in programs throughout law school faculty and staff; provide plan and organization for faculty/student/alumni involvement.)

2. Review the Law School's admissions policy and process with a focus on seeking applicants with a strong potential for success in the legal profession who will together form a diverse student body.

Accomplishments: Year-long ad hoc review of policy (2004-05); admissions committee review (2005-07); faculty adoption of amended policy (Spring 2007).

Next steps: Admissions Committee review of application (planned for 2007-08 school year).

B. Successfully aid graduates in securing employment, including public interest employment, both within and outside of New Mexico.

1. Develop multiple contacts with employers in and beyond New Mexico to increase opportunities for our graduates.

Accomplishments: Improved participation by employers and students in the on-campus interviewing process; addition of second staff lawyer to Career and Student Services Office.

Next Steps: Continue networking to make more progress in this area.

2. Increase public interest opportunities for graduates, with an emphasis on meeting the need in New Mexico for more public interest lawyers (including lawyers for tribal, state and federal governments).

Accomplishments: Successful two-year legislative effort to pass and fund LRAP program for NM; improved information for students and student access to judicial clerkship opportunities with corresponding increase in students applying for clerkships; cooperation with national NALSA to host a career fair during the Federal Indian Bar conference each April in Albuquerque.

Next steps: Develop clear guidance and support for students seeking public interest fellowships; seek additional funds to support summer fellowships; leverage the new federal loan forgiveness law.

3. Develop opportunities for students to gain practical experience in significant legal communities outside of New Mexico, including Washington, D.C.

Accomplishments: Extensive work with DC area alums on identifying opportunities; preparation of materials to promote both job placement and externships; initial success at placing students in DC in particular

Next steps: Actively promote more placements in DC; seek funding to support those placements; begin to work on another major market (NY, Los Angeles, San Francisco, Dallas?)

C. Strengthen the curriculum to teach and train excellent lawyers.

1. Expand and evaluate the new first-year curriculum.
 - a. Create three small (40-student) sections in the first semester of the first year. *Done (Fall 2007 is an exception due to a late decision by one of our criminal law teachers to visit another school)*
 - b. Staff three teaching teams for each section. Each team will consist of a Contracts, Torts and Criminal Law professor who will cultivate a collaborative approach. *Done for the first two years of Practicum. (The teaching teams were formed, but not all teams have chosen to use a collaborative approach. A new direction for Practicum was*

Appendix A

taken in fall 2006 and again in fall 2007, which meant that the teaching teams were no longer needed)

- c. Offer Practicum class in lawyering skills, which will provide students with a 14-student setting for applying concepts from the doctrinal courses through practical exercises. **Done (Practicum groups were formed. A new approach was developed in 2006, which reoriented the course toward professionalism, success in law school, and transitioning to becoming a lawyer. Faculty approved a curriculum committee proposal to maintain the course in the future, Spring 2007.)**
- d. Develop academic support program for students who do not meet outcomes expected at end of each semester.

Accomplishments: The Career Services Office was expanded to include Student Services and a second lawyer staff person was added who has now been promoted to Assistant Dean for Student Services; this Assistant Dean takes responsibility for identifying (through faculty referral and grades) the students who may need academic support services and refers those students to appropriate faculty and/or services, such as counseling, financial aid, accessibility services; hiring of an academic support consultant to review our programs, referral of her recommendations to ad hoc committee; ad hoc committee began review and made initial recommendations; faculty agreed to train tutors and to develop a place on our website for information regarding academic support; tutor training began in 2007; academic support committee no longer ad hoc and serves as liaison between student services office and faculty.

Next steps: Continue work of committee with the goal of providing training to faculty on how to provide academic support, improve academic advising program, and assist Assistant Dean with individual student needs.

- e. Hire a Civil Procedure professor.

Accomplishments: Hired Professor Laura Gomez who regularly teaches civil procedure.

Next steps: Maintain Civil Procedure as a hiring priority as positions become available over the next five years or so to have more faculty members available to teach the course.

2. Strengthen the legal writing and research program and better integrate it into the existing curriculum.

- a. Hire a third legal writing and research instructor and move to professional writing and research instructors for all sections of LRRW and Advocacy by 2004-05. **Done as of Fall 2007.**
- b. Develop and implement outcome-based evaluation methods/tools for LRRW and Advocacy.
- c. Develop academic support program for students who do not meet outcomes expected at end of each semester.

See academic support notes above.

- d. Develop an advanced research and writing curriculum for second and third year students with clear outcome-based evaluation criteria.

Accomplishments: Created first two advanced writing course to be taught by LRRW instructors (Homer, Family Law and Blumenfeld, Persuasive Writing); Increased number and specialization of advanced legal research courses offered by library faculty members.

Next steps: Evaluate the number of students taking such courses and whether or not we are meeting demand; evaluate whether these courses can be used to support students who need extra support and a method for assuring the participation of those students.

- e. Review and revise senior writing requirement to better monitor student achievement and provide for greater consistency among student writing experiences. **Done, as of Spring 2007**
 - f. Better integrate LRRW and Advocacy into first-year curriculum.
 - g. Better integrate library faculty into legal research curriculum. **Done for 2L's and 3L's**
3. Review and develop recommendations for the second and third year curriculum that build on first year innovations.
 - a. Complete recommendations by May 2005.

No progress to date – will be subject of this year's strategic planning process.

- b. Implement recommendations by August 2007.
- c. Develop academic support program for students who do not meet outcomes expected at end of each semester.

Appendix A

No progress on setting outcomes. See academic support notes above.

- d. Monitor bar passage rate and identify ways to address any decline.
4. Strengthen the clinical program's capacity to train law students, work to improve access to justice for people in need and underserved communities within the state of New Mexico, and enhance our leadership role in clinical legal education. In order of priority, the law school should:
 - a. Assure adequate faculty staffing of all our clinical programs, including the need for committed clinical teachers.

Accomplishments: UNM was successful in obtaining legislative funding for a second faculty position for the Southwest Indian Law Clinic and made the hire for Fall 2007; the new Economic Development Clinic is operating with the involvement of four tenure track or tenured faculty members; UNM was successful in obtaining a Low Income Taxpayer Clinic grant to fund the hiring of a Qualified Tax Expert to teach in the Economic Development clinic for the first few years, but will now phase out that temporary position; faculty members whose primary teaching interest is outside of the clinic were successfully recruited to teach in the clinic.

Next steps: Continue hiring of individuals interested in teaching in the clinic and continue successful integration of faculty into clinic.

- b. Explore and enhance the connections between clinic classes and the rest of the curriculum including the first year curriculum.

Accomplishments: Developed "hybrid" courses, such as the Innocence and Justice seminar and Criminal Law in Practice. In addition, the rotation of clinic faculty outside of the clinic and classroom faculty enhances those connections. The first-year Practicum course now includes professionalism and education about legal practice, beginning to bridge to the clinics. Associate Deans Norwood, Sedillo Lopez, and Dean Scarnecchia, all clinicians, are teaching Practicum sections this Fall.

Next steps: Continued evolution of the curriculum with a focus toward outcome-based practical training, where appropriate.

- c. Continue to develop creative teaching materials and innovative teaching methods. Share materials by publication on Web and in appropriate venues.

Accomplishments: The clinic has developed teaching manuals and posted them on D space (open source at UNM). The Virtual Clinic project has progressed and the Med/Law Alliance has progressed. A clinic technology committee was

created and Professor Bobroff has created a national Wiki on case management software and a local Wiki on clinic and court practice. All of the sections of the clinic have conducted outreach into the community, community education projects, and engaged in collaboration with multiple disciplines, including social workers, medical professionals and business faculty and students.

***Next steps:* Continued innovation and dissemination of material.**

- d. Enhance methods for providing students with appropriate evaluation concerning their performance in the clinic. Share materials on Web and in appropriate venues.

***Accomplishments:* Institutionalized the "mid-term review", agreed on grading criteria, and institutionalized the exit meeting in which evaluation is explicitly addressed.**

***Next steps:* Continued discussion and training on assessment and feedback, especially in light of the strategic planning process in 2007-08.**

- e. Raise funds to support the clinic's mission of "learning through service", for example, creating a fund to cover client costs needed for quality representation, computer support, etc.

***Accomplishments:* Federal funding for the Low Income Taxpayer Clinic; state funding for the SILC position; raised a small amount of money through offering Access to Justice Courses to attorneys; successful McCune Foundation grant for Med/Law program; successful partnership with med school on domestic violence grant; pending HUD grant; Intel proposal for clinic technology equipment in process; submitted proposal for more state money to support SILC externship program.**

***Next steps:* Continue to explore and pursue potential funding sources**

- f. Increase interdisciplinary collaboration in the clinic.

***Accomplishments:* The FOCUS collaboration (now Medical/Legal Alliance for Children) with the Community Lawyering Clinic and the Economic Development collaboration have exposed students to interdisciplinary and multi-disciplinary collaboration. Collaboration with ACCION New Mexico on Economic Development referrals and training.**

***Next steps:* Continue developing and enhancing those collaborative relationships**

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- g. Support the publication of clinical, traditional and other innovative forms of scholarship produced by all faculty members.

Accomplishments: In addition to the publications and presentations described in the Clinic's annual report, Cynthia Aragon, Evan Hobbs, and Carol Suzuki have recently presented works in progress at conferences. Carol Suzuki's article on post traumatic stress disorder was recently published.

Antoinette Sedillo Lopez chaired the SE/ SW People of Color Legal Scholarship conference in which 21 members of the faculty played a role as speaker, commentator and/or organizer. She was invited to present at Washington University's clinical conference.

Next steps: Continue to support scholarship

- h. Support faculty in attending and making presentations at regional, national and international clinical conferences.

Accomplishments: Faculty members attended and presented at the AALS Clinical Conference, the CLEA clinical conference, the UCLA/Warrick Lake Arrowhead Clinical Conference, and the Tax Advocate Low Income Tax Clinic conference over the last year.

Next steps: Continue funding and encouraging attendance

- i. Bring distinguished clinical teachers, lawyers and other professionals to visit and speak at the law school.

Accomplishments: Teresa Player, from the University of San Diego and Bob Seibel from CUNY were visitors in the clinic during 2005-06.

Next steps: Continue to recruit distinguished visitors.

- j. Explore the viability of a fellowship/LLM program to train future clinic teachers.

Accomplishments: No progress. There is currently a university moratorium on new degree programs.

Next steps: We should evaluate the viability/desirability of this goal.

- k. Explore the viability of a "Practitioner in Residence Program" to enhance the student experience and to help enhance the quality of practice in the clinic.

Accomplishments: Two volunteer practitioners and a judge have assisted the clinic.

Next steps: Continue recruiting and try to keep the current practitioners engaged in our program.

5. Strengthen and expand interdisciplinary teaching, scholarship and service among programs within the School of Law and with other UNM Schools, Departments and Programs. (*See UNM Strategic Plan: Strategic Direction on Diversity*)

Accomplishments: Hired Professor Laura Gomez to a joint appointment with the Department of American Studies in the College of Arts & Sciences – her teaching and research cross disciplines; the Utton Center, natural resources faculty members, and the NRJ continue to promote interdisciplinary teaching, research and service in the area of natural resources law and policy; Utton Center has proposed creation of a NM water consortium and the request is among the UNM legislative priorities for next year; Professor Rob Schwartz expanded his joint appointment at the School of Medicine & Professor Margaret Montoya received a joint appointment at the School of Medicine – both are actively involved in interdisciplinary teaching, research and service related to health science and bioethics; the Economic Development faculty have developed new relationships with the Anderson School of Management, including a new joint Accounting/Law degree; several professors participated in multidisciplinary grant proposal in the areas of nanotechnology and health policy; IPL is leading a campus-wide public policy consortium; Professor Liz Rapaport received a joint appointment with the Philosophy Department within the College of Arts & Sciences; Professor Jenny Moore served as Director of Peace Studies and interdisciplinary program on campus.

Next steps: Explore new arenas for interdisciplinary work and new funding sources; increase our participation in campus-wide grant proposals and consortia; simplify procedures for interdisciplinary work for law students and nonlaw students who wish to take courses at the law school.

6. Nurture and strengthen the intellectual life of the School of Law.
 - a. Provide a forum for lectures and other programming throughout the year that stimulate the intellectual life of students, faculty, staff and the community.

Accomplishments: Created a faculty committee that plans an annual Faculty Scholarship Colloquium, with weekly scholarly presentations by our faculty and others; supported two conferences on law and national security issues; established the Ramo International Justice Lecture and secured additional funding to support the Simms/Alumni Lecture, so that there will be at least one

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major lecture from these series per year; created the expectation that at least some of the professors holding Chairs or Professorships will give either a public lecture or a lecture for the sponsoring law firm.

Next steps: Strengthen the above programs with greater funding and greater participation.

- b. Support and strengthen faculty scholarship.

Accomplishments: Maintenance of faculty summer stipend level at 9% of annual salary; creation of three faculty chairs; generous provision of leave time, course release, research assistance, and travel funds to support scholarship; added display case of faculty scholarship; renewed appointment of Associate Dean for Faculty Development; established internal and external mentoring program for pre-tenure faculty.

Next steps: Increase available funding for faculty scholarship (preferably through endowment funds); improve mentorship program by regularizing contacts with pre-tenure faculty; increase stability of summer research funds.

III. Extend the School of Law's educational reach to lawyers and non-lawyers. (*See UNM Strategic Plan: Strategic Direction on Public Responsibility*)

To raise revenue for the Law School, to expand our role in the University of New Mexico, and to expand our service to the State of New Mexico, consider implementing some or all of the following strategies:

1. Increase the number of law school courses open to non-law UNM students.
2. Increase the number of law faculty members teaching undergraduate or non-law graduate courses.

Accomplishments: Professor Gomez teaches one course a year to undergraduate/graduate students in the College of Arts and Sciences; at least 3 faculty members have taught either a freshman learning community or undergraduate honors course; Professor Martin offers Financial Literacy to non-law students.

Next steps: Continue to teach outside of the law school; consider teaching (with law students) in the new Research Service Learning Program.

3. Increase the number of continuing legal education (CLE) courses sponsored by the School of Law or taught by faculty members each year.

Accomplishments: Development of an annual Water Law CLE, jointly sponsored with the State Bar; provision of CLE credit for our major lectures and panels; creation of an Outreach Committee and expertise in developing CLE programs in Daniel Ortega and Claire Conrad; expanded major offerings in Santa Fe; two professors (Occhialino and Martin) have received annual CLE teaching awards, newly created by the state bar.

Next steps: Identify new CLE programming and continue to increase the programs we offer for CLE credit; begin to track CLE income closely so that we can evaluate CLE programs as a potential revenue stream; explore creative/alternative forms of CLE programming; identify new audiences.

4. Create a standing CLE committee to increase School of Law's outreach to lawyers and non-lawyers. *Done*
5. Increase the number of attorneys participating in the School of Law's Access to Justice Network and improve the quality of programming and other support for their work in providing quality legal services to low and moderate- income people.
6. Offer a series of courses or a curriculum for non-lawyers interested in legal education without pursuing a J.D. degree.

No progress on this, except that the Santa Fe presence includes classes for non-lawyers. Dean referred question of adding Masters of Law degree for non-lawyers to Outreach Committee charge this year.

7. Establish an LLM working group to explore viability and possible focus of offering one or more graduate law degrees.

No progress. Rethink or delay this goal.

8. If viable, establish first LLM program.

No progress. Rethink or delay this goal.

9. Extend JD program beyond Albuquerque campus.

Accomplishments: Established Outreach Committee; hired UNM Institute to conduct survey regarding demand for part-time and Santa Fe programs; offering first Santa Fe courses.

Next steps: Evaluate survey Santa Fe offerings and determine whether or not to continue and expand offerings there.

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10. Raise additional funds to support the library's extensive services to non-lawyer members of the community. **Done through state allocation (\$243,000/yr)**

IV. Focus the School of Law's resources on areas of law with special significance to New Mexico. (*See UNM Strategic Plan: Strategic Direction on Public Responsibility and Areas of Marked Distinction*)

A. Strengthen existing program in Natural Resources Law.

1. Reestablish a core faculty who regularly teach, publish and are active in the development of the field.

Accomplishments: Hired Professor Eileen Gauna; added a regularly taught Natural Resources in Indian Country course (Professor LaVelle); hired experienced natural resources professor to direct Utton Center after Marilyn O'Leary's retirement.

Next steps: Search occasioned by professor's retirement, with some focus on identifying a new director for the natural resources program to take administrative leadership as we have in Indian Law and Economic Development.

2. Reestablish Natural Resources Center under name of Utton Center to support vibrant programs for students, faculty, staff and visitors, placing the administrative base for the program in the Utton Center.

No progress, other than improved communication between the Utton Center and law school students, staff, faculty. Evaluate this objective in light of upcoming hire and possible reorganization of the program.

3. Pursue and obtain funding for a Chair in Natural Resources or Energy Law.

No progress, although the request has been pursued.

4. Hire a Karelitz Visitor in Oil and Gas Law every other year.

Accomplishments: Hired Professor Gary Conine to teach two oil and gas courses each year as a part-time Research Professor of Law; received permission from the donor and the University to change his status from visiting to research; provides for yearly courses, not every other year.

5. Review Certificate Program and make recommendations, including a clear joint curriculum for students pursuing both Natural Resources and Indian Law certificates. **Done.**

6. Promote interdisciplinary work with UNM Schools, Departments and Programs outside the School of Law.

Accomplishments: The Utton Center, natural resources faculty members, and the NRJ continue to promote interdisciplinary teaching, research and service in the area of natural resources law and policy; Utton Center has proposed creation of a NM water consortium and the request is among the UNM legislative priorities for next year

7. Explore the establishment of an LL.M program in Natural Resources Law.

No progress. Rethink or delay this goal.

B. Strengthen existing program in Indian Law

1. Meet the staffing needs of the Southwest Indian Law Clinic in accordance with I.C.4(a) of the Clinic plan.

Accomplishments: Obtained increased state funds to support second position and successfully hired second faculty member for clinic.

2. Hire administrative support for the program.

Accomplishments: Hired Mitzi Vigil as Coordinator of the Program in August 2004.

3. Strengthen institutional relationships with tribal governments and institutions and with Indian Law attorneys who represent both tribal and non-tribal interests.

Accomplishments: Hosting career fair during annual Federal Bar meeting; hosting an annual meeting of the All Indian Pueblo Council, new MOU's with Navajo Nation, Santa Clara Pueblo and Jicarilla Apache Tribe to promote recruitment; and lunch to honor Senator Tsosie's support of Indian law Program.

Next steps: New program to include tribal leaders in curriculum and review of certificate students' work.

4. Identify and implement ways to strengthen the program's strong and historical connections to the American Indian Law Center.

Accomplishments: Since the spring of 2005, AILC and UNM have collaborated in conducting, in conjunction with Arizona State University College of Law, a one-day symposium on an Indian law theme on the Saturday following the Federal Bar Association's annual Indian Law Conference. In the spring of 2006

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the symposium addressed the theme of "Cohen's Handbook: Treatise or Brief?" bringing together numerous Indian law scholars, Indian law practitioners, and tribal officials for a stimulating discussion of the recently published revised edition of the Cohen treatise. In the spring of 2007 it celebrated the 40th anniversary of the AILC. We have begun to welcome and integrate the new director of the AILC, Helen Padilla, into the law school by inviting her to the law school leadership retreat, meeting with her, and including her in all law school faculty events.

Next steps: The tradition of annual one-day symposium should continue, and additional efforts should be pursued to ensure inclusiveness and synergy with respect to programs and activities of mutual interest and concern to UNM and AILC. Continue to build a strong relationship with the new director.

5. Strengthen the Indian Law Curriculum to respond to the changing needs of Indian Law practitioners and clients.

Accomplishments: We are now regularly offering Indian Tax, Gaming, Water Rights, and Natural Resources.

Next steps: The Committee should devise methods for systematically soliciting input from Indian Law practitioners, clients, and tribal officials to better inform the provision of course offerings.

6. Review Certificate Program and make recommendations, including a clear joint curriculum for students pursuing both Natural Resources and Indian Law certificates. *Done*
7. Strengthen collaborative relationship with UNM Native American Studies faculty and expand the program faculty's interdisciplinary work at UNM.

Accomplishments: Two meetings with Native American Studies faculty; invited to join new UNM Native American Faculty Council.

Next steps: Continue to work with both groups.

8. Explore the establishment of an LL.M program in Indian Law.

No progress to date.

Indian law faculty plans to begin discussions. Perhaps we should delay or rethink this goal.

- C. Strengthen programs in Global and International Law with an emphasis on Mexico, Latin America and Spain.

1. Identify and enhance a curriculum for students interested in a course of study in international law, including global issues, regional issues in Mexico, Latin America and Spain, as well as the rights of indigenous peoples.

Accomplishments: The Law School is currently offering nineteen courses in the field of international law. Seven of these courses were offered for the first time during the 2005-06 academic year. Drafted and proposed a new certificate program, but the faculty rejected the new proposal in favor of reviewing our certificate programs in general.

Next steps: Continue to review and enhance curriculum.

2. Identify goals for outreach programs in Mexico, Latin America and Spain, with an emphasis on making a connection to the curriculum, faculty and students, on serving New Mexico, and on capitalizing on the linguistic abilities of many members of our faculty.

Accomplishments: Increased outreach through bi-lingual materials and translated courses to attract Mexican law students to Guanajuato program with notable resultant increase in Mexican students enrolled; Outreach efforts with the law school of the Universidad Autónoma de Ciudad Juárez, producing two visits to UACJ in 2004-05 and one to UNM in September 2005 and continued exchange anticipated through Professor Margaret Montoya's classes in 2007-08; new exchange program with Madrid is in formation.

Note: The faculty exchange with the Universidad de Granada in Spain fell dormant in fall 2001 due to the September 11th terrorist attacks. The latest indications from Granada are that this program cannot be revived in the short term because the new leadership there considers it a low budgetary priority; After one exchange cycle, the faculty exchange with the Universidad de Extremadura in Spain was discontinued in Spring 2005 for budgetary reasons.

Next steps: Further explore new Madrid exchange; review relationships with other Mexican law schools to determine value of pursuing stronger ties.

3. Identify legal issues affecting New Mexico as a border state, and make connections with the curriculum, faculty scholarship and outreach programs to address those issues.

Accomplishments: Course proposal by Daniel Ortega; exploring possibility of new journal; see exchange programs with *Universidad Autónoma de Ciudad Juárez* above.

Next steps: Identify appropriate time for Daniel's course; continue to consider new journal option, continue exchange with *Universidad Autónoma de Ciudad Juárez*.

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4. Encourage and support scholarship and participation in conferences involving global and international legal issues.

Accomplishments: There has been a tremendous increase in the number of faculty studying and speaking abroad. Concurrently, there has been an increase in scholarship aimed at international themes or developed for an international audience.

Next steps: Continue to support this faculty activity and increase available funds for this work.

5. Review and recommend, if appropriate, changes needed in the JD/MA in Latin American Studies degree to strengthen dual degree.
6. Disseminate information to students and the outside world about our International Law programs, including the development of web-based materials.

Accomplishments: New web-based materials are in place.

Next steps: Develop new international law brochure and continuously update web site.

7. Pursue funding to expand the administrative role of the Executive Director of the US-Mexico Law Institute to a full-time position that supports the School of Law's entire International Program, including the teaching of courses on Latin American legal issues.

Accomplishments: Position has been expanded to include providing administrative support to all law school outreach activities and grant proposals – this expansion should help to maintain the position as full-time if and when Daniel Ortega is no longer working on main campus projects.

Next steps: Continue to pursue funding to support this position.

8. Pursue funding to facilitate student study outside the United States, especially in Mexico, elsewhere in Latin America, Spain and Tasmania.

Accomplishments: Students are regularly directed to potential sources of funds.

Next steps: The Regents recently approved spending from the regents endowment for international travel (should be explored as a source for law students); formulate private fundraising proposal.

9. Pursue funding for library materials to support proposed scholarship, courses, and programs and to utilize the expertise of visiting law professors from Latin American in developing the Library's collection on legal materials from Mexico, Latin America and Spain.

***Accomplishments:* Several databases purchased that access materials from Mexico, Latin America and Spain.**

***Next steps:* Identify whether there are any other needs and seek expertise from others on this question.**

10. Provide opportunities and support so that members of the current faculty interested in International Law may enrich International Law offerings and develop their international and global expertise.

***Accomplishments:* This support consists of e-mailed leads to the faculty from various sources about opportunities such as the Fulbright Program; Law school opportunities consist of periodic in-house events such as the Oct. 7, 2005 "Speaking Law to Terror" conference/CLE.**

***Next steps:* Determine whether or not this goal has been adequately accomplished. If not, what is next?**

11. Hire a faculty member who specializes in Latin American law and promote his/her collaboration with faculty who teach International Law to cultivate a comparative approach to the various regions of the world, and to provide students the opportunity to study the relationship between the various international, regional and domestic legal systems.

No progress to date.

12. Explore the establishment of an LL.M program in International Law with an emphasis in Latin America.

No progress to date. Delay or reject this goal?

D. Study potential for Community and Economic Development Program.

1. Hire Tax/Corporate/Commercial professor by 2004-05. *Done*
2. Establish a Community and Economic Development Working Group to study viability and possible focus of program and to report to the faculty by November 2004. *Done*
3. Explore development of related Intellectual Property curriculum.

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Accomplishments: Professor Baum started a project during her sabbatical to explore this question. Dean has also made many inquiries to explore this possibility. Exchange program with Franklin Pierce Law School is continuing to offer specialized training for some students. Student organization, IP Matters, is taking an active role in developing the curriculum, including an innovative proposal to try to receive Franklin Pierce courses through distance education.

Next steps: Continue to pursue Professor Baum's research into demand, interest, etc. Explore IP Matters suggestions. Develop IP courses in context of Economic Development curriculum. Dean should continue to pursue contacts with STC@UNM, our tech transfer organization.

4. Identify and implement a curriculum for students interested in a focused course of study. Hire adjuncts as needed to implement.

Accomplishments: Much has been done in this area, including hiring of Professors Pareja and Gerding, expansion of curriculum with focus on smaller and start up businesses, regular staffing of an economic development clinic that will involve 4 faculty on a rotating basis (Mathewson, Pareja, Martin, Gerding), new tax clinic, regular meetings with Anderson School faculty to explore joint curriculum and development of joint JD/Masters in Accounting degree option, discussions with School of Architecture and Planning about possible joint real estate development certificate, outreach to economic development and business communities, development of brochure and web page, meetings with law firms to introduce our program and seek feedback.

Next steps: Continue much of above activity.

5. Seek and obtain funding to support curriculum and related programs.

Accomplishments: Federal taxpayer clinic grant, although this will be phased out.

Next steps: Need to develop proposals to submit during this school year.

E. Support collaborative teaching, scholarship and service among these areas of concentration.

Accomplishments: Initial dialogue and agreements between NR Certificate and Indian Law Certificate committees; new course on natural resources in Indian Country; collaboration between SILC and ED clinics.

Next steps: Much of the formal collaboration is likely to occur through grant proposals across fields of study. Daniel Ortega and Claire Conrad will be assisting faculty in pursuing grants for this type of study or project.

V. Strengthen the School of Law's ability to support the strategic plan. (*See UNM Strategic Plan: Strategic Direction on Resources and Management Systems and Support Functions*)

- A. Increase funding for new library acquisitions by \$250,000 per year. *Done*
- B. Increase funding available to students to make law school and a variety of career choices more affordable and accessible by \$250,000 per year.

Accomplishments: Two years of legislative advocacy by John Feldman and others in the community resulted in funding for an LRAP program with \$300,000 initially available to graduates who work in specific public interest jobs.

Next steps: We need to begin to solicit dollars for public interest fellowships and travel \$ to support students seeking jobs in other states; ultimately, we should also attempt to fund our own LRAP program. These items are included in the law school's Needs Assessment. Begin to seek funding for new rural scholarships, aimed at pulling graduates back to rural communities, where there are severe shortages of public interest lawyers and private sector lawyers.

- C. Increase funding for development of faculty scholarship by \$150,000 per year.

Accomplishments: We received a large private donation that supported faculty scholarship for two years and a subsequent donation that provided support in 2006-07. The new Weihofen chairs regularly support the scholarship of two faculty members.

Next steps: The Needs Assessment for the law school's capital campaign emphasizes funding for new faculty chairs to endow scholarship and salary support.

- D. Increase funding for technology staff and equipment by \$100,000 per year.

Accomplishments: Cyndi Dean has skillfully utilized her annual budget and an occasional state grant of \$50,000 to maintain our technology infrastructure, but we need extra funds. We have installed instructional technology equipment in our largest classroom (2401). We have added instructional technology to the charge of the faculty Library Committee and Professor Carol Parker will lead an effort to update our available instructional technology through that committee. With some funding from the library, in addition to annual budget dollars from the law school, we are planning to expand technology to at least one additional classroom this year.

Next steps: We need approximately \$100,000 in one-time funds to fund special projects: classroom technology, upgrade forum, digital signage in lobbies, and

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security doors for clinic. Salary savings resulting from the endowment of faculty chairs will help fund the long-term annual needs in the IT area. Complete Intel proposal for clinic technology.

E. Increase external sources of funding, including public and private grants, private gifts, and government funding.

Accomplishments: We have developed a Dean's Circle of donors who contribute \$1000 or more to the law school. We have hired a new development director who joined the School on 9/1/06. The Alumni Association Board has continued its successful fundraising events that now support a full tuition scholarship, the deans fund, and the Simms lecture fund each year. The Ramos successfully established a major biannual lecture series that alternates with the Simms lecture. The Utton Center, IPL, and Clinics have applied for and received grant and state funding. The law school is using indirect costs from the Utton grants to retire historical debt. New recurring funding for the library (\$243,000) and SILC (additional \$80,000).

Next steps: Attention and staff time will be refocused on major gifts solicitation. We have identified budget savings to support a .5 FTE development staff person and are proposing that the UNM Foundation fund the additional .5 FTE. This person would concentrate on raising gifts at the \$1,000 level, on stewardship and on annual giving campaigns. Hopefully, the University will launch a major campaign under the new President that will give us additional momentum in the major gifts area. As described above, Daniel Ortega and Claire Conrad will aid faculty, staff, students interested in pursuing grants.

F. Strengthen administrative and staff support.

1. Reconfigure senior administrative staff positions to accurately reflect their duties. ***Done***
2. Hire a JD-level advisor for the Career and Student Services Office. ***Done***
3. Expand staff support for faculty by 2 FTE's. ***Done***
4. Implement an effective professional development and evaluation program for all staff. ***Done, although more can be done to better align staff and faculty expectations for faculty support.***

Appendix B

1L Survey Results

First-Year Students (112 Respondents)

A. The Professors

1. Overall level of satisfaction with quality of classroom instruction:

Very satisfied:	42	38%
Satisfied:	62	55%
Neutral:	6	5%
Dissatisfied:	1	1%
Very dissatisfied:	1	1%

2. Preparation of professors:

Very prepared:	71	63%
Prepared:	40	36%
Neutral:	1	1%
Unprepared:	0	
Very unprepared:	0	

3. Level of classroom engagement of professors:

Very engaged:	58	52%
Engaged:	51	45%
Neutral:	2	2%
Disengaged:	1	1%
Very disengaged:	0	

4. Accessibility of professors:

Very accessible:	39	35%
Accessible:	64	57%
Neutral:	10	8%
Inaccessible:	0	
Very inaccessible:	0	

B. The Student

5. Percentage of classes attended by the student:

Almost all students reported an attendance rate in the high 90s to 100%. One student said 80%.

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6. How often the student prepares for class by doing the reading beforehand:

All/almost all the time:	83	74%
Most of the time:	24	21%
Half of the time:	5	5%
Occasionally:	0	
Never/almost never:	0	

7. How carefully the students does the reading:

Very carefully:	34	31%
Carefully:	72	66%
Neutral:	4	3%
Superficially:	0	
Very superficially:	0	

[Note: 2 surveys did not respond to this question.]

8. Whether the student briefs cases:

Yes:	44	40%
Sometimes:	43	39%
No:	22	20%

[Note: 3 surveys did not respond to this question.]

9. For every 50 minutes of class time, the general amount of time the student spends preparing for class:

1 hour or less:	9	7%
1 to 2 hours:	67	59%
2 to 3 hours:	35	32%
3 hours +:	1	2%

10. If a student is not prepared, why she or he is not prepared:

Most common reasons were too much work, family obligations, a lack of time.

11. How could the professor motivate the student to be prepared:

The most common response was “cold call.” But other students suggested small group work, shorter assignments (less reading), “a more friendly environment,” “be engaging and have high expectations,” praise, more graded assignments, “not their job it is mine”

12. Whether the student uses a laptop in class:

Yes: 94 84%
 No: 18 16%

13. For laptop users: how often the laptop is used in class for non-classroom related activity:

Never: 18 19%
 Infrequently: 36 38%
 Sometimes: 34 36%
 Often: 6 6%
 Very often: 0

14. For laptop users who surf in class: why do they do it:

Most common reason: boredom (29). Another commonly cited reason was to check e-mail (20).

15. If the student is working, how many hours a week she or he is working:

24 students reported working. Of that number, most said between 10 to 15 hours a week. A few reported working between 5 to 10 hours. One reported working more than 30 hours a week.

16. The student's overall level of engagement in class:

Very engaged: 22 20%
 Engaged: 76 70%
 Neutral: 11 10%
 Disengaged: 0
 Very disengaged: 0

[Note: three surveys did not answer this question.]

17. How the student defines "engagement":

Students generally defined "engagement" as listening carefully, following the discussion, and sharing their thoughts in class.

18. When students are disengaged, why they are disengaged:

Most common responses: tired, bored, class moves too slowly, lack of interest, lack of understanding of the material, professor's inability to control or focus class, personal distractions.

19. What the professor could do to better engage students:

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The answers here were all over the map. Examples: “cut off irrelevant comments”; “less extremely long hypos”; “walk around more, keep discussion going, call on students”; “small group discussions”; “keep the tempo up and make the material interesting”; “try not to let 2 or 3 people dominate class discussions”; “keep class discussion moving forward”; “be less arrogant, uncaring, and authoritarian”; “spend less time on personal politics”; “interesting material”; “stay focused”; “get more people to talk”; “vary from lectures, include more participation exercises.”

20. [This question asked the student for her or his GPA range.]

C. The Community

21. How engaged is the student in the law school community:

Very engaged:	12	11%
Engaged:	47	42%
Neutral:	41	37%
Disengaged:	11	10%
Very disengaged:	0	

[Note: one survey did not answer this question.]

22. How many hours the student spends on law school activities, including student organizations:

For the students who answered this question, the most common response was 1 to 2 hours a week. A few said more than 2 to 3 hours a week. Even fewer said more than three hours a week.

23. Why students disengage from the law school community:

Family or personal commitments was the most cited reason (90).

Too busy with schoolwork (75)

Outside work (61)

Lack of interest (47)

Too much like high school, need for a break from a “small community”, “exclusive groups do not seem inviting [cliques]” (4).

24. What the law school could do to increase the level of student engagement in the law school community:

The answers were very diverse. A few samples: “bring in more speakers”; “connect law school community activities to the outside community – attorneys, judges, legislature”; “always have free food”; “have a better place to hang out”; “better dining facility”; “make it less like high school”; eliminate the student forum”; “more activities”; “more

family friendly events”; “periodic (bi-weekly) social functions”; “classes don’t interact much with each other due to scheduling conflicts – 1L’s hang out with 1L’s”; “stress relieving activities, fewer activities focused on getting a job or making better grades”; “please regulate the room temperatures”; “have more conservative speakers, professors, and organizations”; “set up group times where students can discuss interesting topics that enrich our studies and give it meaning”; “less overall work”; “make it more spouse and student and child friendly”.

25. What’s working at the law school? What’s not?

Cited as aspects of the law school that are working: “awesome” or “wonderful” professors; staff, atmosphere; classroom experience; tutors; mentors; library; “friendly, open-minded, helpful environment”; “interesting diverse student population”; “I love my experience here”; Dean’s lunch; smaller classes in the first semester; wireless networking.

Cited as aspects of the law school that are not working: parking; the need for “teaching modalities besides lecture”; grades; facilities, financial aid office; “opportunities to work or intern during the school year”; Practicum; classes over 50 students; teaching style of some professors; food service; midterms; library and lab hours; class schedule (large gaps of time between classes); chairs in 2405/06 are “awful”; assistance to special needs students; Loboweb; “This is not a school where both liberal and conservative people both feel comfortable voicing their opinions. It’s not the faculty, though, it’s the students who make it this way.”; heating system; furniture; more high level speakers; classrooms are too small – “I often ... have my book on my lap”.

26. Other comments:

A sampling of comments: “more small group work”; “make Forum a more comfortable, less intimidating space”; “seating is tight in main classrooms, security is lacking outside the law school, better food in snack bar”; “more feedback”; “a graded midterm”; library furniture and more outlets in library; “more practical discussion [in the classroom]”; “get rid of grades”; offer popular classes often enough; less reading; “be pioneers and start adopting some other methods, connect to real world.”

Appendix C

THE UNIVERSITY OF NEW MEXICO Management's Discussion and Analysis Year Ended June 30, 2006

The following discussion and analysis provides an overview of the financial position and activities of The University of New Mexico (University or UNM) as of and for the years ended June 30, 2006, 2005, and 2004. This discussion should be read in conjunction with the accompanying financial statements and notes. Management has prepared the basic financial statements and the related note disclosures along with this discussion and analysis. As such, the basic financial statements, notes and this discussion are the responsibility of University management.

This Management's Discussion and Analysis (MD&A) includes comparative financial information for fiscal years 2006, 2005, and 2004.

Using the Basic Financial Statements

The Statement of Net Assets presents the assets, liabilities and net assets of the University as of the end of the fiscal year. The Statement of Net Assets is a point-in-time financial statement, the purpose of which is to give the readers of the financial statements a fiscal snapshot of the University. The statement presents end-of-year data concerning assets (current and non-current), liabilities (current and noncurrent), and net assets (assets minus liabilities).

Changes in total net assets as presented on the Statement of Net Assets are based on the activity presented in the Statement of Revenues, Expenses and Changes in Net Assets. This statement begins with a presentation of the operating revenues received by the institution. Operating revenues are defined by Governmental Accounting Standards as revenues arising from an exchange (earned) transaction. In a public university, such as UNM, income from state government appropriations, although not earned, are heavily relied upon to pay operating expenses for almost all instruction and general programs. **However, Governmental Accounting Standards defines state appropriation income as non-operating revenue, causing the presentation of a large operating loss on the first page of the Statement of Revenues, Expenses, and Changes in Net Assets. The operating loss is offset by non-operating revenues in the next section of this statement, Non-operating Revenues (Expenses).**

The final statement presented is the Statement of Cash Flows. The Statement of Cash Flows presents the inflows and outflows of cash, summarized by operating, capital, financing and investing activities. The statement is prepared using the direct method of cash flows, and as such, presents gross rather than net, amounts for the year's activities.

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NET ASSETS AND REVENUES, EXPENSES AND CHANGES IN NET ASSETS

**The University of New Mexico
Condensed Summary of Net Assets
As of June 30**

ASSETS	<u>2006</u>	<u>2005</u>	<u>2004</u>
Current assets	\$ 514,241,683	\$ 356,147,467	\$ 328,536,013
Capital assets, net	806,823,830	685,059,421	619,744,846
Non-current assets	<u>470,463,069</u>	<u>499,323,049</u>	<u>350,324,939</u>
Total assets	<u>\$ 1,791,528,582</u>	<u>\$ 1,540,529,937</u>	<u>\$ 1,298,605,798</u>

LIABILITIES	<u>2006</u>	<u>2005</u>	<u>2004</u>
Current liabilities	\$ 191,771,545	\$ 175,835,553	\$ 149,843,367
Non-current liabilities	<u>558,963,488</u>	<u>442,218,767</u>	<u>256,058,129</u>
Total liabilities	<u>\$ 750,735,033</u>	<u>\$ 618,054,320</u>	<u>\$ 405,901,496</u>

NET ASSETS	<u>2006</u>	<u>2005</u>	<u>2004</u>
Invested in capital assets, net of related debt	\$ 327,229,723	\$ 337,266,626	\$ 399,373,814
Restricted	404,498,599	322,679,171	253,871,236
Unrestricted	<u>309,065,227</u>	<u>262,529,820</u>	<u>239,459,252</u>
Total net assets	<u>\$ 1,040,793,549</u>	<u>\$ 922,475,617</u>	<u>\$ 892,704,302</u>

Current Assets and Liabilities

Current assets include cash and other assets that are deemed to be consumed or convertible to cash within one year. The most significant current assets of the University are cash and cash equivalents and short-term investments consisting of certificates of deposit, U.S. Treasury Bills and other government-backed securities totaling \$324.8 million, \$171.9 million and \$176.6 million as of June 30, 2006, 2005, and 2004 respectively.

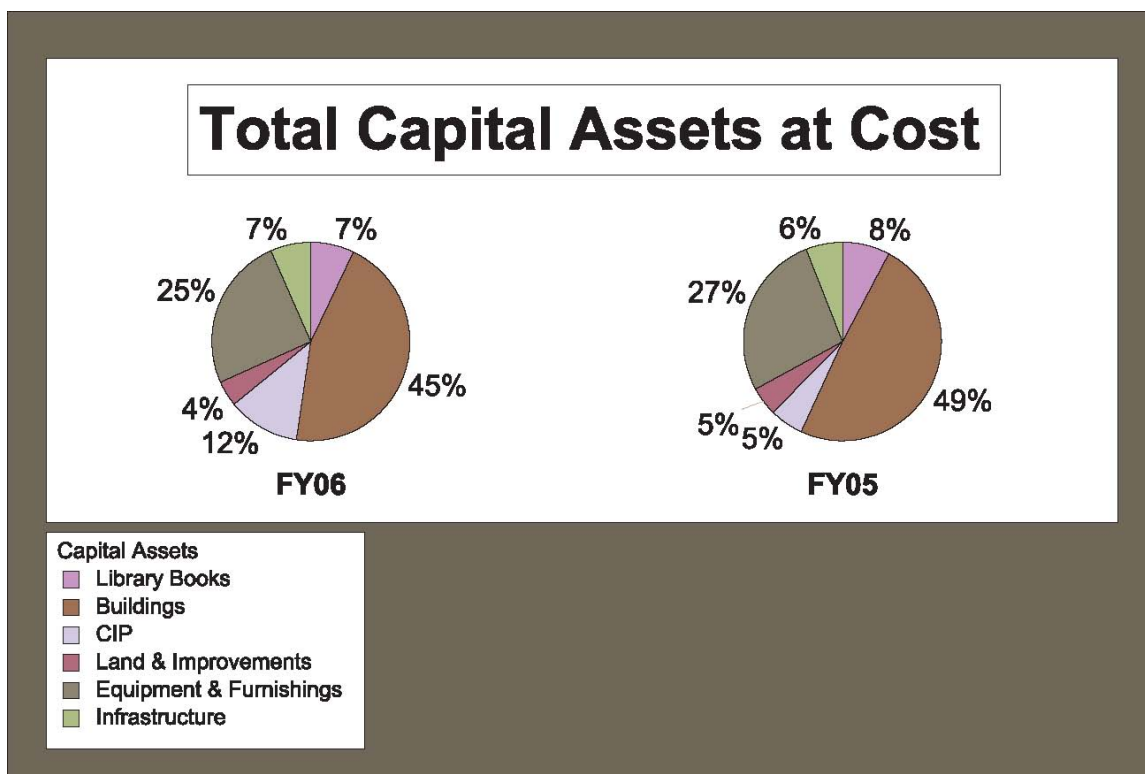
Current liabilities are generally defined as amounts due within one year, and include accounts payable, payroll accruals, and accrued compensated absences. The 9.0% increase in current liabilities for the year ended June 30, 2006 is primarily due to an increase in the third-party payor settlements, the payable for the construction of the Children's Hospital Critical Care Pavilion for the Hospital, and accounts payable for the University.

At June 30, 2006, the University's current ratio, the amount of current assets (\$514.2 million) available to cover current liabilities (\$191.7 million), was 2.68 to 1. At June 30, 2005, the University's current ratio, the amount of current assets (\$356.1 million) available to cover current liabilities (\$175.8 million), was 2.03 to 1. At June 30, 2004, the University's current ratio, the amount of current assets (\$328.5 million) available to cover current liabilities (\$149.8 million), was 2.19 to 1.

Capital and Debt Activity

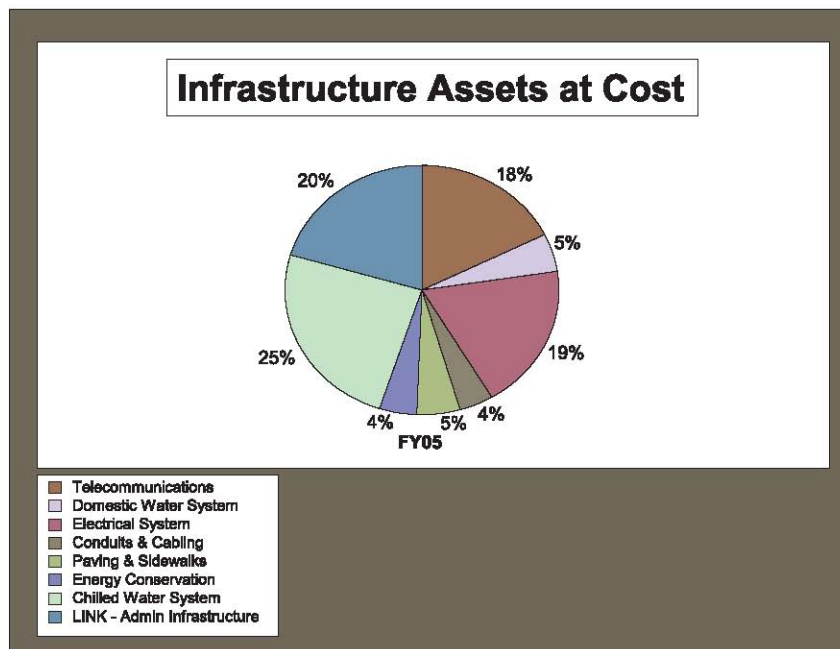
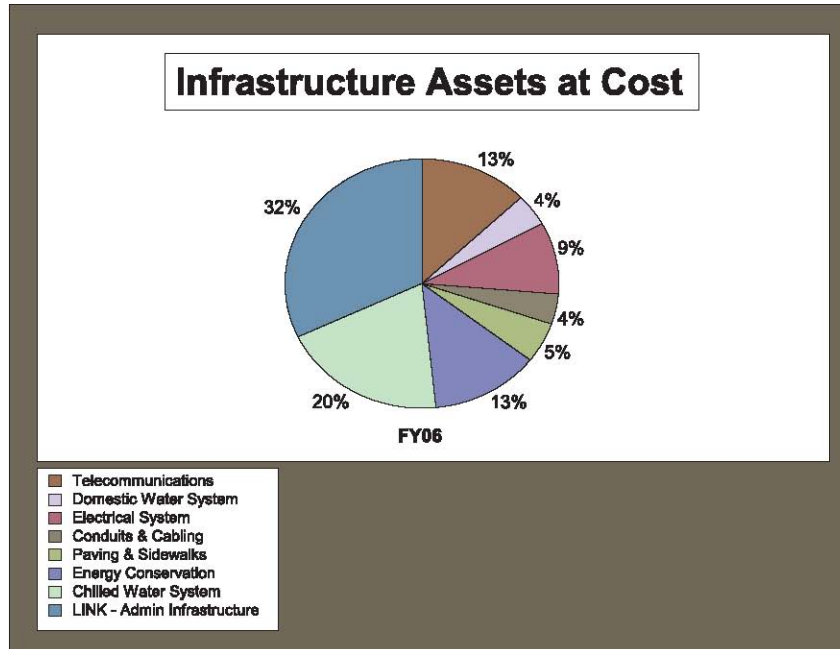
Capital assets are the largest category of non-current assets, and are shown net of accumulated depreciation, at \$806.8 million and \$685.1 million as of June 30, 2006 and 2005, respectively. During fiscal year 2006, the largest capital asset additions were within Construction in Progress (CIP.) Overall, the University increased Construction in Progress by \$35 million in FY06, compared to a net decrease of \$24.7 million in FY05 and net increase in FY04 of \$23.8 million. The University's increase in CIP is primarily due to large expenditures for the Architecture and Planning Building, the HSC Education Building, and several other ongoing capital projects. In addition in FY06, the University capitalized the newly opened Business Center. Capital asset expenditures for Clinical Operations were \$91.8 million in 2006, an increase from \$50.1 million and \$26.5 million in 2005 and 2004 respectively. The Clinical Operations capital asset increase is primarily due to expenditures for the Children's Hospital and Critical Care Pavilion (CHCCP.) The CHCCP will be a seven-floor, 476,555 square-foot addition to the existing main UNM Hospital building.

UNM's long-term debt, bonds payable, totaled \$543.8 million and \$427.0 million at June 30, 2006 and 2005, respectively. The University sold \$125 million in bonds during fiscal year 2006 to fund renewal, renovation and construction for aging academic facilities including: 1) Architecture, 2) the Centennial Engineering Center, 3) the Communication and Journalism Building, and 4) the Science and Math Learning Center.



Appendix C

Infrastructure assets are defined as long-lived capital assets that normally can be preserved for a significantly greater number of years than most capital assets and that normally are stationary in nature. Examples of University infrastructure assets include domestic water systems, conduit and cabling systems, and the telecommunications systems. The following chart shows a breakdown of infrastructure assets at UNM.



**Condensed Summary of Revenues, Expenses and Changes in Net Assets
For the years ended June 30**

OPERATING REVENUES BY MAJOR SOURCE

	<u>2006</u>	<u>2005</u>	<u>2004</u>
Tuition and fees	\$ 87,865,694	\$ 81,391,085	\$ 70,982,097
Grants and contracts	266,650,439	274,217,939	260,969,370
Clinical operations	297,507,483	267,489,755	252,098,404
Patient services, net	113,156,291	98,661,956	96,799,689
Sales and services	98,222,173	92,795,507	88,051,718
Other operating revenues	<u>25,051,331</u>	<u>3,044,241</u>	4,497,634
Total operating revenues	<u>\$ 888,453,411</u>	<u>\$ 817,600,483</u>	<u>\$ 773,398,912</u>

OPERATING EXPENSES BY MAJOR FUNCTION

	<u>2006</u>	<u>2005</u>	<u>2004</u>
Instruction	\$ 197,389,591	\$ 190,210,713	\$ 183,114,756
Research	135,911,705	129,066,131	140,524,553
Public service	197,124,775	200,134,495	202,162,136
Academic support	36,048,570	35,404,185	31,035,954
Student services	21,157,649	19,772,727	19,037,246
Institutional support	49,970,332	47,429,109	33,024,150
Operations of plant	101,352,488	101,065,244	89,013,358
Student aid and activities	38,409,481	37,423,957	37,369,531
Intercollegiate athletics	24,909,654	22,902,131	20,241,058
Auxiliary enterprises	53,333,940	50,140,013	49,089,959
Other operating expenses	36,211,219	8,916,205	1,626,056
Clinical operations	<u>370,905,430</u>	<u>337,943,748</u>	<u>321,143,416</u>
Total operating expenses	<u>\$1,262,724,834</u>	<u>\$1,180,408,658</u>	<u>\$1,127,382,173</u>

NON-OPERATING REVENUES (EXPENSES)

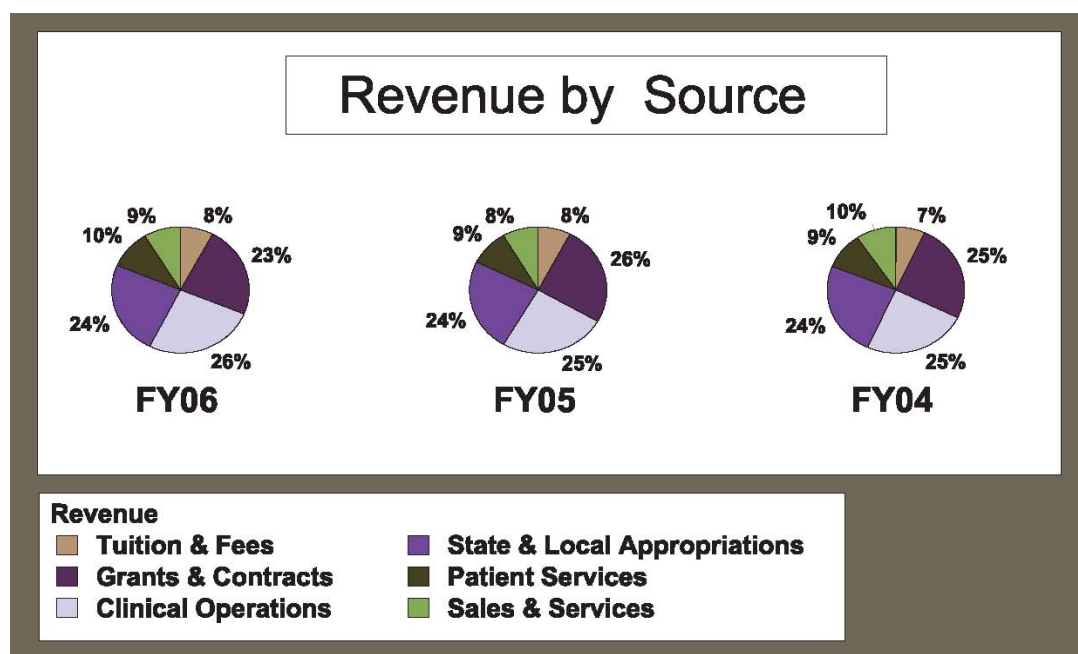
	<u>2006</u>	<u>2005</u>	<u>2004</u>
Appropriations	\$ 271,940,479	\$ 255,088,365	\$ 250,765,002
Gifts	21,086,477	15,050,574	18,815,821
Clinical operations	75,738,725	75,124,711	80,370,698
Investment income	50,580,757	34,988,450	43,998,866
Capital gifts, grants and appropriations	65,431,767	17,770,252	16,964,264
Other non-operating expenses	<u>7,811,150</u>	<u>(5,442,862)</u>	<u>(9,321,987)</u>
Net non-operating revenues	<u>\$ 492,589,355</u>	<u>\$ 392,579,490</u>	<u>\$ 401,592,664</u>
Income before other revenues, expenses, gains and losses	<u>\$ 118,317,932</u>	<u>\$ 29,771,315</u>	<u>\$ 47,609,403</u>
Total increase in net assets	\$ 118,317,932	\$ 29,771,315	\$ 47,724,403
Net assets at beginning of year	<u>\$ 922,475,617</u>	<u>\$ 892,704,302</u>	<u>\$ 844,979,899</u>
Net assets at end of year	<u>\$1,040,793,549</u>	<u>\$ 922,475,617</u>	<u>\$ 892,704,302</u>

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Revenues and Expenses

The presentation of revenues in the GASB reporting model requires that we exclude state and local appropriation income, 20% of total revenues for fiscal year 2006, 24% of total revenues for fiscal year 2005, and 24% for 2004, when calculating the financial results of operations. This presentation method results in an “operating loss.” The operating loss is offset by “Non-operating Revenues (Expenses)” to arrive at an actual result of operations amount. The definition of “non-operating revenues” revolves around the concept of exchange versus non-exchange transactions. State and local appropriations, along with the Bernalillo County Mill Levy, are considered revenues from non-exchange transactions because they do not involve an exchange of value for value. Conversely, tuition income is defined as “operating revenue” since a student pays tuition (value) to receive an education (value). Other non-operating revenues are gifts and income from investing and capital activities.

Although State of New Mexico appropriations are considered non-operating revenues in the basic financial statements, the University uses these funds to support all instruction and general programs. The following chart depicts operating revenues (with state and local appropriations) by source (some categories have been combined).

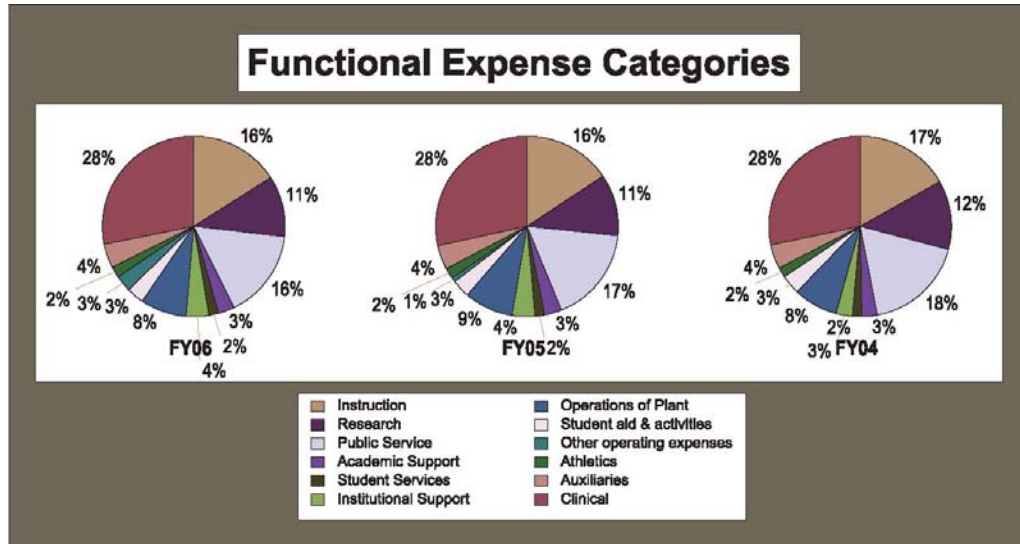


The changes in operating revenues for the University over the fiscal years of 2004, 2005, and 2006 show increases of 5.7% for 2005 over 2004 and 8.7% for 2006 over 2005. Additional enrollment and tuition rate increases in academic functions of the University are:

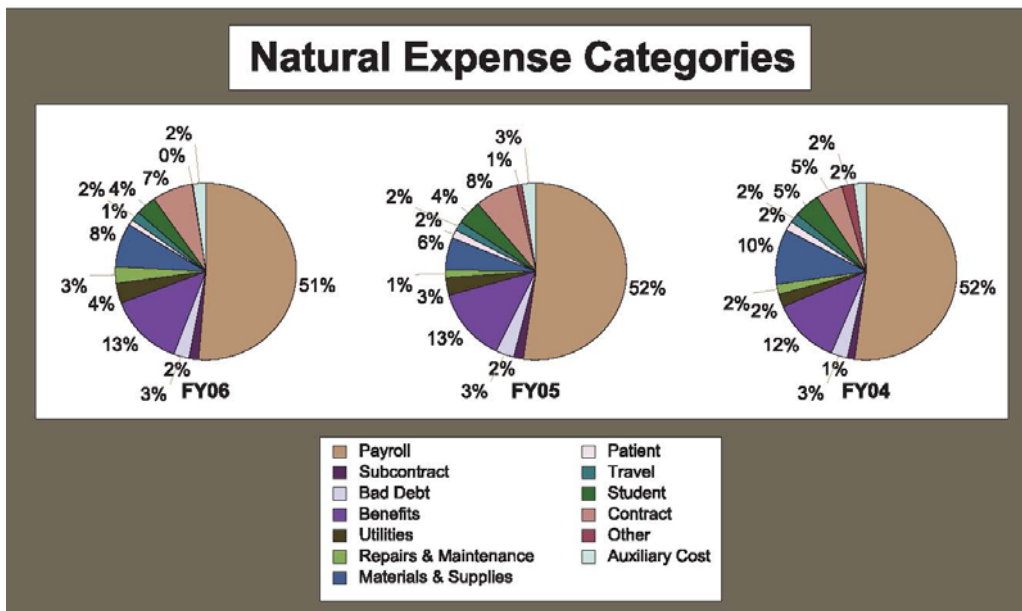
	Fall 2005	Fall 2004	Fall 2003
Enrollment increase	(1.1)%	2.1%	5.5%
Tuition rate increases	9.9%	12.8%	4.5%
Peer institutions avg. rate increase	9.2%	12.6%	15.3%

The net non-operating revenues increase of 25.5% and a decrease of 2.6% for the years ended 2006 and 2005, respectively, are primarily driven by investment income from endowments. UNM has experienced investment rebound since market downturn in 2002.

The GASB reporting model allows public universities to present operating expenses in either a functional or natural format. UNM chose to present expenses on the Statement of Revenues, Expenses and Changes in Net Assets by the major functions of the University. The chart below shows the distribution of operating expenses by functional category (smaller categories have been combined).



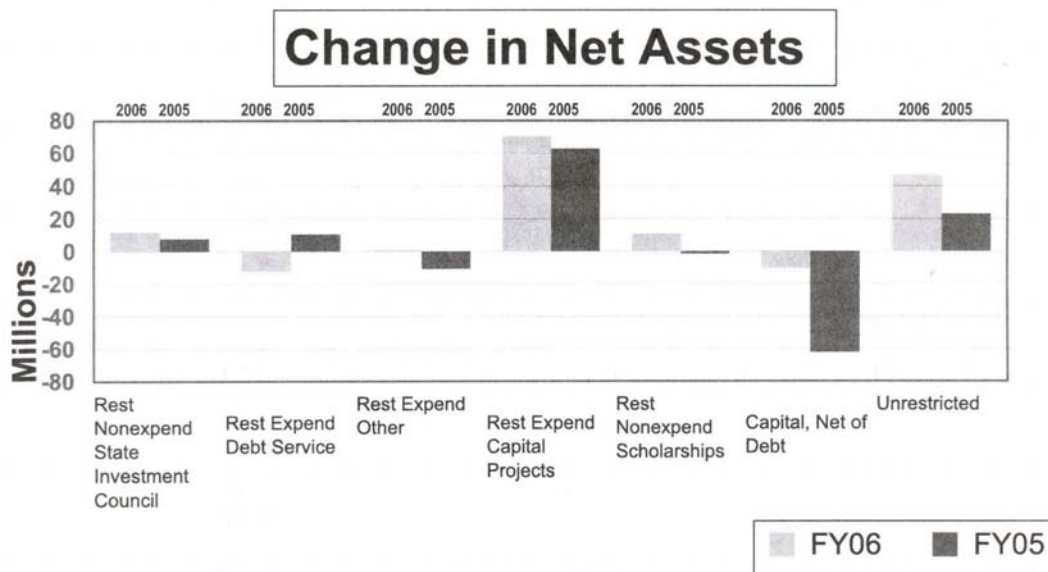
The charts below show total expenses by natural category (excluding clinical operations and component units) for the years ended June 30, 2006, 2005, and 2004.



Appendix C

Change in Net Assets

The University's total change in net assets showed a net increase for 2006 and 2005. Total net assets (assets minus liabilities) are classified by the University's ability to use these assets to meet operating needs. Net assets that are restricted as to their use by sponsoring agencies, donors or other non-UNM entities are classified as either, "non-expendable" or "expendable." Restricted nonexpendable net assets are true endowments and State Land and Permanent Fund assets. Restricted expendable net assets are those generated by contracts or grants, gifts, and assets required to be set aside for debt service. The restricted net assets are further classified in general terms as to the function for which they must be used. Unrestricted net assets may be used to meet all operating needs of the University. Net Assets increased approximately \$118 Million in 2006. Some of the major reasons for the increase include a \$40 million increase in capital appropriations, \$20 million increase in building improvements, a \$15 million increase in investment income and \$9 million for the Rio Rancho land swap. The chart below shows the change in net assets by category for the fiscal years ended June 30, 2006 and 2005.



Budget Activity

Original budgets for each fiscal year are prepared many months in advance, based on prior year expenditure and revenue activity, and best estimates of projected activity for the budgeted year. During the year it is necessary to revise the original budgets so that the budget will more accurately reflect the current needs of the institution, and to reflect unanticipated events, both in the revenue and expenditure areas.

Some of the more significant changes to the original budget for fiscal year 2006 include an increase in the state appropriation budgets in the Research and Public Service categories due to the University's membership in the National Lambda Rail Association, and additional appropriations for patient care and cancer center equipment. The capital outlay revenue budget was also increased to reflect the institutional bond issue that occurred in fiscal year 2006. Student aid expenditure budget was increased to reflect additional lottery scholarships issued as a result of increased enrollment.

Overall, the University's change in net assets on a budgetary basis for unrestricted and restricted funds was over \$153 million dollars (see Schedule 1), with actual revenues less than budgeted revenues primarily due to less than budgeted contracts and grants received, and actual expenditures less than budgeted expenditures largely due to less than anticipated capital outlays occurring in fiscal year 2006.

Factors Impacting Future Periods

The web-based management information system, SungardSCT Banner, continues to move toward complete implementation. The Finance module was implemented in July, 2004. The Financial Aid module and the Student/Academic (STAC) module were substantially implemented in July, 2006, with full implementation expected by December, 2006. The Human Resources/ Payroll module will be fully implemented by July, 2007. All modules have been purchased. The enterprise-wide system, including peripheral products, is expected to cost in excess of \$60 million over the implementation period. The software cost associated with this system will be capitalized upon completion of implementation for each module, and depreciated over the estimated useful life of the system.

The Governmental Accounting Standards Board (GASB) issued Statement No. 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions in June, 2004. Although not effective until the fiscal year ended June 30, 2008, the statement is expected have a significant impact on the way certain employee benefits are presented in the Financial statements. GASB 45 requires that the University account for and report the cost and obligations related to post-employment healthcare and other non-pension benefits ("OPEB") and include specific disclosures regarding these OPEB plans. OPEB costs will be based on actuarially determined amounts that, if paid on an ongoing basis, generally would provide sufficient resources to pay benefits as they come due. GASB 45 may be applied prospectively and will not require the University to fund its existing OPEB plans. The University may establish its OPEB liability at zero as of the beginning of the initial year of implementation, although the unfounded liability will be

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required to be amortized over future periods. The University has not completed the process of evaluating the impact that will result from adopting GASB 45 and is therefore unable to disclose the effect that adopting the Statement will have on its financial statements.

Requests for Additional Financial Information

This financial report is designed to provide the executive and legislative branches of the State of New Mexico, the public, the University's retailers and vendors and other interested parties with a general overview of the financial position as of June 30, 2006 and 2005, and the results of its operations, cash flows, and variances from the budgets for the years then ended for the University of New Mexico.

If you have any questions about this report or need additional financial information, contact The University of New Mexico, Financial Services, 1700 Lomas NE, Suite 3100, MSC01 1300, Albuquerque, New Mexico 87131.

Appendix D

Current Courses

KEY	TITLE (credits)	Fall 07	Spr 08
A	ADR Field Experience (2-3)	Sedillo-Lopez	
A	Advanced Clinic (1-3)	Sedillo-Lopez	Sedillo-Lopez
A	Advanced Legal Research (2)	Parker/Rigual	Mead/Baker
A	Basic Mediation (2)	Hughes	Hughes
A	Community Lawyering Clinic (6)	Land/Schwartz	Norwood/Suzuki/ Bobroff
	District Attorney (6)		
A	Economic Development Clinic	Hobbs/Pareja	Hobbs/Martin
A	Ethics (3)	Baum	TBA
A	Individual Research (1-3)		
A	Judicial Extern (2-3)	Sedillo-Lopez	Sedillo-Lopez
A	Law Office Externship (2-3)	Sedillo-Lopez	Sedillo-Lopez
A	Law Practice Clinic (6)	Martinez	Martinez
A	SW Indian Law Clinic (6)	Creel	Zuni-Cruz
B	Administrative Law (3)	Gauna	
B	Advanced Mediation (1)		TBA
			Argo/Blumenfeld/ Homer
B	Advocacy (3-4)		
B	Bankruptcy (3)		
B	Business Associations I (3)	Gerding	
B	Civil Procedure I (3)		Gomez/Occhialino
B	Civil Procedure II (4)	Occhialino	
B	Commercial Transactions I (3)	Gerding & Hart	
B	Commercial Transactions IIE-Sales (3)		Baum
B	Commercial Transactions IIA-Neg (3)		
B	Community Property (2-3)		Wlather
B	Comparative Historical Legal Perspectives (2)	Bobroff/ Fritz	
B	Constitutional Rights (4) 3?	Browde/Ellis/Gomez	
B	Contracts I (3-4)	Hart/Martin/Moore	
B	Criminal Law (3)	Ellis/Romero	
B	Criminal Law in Practice	Romero	Romero
B	Criminal Procedure I (4th, 5th, 6th) (3)		Romero
B	Criminal Procedure II (Bail to Jail) (3)		Bergman
B	Environmental Law (3)	Fort	
B	Evidence (4)	Bay	
B	Evidence/Trial Pract. (6)	Bergman	
B	Family Mediation (2)		Nash/Levin

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KEY	TITLE (credits)	Fall 07	Spr 08
B	Federal Income Tax (3)	Mathewson	
B	Federal Jurisdiction (3)		Land
B	Health Law (3)		E. Caldera
B	Health Law Moot Court (1-2)	Behm	
B	Immigration Law (2)	Valencia-Weber	
B	Indian Law (3)	Valencia-Weber	Creel
B	Insurance Law (2-3)		
B	Intellectual Property (3)		Burr
B	International Law (3)		Moore/Bay
B	Intro to Alternative Dispute Resolution (3)	Hughes	
B	Introduction to Constitutional Law (3)		Bay/Kovnat
B	Jessup International Moot Court (1-2)		Gillia
B	Labor Law (3)		Gonzales
B	Legal Reasoning and Writing (3)	Argo/Blumenfeld/Homer	
B	Mock Trial Competition (2)		Scholl
B	Moot Court Competition (1-2)		Ricco
B	National Hispanic Moot Court (1)		TBA
B	National Native American Moot Court (1-2)		Rey-Bear
B	Natural Resource Journal I - Adv. Writ. In NR (2-3)	Hall	
B	Natural Resource Journal II (2-3)		Hall
B	Natural Resource Journal III (3)	Hall	
B	Natural Resource Journal IV (3)		Hall
B	NM Law Review I (2)	Browde	
B	NM Law Review II (2)		Browde
B	NM Law Review III (3)	Browde	
B	NM Law Review III-S (2)		
B	NM Law Review IV (3)		Browde
B	NM Law Review IV-S (2)		
B	Practicum (1)	Norwood, Hart, LaVelle, Martin, Sedillo Lopez, Occhialino, Scarnecchia, Romero, Suzuki	
B	Property I (4)		Gauna
B	Property II (3)	Fritz	
B	Remedies (3)		Desiderio
B	Specialized Legal Research-Variou Subjects (1-2)	Parker/Mead	Cohen/Thomas
B	Torts (3-4)	LaVelle/Occhialino/Suzuki	
B	Trial Practice Workshop (2) rotation w/ evidence		Scholl
B	Tribal Law Journal I-E (1-2)	Zuni-Cruz	Zuni-Cruz
B	Tribal Law Journal I-S (1)		
B	Tribal Law Journal II-E (2)		Zuni-Cruz

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KEY	TITLE (credits)	Fall 07	Spr 08
B	Tribal Law Journal II-S (1)		Zuni-Cruz
B	Tribal Law Journal III-E (2)		
B	Tribal Law Journal III-S (1)		
B	Tribal Law Journal IV-E (2)		Zuni-Cruz
B	Tribal Law Journal IV-S (1)		Zuni-Cruz
B	Water Law (3)		
B	Wills & Trusts (3)		Parker
C	Administrative Practice (3)		
C	Antitrust Law I (3)	Mathewson	
C	Arbitration (3)		Hughes
C	Art Law (2)	Burr	Andzic Tomlinson
C	Bioethics (3)		
C	Business Planning (3) (Bus. Asso. I pre-req)		Gerding
C	Children's Law (3)		TBA
C	Conflicts of Law (3)		Occhialino
D	Copyright Law (2-3)	Baum	
C	Employment Law (3)		Montoya
C	Family Law I (3)	Sedillo-Lopez	
C	Federal Estate & Gift Tax (3)		
C	Federal Public Land & Resource Law (3)		
C	First Amendment Rights (3)		
C	Indian Tax (3)		
C	Indian Water Rights (2-3)		
C	International Business Transactions (3)		
C	Jurisprudence (2-3)		TBA
C	Land Use Regulation Planning (3)		Miller
C	Mental Health Law (2-3)		
C	Native American Rights (2-3)		
C	Natural Resources Law (2-3)		Fort
C	Oil & Gas Law (2-3)	Conine	
C	Patent Law (3)		Kennedy
C	Real Estate Transactions (3)		
C	Taxation of Business Enterprises (3)		
D	ABA Negotiation Moot Court (1)		TBA
D	Access to Justice (2)		
D	Advanced Bankruptcy (2)		
D	Advanced Con. Rights (2)		Ellis
D	Advanced Criminal Procedures (2)		
D	Advanced Evidence/Trial Practice (3)		Bergman
D	Advanced Family Law (3)		
D	Advance Commercial & Consumer Law		

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KEY	TITLE (credits)	Fall 07	Spr 08
D	Advanced Criminal Law (2-3)		
D	Advanced Legal Writing (Briefs) (2-3)		Blumenfeld
D	Advanced Real Estate Transactions (3)		
D	Advanced Tort Litigation (2-3)		
D	Advanced Water Law Problems (2-3)		
D	Advanced Writing in Natural Resources (3)		
D	Aids & the Law		
D	American Constitutional History (3)		
D	American Indian Land Rights & Claims		
D	American Intellectual Property Moot Court (1)		Baum
D	Animal Law Moot Court Competition (1)		
D	Animal Welfare (2-3)		Baum
D	Appellate Advocacy (2)		
D	Appellate Practice Seminar (2-3)		
D	Business Associations II (1-3)		
D	Business Topics Seminar (2-3)		
D	Chicago Bar Moot Ct. (1)		
D	Child Health Policy & Practice (3)		
D	Church & State (3)		
D	Civil Rights Litigation (3)		
D	Clemency Law (2)		
D	Community Organizing (2-3)		
D	Comparative Constitutional Law		
D	Comparative Employment Law (2-3)		
D	Comparative Law (2-3)		
D	Computer Applications and the Law (3)		
D	Conflicts of Indian Law (1)		LaVelle
D	Constitutional Law Topic Seminar (2-3)		Kovnat
D	Construction Law (2-3)		
D	Consumer Law (2-3)		
D	Contract Design/Drafting (2)		Hart
D	Contracts II (1)		
D	Corporate Governance	Caldera	
D	Criminal Defense Clinic (6)		
D	Critical Race Theory (2-3)		
D	Cultural Property & Law (2-3)	Burr	
D	Current Issues in NM ADR (2)		
D	Difficult Dialogues (1-3)	Scarnecchia	
D	District Attorney Seminar (2-3)		
D	District Attorney Externship (2-3)		
D	Documentary Films & Law (2-3)	Burr	
D	Domestic Violence		
D	Economic Development in Indian Country (3)		

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KEY	TITLE (credits)	Fall 07	Spr 08
D	Economics & Law (2-3)		
D	Economic Developmentfor Small Businesses (2)		
D	Education Equity and the Law (3)		
D	Effective Representation of Public Client (SF)	Biderman/Rees	
D	Elder Law (2)		
D	Election Law (2-3)		Caldera
D	Employee Benefits (2)		
D	Endangered Species (3)		Fort
D	Entertainment Law (2)		Burr
D	Estate & Retire Planning (2-3)		
D	European Union Law		
D	Environmental Justice Seminar	Gauna	
D	Environmental Law Moot Court (1)		TBA
D	Environmental Problems (2-3)		
D	Family Law II (Children Issues) (3)		
D	Family Violence (2)		
D	Federal & State Civil Rights (3)		
D	Federal Motion Practice (2)		Johnson
D	Financial Literacy (1)	Martin	
D	Federal Survey of Environmental Law (3)		
D	Franklin Pierce Exchange Program		
D	Frederick Douglas Moot Court Comp (1)		TBA
D	Gender & Homicide (3)		
D	Gender & the Law (3)	Montoya	
D	Government Regulation of Banking (3)		
D	Health Care Finance (2)		
D	Health Law Ethics & Policies (3)	Schwartz	
D	Human Rights (2-3)		Moore
D	Indian Law Appellate Advocacy (2)		Rey-Bear
D	Indian Child Welfare (2)		
D	Indian Education & Equity (1)		
D	Indian Gaming (3)		
D	Indian Land Claims (3)	Bobroff	
D	Indian Law Appellate Advocacy (2)		Rey-Bear
D	Indian Tribal Courts (2-3)		
D	Indigenous People & International Law (2-3)		
D	Information Technology and the Law (3)		
D	Innocence & Justice (2)		Davidson
D	International Advoc. for Indig. People (2-3)		
D	International Business Ethics (3)		Mathewson/Parnall
D	International Criminal Law (criminal theory) (2-3)		
D	International Environmental Law (2)		
D	International Legal Problems (2-3)		

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KEY	TITLE (credits)	Fall 07	Spr 08
D	International Litigation & Arbitration (3)		
D	International Natural Resources (3)		
D	International Petroleum Transactions (02)	Conine	
D	International Taxation (3)		
D	Int'l Trade Agree & Prot of Environment (3)		
D	International Law of War & Peace		
D	International Water Law (2)		
D	Interrogation & Global War on Terrorism (3)		
D	Interview, Counsel, and Negotiations (3)		
D	Judging		
D	Latinos & the Law (2-3)		Montoya
D	Law & Economics (2-3)		Gerding
D	Law & Film (2-3)		
D	Law & Psychology (2)		
D	Law of Indigenous People (3)	Zuni-Cruz	
D	Law Office Management (3)		TBA
D	Law of War & Peace		
D	Lawyering for Social Change (2-3)		Caldera
D	Lawyering Process (2)		
D	Lawyers & the New & Old Media (2-3)	Montoya	
D	Legal Dialogues (1)	Scarnecchia	
D	Legal Hermeneutics: Statutory Construction (2)		
D	Legal Malpractice (2)		
D	Legislative Process & Advocacy (2-3)	Caldera	
D	Media and Community Organization (3)		
D	Mediation II (2)		
D	Mediation Practicum I (1)		
D	Medical Liability ((2)		
D	Mediation Practicum II (1)		
D	Medical Malpractice (2)		
D	Mental Disability Criminal Law (2-3)		
D	Mental Disability & Retardation Law (2-3)		Ellis
D	Mexican Americans & Law		
D	NAFTA: A Comparative Approach (2)		
D	Natural Resources (3) [Indian Counrty-05]	LaVelle	
D	Navajo Law & Practice		
D	New Mexico Legal History (2)		
D	New Mexico Land & Water History (2-3)		
D	Non-Government Org. in Dev. Countries (3)		
D	Nonprofit Corporations (2)		
D	Oil & Gas Contracts (3)		
D	Partnership Taxation (3)		
D	Peace & Conflict		

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KEY	TITLE (credits)	Fall 07	Spr 08
D	Pharmaceutical Law (2)		
D	Practicum (1)		
D	Pre-Trial Practice (3)		Gordon
D	Problems In Commercial Transactions (1)		
D	Problems In Criminal Pro (Forensic Iss.) (2)		
D	Process of Taxation (3)		
D	Products Liability (2-3)		
D	Race and Racism and the Law (3)		
D	Real Estate Planning (3)	Martin	
D	Refugee & Asylum Law (2-3)		
D	Regulation of Business Enterprises (3)		
D	Regulation of Utilities (3)		
D	Representing the Small Business Enterprise		
D	Rights of Children (2-3)		
D	Role of Law in Developing Countries		
D	School Law (2)		
D	Sex Equality (2-3)		
D	Sexual Orientation & Law (2-3)		LaVelle
D	Sexuality and Law (3)		
D	Spanish for Lawyers (2)		
D	Spanish Legal System (2)		
D	Sports Law (3)		Mathewson
D	State & Local Tax	Desiderio	
D	State & Tribal Relations (2-3)		
D	State Constitutional Law (3)	Browde	
D	Supreme Court Decision Making (2)		Schultz
D	Tax Exempt Organizations (3)		
D	Terrorism & the Law		
D	Theory of Conflict (2-3)		
D	Tribal Courts (2-3)	Zuni-Cruz	
D	Tribal Government (2-3)		
D	Victim Offender Mediation		
D	Welfare, Work and Economic Justice (2)		
D	Western Water Policy (2-3)	Fort	
D	White Collar Crime (2)		
D	Wildlife Law (2)		
D	Wills Drafting (2)		
D	Writing in Natural Resources (3)		
D	Worker's Compensation		

Appendix E

Policy on Academic Retention And Suspension

THE CURRENT POLICY IS UNDER REVIEW BY THE FACULTY. IF THE POLICY CHANGES, ALL CHANGES BECOME EFFECTIVE IMMEDIATELY.

Maintenance of Grade Point Average

To be in good academic standing with the law school, a student must maintain a cumulative grade point average of 2.00.

Any student whose cumulative grade point average falls below 2.00 shall either be placed on probation or suspended.

Automatic Probation

A student whose cumulative grade point average falls within any of the following categories shall be placed on probation without further action:

<u>Credit Hours</u>	<u>Cumulative Grade Point Average</u>
0 - 18	1.30 - 1.99
19 - 36	1.75 - 1.99
37 - 54	1.90 - 1.99

No student whose grade point average falls below 2.00 after he or she has attempted 55 credit hours shall be granted automatic probation under this section. Such student must petition the Committee on Student Suspension, Retention, and Readmission (hereinafter "Committee") for relief from suspension in order to be granted probation.

A student placed or continued on automatic probation shall receive notice in writing from the Dean that he or she has been placed or continued on probation.

Students on probation shall be offered appropriate academic support.

Any student placed on academic probation is not allowed to work.

Suspension

Any student whose grade point average falls below 2.00 and who does not qualify for automatic probation under the provisions, or who withdraws, or has been withdrawn by administrative action from law school, or fails to return for a new semester while on probation, shall be placed on suspension.

The Dean shall notify in writing any student who has been placed on suspension. Such notice shall specify the student's right to petition for relief from suspension and shall contain a copy of this policy.

The suspension shall become effective if no petition for relief from suspension is received within the time specified herein, or upon final action of the Committee, the Dean, or the faculty as provided herein, whichever is later.

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Committee on Student Suspension, Retention and Readmission

1. At the beginning of each academic year, or as soon thereafter as practicable, the Dean shall appoint a Committee on student Suspension, Retention and Readmission (hereinafter "Committee").
2. The Committee shall be comprised as follows:
 - A. Five full-time members of the faculty;
 - B. Two students. The Dean shall appoint the student members of the Committee after consultation with the president of the Student Bar Association, student representatives, and leaders of student organizations. A student must be in good academic standing (2.00 cumulative g.p.a.) to serve on the committee.
3. Any student who petitions for relief from suspension as provided herein shall have the right to disqualify the student members of the Committee and to have his or her petition considered by the faculty members of the Committee.

Petition for Relief from Suspension

1. Any student who has received notice of suspension may submit a written petition to the Dean requesting that he or she be placed on probation.
2. The petition shall be submitted to the Dean within ten days from the date of the notice of suspension. The Dean may, for good cause, extend the time for submitting the petition.
3. Any student who fails to file such a petition within the foregoing time limits may thereafter submit such a petition no later than 45 days prior to the beginning of any semester in which he or she desires to be placed on probation.
4. The petition shall set forth the following:
 - A. Any factors that the student believes may have contributed to his or her unsatisfactory performance;
 - B. The student's assessment of the likelihood that such factors will continue in the future;
 - C. Any contemplated changes in the student's study, work or extracurricular activities which might affect his or her law school performance.
5. The student shall sign the petition.

6. Any willful misrepresentations contained in the petition will be deemed violations of the law school honor code.

Consideration of Petition

1. Upon receipt of a petition for relief from suspension, the Dean shall forward it to the chair of the Committee who shall convene a meeting of the Committee as soon thereafter as practicable. The chair shall notify the student in writing of the time and place of such meeting. In addition, such notice shall advise the student that he or she may:
 - A. make a personal appearance before the Committee;
 - B. submit any additional written or documentary evidence that he or she considers relevant to the matter; and,
 - C. bring any person before the Committee who it feels can provide relevant information concerning the matter.
2. A quorum of the Committee shall consist of five members, at least one of whom shall be a student, unless the petitioning student has disqualified the student members of the Committee pursuant to paragraph three under the Committee on Student Suspension, Retention and Readmission, in which case a quorum shall consist of four members.
3. In the event the chair is unable to assemble a quorum for the consideration of the petition, the Dean shall appoint, on a *pro tempore* basis, as many additional members as is necessary to constitute a quorum.
4. Prior to the meeting the members of the Committee shall endeavor to consult with as many of the student's professors as possible in order to determine, *inter alia*: the student's classroom performance, attitude and attendance record, and the professors' general impressions of the student's probability of successful completion of law school.
5. The Committee shall consider the following, in addition to any other information deemed relevant by any member:
 - A. The information set forth in the student's petition;
 - B. Any additional information submitted by the student;
 - C. Any written or oral statement of any person offered by the student;
 - D. Information provided by any professor pursuant to paragraph four, *supra*;

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- E. The student's grades in all law school courses attempted;
 - F. The extent to which the student's grades have improved or declined compared to previous semesters;
 - G. Any relevant information contained in the student's application for admission to law school, including LSAT score(s) and undergraduate record.
6. If, at the conclusion of the presentation of the foregoing information, a majority of the Committee determines that additional information is necessary to resolve the matter, the meeting will be continued pending the receipt of such additional information.

The Committee Decision

1. Following receipt of all relevant information, the Committee shall meet in executive session to make its decision.
2. The Committee's decision shall be made by a majority of members present.
3. If a majority of Committee members present determines, on the basis of all the information presented, that the student if placed on probation is likely to complete law school successfully within a reasonable period of time, the student shall be placed on probation. The Committee shall specify that such probation shall be unconditional or subject to such conditions as the Committee deems appropriate.
4. If a majority of Committee members present determines, on the basis of all the information presented, that the student if placed on probation is not likely to complete law school successfully, the student shall be suspended. The Committee shall either suspend the student indefinitely or for a specified period of time not to exceed one year.
5. In the event of a tie vote the student shall be placed on probation either unconditionally or subject to such conditions as the Committee deems appropriate.
6. The factors that have traditionally been discussed in connection with student petitions are to be considered only if they are relevant to the ultimate question of the student's successful completion of law school. The following summary of relevant considerations from past faculty deliberations on suspension questions are offered as a guide to the Committee and student petitioner:

- A. An improvement or decline in the student's academic performance may be relevant to the extent that it indicates the cause of the student's difficulties. Improvement may in an individual case show that the student has overcome impediments in the form of inadequate preparation for law school or the adverse effects of personal difficulties encountered in an earlier semester. Conversely, a marked decline in performance from that of previous semesters may indicate that personal difficulties which are on the record were the cause in fact of the student's academic performance.
- B. The Committee's determination of the student's successful completion of law school will require it to explore and evaluate the causes of the student's difficulties. Personal difficulties should be taken into account to the extent that the Committee is persuaded that such difficulties were a cause of the student's academic performance. The Committee must also consider whether such personal difficulties are likely to present similar problems in the future.
- C. An explanation by the student that the inadequate performance was caused by poor study habits, poor attitude, or external commitments, presents factual questions which must be resolved by the Committee. The Committee must determine whether it is likely that such a change will be sufficient to allow the student to raise his or her grades to a passing average.
- D. The student's academic ability is always relevant to the issue of ultimate completion of law school.
- E. Use of preadmission predictors must be carefully circumscribed so as not to undercut the admissions policies of the law school. Those predictors may be relevant to a determination of whether the student has had sufficient time to adjust to the demands of law school.

Review of the Committee Decision

1. A student aggrieved by the decision of the Committee may appeal such decision by filing a petition for review with the Dean within five days after notification of the Committee's decision.
2. The petition for review shall allege that the Committee's decision is clearly erroneous and shall specify the manner in which the decision is clearly erroneous.
3. The Dean shall consider the decision of the Committee to be presumptively correct. If the Dean determines that the Committee's decision is not clearly erroneous, he or she shall affirm the decision as

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final. If the Dean determines that the Committee's decision is clearly erroneous, he or she shall either remand the matter to the Committee for reconsideration or present the matter to the faculty for decision.

4. The faculty shall apply the standard set forth in Section 5, under Consideration of the Petition, and Section 6, under the Committee Decision in making its decision.

Appendix F

Graduation Awards and Honors

Students will not be eligible for any academic honors based upon rank or cumulative grade point average, including election to the Order of the Coif, unless they complete a minimum of 60 graded course hours at UNM School of Law, including no fewer than 20 graded first-year course hours at the UNM School of Law.

At the discretion of the faculty, a student who is ineligible for recognition under the above policy may receive special recognition for outstanding academic performance at the UNM School of Law.

Academic Excellence: The J.D. degree may, at the discretion of the faculty, be awarded with the honors indicated to graduating students who have successfully completed the requirements prescribed by the faculty and who have achieved the following overall grade point averages in their law school work:

- cum laude 3.40
- magna cum laude 3.60
- summa cum laude 3.80

Order of the Coif: A chapter of the Order of the Coif was established at the school in 1971. This prestigious national organization honors the top ten percent of each year's graduating class.

Thesis Honors: The faculty annually may award one or more special certificates of honor to students who produce a thesis of exceptional quality. Supervising faculty may nominate a student's thesis for honors. All nominated papers will be read by a committee annually appointed by the Dean. If the Committee agrees that the student's thesis is of exceptional quality, a certificate of honor shall be awarded to the student.

Additional Awards and Prizes: The faculty recognizes outstanding academic achievement and significant contributions to the law school community by graduating students through these awards.

- ABA/BNA Award – recognizes excellence in the study of Intellectual Property Law
- ALI/ABA Award – recognizes a student who best represents a combination of scholarship and leadership.
- Atkinson & Kelsey Award—recognizes excellence in Family Law

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- American Bankruptcy Institute Medal—for excellence in bankruptcy studies
- Clinical Legal Education Association Outstanding Student Award – recognizes a third-year student who excelled in clinical legal education.
- Honors in Clinical Law—recognizes outstanding performance in the clinical program
- Margaret Keiper Dailey Award—given in recognition of awareness of social problems, concern for people in trouble, and professional dedication to equal justice for all
- Dean’s Awards—honors students for outstanding contributions to the law school community
- The Honorable Pete Domenici Award—recognizes excellence in Environmental Law
- Faculty Award—recognizes outstanding contributions to the law school community
- Freedman, Boyd, Daniels, Peifer, Hollander, Guttman & Goldberg Prize—recognizes excellence in Criminal Law
- The Frederick M. Hart Prize—honors students who have shown excellence in Commercial Law
- Health Law Scholar Award—presented to a third-year student who has demonstrated interest and proficiency in Health Law
- Award for Excellence in International and Comparative Law
- LexisNexis Awards—acknowledges outstanding contributions to scholarship by the top three ranked members of the third-year class
- UNM Law Library Award—honors the third-year student who has excelled academically and exhibited outstanding contributions to the law school community.
- Julia Raymond McCulloch Memorial Award—presented to a student who has shown outstanding scholarship and a demonstrated interest in the field of Constitutional Law

- McLeod Prize—presented to a third-year student who has demonstrated interest and skill in Advocacy
- Irwin Stern Moise Award in Legal and Judicial Ethics—recognizes a third-year student deemed most deserving on the basis of demonstrated scholarship, interest, and activity in the fields of Legal and Judicial Ethics
- Hugh B. Muir Award—in honor of Professor Muir, this award recognizes an outstanding third-year student who has excelled in Tax Law
- Judge Oliver Seth Award—recognizes a student for excellence in Alternative Dispute Resolution
- Judge Oliver Seth Award in Ethics
- Sheehan, Sheehan, and Stelzner Award—pursuit of excellence award
- Lewis R. Sutin Award—in honor of Judge Sutin, formerly of the New Mexico Court of Appeals, this award is presented to an outstanding student in either Trial or Appellate Advocacy
- Tort Scholar Award—presented to a third-year student who has demonstrated interest and proficiency in Tort Law
- Albert E. Utton Natural Resources Law Award
- National Association of Women Lawyers' Award—presented to a third-year student for academic achievement, interest, and contribution to the advancement of women in society
- The Jerrold L. Walden Memorial Award—established as a memorial to Professor Walden, this award recognizes a student who has evidenced the qualities of heart that distinguished Professor Walden
- Wall Street Journal Award—recognizes students for excellence in Corporation and Business Law
- Thomson West Law Award in Domestic Relations—recognizes excellence in domestic relations.
- The Mary Beth & W. Richard West, Jr. Award for Excellence in Indian Law—established by W. Richard & Mary Beth West, this prize

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is for a third-year Native American student who has shown excellence in and commitment to the area of Indian Law

Appendix G

Advanced Writing Requirement

Statement of Purpose: The advanced writing requirement reflects faculty recognition that writing is an essential feature of a legal career. For that reason, writing should be an integral part of a law student's education and should also function as a culmination or synthesis of that education. The goal of the writing requirement is to permit each upper-class student to produce a written product demonstrating significant legal analysis. This written product should either build on comprehensive legal research or be a synthesis of information across subject matter lines. The essence of the advanced writing requirement is a **substantive and substantial analytical experience**, culminating in a significant paper that has undergone a series of systematic, thorough, and scheduled revisions. Linked to this is the faculty's commitment to provide each student with an opportunity to grow as a writer, taking his or her writing and analytical skills to a higher and more sophisticated level.

Requirement: Every upper-class Juris Doctor degree candidate must produce and submit a substantial written work. To satisfy the writing requirement the work must be approved by a member of the full-time law faculty who supervises the work as meeting the law school's requirement for advanced writing. A review by a second full-time member of the faculty is at the discretion of the supervising faculty member. The writing requirement cannot commence until after completion of first year law studies.

Page length will vary depending on the instructor and nature of the subject matter. However, in most cases, students will be required to submit a paper of at least 20 pages.

Standards: Standards for meeting the writing requirement shall be careful topic-formulation; in-depth research; creative thesis-development; thorough analysis and presentation of relevant law and policy; precise drafting; effective organization; systematic revisions of the paper; and regular consultation throughout the process.

Means of Compliance:

1. The primary avenue in which students will fulfill their writing requirement is by enrolling in a "*writing requirement seminar*," specifically designed to fulfill the advanced writing requirement. The paper is the basis for the grade and the grade received in the seminar is a C or better; or
2. Satisfaction of all the requirements for academic credit for either the New Mexico Law Review or the Natural Resources Journal. All writing requirements, as stated above, must be met for any Journal article to fulfill the writing requirement.

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3. In cases in which no seminar satisfies a student's interest or schedule, exceptional arrangements may be made whereby the student fulfills the writing requirement through independent research. Any such exceptions require approval from the Associate Dean for Academic Affairs in consultation with the Assistant Dean for Registration.

Deadlines:

1. Students must identify with the Assistant Dean for Registration their avenue for fulfilling the writing requirement no later than the end of the first semester of their second year. Students must enroll in a seminar, Journal, or independent research by the second semester of their second year or by the first semester of their third year.
2. Approval from the Associate Dean for Academic Affairs is mandatory for any student to elect to meet this requirement in their second semester third year. Students should be aware that by waiting until their last semester in school to meet the writing requirement puts in jeopardy their graduating on time, given the potential that it will take more than one semester to complete the requirement. The deadline for completion of the paper will be set by the professor, but no later than the deadline for the entire class.
3. The writing requirement must be approved and the writing requirement form must be signed by the first reader by April 1st of the third year for May graduates; by February 1st for December graduates; and by June 30th for summer graduates. **Deadlines mean the writing requirement form must be signed by the reader(s) and in the Registrar's Office by that date.**

Students who do not comply with this requirement or whose final paper, as submitted, is deemed unsatisfactory by the first or second faculty reader will not be eligible for graduation until the writing requirement has been satisfactorily met.

Non-Complying Writing: Since the advanced writing requirement is intended to function as a culmination or synthesis of a law student's education, neither initial case notes nor briefs prepared in connection with Moot Court competitions satisfy the advanced writing requirement. Written work, which satisfies general course requirements, does not meet the advanced writing requirement unless the course is a seminar as defined in this policy.

Guidelines

Research Paper

1. **Appropriate Topic:** The research paper must have a legal theme broad enough to encompass a significant legal issue and narrow enough to allow comprehensive treatment of that issue. The topic must deal with

a subject that has a substantial existing literature of primary and secondary sources, which can provide the point of departure for the student's work. Empirical studies and interdisciplinary work which otherwise satisfy the writing guidelines are encouraged.

2. **In-Depth Research:** The research paper must demonstrate that the student has a full grasp of the relevant existing primary and secondary authorities. At a minimum, the paper will comprehensively canvas and organize the existing authorities to provide a point of departure for the author's argument or point of view. In addition, the paper must demonstrate a mastery of the use of authority to construct and support the arguments presented.
3. **Faculty Supervision:** One purpose of the advanced writing requirement is to encourage professional interaction between the student and the supervising faculty member during the preparation of the paper. The student and faculty member shall meet periodically to discuss and agree upon a topic, to discuss and review the results of preliminary research, and to discuss and review an outline and one or more drafts of the paper prior to submission of the final draft.
4. **Significant Analysis:** The paper must be more than a narrative assemblage of the available authorities or other research data. The paper must organize the research data into a coherent structure informed by the author's consistent arguments or point of view. The author must demonstrate a marked capacity to use legal authority and other data to develop and support the author's argument or point of view.
5. **Form and Length:** The paper must be free from grammatical errors or misspellings. The writing must exceed minimum standards of effective, accurate expository prose. Footnotes must comply with Blue Book or ALWD form. The paper must be of sufficient length to address adequately the issues presented. At a minimum the paper will be 20 pages in length.

Appendix H



The University of New Mexico

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April 23, 2007

Dear Faculty Members and Senior Administrative Staff,

As we develop our self-study in anticipation of the ABA accreditation site visit, I want to share my thoughts about future planning. I apologize in advance for all of the lists contained in this letter – it’s how I organize.

In 2004, we adopted the School’s first strategic plan with an end date of 2009. Much of the plan has been accomplished. Notably, we have:

- **moved to a specialized legal writing faculty (an issue raised in the 2001 site visit);**
- **created a new economic development program with a director, new hires, courses and a clinic;**
- **garnered recurrent funding for library acquisitions (an issue raised in the 2001 site visit);**
- **stabilized staffing for the Southwest Indian Law Clinic through increased state funding and a new faculty hire;**
- **improved supervision of faculty support staff and developed programs (awards, meetings with dean) to improve staff development and morale;**
- **established a weekly faculty lecture series and expanded the number of lectures, panels and programs (including CLE) hosted by the School of Law;**
- **stabilized our summer research stipend program for faculty; and**
- **lobbied successfully for a state-funded Loan Repayment Assistance program that has provided immediate debt relief for our graduates working in public interest jobs.**

On the front burner and nearly complete, we have:

- **reviewed our admissions policy;**
- **reviewed and developed a plan for academic support;**

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- explored and created a part-time day program; and
- explored and initiated a Santa Fe presence.

Other items included in the strategic plan have also been accomplished or are underway.

Since adoption, my own critique of the plan has been that it is not strategic enough. We pushed ourselves to develop a plan, but we didn't force ourselves to make hard choices or even to agree on a focused vision. It's now time to push ourselves harder to define our goals and make a new, more focused plan. Here's why:

- I have served as dean long enough (4½ years) to help lead the effort in a way that was impossible when I was new. My understanding of the place is now informed by experience and relationships that will allow me to suggest, in the course of our conversations, a refined direction for the school.
- The ABA accreditation process forces us to take stock of ourselves in a way that provides the needed data for future planning. We should take advantage of the work invested in the self study to move directly into planning.
- The University will be undergoing accreditation review in 2009. UNM applied for a "special emphasis" review, with this focus: "Transforming access into equity: How do we deliver on the promise of equal rewards?" A planning process for the Law School through the lens of the University's special emphasis review may well help us to focus and strengthen our alignment with the rest of campus in a beneficial way.
- Two new publications about improving legal education provide interesting insight that will also help us focus our planning: Carnegie Foundation, *Educating Lawyers: Preparation for the Profession of Law*; Stucky and others, *Best Practices for Legal Education: A Vision and A Road Map*. Attached are summaries of the Carnegie and Best Practices publications for your review.
- Finally, the 2009 end date of our current strategic plan will come along quickly. We need to begin our next steps.

My concern about being strategic and the need for focus is supported in the Carnegie and Best Practices publications. Legal education, on a national level, is critiqued for its:

- lack of integration of doctrine, skills, and ethics curriculum;
- failure to use research on learning to improve teaching;
- lack of teaching innovation;
- failure to define its goals, including failure to define expected student outcomes;
- failure to provide accountability to students and the public; and
- failure to educate students without alienating them and causing them to lose their enthusiasm and social justice values.

Not surprisingly, due to a long history of openness to innovation here, our school stands up to these criticisms pretty well. We can do better, though.

I propose that during the Fall 2007 term we begin to educate ourselves about these new studies (Best Practices, Carnegie, perhaps others) and begin to explore these questions:

- What outcomes do we expect for our students? What should they know and be able to do on their first day of practice?
- What is the best way for our students to achieve those outcomes and for us to deliver the appropriate education?
- How will we measure student achievement?
- How will we communicate our expectations and students' successes to students, ourselves and the public?

Answering these questions, in light of current research on legal education and learning theory will help us answer some very practical questions, such as:

- Should we increase the size of the school?
- Should we offer LL.M.s (a feature of our last plan that didn't go anywhere)?
- Should we change the curriculum?
- How should we select our students and faculty, given the goals we've defined?

As I said, our school has many important building blocks in place. We need to come together around a set of goals that focus our efforts and, at the same time, allow us to maintain our individual creativity. The ultimate benefits of the planning process will be to:

- provide a firm basis for fund raising and budget planning;
- provide a basis for facility, library and technology planning;
- enhance our reputation for providing high quality education;
- improve our students' experience of law school; and
- improve our own experiences and level of satisfaction because we will receive more meaningful feedback about the effectiveness of our work and the preparation of our graduates.

I also harbor a hope that we may be able to announce our adoption of outcome-based curriculum planning and assessment relatively quickly, positioning ourselves as a national leader on this front. We'll see.

How will organize this planning? I will set out some suggestions here, but will finalize the plan based on your feedback. When appointing faculty committees for 2007-08, I will appoint a small strategic planning committee. In addition, rather than hold one faculty meeting a month, I will schedule two. One meeting a month will be largely devoted to educating ourselves about the Carnegie and Best Practices studies. We will also begin to define our overall student learning goals, and evaluate how we go about meeting those goals currently. By Spring 2008, I hope that we can begin the creative process of writing our new plan. The second meeting each month will be devoted to normal faculty business.

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Please let me know your reactions. I will set aside some time during our May 8 meeting for a discussion of these ideas. Hopefully, my enthusiasm is obvious for moving us forward to make the legal education we provide even better. I have really loved working with you over the last four years and I'm very much looking forward to these next steps.

Thanks for any feedback you might have,

Suellyn Scarnecchia

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[Approved by vote of the faculty at a regularly scheduled meeting, on March 23, 1981.]

UNIVERSITY OF NEW MEXICO

SCHOOL OF LAW

TENURE, REAPPOINTMENT AND PROMOTION POLICY

I.

PREAMBLE

The purpose of this policy is (1) to help ensure that individuals who join the University of New Mexico Law School Faculty are treated fairly in their employment relationship with the Law School and the University, and (2) to describe the expectations of this school regarding the performance of its faculty members. To the first end, procedures are detailed to ensure that tenure, reappointment, retention and promotion decisions will be made fairly. To the second end, this document elaborates the University of New Mexico Faculty Handbook description of expectations in the context of the goals, missions and operation of the Law School.

The two traditional goals of a university, to transmit and to increase the store of human knowledge, are also goals of the Law School. However, the means by which these goals are accomplished at the Law School is affected, if not controlled, by the Law School's responsibility to educate students who will serve society as lawyers and by the characteristics of law as an academic discipline. The Law School, as does the University, recognizes its obligation to provide other services which foster the culture and welfare of the general population. Because ours is the only law school in the state, law faculty members have a

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special opportunity and responsibility to participate in the improvement of New Mexico's legal process.

II.

FACULTY ROLE IN ACHIEVING GOALS OF THE LAW SCHOOL

A. Teaching

The Law School trains students for a profession that has an immediate and profound impact on the lives of others. Because clients entrust their lives and well being to our graduates, the margin for error in our teaching is small. We are obligated to offer an educational program that provides our students with technical information, analytical, advocacy and counseling skills, and a commitment to providing clients with the most excellent representation possible. Further, our program ought to instill in our graduates a determination to improve society's system of justice.

In teaching, there is the need to assist students in their quest for information essential to effective lawyering. There is, moreover, a need to help students develop the analytical thought process often referred to as "thinking like a lawyer." Although much is said in derision of this expression, the phrase has meaning for those within the profession, both academicians and practitioners, and the concept has been a long-standing goal of legal education in this country. The case and problem methods of instruction are evidence of the concern of legal educators that students develop skills and abilities independent of the accumulation of facts. The more recently developed clinical law pedagogy adds an important new dimension, but has no different objective.

Because classroom instruction constitutes a substantial portion of a student's legal education, all faculty assigned to classroom courses must exhibit a high degree of competence in and fidelity to class presentation. In the teaching of some courses, such as those involving significant student projects, the traditional classroom component may be of less significance, substantially modified or even non-existent. In both traditional and non-traditional situations, of course, the expectations of faculty performance must be consistent with the objectives of the course or program.

Classes normally should be taught when scheduled, and rescheduling, when necessary, should accommodate the students. Careful preparation is essential. Demeanor in class is important. Faculty should develop clear objectives for courses taught by them. Because there are many successful pedagogical approaches to the teaching of law, diversification in teaching methods is desirable, and experimentation in methods and materials is encouraged. In all cases, faculty must be demanding of themselves and of students. Much should be expected by way of both preparation and performance.

The teaching goals of a law school cannot be achieved if reliance is placed solely on classroom instruction; time spent by the faculty in education outside of class is essential to the development of students into lawyers. These teaching activities take various forms, and no catalogue of them would be complete. Some examples, however, are illustrative.

Co-curricular programs at the Law School, such as law review and moot court, are integral parts of the Law School's education program. It is a responsibility of faculty to serve as judges in the moot court program, and this carries with it the obligations to read and criticize student briefs and to review critically student oral presentations. Faculty is also expected to work with students who are preparing law review articles for publication or who

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are editing the work of others. No faculty member can be expected to be an expert in every area of the law; hence, it is the responsibility of all faculty to assist students and colleagues who have cases or problems in the faculty member's area of interest.

Furthermore, it is the responsibility of the faculty to develop additional means for contact between the faculty and students in an intellectual and professional setting. For example, courses can be structured to require papers or projects that presuppose out-of-class meetings between student and teacher; formal and informal arrangements can be established whereby students and teachers contribute to a research project; and special group meetings with students may be held in conjunction with a course where special topics are discussed, or where other faculty or practicing lawyers participate.

The teaching of law is not just the imparting of knowledge or the honing of skills. Socialization of those who are unaware of the nature of the profession is essential. This involves, as a necessary and important component, the development of a sense of professionalism and a recognition of the important role the lawyer plays in society. It is expected that all faculty will teach and encourage these values as much by example, in and out of the classroom, as by formal pedagogy.

Each faculty member is expected to stand as a role model for what he or she believes membership in the legal profession requires of an individual. The sense of professionalism must permeate the Law School's program, but there can be no formula for its achievement. Each faculty member must contribute in his or her own unique way. Clearly, all must exhibit dedication to their obligations, a respect for the goal of achieving a better society and a willingness to expend extraordinary effort in completing tasks in a professional manner. Some will demonstrate this through scholarly pursuits, others by participating in group

efforts to improve the legal system or in the resolution of disputes. At times, faculty will, and should, challenge decisions made by those in authority both within and outside the University, sometimes to the displeasure of the majority.

B. Scholarship, Research, and Other Creative Work

Law faculty members are expected to have abilities and interests which lead directly to research and service as members of the faculty of a state law school. Research enhances the knowledge and understanding of the researcher, and must be continually a part of a faculty member's activities in order to prepare adequately for class and to stay current in his or her particular teaching fields.

The faculty member's responsibilities go beyond this, however, and include the obligation to do research that will aid in the understanding and development of the law. Indeed, one of the privileges of faculty membership is the opportunity it presents for reflection on significant problems, and this carries with it the obligation to share research with others. One engaged in teaching a subject for a significant length of time at the graduate-professional level normally should develop insights into problems warranting communication to others.

Law professors, like faculty members in other professional schools, have a variety of audiences who may benefit from their research. Present and future students may be the prime beneficiaries of legal research through the development of innovative teaching materials such as casebooks or student textbooks. Legal practitioners may be the target of the dissemination of faculty research, through the development of continuing legal education materials and lectures or the publication of articles in professional journals written with the goal of assisting the practicing lawyer to improve the quality of legal services provided to the public.

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Faculty research may also result in the direct improvement of the legal system, as where the research leads to the creation and passage of legislation or the creation of innovative legal arguments presented to courts in the context of actual litigation. Finally, research may culminate in the more traditional form of a publication in a scholarly journal the primary goal of which is the sharing of information with others engaged in similar academic research.

Although a faculty member may become involved in many research activities, normally he or she will engage in some scholarly research, more restrictively defined than the concept of research hereinabove discussed. The norm for scholarly research, or scholarship, would be publication in one of the traditional media for legal scholarship, such as a law review article, treatise, monograph, or casebook. The traditional media by their nature and because of the traditions that have developed around them constrain an author to be more rigorous and thorough in scholarship and to be more thoroughly objective in his or her reasoning. Further, these media tend to guarantee generally wider circulation and thus potentially more objective review than do some other media.

Research in other forms is also appropriate additional evidence of scholarship. Such research should result in a written product which demonstrates care and thoroughness, observes and analyzes legal issue and processes, and organizes the results in a helpful way. Such research normally would be disseminated beyond the Law School in order to allow other interested parties an opportunity to share and evaluate the research.

C. Service

Research forms an essential component of much service performed by law faculty members, and it is frequently unprofitable to distinguish the two. There are, however, service obligations of a different nature.

Service on Law School committees is an example. Because of the strong belief that collegial judgments are usually better than those made solely by administrators, much of the Law School's governance is the responsibility of the faculty. This work must be shared by the faculty, and those assigned to committees are expected to participate actively in committee work. While all committee assignments require substantial commitments of faculty time and effort, three committees impose extraordinary burdens: Admissions, Faculty Appointments, and Curriculum. Admissions requires the review and disposition of applications from over 500 candidates for admission; Faculty Appointments involves attendance at the annual AALS recruitment meeting by members of the committee, scrutiny of a large number of applications for positions, and the recruitment of other applicants; Curriculum requires the determination of courses for the next year, the assignment of faculty to teach courses, and the ultimate determination of the Law School educational program.

Service to the American Bar Association and to state and local bar associations is important because it helps us as a faculty stay in touch with our profession and because it helps us introduce our students to the profession they have entered. To this extent, service to the legal community is a part of teaching. However, service to the legal community can and often does represent service to the larger community insofar as our bar association efforts may improve the delivery of legal services, the substance of the law, or the fairness of the legal process.

Service to legal education is also an important area of faculty effort. Participation in the activities of the Association of American Law Schools, the Law School Admission Council, the Council for Legal Education Opportunity, and the Special Scholarship Program in Law for American Indians, for example, should and do help improve the nature of legal

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education, the nature of the legal profession, and the contributions the Law School makes to the University.

Service on University committees, membership in the faculty senate, and acting as an advisor to a faculty committee or to the administration also frequently are demanding. In this regard, it is worth noting that representation of other University faculty in academic freedom and tenure matters sometimes is a special obligation of the law faculty.

Because of the special nature of New Mexico, unusual responsibilities and opportunities exist for service to the community. The inadequate staffing of legislative, executive and judicial branches of government; the unique diversity of the state's population; the great wealth of natural resources which contrasts with the poverty of many of its people; the relative youth of its legal system; and the need for development all provide the faculty of this university an opportunity for participation and a duty to do so. Much of the assistance given government is through institutional research provided by the Institute of Public Law, the American Indian Law Center, and the Natural Resources Center. Funded and unfunded research and service projects also contribute substantially. However, the faculty, as individuals, frequently are called upon to render assistance in many other ways. Service on committees of the courts, as advisors to executive and legislative committees and as advocates in important litigation are some examples.

This latter aspect of service, service to the development of law, involves goals and modes of presentation that may differ from those of traditional scholarship and is treated separately from such scholarship for descriptive purposes. However, service of this kind, reflected in legal briefs or other substantial professional activities, may require as much legal research and as much intellectual energy and skill as the preparation of research that falls

within the category of traditional scholarship. To the extent that this is the case, the product of such service may be considered evidence of scholarship. Moreover, it is peculiarly important in a state like New Mexico, with a relatively young and small bar, that law school faculty members participate in such activities. Accordingly, it is appropriate to treat such service by law school faculty members as a significant aspect of their professional life.

D. Personal Characteristics

Both the Faculty Handbook and the practice at the Law School recognize that the personal characteristics of one being considered for tenure, reappointment, or promotion may have an effect upon his or her ability to teach, conduct research or engage in service activities. Professional cooperation among faculty is important. The fact that a person is a “good colleague” is relevant to the extent that this term refers to the person’s helpfulness in assisting other faculty members and willingness to undertake responsibilities at the school. It is unimportant, however, to the extent that the term is used to refer to social intercourse that the person may have with other members of the faculty at or away from the school. Similarly, acceptance by students is important, but only to the extent that it reflects upon the faculty member’s teaching responsibilities.

It is also important that the University and the Law School encourage diversity and individuality among its faculty. Diversity of views, personality, demeanor and values help to prevent the natural collegiality of the faculty from leading to torpidity or self-satisfaction, and are important to help ensure that the educational program and research efforts of the school are varied. Therefore, diversity is itself an independent value to be sought, and the fact that the faculty member under consideration for tenure, reappointment or promotion manifests unique social or professional values or approaches will ordinarily be a positive

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factor.

E. Summary

The goals — teaching, scholarship and service — are neither antagonistic nor discrete; rather, they complement each other and overlap. For their attainment, they all require that a faculty member be learned in the law and capable of transmitting his or her learning to others.

Because the evaluative process involves consideration of the strengths and accomplishments of an individual in the context of his or her specific responsibilities at the Law School, no absolute or firm rules can be established, but it is possible to state general guidelines that will be followed when making recommendations. In determining whether a faculty member will be recommended for tenure, reappointment, or promotion, an evaluation shall be made of his or her total contribution to the Law School, and of his or her potential for future contributions. This evaluation shall be made in the context of the specific duties assigned to the individual while a member of this faculty. Of primary importance is the faculty member's teaching, including both in-class and out-of-class contact with students, and the faculty member's research efforts and other creative work.

Individuals hired as faculty members are presumptively capable of meeting the guidelines for tenure and promotion. Teaching involves constant trial and error, failure as well as success. Particularly in the first few years, the emphasis is, has been, and should be on finding one's own way to communicate one's learning and sense of lawyering to students. Publication, scholarship, and other creative activity come, ordinarily, as a natural consequence of the teacher's experiences in learning how to teach.

The learning ought, of course, never stop, as students and the law change and as the

teacher develops. Consequently, the expectations of faculty described in this policy are applicable equally, if not more so, to those who have been granted tenure and promoted to the higher ranks. Experienced faculty ought to be better able to contribute, and to have more opportunity and capacity for research and innovative teaching. Senior faculty should provide junior faculty both example and assistance in the quest for excellence.

Finally, a full-time appointment to this law faculty must be accepted as full-time employment. Although some outside consulting and other professional activities are not only permitted but encouraged, these must never detract significantly from the faculty member's primary obligations to the school.

III.

APPLICABILITY OF POLICY

A. In General

This policy applies to initial appointments only to the extent that the appointment has tenure or rank implications. The policy does apply to all Law School decisions involving recommendations to the University on (1) granting of tenure, (2) promotion, (3) second three-year appointments where a faculty member is initially appointed to a three-year term, (4) mid-term reviews of faculty on probationary status, (5) annual reviews of those on three-year or probationary contracts, and (6) retention of faculty who have tenure.

To some extent this policy codifies existing practices. To that extent it is effective immediately. In other respects, this policy reflects changes in policy or procedure. With respect to changes, this policy is applicable only to contracts, new or renewed, entered after its enactment.

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B. Initial Appointments

At the time an individual is offered an appointment at the Law School, a copy of this policy and the Faculty Handbook will be made available to the person. The offer of employment must contain a clear statement of the status that the individual will have and must refer both to this policy and to the Faculty Handbook.

If an Individual is offered an appointment other than an initial three-year term appointment or a visitorship, or is to be offered appointment other than at the Assistant Professor rank, the Committee on Tenure, Reappointment and Promotion must approve the appointment, the rank offered and the tenure conditions.

C. Three-Year Term Appointments and Reappointment

Normally a person joining the faculty as an Assistant Professor will be offered an initial three-year term appointment. This is not a “probationary contract,” but it is anticipated that the initial appointment will lead to a second three-year appointment, which is a probationary appointment, and ultimately to tenure if (1) the individual’s performance is satisfactory and (2) the University’s and Law School’s need for flexibility can be maintained.⁷

Toward the end of the appointee’s first and second year, the Dean shall appoint an ad hoc advisory committee of at least three faculty members to review the person’s performance during the year. The purpose of this committee will be to assist the Dean in making the annual review required by the Faculty Handbook, and to assist the faculty member in his or her efforts to progress toward reappointment and tenure. Each committee shall adopt procedures that are similar to, but less formal than, those governing the Committee on

⁷ “Flexibility” means the Law School’s distribution of expertise, rather than a ratio between tenured and non-tenured faculty.

Tenure, Reappointment and Promotion stated in this policy. After consultation with the Committee, the Dean shall evaluate the individual's performance in teaching, research, and service. A copy of this evaluation will be given to the individual, and another placed in his or her file. In the event that the faculty member objects to the evaluation, the Committee on Tenure, Reappointment and Promotion will review it upon request for fairness.

The faculty member is encouraged to respond to this annual report whether or not he or she seeks review of it by the Committee. The response may take any form. Successful completion of a plan, formulated in consultation with the Dean, will be evidence of satisfactory progress toward reappointment and tenure during the coming year. A written response will form a part of the faculty member's file.

At the beginning of the faculty member's third year under the three-year contract, the Committee on Tenure, Reappointment and Promotion will conduct a full review of the individual's performance and promise under the procedures established by this policy, and will make a recommendation as to whether the individual's performance and promise warrant the offer of a second three-year appointment. This recommendation shall be based solely on the faculty member's performance and promise as stated in this policy, and shall not take into consideration the University or Law School's need for flexibility.

If the Committee recommends that the faculty member's performance and promise warrant reappointment, a second three-year contract, which is a probationary appointment, will be recommended unless the Law School's need for flexibility dictates that it is inadvisable to reappoint the individual. Where a question of the Law School's flexibility is raised, the Dean, as chair of the Committee, shall call a special meeting of the Committee. This meeting shall not be held until after a decision has been made that the faculty member's

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performance has warranted reappointment. At the meeting, the Dean shall present the issue of flexibility. The Committee shall make a recommendation regarding the reappointment in light of the need for flexibility, and shall forward its recommendation, through the Dean, to the Provost.

If a second three-year appointment is offered and accepted, reviews shall be conducted annually by the Dean in the same manner as during the first and second year. At the beginning of the faculty member's sixth year, the Committee on Tenure, Reappointment and Promotion shall prepare its recommendation as to whether tenure should be granted, and whether the faculty member should be promoted.

D. Probationary Appointments

Where the initial appointment is on a probationary contract, the expectation is that the faculty member will be granted tenure at the end of the probationary period. The sole question in the granting of tenure is whether the faculty member's performance is such as to warrant the granting of tenure. The Law School's need for flexibility is not an issue at this point in the process.

An annual review of the faculty member's progress toward tenure will be conducted by the Dean in consultation with an advisory committee of at least three faculty members appointed by the Dean. The purpose of this committee will be to assist the Dean in making the annual review required by the Faculty Handbook, and to assist the faculty member in his or her efforts to progress toward tenure. Each committee shall adopt procedures that are similar to, but less formal than, those governing the Committee on Tenure, Reappointment and Promotion. The review will be reduced to writing and given to the faculty member. Another copy will be placed in his or her file. If the faculty member objects to the report, it

will be reviewed by the Committee for accuracy.

The faculty member shall be encouraged to respond to this annual report whether or not he or she seeks review of it by the Committee. The response may take any form. Successful completion of a plan, formulated in consultation with the Dean, will be evidence of satisfactory progress toward reappointment and tenure during that year. A written response will form a part of the faculty member's file.

At the midpoint of the faculty member's probationary period,⁸ the Committee on Tenure, Reappointment and Promotion will conduct a fill review of the individual's performance and promise in accordance with the procedures established in this document and will report to the Dean, its opinion as to whether the person is making satisfactory progress toward a favorable tenure recommendation. This mid-probationary report will contain specific recommendations regarding teaching, research and service. The Dean shall encourage the faculty member to respond to the mid-term review in the same manner that responses are sought to annual reviews.

At the beginning of the faculty member's last year under a probationary contract, the Committee on Tenure, Reappointment and Promotion will conduct a fill review of the individual's performance and promise under the procedures established by this policy, and will make a recommendation as to whether tenure should be granted. The Committee will also recommend as to whether the individual ought to be promoted to the next higher rank.

E. Promotions

Whenever the Committee on Tenure, Reappointment and Promotion makes a recommendation that a second three-year appointment be offered to a faculty member or that

⁸ The Faculty Handbook provides that "if a faculty member receives a second term appointment, the third year review shall become the *faculty* member's mid-probationary review." See Section 3(g) (ii); fn. 3, page B-2 of the Faculty Handbook (Rev. 1-8-80).

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tenure be granted, it shall also make a recommendation as to whether the individual ought to be promoted. If the Committee recommends promotion, but the promotion is not granted by the University, the Committee will reconsider recommending promotion annually until either the promotion is granted or the Committee recommends against promotion. Whenever the Committee recommends against promotion of an individual, it will reconsider its recommendation every two years until a favorable recommendation is made.

A faculty member may, however, elect not to be considered for promotion even though he or she would normally be considered under this policy. Also, nothing in this policy is to be construed as inhibiting the Committee from considering a faculty member for promotion at an earlier time than he or she would be considered under the policy.

F. Review of Tenured Faculty

The performance of each tenured faculty member will be reviewed every five years. For the purpose of this review, the Dean will appoint an advisory committee of at least three faculty members who will review the faculty member's performance based upon the criteria for tenure, reappointment and promotion. The Committee shall adopt procedures similar to, but less formal than, those governing the Committee on Tenure. Reappointment and Promotion stated in this policy. The Committee will report to the Dean, who will discuss the committee's findings with the faculty member under review. The results of the review will be considered by the Dean in awarding salary increases, faculty assignments, and, where warranted, may form the initial basis for proceedings to terminate the faculty member's employment in accord with University policies and procedures.

When this policy is adopted, the Dean will determine a schedule to review faculty

who presently have tenure so that approximately one fourth of the faculty will be reviewed each year.

IV.

**MEMBERSHIP OF THE COMMITTEE ON
TENURE, REAPPOINTMENT AND PROMOTION**

The Committee on Tenure, Reappointment and Promotion shall consist of the Dean of the School of Law as chair, without vote, and all individuals who hold a full-time faculty or decanal appointment, other than a temporary appointment, at the Law School, other than the individual being considered for tenure, reappointment or promotion. Notwithstanding the foregoing, however, membership of the Committee on Tenure, Reappointment and Promotion requires that an individual have served as a full-time faculty member at this school for at least one full academic year.

V.

**PROCEDURE OF THE COMMITTEE ON
TENURE, REAPPOINTMENT AND PROMOTION**

1. During the first three weeks of the fall semester, the Dean, as chair of the Committee on Tenure, Reappointment and Promotion, shall appoint a subcommittee of the Committee for the purpose of preparing a recommendation and evaluative report on each faculty member who will be considered for tenure, reappointment or promotion during the academic year. The subcommittee shall have at least three members. If warranted by the number of decisions, the subcommittee may be divided into panels by the chair of the

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subcommittee with each panel having at least three members. Where panels are used, all provisions of this policy governing the subcommittee shall apply to each panel. The Dean shall consult with each faculty member who will be under consideration for tenure, reappointment or promotion in selecting the subcommittee; if panels are used, the chair of the subcommittee will consult with the faculty member concerning membership on the panel that will prepare the report on him or her.

2. The Dean shall provide the chair of the subcommittee with the names of all individuals who are to be considered for tenure, reappointment or promotion under this policy during the year. The chair of the subcommittee will determine whether this list is complete. The chair of the subcommittee will add to the list any faculty member requesting consideration or a faculty member whose name is suggested by another faculty member. The chair shall also determine whether the person to be considered wishes to withdraw his or her name from the list.

3. The subcommittee shall conduct a thorough review of the faculty member's fitness for tenure, reappointment or promotion, and shall prepare a fall written evaluative report and a suggested recommendation on the advisability of tenure, reappointment or promotion for the fill committee.

4. The criteria to be used in the suggested recommendation and report shall be (1) teaching, (2) scholarship, research and other creative work, (3) service, and (4) personal characteristics. Emphasis shall be placed upon teaching and upon scholarship, research and other creative work.

5. The relationship between the subcommittee and the faculty member under consideration should be a cooperative one in which both seek sources of information that

bear upon the faculty member's performance and promise. However, it is the responsibility of the faculty member to bring to the attention of the subcommittee evidence that he or she has met the standards for tenure, reappointment or promotion. During the investigation of facts pertinent to the report, the chair of the subcommittee should consult with the faculty member, requesting information that is pertinent and providing the faculty member with the opportunity of submitting other information and of suggesting lines of inquiry and sources of additional information. Any information provided by the faculty member will be considered by the subcommittee, and any line of inquiry suggested will be followed.

6. When the subcommittee has completed a draft recommendation and report, it shall provide the faculty member with a copy and give the faculty member reasonable opportunity to suggest changes, including additions and deletions. The subcommittee shall consider all suggested changes, and its report will reflect its disposition of the suggested changes. A final draft of the recommendation and report shall be given to the faculty member and the Dean as chair of the Committee on Tenure, Reappointment and Promotion.

7. The Dean, as chair of the Committee, shall call a meeting of the Committee to consider all tenure, reappointment and promotion decisions that must be made. Copies of the subcommittee reports and recommendations shall be distributed at the meeting. The faculty member under consideration shall have the opportunity to present to the Committee a written statement, to appear before the Committee, and to present relevant evidence. The Committee may adopt the report, with or without amendments, or reject it. If adopted, it shall constitute the Committee's recommendation and report to the Dean. If rejected, the Dean, as chair of the Committee, shall appoint a new subcommittee to revise it in light of the discussion at the meeting, and a new meeting of the Committee shall be held to consider adoption or rejection

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of the revised report.

8. When a recommendation and report is adopted, copies shall be given to the faculty member and the Dean, who will transmit it to the Provost. The Dean may add his or her recommendation and evaluation, but if this is done, a copy shall be provided the chair of the subcommittee and the faculty member. A copy shall also be made available to any other faculty member requesting it. If the faculty member under review, or any other faculty member, is dissatisfied by the recommendation or report of the Committee, he or she shall have the opportunity to present relevant evidence and arguments to the Dean before the Dean makes a recommendation, and thereafter to present relevant evidence and arguments to the Provost.

VI.

SOURCES OF INFORMATION AND METHODS OF EVALUATION

A. In General

The evaluative process must look to the total contribution that the faculty member has made and is likely to make in the future to the goals of the University and the Law School. Decisions must be made on an individual basis, and comparisons between the faculty member under consideration and other faculty members must not govern recommendations.

The subcommittee and the Committee shall have access to prior annual and midprobationary reports, responses to these reports, reports previously prepared by the Committee, student evaluations filed by the faculty member with the Dean, and to other parts

of the faculty member's file that are given to them by the faculty member. The subcommittee shall consider all evidence that is relevant and material to the criteria for tenure, reappointment and promotion, including hearsay, but care will be taken to evaluate the evidence in light of its credibility.

The following enumeration of sources of information is not exclusive and does not imply that all sources will be useful or needed in all cases. For example, in some cases interviews with students and the faculty member's general reputation may be sufficient to convince the subcommittee or panel of the faculty member's teaching effectiveness. In other cases, however, that evidence may be inconclusive and require further investigation involving additional sources, which might include classroom visitations.

Before a favorable recommendation on tenure, reappointment or promotion is made, the faculty member under consideration must be judged to be highly competent in each criterion stated in the Faculty Handbook and this policy. There must be a judgment that the individual's overall contribution to the Law School and the University has been and will continue to be significant.

For tenure, reappointment and promotion, a candidate is evaluated in terms of effectiveness in four principal areas: teaching; scholarship, research, or other creative work; service; and personal characteristics. A faculty member normally will not excel in all of these areas, but distinction or promise of distinction in either of the first two constitutes the chief basis for tenure, reappointment and promotion.

It is important that a faculty member's performance in teaching, scholarship and service be viewed in context of the responsibilities imposed upon the individual by the school. In some situations, particular assignments may limit a faculty member's opportunities

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in other areas. The development of new programs, the assignment to innovative courses requiring extraordinary planning and preparation time, and administrative duties are examples.

B. Teaching

1. In General

Wide variations in personality, talent and style inevitably and desirably produce great diversity in methods and approaches to teaching. Whatever the method or approach, substantial performance under this criterion requires demonstrated teaching ability comprising both competence in and motivation toward furthering the intellectual development of students. The tenure candidate's classroom teaching must be thoughtful, provocative and effective. Performance in teaching situations, both in and out of the classroom, must be of a quality to justify the conclusion that he or she is fully capable of furthering substantially the intellectual and professional development of those studying at the graduate-professional level.

The context in which courses are taught may be influential in judging the performance and promise of a faculty member. Thus, whether a course is taught in the first year or thereafter, its subject matter and its relationship to other courses in the area may affect both the manner in which the course is taught and student reaction.

Because of the wide diversity in faculty and courses, the subcommittee should discuss with the faculty member his or her objectives in the courses taught, the methods adopted to achieve those objectives, and changes that the faculty member anticipates making in future teaching.

2. Student Evaluation

In all cases the subcommittee will seek student opinion through the interviewing of students who have taken courses from the faculty member. This may be done by interviewing individual students or by group meetings. Both the Student Bar Association and the faculty member will be consulted in compiling a list of students to be interviewed, and the subcommittee will ensure that it contains a cross-section of students.

It is desirable that written student evaluations also form an important part of the evaluative process, and it is expected that each faculty member will regularly seek student opinion of his or her teaching effectiveness. If the faculty member has obtained written student evaluations, these will be considered when offered to the subcommittee or panel by the faculty member or when the faculty member has made them a part of his or her file by depositing them with the Dean.

Unsolicited comments by students, made to the subcommittee or panel or relayed by others, will be considered. Graduates of the school who took courses from the faculty member may be contacted for their opinion, due consideration being given to obtaining a cross-section of graduates.

In its consideration of student evaluations, the subcommittee should keep in mind that not all faculty will appeal in the same degree to all students. Variation in such appeal is inevitable.

3. Evaluation by Peers

Other faculty members often will be able to evaluate the teaching effectiveness of the individual under consideration. This is clearly true where the other faculty member has observed the candidate's classes for a period of time sufficient to form a judgment. It is usually also true when another faculty member is teaching the same course, and often true when they are teaching in the same areas. Participation with a faculty member

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in Continuing Legal Education or other programs often reveals some aspect of the person's teaching effectiveness and habits of preparation.

4. Classroom Observations

If the faculty member under consideration requests that one or more members of the subcommittee observe his or her classes, this shall be done in cooperation with the faculty member. If the subcommittee believes that other evidence of teaching effectiveness is insufficient to clearly establish that the faculty member meets the required standard of performance, the chair of the subcommittee will suggest to the faculty member that classroom observations be conducted, and, if the faculty member agrees, one or more members of the subcommittee, or other designated faculty members, will visit classes of the faculty member. The faculty member may request that the visitation be preceded or followed by a thorough discussion of the content of the material to be covered in the classes and the objective that the faculty member is seeking to achieve. Precautions shall be taken to ensure that the faculty member is not prejudiced by the presence of others in his or her class, and to ensure that the classes observed are representative. The faculty member shall have the option of requiring notice before a particular class is taught or of allowing the visitation without notice. The faculty member shall have the option of having a class reviewed by videotape.

5. Other Sources of Information

Other possible sources of information about teaching include self-evaluations by the faculty member of his or her teaching, discussions with the faculty member and inspection of the materials used in the courses taught by the faculty member.

6. Clinical and Non-traditional Courses

Since clinical courses and some other non-traditional courses involve student

supervision, a one-to-one relationship between faculty and a student as their main component, and teaching by example, some aspects of the evaluation of the teacher's performance are different. Student opinion shall be obtained in the manner previously provided, and, to the extent relevant, the other sources of information may be employed in the evaluative process. In addition, judges and lawyers who have observed the faculty member in cases involving the clinic may be able to assess the effectiveness of the faculty member as to case preparation and presentation, and the manner of supervision given to students.

In the clinical setting, discussions with the faculty member under consideration are of special value in ascertaining the faculty member's approach to the supervision of students. As usual, discussions with students are also likely to provide insight into teaching and normally should be conducted.

7. Non-classroom Teaching

In all cases, the availability of the faculty member to the students and his or her participation in the non-classroom teaching obligations of the faculty will be evaluated.

C. Scholarship, Research and Other Creative Work

1. In General

Like teaching, wide variations in personality, talent, style and opportunities result in a diversity of the types of research that faculty members undertake. Any evaluation of scholarship, however, involves a judgment of the scholarly abilities and interests of the faculty member. Therefore, a favorable recommendation presupposes that the faculty member undertakes research projects with care and thoroughness, and that he or she has the ability to observe and analyze legal issues and processes and to organize results in a way that

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leads to a better understanding of the subject researched.

A faculty member has the obligation to disseminate his or her research beyond teaching in the Law School in order to allow other interested scholars and lawyers to share in the research. Dissemination also has the function of subjecting the faculty member to the critical review of others, thereby providing additional evidence of the competency of the faculty member as a scholar. Thus, except in highly unusual situations, dissemination of a faculty member's research in a form subject to critical review by other scholars and lawyers is a necessary requirement for a favorable recommendation.

Much of the research conducted by a faculty member on an initial appointment will be in the context of classroom preparation. This is often due in part to the fact that the faculty member's legal education, including his or her graduate legal education, and prior practice may have been general in nature and may not have afforded an opportunity to develop the area of expertise in which he or she is asked to teach. This must be taken into consideration in making recommendations. The faculty member's promise as a scholar is often of greater concern than his or her publications at this stage, but there must be tangible evidence of such promise, and it is expected that a person will produce some disseminated scholarship before the time for a recommendation on tenure reappointment or promotion occurs. More is expected of those who have greater experience as teachers or practitioners before joining the faculty.

2. Acceptable Research for Law Faculty

Both the purposes of legal research and the methods of its dissemination are varied, and no enumeration of either can be complete. For example, research may be for the purpose of evaluating court decisions, statutes, or the legal writings of others. It may be

speculative, or suggest new areas for the development of the law, or it may be in the context of existing decisions and statutes. Research may be for the purpose of organizing a body of law that is presently unorganized, or for the purpose of reorganization. It may be designed to assist lawyers in the planning of client affairs or to provide them with simplified approaches to complex matters in litigation or planning. It may be aimed at educating those who have no experience in a particular area of law or at furthering the understanding of experts in the area.

The methods of disseminating research are also varied. Treatises, books and articles on specialized subjects, book reviews and other publications are the traditional means recognized in all disciplines, and have a special place in the dissemination of a law faculty's research. Reports and monographs resulting from a funded or unfunded research project undertaken by a faculty member alone or in cooperation with others are also valid methods of dissemination, as are reports prepared for committees of the bar, the court, the executive or legislative branches of government or other public or private agencies. Statutes, court rules, procedural codes drafted by the faculty member and accompanying memoranda, as well as briefs submitted in the litigation of a case, and memoranda prepared in the context of consultantship are other examples. Publication of class materials, manuals for the clinical law program or lawyers, materials distributed at Continuing Legal Education programs, and papers, even though not published in any form, given at meetings involving legal educators or the practicing bar also are appropriate.

3. Evaluation of Scholarship, Research and Other Creative Work

A faculty member under consideration for tenure, reappointment or promotion will be asked to supply the subcommittee or panel with a complete list of all of his or her research undertakings including both those that have resulted in dissemination beyond the

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Law School and those that have not. The faculty member should be encouraged to make this list as complete as possible, refraining from any concerns of modesty. The subcommittee will then discuss with the faculty member his or her research activities, including projects presently in progress and those planned for the future.

Research that is published in any form will be evaluated by the subcommittee. The opinions of other faculty members at this school who have teaching or research interests similar to those of the faculty member under consideration will be sought.

Sources outside the Law School will also be consulted. Again, it is impossible to enumerate all ways in which this may be accomplished, but some examples may be helpful.

(a) Faculty members at other law schools or, where appropriate, in other disciplines at this university or at other universities may be asked to evaluate the work.

(b) The extent to which the publication has been cited as authoritative by courts or other writers should be considered.

(c) Where the publication is designed to assist the practicing bar, lawyers and judges may be consulted as to the extent that the publication has assisted them.

(d) If the publication is a statute, its adoption, and any comment upon the statute published elsewhere is relevant; if the publication is in the form of a brief or memorandum of law, the extent to which a court has relied upon the publication in reaching a decision should be considered.

(e) Where the publication is designed for classroom use or use in the clinical law program, the extent to which the materials have been used, as written or in an altered form, at other schools, and the extent to which students believe that they are useful in helping them in understanding the material, is relevant.

(f) Materials prepared for Continuing Legal Education programs may be evaluated, in part, by lawyers attending the program and using the materials.

(g) Where the publication results from funded research, the degree to which the funding agency is satisfied by the publication is relevant.

(h) If the publication is in the form of a report to a committee, the extent to which the committee believed it to be helpful, and the extent to which it was adopted by the committee, should be considered.

In determining the extent to which a publication supplies evidence that the faculty member has met his or her research obligations, the subcommittee or panel will consider the extent to which it furthers the understanding of the law, the thoroughness of the research, the logic of the organization and analysis, the reasonableness of the conclusions or end product, and the extent to which it is innovative or imaginative. All such judgments must be made in the context of the purpose of the publication.

D. Service

1. In General

Service activities of a faculty member are divided into those that are of service (a) to the Law School, (b) to the University, (c) to the legal community, (d) to legal education, and (e) to the community at large. All shall be reviewed in evaluating a faculty member under consideration for tenure, reappointment or promotion. The extent to which a faculty member engages in service activities will vary among the faculty, and from time to time. Involvement in the administration and governance of the Law School is expected of all. Exceptional service will be considered a positive element in recommendations, but service activities should not be so extensive as to detract unduly from the faculty member's teaching

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and research obligations.

Service frequently involves teaching or research. For example, service on a committee may lead to the production of reports or the drafting of statutes or rules of court. To the extent that this is the case, the product of such service should also be considered evidence of scholarship.

2. Evaluation of Service

The subcommittee should ask the faculty member under consideration to provide a detailed and complete list of his or her service. The subcommittee should also discuss service activities with the faculty member to ascertain the extent of participation that each has involved. Service activities shall be judged upon the following criteria: (1) the importance of the activity, (2) the degree of the faculty member's participation, including the amount of time involved and the quality of the faculty member's service, and (3) the appropriateness of the activity for an academic lawyer. Where the Dean of the Law School or another University official has requested that the faculty member undertake the activity, this shall be taken into consideration.

Inquiries should be made of the Dean, the Associate Dean, the chair of committees upon which the faculty member has served, and others at the Law School who are likely to have information about the quantity and quality of the faculty member's performance in committee work and other administrative assignments. Inquiries will also be made of administrators, faculty members and others in the University who are acquainted with the faculty member's service to the University, and of those who are likely to know of the faculty member's work in legal education, in the legal community and in the community at large.

E. Personal Characteristics

Great care must be taken to ensure that personal suspicion or animosity not be allowed to influence tenure, reappointment or promotion decisions. The personal characteristics of the faculty member being considered are relevant only insofar as these characteristics have a direct bearing on the individual's teaching, research or service obligations. In no case shall the race, religion, sex, or political persuasion of the faculty member be of any influence in judging his or her personal characteristics.

Appendix J

Faculty Conduct & Voting

Attendance and voting rights at law school faculty meetings

07/25/1972

(1) Those who have the rank of instructor, assistant professor, associate professor, or professor of law are entitled to attend faculty meetings and to discuss and vote upon all matters brought before the faculty regardless of whether they have tenure.

(2) Assistant and associate deans are entitled to attend faculty meetings and to discuss and vote upon all matters brought before the faculty.

(3) The dean of the law school shall be the chairperson of all faculty meetings. In the absence of the dean, the associate dean shall conduct the meeting and be the chairperson unless an acting dean has been appointed by the University. In the absence of both the dean and the associate dean, the senior faculty professor with tenure shall conduct the meeting and be chairperson.

(4) The chairperson shall have the right to vote on all matters. If the chairperson engages in the discussion of any matter, he or she shall relinquish the chair at the request of any voting member of the faculty.

(5) The directors of the American Indian law center, the Institute of Public Law and Services, the American Indian Scholarship Program, and the secretary of faculty meetings shall be entitled to attend the faculty meetings and discuss issues but shall have no vote unless they meet the requirements of paragraph 1, above.

(6) Visiting instructors, assistant, associate and full professors of law shall be invited to attend faculty meetings, to discuss issues, and to vote on all matters except promotion, tenure, hiring and other personnel matters.

(7) Adjunct professors, others associated with the law school on a part-time basis, those employed as attorneys or associates in law or in similar positions may be invited to participate in faculty meetings.

(8) Procedures on recommending tenure, reappointment and promotion shall supersede these provisions to the extent that they are inconsistent.

(9) No vote by proxy shall be valid.

Adopted: September 25, 1972

Amended: October 4, 1976

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UNM School of Law
Faculty meeting
November 20, 1972
3:30 p.m. Conference Room

Present: Dean Hart; Associate Dean Desiderio; Assistant Dean Geer; Professors Bingman, Daniels, Deloria, Fink, Goldberg, MacPherson, Maxfield, Muir, Parnall, Reynoso, Romero, Teitelbaum, Utton, Walden, R. Walker, W. Walker

Dean Hart presiding, attention was given to the following:

1. Minutes of the meeting November 6, 1972 were approved.
2. The faculty adopted the following policy for student attendance at faculty meeting.
 - a. Three students, one from each class, are entitled to attend all faculty meetings and to discuss and vote upon all matters brought before the faculty.
 - b. Each class shall select its representative by election. The student who receives the largest number of votes shall be the elected representative. The election shall take place as soon as possible after the beginning of each academic year.
 - c. For the current academic year, each class shall elect a representative as soon as possible after the adoption of this policy
 - d. Students attending faculty meetings will be subject to the same constraints regarding confidentiality as members of the faculty.
3. Dean Hart commended Professor Fink for his efforts toward securing \$350,000.00 of the bond issue money for law books.

Dean Hart also announced tenure for Professor Goldberg.

School of Law Faculty Meeting

May 5, 1986

Conference Room, 4PM

Present: Browde, Desiderio, DuMars, Ellis, Fink, Flickinger, Goldberg, Gonzales, Hall, Hart, Hermann, Hernandez, Johnson, Kovnat, Macpherson, Mathewson, Norwood, Occhialino, Parnall, Ragsdale, Sanders, Sedillo-Lopez, Taylor, Teitelbaum, Gomez, Minnis, Student Rep: Dunning. Curriculum Committee Member: Behling

Minutes of the previous faculty meeting held on April 7, 1986 were approved as written.

Dean-designate Parnall reminded the faculty of the Mid-Continent Association of Law Schools conference to be held at the Keystone Resort, Colorado in late July. If anyone is interested in attending please contact him.

Upon proper motion and second, the faculty voted unanimously to extend full faculty voting privileges to Professor Emeritus Hugh Muir. By separate vote it decided, as a matter of general law school policy, to extend such privileges to all UNM emeritus law faculty.

The faculty, by acclamation, appointed Professor Flickinger to resume his former position as law school representative on the university Faculty Senate when he returns this fall from a year as visiting professor at the University of San Diego. He replaces Professor Taylor who will be visiting at New York School of Law.

Acting Dean Hart informed the faculty that a vacancy existed for the position of Executive director of the association of American Law Schools

Professor Kovnat, Chair of the Curriculum Committee, presented the committee report on the proposed 1986-1987 academic curriculum. A copy of the report had been provided to each faculty member by memo dated April 23 (revised April 29). The report discussed and subsequently voted to approve, each section of the report.

Dean-designate Parnall informed the faculty that the law library had received additional funds for books and research materials.

The meeting adjourned at 6 PM.

Professor Daniels announced our Moot Court team victory in the regional trails held on November 11 and the subsequent trip to New York in December.

The meeting was adjourned.

Appendix K

2007-2008 Committee Appointments

Academic Support

Blumenfeld, Barbara

Land, April

Mathewson, Alfred, *Chair*

Mitchell, Susan

Rigual, Michelle

Stepleton, Bonnie

Vigil, Mitzi

Zuni Cruz, Christine

Charge: Provide faculty guidance and support to the Student Services office in the area of academic support, including: serve as liaison between the Student Services office and faculty; and provide programming and training to improve the academic support skills of faculty and staff.

Admissions and Financial Aid

Bergman, Barbara, *Chair*

Bobroff, Kip

Gomez, Laura

Mitchell, Susan

1 student member elected by students

Charge: Admit the class of 2011. Make recommendations to the Dean, if any, regarding possible changes to the application itself.

Building & Safety

Fort, Denise

Hughes, Scott

King, Charles

Lovato, Peggy

Lucero, JoAnn

Schwartz, Rob, *Chair*

Young, Joel (student)

1 additional student

2 staff members (appointed by staff advisory committee)

Charge: Provide a liaison to Peggy Lovato's office concerning building and safety issues, with a special look at sustainability issues this year.

Curriculum

Bay, Norman

Creel, Barbara

Homer, Steven

Martinez, Jose

Moore, Jenny, *Chair*

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Norwood, Mike

Parker, Carol

Sedillo Lopez, Antoinette

Trainor, Pat

2 student members

Charge: Take up issues concerning curriculum as they arise during the strategic planning process. Review new course proposals as they arise.

Director of Economic Development Program

Martin, Nathalie

Director of Indian Law Program

LaVelle, John

Faculty Affairs

Baum, Marsha

Fritz, Chris

Lovato, Peggy

Norwood, Michael, *Chair*

Sedillo Lopez, Antoinette

Charge: Conduct mid-probationary review of Professor Sergio Pareja. Review and propose to the faculty a new policy regarding legal writing faculty status. Review new library faculty policies. Review and propose to the faculty, if needed, changes in the grade appeal policy and exam maintenance policy.

Faculty Appointments

Fort, Denise

Gauna, Eileen

Lovato, Peggy

Mathewson, Alfred

Romero, Leo, *Chair*

Valencia-Weber, Gloria

Charge: Conduct a national search for a natural resources faculty member.

Faculty Research Colloquium

Gerding, Erik

Gómez, Laura, *Chair*

Martin, Nathalie

Charge: Develop a weekly forum for presentation and discussion of faculty scholarship, including members of our own faculty and guests from other schools.

Honors/Awards

Browde, Michael (Fall)

Burr, Sherri

Ellis, Jim

Land, April

Martinez, Jose
Mathewson, Alfred, *Chair*
Montoya, Margaret
Trainor, Pat

Charge: Consider current methods of recognizing student achievement and service. Bring any proposed changes to the faculty for consideration. Determine the honors and awards for the May 2008 ceremony for recommendation to the faculty.

Indian Law

Bobroff, Kip
Creel, Barbara
LaVelle, John, *Chair*
Padilla, Helen
Thomas, Sherri
Valencia-Weber, Gloria
Vigil, Mitzi
Zuni Cruz, Christine

3 student members appointed by NALSA

Charge: Serve as advisor to Indian Law Program Director and the Dean concerning issues that arise related to Native American students and the study of Indian law, with special emphasis on recruitment of new students, pipeline programs, and the strategic planning process this year.

International Programs

Bay, Norman
Burr, Sherri
Conrad, Claire
Moore, Jenny
Ortega, Daniel
Pareja, Sergio
Sedillo Lopez, Antoinette, *Chair*

2 student members

Charge: Serve as advisor to International Program Director and Dean concerning issues that arise related to international students or studies, with special emphasis this year on the strategic planning process.

Journals Review (Ad Hoc)

Norwood, Mike, *Chair*
2 faculty
2 students
Tackman, Susan

Charge: Review our journals with focus on their budgets, student experiences, and management in light of several retirements which will affect the journals. Make any recommendations for change to the dean and faculty.

Law Review Advisor

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Browde, Michael

Library and Instructional Technology

Baum, Marsha

Bergman, Barbara

Bobroff, Kip (ex officio liaison to clinic technology committee)

Browde, Michael

Dean, Cyndi

Parker, Carol, *Chair*

Thomas, Sherri

2 student members

Charge: Explore new instructional technologies and develop a forum for faculty review of those technologies. Prioritize law school needs in the area of instructional technology and advise the Dean on those priorities. Work with the IT department to offer appropriate training to faculty and students on instructional technology. Review new library archival policy. Handle issues related to the library as they arise.

Natural Resources

Cohen, Eileen

Conine, Gary

Fort, Denise, *Chair*

Gaines, Sandy

Gauna, Eileen

2 student members

Charge: Serve as advisor to Dean concerning issues that arise related to natural resources studies, with special emphasis this year on the strategic planning process.

Natural Resources Journal Editor

Hall, Em

Outreach

Argo, Megan

Biderman, Paul

Caldera, Louis

Feldman, John

Hughes, Scott

Ortega, Daniel, *Chair*

Romero, Leo

Winograd, Peter

Charge: Continue the work begun last year on developing a presence in Santa Fe. Serve as faculty and staff advisor on CLE programs sponsored by the law school. Consider and recommend, if appropriate, other potential community outreach programs including a masters degree in law for non-lawyers.

Pipeline

Caldera, Louis

Gauna, Eileen
Homer, Steven
Montoya, Margaret
Ortega, Daniel
Pareja, Sergio, *Chair*
Vigil, Mitzi
Witherington, Rebecca
2 students

Charge: Organize the several activities pursued by law faculty and students in the area of college and law school preparation to design a coherent program and set goals, with a special emphasis on the UNM undergraduate population this year. Educate the members of the law school community and external audiences about our program and the importance of preparing students for higher education and professional education in New Mexico. Work collaboratively with other units on campus engaged in pipeline activities.

Recognition & Rewards (Staff Appointed)

TBA

Retention, Suspension & Readmission

Ellis, Jim
Land, April, *Chair*
LaVelle, John
Occhialino, Ted
Suzuki, Carol
Trainor, Pat
Stepleton, Bonnie
2 students

Charge: Handle matters under the jurisdiction of the committee as they arise.

Staff Advisory Committee (Staff Elected)

TBA

Minutes

Student Affairs

Blumenfeld, Barbara
Gerding, Erik, *Chair*
Feldman, John
Stepleton, Bonnie
Vigil, Mitzi
2 students

Charge: Review and make any recommendations regarding student life and community-building at the law school. Handle Solomon Amendment amelioration activities, in cooperation with the Career and Student Services Office. Handle student issues as they arise.

Teaching Program

Occhialino, Ted, *Chair*

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Schwartz, Rob

Charge: Create and manage a professional development program for faculty to improve our teaching and to promote teaching innovation, including a review of our current means of assessing student performance.

Tribal Law Journal Editor

Zuni Cruz, Christine

Appendix L

2L Survey Results

Second-Year Students (53 Respondents)

A. The Professors

27. Overall level of satisfaction with quality of classroom instruction:

Very satisfied:	16	30%
Satisfied:	31	58%
Neutral:	6	12%
Dissatisfied:	0	
Very dissatisfied:	0	

28. Preparation of professors:

Very prepared:	30	57%
Prepared:	21	40%
Neutral:	2	3%
Unprepared:	0	
Very unprepared:	0	

29. Level of classroom engagement of professors:

Very engaged:	23	43%
Engaged:	25	47%
Neutral:	5	10%
Disengaged:	0	
Very disengaged:	0	

30. Accessibility of professors:

Very accessible:	26	49%
Accessible:	16	34%
Neutral:	7	15%
Inaccessible:	1	2%
Very inaccessible:	0	

[Note: 3 surveys did not answer this question.]

D. The Student

31. Percentage of classes attended by the student:

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100%	17
99%	8
98%	2
97%	1
95%	7
90%	7
85%	1
75%	1
70%	1
50%	1
45%	1
	<hr/>
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[Note: 6 surveys did not answer this question.]

6. How often the student prepares for class by doing the reading beforehand:*

All/almost all the time:	24	47%
Most of the time:	17	34%
Half of the time:	8	15%
Occasionally:	2	4%
Never/almost never:	0	

[Note: 2 surveys did not answer this question.]

7. How carefully the students does the reading:

Very carefully:	14	28%
Carefully:	28	55%
Neutral:	9	17%
Superficially:	0	
Very superficially:	0	

[Note: 2 surveys did not answer this question.]

8. Whether the student briefs cases:

Yes:	17	32%
Sometimes:	5	10%
No:	25	47%
Didn't respond:	6	11%

9. For every 50 minutes of class time, the general amount of time the student spends preparing for class:

1 hour or less:	10	19%
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1 to 2 hours:	30	58%
2 to 3 hours:	6	14%
3 hours +:	5	9%

[Note: 2 surveys did not answer this question.]

10. If a student is not prepared, why she or he is not prepared:

Most common reasons were a lack of time and family obligations.

11. How could the professor motivate the student to be prepared:

The most common response was “cold calling.” A number of students said “nothing” – “not the professor’s job to motivate law students, that’s why we’re here.” Other remarks: “I think Professors should not be so easy on those who are unprepared for class. It should count in the overall grade. Are people going to be unprepared to represent their clients?”; “Small classes = more engagement = better preparation.”; “making the material more interesting”; “usually, the better the professor (i.e., level of preparation and engagement) the more prepared I am”; “quiz, homework to be turned in, cold call”; “hands on exercises”; “some professors (few) are great . . . a lot of professors should not be here”; “having a designated student discuss a case”; “one approach guaranteed to fail is to have ‘panels’ of students obligated to be ‘on’ for a class”; “try to make it interesting or invest the students in what happens in class”; “make the readings more manageable”; “it’s not the Professors, it’s the total impracticality of law school”; “more team/group assignments”.

12. Whether the student uses a laptop in class:

Yes:	39	73%
No:	14	27%

13. For laptop users: how often the laptop is used in class for non-classroom related activity:

Never:	7	18%
Infrequently:	12	31%
Sometimes:	15	38%
Often:	3	8%
Very often:	2,	5%

14. For laptop users who surf in class: why do they do it:

Most common reason: boredom. Another commonly cited reason was to check e-mail.

15. If the student is working, how many hours a week she or he is working:

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42 students reported working. Of that number, 20 said between 5 to 10 hours a week. 17 reported working 10 to 20 hrs a week, 5 reported working more than 20 hrs per week

16. The student's overall level of engagement in class:

Very engaged:	11	22%
Engaged:	36	72%
Neutral:	1	2%
Disengaged:	2	4%
Very disengaged:	0	

3 people did not answer

17. How the student defines "engagement":

Students generally defined "engagement" as listening carefully, following the discussion, and sharing their thoughts in class.

18. When students are disengaged, why they are disengaged:

A sampling of responses: "presentation by the professor is all"; "professor's inability and ineffectiveness – I've had more bad professors in law school than in my entire academic career"; "classes where professors seem unprepared and disorganized"; "difficulty understanding the material"; "too much lecture, not enough hands on exercises to apply what is taught"; "a class that does not follow a syllabus"; "some classes move too slowly"; "boring class"; "overall low class participation by others"; "classes too large"; "something on my mind"; "tired/bored"; "when I'm struggling and don't feel I have anything to add"; "a student is hijacking the class discussion with nonsense"; "class discussion is no longer relevant"; "difficulty focusing, not the professor's fault"; "preoccupied with other things"; "because I know what I have to do to get A/B+ grades and it doesn't involve working so hard week to week"; "[distractions caused] by classmates surfing the internet"; "other students"

19. What the professor could do to better engage students:

The answers here were all over the map. Examples: "[be] passionate and present well"; "[be] enthusiastic"; "prepare more and teach the actual material"; "professors [who] lack command of subject matter, or are poor presenters in general"; "speed it up"; "not their job"; "more my fellow classmates than prof's job"; "use more modern tools (video clips, visuals, etc.)"; "be less distant"; "nothing"; "more interesting cases"; "vary teaching approaches – avoid overuse of Socratic method"; "present more hypos and call on students to work them out"; "be clear about assignments, allow enough time to do them and keep them reasonable; find small ways to test for understanding throughout the semester"; "discussion is key; lectures tend to 'disengage' me"; "teach something other than theory"; "by applying theory to more real-life situations"; "allow some class participation – even demand it"; "sometimes nothing – some subjects are just boring"; "[H]arder caliber entrance criteria = more engaged/competitive students; students push

each other further/harder. You have some high scoring applicants but don't admit them to this school.”; “better organization of materials, clear goals explaining what the class period should accomplish”; “make it interesting, share meaningful insights”; “cold call”; “quizzes.”

20. The student's approximate GPA:

3.6+	7	13%
3.3-3.59	13	26%
3.0-3.29	18	34%
2.7-2.99	10	20%
2.4-2.69	4	7%
2.1-2.39		
2.1 and below		

[Note: one student did not answer this question.]

E. The Community

21. How engaged is the student in the law school community:

Very engaged:	15	28%
Engaged:	22	44%
Neutral:	8	15%
Disengaged:	5	10%
Very disengaged:	2	3%

[Note: one student did not answer this question.]

22. How many hours the student spends on law school activities, including student organizations:

18 students stated zero; 2 students didn't answer; 11 students stated 1-2 hours; 16 stated 3-10; 6 students stated more than 10.

23. Why students disengage from the law school community:

Family or personal commitments was the most cited reason	(49).
Too busy with schoolwork	(31)
Outside work	(42)
Lack of interest	(30)

[Note: most students listed more than one factor.]

24. What the law school could do to increase the level of student engagement in the law school community:

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The answers were very diverse. A few examples: “better food”; “by challenging us more – we thrive on challenge”; “Perhaps the level of student engagement is an individual choice and doesn’t need to be increased. There are already many opportunities to be involved, and I don’t believe students should be pressured to increase their level of engagement.”; “reach out to more law students by having professors be engaged as well”; “broader variety of different organizations – make it mandatory”; “nothing, some people just don’t like to be involved at school with the community”; “more mentoring”; “more regular community social events”; “there is a high level of engagement”; “Nothing. I think the #1 reason for disengagement is personal. People have families and lives outside this school.”; “We are too busy to be engaged. I think we are engaged to the extent we are able.”; “nicer facilities”; “make the Forum more inviting”; “strive for many organizations to collaborate across issues”; “I might do more at school if I could figure out where to study. The Forum is too distracting, the library is uncomfortable, . . . and inevitably you get kicked out of empty classrooms.”

25. What’s working at the law school? What’s not?

Cited as aspects of the law school that are working: “I love the law school, especially the professors and the Dean.”; “welcoming atmosphere is good, support for student activities is good”; “level of discourse, amount of wonderful career opportunities (externships, Clinic, etc.)”; “the MANY student organizations”; “The diversity of students is amazing. I have made close friendships with people I would never have spoken to before law school. I thoroughly enjoy my experience.”; “Difficult Dialogues, supportive faculty and staff/community, progressive faculty and student body/student orgs”; “more school-sponsored social events, lectures, etc.”; “access to faculty, ethnic/gender diversity is awesome”; “better scheduling, more joint lunch periods between 1L and 2L/3L classes”; “There are many extremely helpful faculty and staff, particularly the librarians, Career Services Office, and Registrar.”; “faculty accessibility is great”; “classes in general are excellent”; “our admissions policy is great in that it gives a true individualized look at people”; “student services are top notch”; “mock trial”;

Cited as aspects of the law school that are not working: “Career Services, curriculum planning, too few international law classes”; “the law school doesn’t teach you or guide you in how to write [a third year paper]”; “the internet connection”; “increase places to study”; “too much reliance on the same few teaching methods”; “the poor performing professors continue to teach”; “grade turnaround time is ridiculously slow”; “professional/substantive feedback, grading system (doesn’t reward hard work)”; “support of political diversity is almost non-existent”; “in upper division courses, some profs don’t bother producing syllabi w/all reading assignments planned in advance”; “grades on Banner”; “There should be maybe more conservative teachers and student groups to make the overall experience more well rounded.”; “scheduling of classes”; “we’re bleeding excellent faculty and not replacing with top-shelf talent”; “axing [DA Clinic] was a huge mistake”; “this is the most un-organized and administratively unhelpful university I’ve been to”; “conservative student body, too business-oriented”; “focus on diversity can get tiresome”; “more on-campus interviews with law firms”;

“some facilities troubles: cold classrooms, parking, etc.”; “Study abroad! I think that most students must figure out what to do on their own.”

26. Other comments:

A sampling: “more quizzes and writing assignments throughout the semester to engage students”; “work hard to increase the ranking of the school, by attracting outstanding teachers, especially in business law”; “I’m completely satisfied with my legal experience at UNMSOL.”; “The school must stay committed to its role as an institution of service to the people of New Mexico. The school has to acknowledge the important and unique social, cultural, demographic, and economic conditions in NM and be responsive through the educational format and through social initiatives.”; “balance the political diversity among faculty to match the gender/ethnic diversity among faculty”; “the final exam system is a poor indicator of a student’s performance”; “the quality of teaching is very uneven”; “we should be allowed to do three externships for credit”; more courtesy from “office staff”; “the schedule is disorganized”; “Law school places too much emphasis on race and class. The law school promotes ‘diversity’ at the expense of equality.”; “I don’t personally feel that the administration cares the slightest bit what I think.”; “more transactional courses, better facilities, better Career Services”; “On the first day of class – at Orientation – the SOL authorities including faculty tell the students, ‘Watch what you say! Careful! Everyone is listening to you & it can haunt you for the rest of life!’ . . . As a result, this is a very sterile and conformist environment, very self-censoring.”; “Quit treating us as children. Don’t penalize for absences.”; “How much weight are student evaluations given? From our perspective, we don’t see enough recognition of the amazing professors, or any attempt to address the problems w/the weak ones – it’s a stark divide, as our best profs are really good, but the bad ones are pretty terrible./Wireless internet should be shut off in the classrooms during class – the costs vastly outweigh the benefits./The diversity and passion of the student body has added more to my experience than any other factor – it’s the best part of a very good school.”; more IP courses; “If you’re goal is to create spaces for adult, intellectual discussion, consider how adult intellectuals want to be treated.”

Appendix L

3L Survey Results

Third-Year Students (47 Respondents)

A. The Classroom

32. Overall level of satisfaction with quality of classroom instruction:

Very satisfied:	14	29%
Satisfied:	27	58%
Neutral:	6	13%
Dissatisfied:	0	
Very dissatisfied:	0	

33. Preparation of Professors:

Very prepared:	24	51%
Prepared:	20	43%
Neutral:	3	6%
Unprepared:	0	
Very unprepared:	0	

34. Level of classroom engagement of professors:

Very engaged:	16	34%
Engaged:	25	54%
Neutral:	6	12%
Disengaged:	0	
Very disengaged:	0	

35. Accessibility of professors:

Very accessible:	20	43%
Accessible:	15	32%
Neutral:	9	20%
Inaccessible:	2	5%
Very inaccessible:	0	

F. The Student

36. Percentage of classes attended by the student:

90% - 100%	36	75%
89% - 70%	3	7%
Below 70%	4	9%

No Response 4 9%

37. How often the student prepares for class by doing the reading beforehand:

All/almost all the time:	8	17%
Most of the time:	15	32%
Half of the time:	16	34%
Occasionally:	3	7%
Never/almost never:	5	10%

38. How carefully the students does the reading:

Very carefully:	4	09%
Carefully:	25	54%
Neutral:	11	22%
Superficially:	7	15%
Very superficially:	0	

39. Whether the student briefs cases:

Yes:	8	17%
Sometimes:	8	17%
No:	29	61%
No Response:	2	5%

40. For every 50 minutes of class time, the general amount of time the student spends preparing for class:

1 hour or less:	17	35%
1 to 2 hours:	26	55%
2 to 3 hours:	2	5%
3 hours +:	2	5%

41. If a student is not prepared, why she or he is not prepared:

The most common reason was laziness and lack of self discipline. Some said they had too much reading. Other common reasons were other commitments, e.g., clinic, family obligations, moot court, jobs, no incentives, serving on other organizations, and a lack of time. Another response listed was reading disabilities and that much more information was retained from class lectures compared to reading the materials. There were also a couple of students who said they too tired. Five students had no response.

42. How could the professor motivate the student to be prepared:

Appendix L

The most common response was “cold calls or random calls.” But other students suggested small group work or more panels, more questions v. lectures, following the syllabus, having shorter assignments, “a more friendly environment,” “be engaging and have high expectations,” praise, pop quizzes or mini exams at the beginning of each class and no final exam, more graded assignments, and class sign in sheet. Several students commented that by the time a student reaches law school, self motivation should be the ruling factor and that the professor should not have to motivate them.

43. Whether the student uses a laptop in class:

Yes:	34	73%
No:	13	27%

44. For laptop users: how often the laptop is used in class for non-classroom related activity:

Never:	4	15%
Infrequently:	9	27%
Sometimes:	7	22%
Often:	13	33%
Very often:	1	3%

45. For laptop users who surf in class: why do they do it:

Most common reason: to check e-mail and multi-task because of lack of time (8). Another commonly cited reason was boredom (6). Other reasons: to keep focused; take a mental break; unprepared for class; teacher unable to control class and ADD; other deadlines; can get lecture info directly from doing the reading; burned out; already knew the point; peers wasting class time; “It actually helps keep me engaged. I am able to listen with out fidgeting that way.”; “Class is boring , I can learn the material on my own.” Four students had no response.

46. If the student is working, how many hours a week she or he is working:

29 students reported working. Of that number, 16 students work from 3 to 15 hours per week, 5 students work 16 to 24 hours per week, and 8 work 25 to 30 hours per week. One student reported working 2 jobs; job one 10 to 12 hours per week and job two 10 to 15 hours per week. 16 students do not work.

47. The student’s overall level of engagement in class:

Very engaged:	6	13%
Engaged:	19	41%
Neutral:	19	41%
Disengaged:	3	5%
Very disengaged:	0	

48. How the student defines “engagement”:

Students generally defined “engagement” as listening carefully; paying attention; being prepared to follow, participate, and contribute in the class discussion; trying to actively learn; both asking and answering questions; being focused and interested in the overall discussions; and sharing their thoughts in class. One student claimed that continuing to show up to class constitutes “engagement.” Five students did not respond.

49. When students are disengaged, why they are disengaged:

Most common responses: “extremely tired – sometimes bored”; “subject goes off on tangents – students wasting class time”; “feel stupid”; “did not do reading”; inability to understand professor; “professors . . . go off on tangents”; “the same person/people . . . dominate class discussion”; “material isn’t challenging enough”; “lose focus” or “short attention span” or “not interested”; “I’m a 3L”; “I get lost when the class is less structured.”; “teacher isn’t controlling class”; laptops are “distracting”; “3 years is too much law school”; not prepared.; “burned out”; “shy or not confident in answering”; “group presentations really disengage me”; “lack of interest”; “shy”; “professors inability and ineffectiveness”; “I have had more bad professors in law school than in my entire academic career. Maybe you should pay attention to the student surveys.”

50. What the professor could do to better engage students:

The answers here were all over the map. Examples: “they do a great job”; cold calling; “more animated lecture”; “shut ‘talkers’ down”; “not hide ball”; “take each case beyond its obvious holding and illustrate its larger implications”; “Skits! Jokes! Videos! Good speakers!”; “be enthusiastic” or “dynamic” or “excited”; “let me volunteer”; “stick to a schedule and make sure students know what will be covered in class”; “lively discussions”; “use better, or more important examples”; make the material “interesting”; ban laptop use for surfing and chatting; “not usually the professor’s fault”; “group activities”; “quizzes, panels, and cold calling”; “Smaller classes seem to allow for a higher level of engagement by all students.”; “Prepare for the lecture and cut chatty students off.”; “Not much”; “Not much, I prefer lecture style presentations anyway. The pseudo- method used in law school is not useful. Focus on syllabus material.”; “Take more time to explain the material.”; “nothing”; Prepare more and teach the actual material, many are very confused about the area of law they are attempting to teach.”

51. This question asked the students approximate GPA range.

3.6 and above:	8	17%
3.3 – 3.59:	14	30%
3.0 – 3.29:	12	26%
2.7 – 2.99:	5	10%
2.4 – 2.69:	3	5%

Appendix L

2.1 – 2.39:	1	3%
2.1 – below:	0	0%
No response:	4	9%

G. The Community

52. How engaged is the student in the law school community:

Very engaged:	11	23%
Engaged:	15	30%
Neutral:	13	28%
Disengaged:	4	9%
Very disengaged:	3	7%
No Response	1	3%

53. How many hours the student spends on law school activities, including student organizations:

For the students who answered this question, 12 students spend no time on law-school activities including student organizations; 20 students spend 1 to 5 hours a week; 5 students spend 6 to 10 hours; 5 students spend 10 to 20 hours; and 2 students spend more than 21 hours on law school activities including student organizations. Three students had no response.

54. Why students disengage from the law school community (check all that apply):

Family or personal commitments (35)
Too busy with schoolwork (15)
Outside work (27)
Lack of interest (27)
Other factors (16)

Reasons cited on “other factors”: “Too much like high school; law school has too many ‘cliques.’”; “Sometimes too hard to deal with overzealous law students and a lot of students who don’t get involved don’t like the atmosphere.”; “Political environment make it difficult to live and support non-liberal issues.”; “Law school is catty and students can be really immature; I avoid it if wasn’t in other activities.”; “Nice to escape the law school ‘bubble.’”;

“Too much time spent at law school; healthy to stay away.”; “Too much pressure in the classrooms.”; “Many people hate the gossiping nature of the law school due to its small size; law school environment can be very stressful so many stay away.”; “Classes scheduled inconveniently for law school activities.”; “The law is sometimes overwhelming in its inequity.”; “All you can do is offer an opportunity to engage; you can’t force people to do something they are not interested in. If you want something done, ask a busy person!”; “Who knows?”; “Other interests Law school activities yield very little in the area of finding a job.”

55. What the law school could do to increase the level of student engagement in the law school community:

The answers were very diverse. A few samples: “more parties on the back patio”; “more free food”; “provide as much opportunity as possible for students to create different activities”; “maybe sponsor more events”; “That’s a tough question. We are very busy.”; “encourage people to think very broadly outside the box about legal & non-legal careers”; dorms; “I’m not sure what can be done to break down barriers that are within the student body.”; “the law school does well w/all the clubs; for me, I am not as involved because of work and family”; better scheduling of classes and the same lunch hour; television in the Forum and “better food services”; “more family oriented activities”; “Give student orgs. more money.”; “Outside practicing attorneys more engaged with student orgs. Link activities to jobs. There are almost infinite opportunities.”; “Not much, I think it is based on each student’s personality. More outside volunteering.”; “Not much, there is plenty to do for those who wish to do so.”; “Cut down on the school week.”; “Better networking.”; “Better class scheduling.”; “Not to be such a bunch of liberal hippies.”; “The student career services center is a joke; it does nothing to bridge the gap with the law community and the school. If the law school community could do more there would be more engagement.”; “Give credit to student organization board members.”

56. What’s working at the law school? What’s not?

Cited as aspects of the law school that are working: “quality of instruction very high”; “great teachers”; “accessible professors”; “As far as law school goes, UNM seems pretty awesome.”; “the level of excellence among the faculty is impressive”; “class size . . . is generally very good”; “the education – working beautifully”; “connections to NM jobs are good”; the Clinic; “great support staff”; “The general education is working.”; “The quality of instruction is ok, there are exceptions (new teachers, bad teachers, and global disrespect for a syllabus)”; “Too much on the syllabus not covered.”

Cited as aspects of the law school that are not working: “cold classrooms [in the winter]”; “grades posting”; “not enough variety of class offerings”; “some professors are mediocre”; parking; “many teacher evaluations are ignored”; “Career Services fail to really provide out of state opportunities”; more international business and immigration law courses; “cold calling”; more assistance for students who wish to study abroad (and not just Guanajuato); what exams test and grades; “class time is too late – need childcare that is expensive”; “too much defense-oriented leanings and focus on family law”; wireless connectivity; access to the King Room; “Clinic was a total waste of time.”; “Career service center IS NOT.”; “I think that the exam process does not adequately test who knows the material. Some of our top students never crack a book and others who work hard all semester barely pass. Make other factors count in the assessment of grades.”; “Reporting of grades; I’m not referring to the LOBOWEB fiasco of January 07. I assume that will be worked out on its own. But the idea that students should start the spring semester without knowing their grades for the fall semester is UNACCEPTABLE.

Appendix L

I've heard the justifications for the current largesse to professors and find them WITHOUT MERIT. I have never paid tuition at a school that has such a policy. Before now, that is. And I have paid tuition where complicated exam answers are graded.”; “A few professors picking up the slack for other professors who care less about law school /community.”; “WRITING REQUIREMENT. The current policy (as I understand it) is okay: Each student has to take a course that qualifies for the writing requirement and write a qualifying paper, where the grade in the course (and perhaps the number of credits are attempted) determines whether or not the paper qualifies. This is easy to administer, relatively easy to satisfy, and fulfills goal of making sure students can write a research paper.”

Sixteen students did not respond.

57. Other comments:

A sampling: “make spring break coincide with APS” (there are many law students who are parents); “more money for moot court, mock trials, and outside CLEs”; “more academic activities such as colloquia”; “facility improvement – heat, etc.”; “writing requirement needs more uniformity”; “lack of transparency in grading and the grade appeal process”; “Let people ask questions. Do not allow them to ramble on with pointless opinions.”; “Only assign professors to teach courses within their areas of expertise.”; “The late class times are a real drag. There were 3 classes that I couldn't take this semester because I needed evening childcare.”; “bring the DA Clinic back”; “I think the law school is basically a great organization providing students with a great legal education for a great price.... Thanks to all staff and faculty.”; “Please reward the staff. They are great. Low turnover is important.... Raises?” “The Dean is an incredible leader and role model. She is readily accessible almost more so than some professors”; “More involvement of the community.”

Appendix M

Faculty Books

Burr, Sherri (with DuBoff and Murray). *Art Law: Cases & Materials* (William S. Hein & Co. 2004). This book provides chapters on legal definitions of art, the international movement of art during war and peace, the preservation of art and cultural property, copyrights, trademarks, moral rights, auctions, museums, galleries, and censorship.

Burr, Sherri (with Henslee). *Entertainment Law: Cases & Materials on Film, Television, and Music*. (Thomson West, 2004). This book provides a comprehensive review of cases and other materials depicting legal issues in the film, television, and music industries.

Burr, Sherri. *Entertainment Law in a Nutshell*. (Thomson West 2004). This book provides a substantive review of various components of the entertainment industry, including the law related to films, television shows, music, video games, and books.

Burr, Sherri. *Quick Review of International Law*. (Thomson West, 2006). This book reviews the relations between and among states, the relations between states and individuals, and the relations between states and international organizations.

Burr, Sherri. *Sum and Substance of International Law*. (Thomson West, 2006). This audio book features Professor Burr discussing states, treaties, extradition, terrorism, diplomatic immunity, state responsibility, and war.

Fritz, Christian. *American Sovereigns: The People and America's Constitutional Tradition Before the Civil War*. (Cambridge University Press, Oct. 2007). "American Sovereigns" is a re-interpretation of America's political history and constitutionalism that explores how Americans struggled over the idea that the people would rule as the sovereign after the American Revolution and tried to understand how a collective sovereign-the people-could both play the role as the ruler and yet be ruled by governments of their own choosing.

Gómez, Laura. *Manifest Destinies: The Making of the Mexican American Race*. (New York University Press, Oct. 2007). This book crosses the boundaries of law, sociology, and history to tell the story of the nation's first Mexican Americans, beginning with the U.S.-Mexico War (1846-48). A central focus is the comparison between African Americans and Mexican Americans and the relationship between Manifest Destiny and the Civil War and Reconstruction in shaping American racial dynamics.

Moore, Jennifer (with Musalo & Boswell). *Refugee Law and Policy: a Comparative and International Approach*, 3rd Ed. (Carolina Academic Press, 2007). Casebook on refugee and asylum law with historical and international foundations, followed by extensive treatment of modern refugee law through U.S. administrative and federal court decisions in asylum cases, as well as decisions from sister courts in Canada, the United Kingdom, Australia and New Zealand.

Appendix N

RESULTS OF THE JULY 2005 BAR EXAMINATION

215	Total Number Examinees
181	Passed
34	Failed
192	First Timers
172	Passed
20	Failed
23	Repeaters
9	Passed
14	Failed
77	UNM First Timers
73	Passed
4	Failed
9	UNM Repeaters
5	Passed
4	Failed
84%	Total Passed
90%	First Timers Passed
33%	Repeaters Passed
95%	UNM First Timers Passed
56%	UNM Repeaters Passed

Appendix O

STUDENT SURVEY

This survey asks for your views on possible improvements to the law school's facilities. The results of this survey will be used to formulate a "wish list" and to prioritize any improvements to the law school. Please do not get your hopes up, however, as no funds are yet available!

On a scale from 1 to 10, with 1 being unimportant and 10 being very important, how would you rank the following possible improvements:

1. Creating a more welcoming, comfortable space in the Forum, including re-decoration and new furniture.
2. Improving the quality and variety of food service.
3. Creating a new dining space that opens up into the Forum.
4. Renovating the bathrooms in Bratton Hall (the old wing of the law school).
5. Renovating the shower in Bratton Hall.
6. Installing a large-screen LCD monitor inside Bratton Hall that lists events and their location at the law school.
7. More seating in the outdoor patio areas.
8. Please let us know if you have any suggestions for other possible improvements.
9. Please identify and prioritize what you regard as the three most important improvements to the law school's facilities.

Appendix O

STUDENT SURVEY

This survey is intended to gather information that will allow the Law School to continue to improve the quality of the classroom experience and to enrich the law school community. In general, the questions call for your overall, general impression of various aspects of your law school experience. We appreciate your taking the time to respond to this survey.

Are you a 1L, 2L, or 3L?

1L _____

2L _____

3L _____

I. The Classroom

1. Please rate your overall level of satisfaction with the quality of classroom instruction:

Very Satisfied: _____

Satisfied: _____

Neutral: _____

Dissatisfied: _____

Very Dissatisfied: _____

2. In general, how well prepared are your Professors?

Very Prepared: _____

Prepared: _____

Neutral: _____

Unprepared: _____

Very Unprepared: _____

3. What is the level of classroom engagement by your Professors?

Very engaged: _____

Engaged: _____

Neutral: _____

Disengaged: _____

Very Disengaged: _____

4. How accessible are your Professors after class?

Very Accessible: _____

Accessible: _____

Neutral: _____

Inaccessible _____

Very Inaccessible: _____

5. Not including excused absences, what percentage of your classes do you attend?

6. In general, do you prepare for your classes by doing the reading beforehand?

All or almost all the time: _____

Most of the time: _____

Half of the time: _____

Occasionally: _____

Never/almost never: _____

7. When you do the reading, how carefully do you do the reading?

Very carefully: _____

Carefully: _____

Neutral: _____

Superficially: _____

Very superficially: _____

Appendix O

8. Do you brief the cases you read for class? If so, how do you brief them?
9. For every 50 minutes of class time, in general, how much time do you spend preparing for class?

1 hour or less: _____

1 to 2 hours: _____

2 to 3 hours: _____

More than 3 hours: _____

10. If you are not prepared for class, why aren't you prepared?

11. What could the Professor do to motivate you to be prepared?

12. Do you use a laptop in the classroom to take notes? [If yes, please answer questions 13 & 14. If no, please skip to question 15.]

Yes _____

No _____

13. In general, how often do you use your laptop in class for non-classroom related activity (such as surfing the Web or sending e-mails to classmates)?

Never _____

Infrequently _____

Sometimes _____

Often _____

Very Often _____

14. Why do you use your laptop in class for non-classroom related activity?

15. If you are working this semester, how many hours a week are you working?

16. How would you rate your overall level of engagement in your classes?

Very engaged: _____

Engaged: _____

Neutral: _____

Disengaged: _____

Very Disengaged: _____

17. How do you define the term “engagement” in the preceding question?

18. To the extent you are disengaged, why are you disengaged?

19. What could the Professor do to better engage you?

20. What is your approximate GPA range?

3.6 and above: _____

3.3 – 3.59: _____

3.0 – 3.29: _____

2.7 – 2.99: _____

2.4- 2.69: _____

2.1 – 2.39: _____

2.1 – below: _____

II. The Community

21. How engaged are you with the community at the law school? This includes involvement with student organizations, journals, and other activities, as well as study groups and friendships with others at the law school.

Very engaged: _____

Engaged: _____

Neutral: _____

Disengaged: _____

Very Disengaged: _____

Appendix O

22. Not including classroom time or time spent preparing for class, how many hours a week do you spend on law-school activities including student organizations?
23. In your view, why do students disengage from the law school community? Please check all applicable factors:
- Outside work: _____
- Family or personal commitments: _____
- Lack of interest: _____
- Too busy with schoolwork: _____
- Other factors (please specify): _____
24. What could the law school do to increase the level of student engagement in the law school community?
25. What's working at the law school? What's not?
26. Please add any other comments you wish to make on what the law school could do to increase the quality of your experience in the classroom or in the law school community.

Appendix P

Information Technology Applications

The Law School's computing environment is based upon a Windows 2003 Active Directory (AD) forest. All Law School faculty, students, and staff have computer accounts on the AD forest, providing secure access to personal file shares, applications, network printers, and the Law School Intranet. The network infrastructure consists of unshielded twisted pair running to seven wiring centers located throughout the building. An optical fiber backbone and an unshielded twisted pair backbone connect wiring centers within the building. The wiring centers are connected to the University of New Mexico's high speed wide-area network (WAN) and on to the Internet via an optical fiber backbone.

Servers

The local area network (LAN) consists of the following servers used for file, print, application, and web services:

- JURIS- Main file server for faculty, staff, and student personal files and shared directories
 - Dell Poweredge 2650 (dual Xeon Processor 2.4GHz)
 - 1024MB memory
 - Five-34GB disk drives (RAID5)
 - CD-ROM
 - VERITAS Backup Exec Remote Agent for Windows Servers
 - Altiris Deployment Server
 - Microsoft SQL Server Desktop Engine
 - Amicus Attorney Server Version 7.1 (Clinical Law Database)
 - Windows Server 2003 with service pack 1
 - Internet Information Server version 4.0 (remote FTP access only)
 - AVG 7.5 Antivirus Network Edition
 - Windows Resource Kit Tools
 - SoLAR (Registrar Database)
- COUNSELOR – Clinic file server. Case files for Clinic program.
 - Dell Poweredge 2500 (PIII 600 MZ)
 - Three-17GB disk drives
 - CD-ROM
 - Tape Drive
 - Windows Server 2003 with service pack 1
 - DHCP Server
 - DNS Server
 - Internet Information Server Version 6.0 (no FTP access only)
 - AVG Ativirus 7.5 Network Edition
 - CLASS (Clinic Management Access Database Software)
- UNMSOL - Microsoft Exchange Server (email)
 - Dell Poweredge 2850(dual processor dual Xeon 2.8MHz)
 - 2 GB Memory
 - LTO2 Tape Drive (200/400GB)

Appendix P

- Three-73GB disk drives
- CD-ROM
- Windows Server 2003 with service pack 1
- Exchange Server 2003 with service pack 2
- Veritas Backup Exec 10 with Agent for Exchange (backup/restore at mailbox level)
- Internet Information Server Version 6.0 (No FTP)
- Outlook Web Access enabled
- AVG Email Server Edition
- Windows Resource Kit Tools
- PRUDENCE – Internet server and User Profiles
 - Dell Poweredge 2650 (dual Xeon 2.4GHz)
 - 1 GB memory
 - Five-34 GB disk drives
 - CD-ROM
 - LTO2 Tape Drive 200/400GB)
 - Windows Server 2003 with service pack 1
 - Internet Information Server Version 6.0 (Web Access)
 - MySQL Server
 - AVG Antivirus 7.5 Network Edition
- SCRIBE - Print Server, List Server and Application Setup File Storage
 - Dell Poweredge 2850 (dual Xeon 2.8)
 - One-73GB, three-146GB disk drives
 - 512MB Memory
 - CD-ROM
 - Windows Server 2003 with service pack 1
 - Pcounter Print Control Software
 - Lyriss Listserv Software
 - AVG Antivirus 7.5 Network Edition
 - Mcafee Management Console
 - ADMIT-M Software
 - Seagate Crystal Reports
- DCLAW Domain Controller
 - Poweredge1300
 - One-17GB disk and two-34 GB disks
 - 512 MB Memory
 - CD-ROM
 - Windows Server 2003 with service pack
 - AVG 7.5 Antivirus Network Edition
 - DNS server
- LAWPROXY Library proxy server
 - Dell Optiplex GX280 (Pentium 4 2.26 Ghz)
 - One 40 GB Hard Drive
 - 512 Mb Memory
 - CD-ROM
 - EzProxy Proxy Server Software

- AVG 7.5 Antivirus Network Edition
- Windows Server 2003 with service pack 1
- LAWACS Wireless access control server
 - Dell Optiplex GX270 (Pentium 4 2.8 Ghz)
 - One-40GB Hard Drive
 - 512 MB Memory
 - CD-ROM
 - Cisco Secure ACS V3.3
 - AVG 7.5 Antivirus Network Edition
 - Windows Server 2003 with service pack 1
- SCRIBE2 Backup print server and dedicated library print vending controller
 - Dell Optiplex GX270 (Pentium 4 2.8 Ghz)
 - One 40GB disk drive
 - CD-ROM
 - OCS print vendor/control software
 - AVG 7.5 Antivirus Network Edition
 - Windows Server 2003 with service pack 1
- LAWSUS
 - Compact Proliant ML350
 - Six-9.1GB disk drives
 - Windows Server 2003 with service pack 1
 - CD-ROM
 - AVG 7.5 Antivirus Network Edition
 - Windows update server
- LAWDEVELOPMENT
 - Dell Poweredge 4200
 - One-2GB disk drive and one-6GB disk drive
 - CD-ROM
 - Windows Server 2003 with service pack 1
 - AVG Antivirus 7.5
- CDLAW Media Server
 - Dell Poweredge 2650 (dual Xeon 2.8 GHz)
 - Five-34 GB disk drives system mirrored , other raid 5
 - 1GB memory
 - Five-34GB disk drives
 - CD-ROM
 - Windows Server 2003 with service pack 1
 - Windows Media Services
 - Internet Information Server 6.0
 - AVG 7.5 Antivirus Network Edition

A wireless network (WLAN) was installed in the summer of 2005 and is accessible in all classrooms, the law library, and the open student study area, the forum. Main campus Information Technology Services (ITS) purchased, installed, and maintains the hardware (the access points). Law School IT purchased and maintained the authentication software, Cisco Secure Access Control Server (ACS). The WLAN was originally restricted to users with a

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Law School account; no public access was provided. UNM implemented an Enterprise wireless network during the spring of 2007 and Law School IT personnel began working with main campus IT to become part of the Enterprise wireless installation. That work was completed during the summer and a public wireless network is now available throughout the building. A secure (encrypted) connection, requiring authentication with a Law School account, provides access to network resources such as file servers and printers for Law School faculty, students, and staff.

All classrooms are equipped with at least one wired network port. Two classrooms (a large lecture hall and one moot courtroom) have ceiling-mounted projectors. Four other projectors are available via portable media center carts. This fall, a newly-formed Library and Instructional Technology committee will prioritize permanent installation of projectors and other media equipment such as DVD/VHS players in the remaining classrooms.

Student Labs

Historically, the Law School provided two networked computer labs dedicated for student use. The Hart Lab had 34 Dell Pentium-class personal computers while the Library Lab has 13 Dell Pentium-class PCs. Student lab use declined significantly following the implementation of the school's laptop requirement program in 2006. After tracking usage for two semesters, the decision was made to close the Hart lab beginning the 2007/08 academic year. The lab was originally designed to function as a classroom and will be converted back to that use this fall.

The Library Lab is equipped with a high-speed networked printer, dedicated for student use, and is open during regular library hours. The IT student employees are responsible for cleaning the lab, performing routine PC and printer maintenance, and stocking paper and supplies. An additional student printer is located in the Hart wing.

Printing

Most printing throughout the Law School is handled through newer high-speed Dell network laser printers, supplemented by some local printers and multi-function machines. A photo-quality color printer is available through the Copy Center. Most printers are configured with duplex printing by default. A 3-year maintenance agreement is purchased with new printers. A student printing policy was put into place at the beginning of the fall 2000 semester; students are provided 600 pages per semester of "free" printing and are charged \$.05 per page thereafter. A.N.D. Technology's Pcounter software tracks printing and students can also track their current usage with a program that runs at startup and remains memory-resident.

Printer types and quantities follow:

- 5 HP LaserJet 4100DTN
- 2 HP LaserJet 8150DN
- 1 Dell 8150 Multi-function laser
- 14 HP LaserJet 1300 personal printers
- 4 HP 2300DN
- 3 Dell m5200N
- 10 Dell w5300N
- 1 HP Color LaserJet 1500

- 1 Xerox 4110
- 1 Xerox DocuColor 240
- 1 Xerox WorkCentre Multi-function laser
- 1 Brother HL-1240 (local laser printer for sight-impaired student)

Desktop Computers

The Law School is standardized on Dell computers to simplify new purchases and repairs. New computers are "imaged" using Altiris Deployment Server. Installing a new computer is a simple matter of applying an existing image, complete with all Law School software and configuration settings. Deployment Server is also used to quickly image a computer if it becomes non-functional due to software problems. Deployment Server performs scheduled unattended updates or installation, causing no disruption to students, faculty, or staff. IT Staff can "remote control" computers using Deployment Server, which is sometimes used for troubleshooting or training purposes when faculty or staff calls the help desk for assistance.

The IT staff support approximately 250 desktop computers, 13 laptops, and three Motion tablets. All faculty and staff have Pentium-class or better desktop computers although some faculty members use laptop computers in addition to, or in place of, desktop computers. All desktop computers are configured with a CD/RW, 17" monitors (mostly flat panel), and are on a four-year replacement program. Newer computers also have a DVD drive and a duo-core processor. There are 46 Pentium-class or better computers dedicated for students in the Clinical Law Program and the Publication offices have 6 PCs dedicated for student journal work.

Laptop Requirement Program

Beginning in 2006, incoming students were required to purchase a laptop. Financial aid is available to fund the purchase. No specific vendor was specified but minimum hardware and software requirements were provided. Most students access the wireless network while in class, in the library, and in the forum. The WLAN provides access to their personal file share on the network as well as network printers and the Internet. Students can also connect to the wired LAN via network ports in carrels or elsewhere in the Law School.

Application Software

All Law School computers run the Windows XP operating system, Microsoft Office 2003 application software (Word, Outlook, Excel, PowerPoint, Publisher, and Access) as well as other programs such as Adobe Reader. CALI (Computer-Assisted Legal Instruction) lessons are available via a link on the Law School web site to the CALI web site. We use Microsoft Exchange for email, allowing us to create custom email distribution lists for classes, student organizations, and administrative groups. An in-house listserv, Lyris ListManager, promotes discussion and collaboration between faculty, staff, students, and people without Law School email addresses. Students are required to subscribe to a Students listserv but may opt-out of a Student_Forum list. The Students listserv is considered the official communication medium for administrative announcements to the student community. The Student_Forum listserv is the listserv dedicated for use by students to post commentary, publicize non-official

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gatherings, or make other general announcements to other students. The only non-student with access to this list is the Assistant Dean for Information Technology. A password-protected intranet web site and a public Internet site provide access to a wide variety of information including policies and procedures, an academic calendar, course descriptions and schedules, applicant information, and faculty/staff directories. Our web site is one of only a few Law School sites that are fully-ADA compliant, allowing our visually impaired students access to necessary information.

Media Center

The Media Center falls under the Information Technology umbrella. The Media Center has access to a high-quality digital video camera and has begun the transition to all digital class recording. However, the Law School records many classes each week and the time spent capturing the video and streaming it to the media server is fairly extensive. A product like Mediasite would allow faculty to easily record their own classes and would provide an alternative to the extensive personnel resources required to move the Law School into digital video recording. Mediasite is fairly expensive (around \$25,000 per box) but would more than pay for itself in personnel savings per year. We hope to explore this option in the near future.

A summary of Media Center equipment, as it pertains to supporting the Law School's teaching mission, follows:

- Two digital video cameras
- Four VHS camcorders
- Five Color video cameras
- Three LCD projectors
- Two visual presenters
- One high-speed audio duplication system
- One Digi 002 audio rack-analog/digital interface
- One audio mixer
- One analog video editing system
- One wireless translator system
- One wireless A/V system
- One digital switcher
- One video conferencing system

Administrative Applications

Although many administrative functions are provided in-house, some enterprise-wide applications are offered through main campus ITS. These applications are high-volume, complex, or require security not feasible for individual departments. The University recently implemented the Banner system, replacing older enterprise-wide non-integrated systems. Several modules are currently in place, including Financial Aid, Registration, Alumni/Development, Human Resources, and Finance. Some in-house entities, including Admissions and Registrar, upload or download Law School data to and from these systems. All connections to enterprise software are WAN-based using TCP/IP. Law School departments running specific software are documented below.

Admissions: LSAC's Admit-M software is used by the Assistant Dean for Admissions and Admissions staff. Admit-M tracks and manages Law School applicant pools. LSAC decision information is extracted through ACES and downloaded to a Visual FoxPro database, residing on a Law School server. A GUI front-end client is installed on all Admissions computers. Functionality includes:

- Multiple-criterion searches
- Bar code labels
- Updates and data entry batched through bar code scanner
- Mail merge to Word
- Tracks mailings and recruitment contact history
- Tracks fees and payment details
- Demographic reports

Crystal Reports is provided for customization of all reports. PCAnywhere provides LSAC access for uploads and troubleshooting.

Financial Aid: A main campus financial aid representative is housed in the Law School but we are just one of multiple assignments. The representative handles all our federal loan aid. The students use "Need Access" software (offered by the Access Group) to perform a needs analysis. We download the raw data and also have the ability to apply our own process to it using main campus' Banner software.

Development: The Development office accesses two databases hosted at the UNM Foundation Office of Development. Alumni information is available through an Oracle database and a national grants database provides funding sources data. A Development server is housed within the Law School, providing quicker access to the Foundation system. The Foundation servers run the Novell operating system so Novell and Oracle client software is installed on the Development Director's computer for connectivity to the server and databases.

Accounting: The Accounting Department uses the main campus Banner Finance system for most accounting functions. A "shadow" database, written in Access, provides further detail for in-house fiscal tracking. Purchasing cards are used for transactions under \$2,500. This simplifies procurement of items generally paid for by a Small Purchase Order. The Banner system is used to submit Law School charges to students.

Registrar: The Registrar's office uses the Banner Student system for many tasks. Banner is supplemented by a customized Access database program, School of Law Automated Registrar (SoLAR). Enrollment data can be imported from Banner into SoLAR throughout the semester. SoLAR functionality includes:

- Imports admitted class from Admissions
- Assigns student placement into groups balanced by a number of factors (LSAT, GPA, Age, Ethnicity, Gender)
- Imports student class enrollments from University Admissions
- Computes awards (highest grade in class, Dean's List, Honor Roll)
- Tracks writing requirements

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- Generates semester honors letters, Graduation Honors, Summa Cum Laude, Magna Cum Laude, Cum Laude, Misc. Scholarships
- Exam numbers assigned to students
- Class rank and GPA
- Official transcripts
- Tracks classes taught, professor availability, professor sabbaticals

Clinic: The Clinical Law program uses two case management systems. Gavel and Gown's Amicus Attorney v5 was implemented several years ago and was just replaced with Amicus Attorney v7. The Clinical Law Administrative Support System (CLASS) is an Access database with a customized Visual Basic front end and has been in use for several years. In the past, the Amicus Attorney program was somewhat unstable due to the size of the database, so CLASS is used as a backup program since case information availability is critical. The IT department just successfully upgraded Amicus, including converting the database to the new SQL-based version. It's hopeful that using the more robust MS SQL backend will provide much needed database stability. CLASS and Amicus functions include:

- Tracks all clinical clients' personal information (SS #, Address, phone number, place of employment, and financial status) as well as case status (open cases, closed cases, intake cases, rejected cases, case type, reason for closure)
- Tracks all clinical projects (open, closed, inactive)
- Tracks which student and faculty member are assigned to each case or project
- Tracks opposing parties for conflict checking purposes and also collateral parties
- Generates reports as needed (intake cases, open cases, open projects, cases by student, cases by advisor)

Institute of Public Law: The Institute of Public Law (IPL), a sister institution of the Law School, engages in research, analysis, teaching, training, writing, publishing and website design to support the development of informed public policy and law. Founded in 1969 as the public service arm of the Law School, IPL provides assistance to federal, state and local government and undertakes special projects through foundation grants, legislative funding and contracts. IPL's director is a Law School faculty member. Although it receives an annual allocation from the University, grants from foundations and revenues from contracts with government entities are the main sources of its budget.

IPL has two offices, one near the Law School, and one at a UNM building on University Ave. The computers in both offices are on the same domain, and there is a domain controller in both offices. The University Ave office has the backup domain controller.

IPL has an autonomous computer department consisting of a Systems Administrator, a LAN administrator and a Systems Analyst. Law School IT staff work closely with IPL IT staff and provides backup support as needed. A summary of IPL's technology follows:

- 40 Dell desktop computers with PC 4 class chips all running Windows XP and Office 2003 software. The computers are replaced in a 3 year cycle. All are on the ipl.ad.unm.edu domain.

- 10 older Dell and Gateway desktop computers being checked out for home use, or used for special purposes in the office. They range in age from 3-5 years and have Pentium 3 chips and run Windows XP and MS Office 2003.
- Seven Dell Laptops with Pentium 3 and 4 chips, ranging in age from 4 years to 1 year, all running Windows XP Pro and Office 2003. Five have built in wireless and two have wireless cards. They are for conferences, guests, traveling, remote conferencing and backup for the desktop computers.
- Seven Servers, all running Windows Server 2003:
 - Print server: Gateway 7400 server with Dual Intel P3 999MHz processors and 2GB RAM.
 - Development server: Gateway 7400 server with Dual Intel P3 999MHz processors and 2GB RAM.
 - Web server: Dell Power edge 2600 four Intel Xeon 2.8GB processors and 4GB RAM. This server also runs the MySQL and older Access databases.
 - File/ application server: Dell PowerEdge 1850 rack-mounted server with 4 - 3GB Intel Xeon processors and 3GB RAM.
 - Dell Power Vault 2205 storage vault with 1080GB storage space.
 - Database server: Dell PowerEdge 850 rack-mounted server with 4 – 3GB Intel Xeon processors and 3GB RAM. This server runs the MySQL databases.
 - Video server: Dell PowerEdge 1850 rack-mounted server with 4 – 3GB Intel Xeon processors and 3GB RAM. It runs the Helix server for video files and stores the video files used for websites.
 - Domain controllers: Dell PowerEdge 1850 rack-mounted servers with 4 – 3GB Intel Xeon processors and 3GB RAM, bought in 2006 as replacements for the domain controllers’
 - Development server used for database development and IT testing, running on a Gateway 1400 PC with 1GB RAM.

The Dean’s conference room is equipped with “IP” video conferencing, used primarily by the Career and Student Services Office for student interviews with prospective employers. This service is supplied through Law School Connect and was implemented in the fall of 2006.

Upcoming Projects

Installation of digital signage screens at the three Law School entrances is an anticipated project for the summer of 2007. One signage screen would be installed outside the law library, one outside the clinical law program entrance, and one would be placed at the main Law School entrance. Due to Albuquerque’s high elevation, we believe LCD technology (as opposed to plasma) would best fit our needs. The main entrance digital system would display daily information concerning Law School activities and events. The clinical law program system would display scheduling and other clinic-related information while the law library system would announce news and events pertaining to our library. We believe this system will enhance event communication within the Law School and law library.

Budget

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The Law School's computing environment is probably average for a Public Law School operating with a limited budget. The Assistant Dean for IT is involved in various technology groups on main campus and is collaborating with main campus computing as well as the Anderson School of Management and Medical School in an attempt to share resources. The Medical School is researching class and facility scheduling software and the IT Assistant Dean is on the team reviewing software solutions. Since most of these solutions are quite expensive, our hope is to leverage the Medical School license and provide a scheduling program for Law School use in the fall of 2007

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Information Technology Department Strategic Goals

Strategic Goal # 1: Empower and enhance learning through technology

- Faculty, students and staff are effectively supported in their use of technology to enhance the learning experience through...
 - Necessary hardware and software
 - Training and development
 - Assessment of technology in learning
- Classrooms are equipped with the necessary technology to enhance learning
 - Faculty, staff and students have an increased ability to collaborate
 - Information technology literacy ensures baseline skills for faculty, students and staff

Learning, research, and creative scholarly environments are empowered and enhanced by seamless uses of technology. These uses of technology provide an environment conducive to effective and inspired teaching and learning, to scholarly research and creativity, and to continued professional development of faculty, students, and staff. Following are the imperatives for reaching this goal:

- 1) Develop an Information Technology Plan for Learning and Teaching: The law school will establish a plan that provides for use of technology in course content and/or course management and organization. This plan will be established in collaboration with faculty, students, and staff. The plan will be grounded in sound principles of learning and in a thorough knowledge of integrating technology for effectiveness and efficiency. It should build on the existing strengths and available resources of the law school, other UNM departments, the libraries and other existing groups, as well as external resources. In developing the plan, the following should be addressed:
 - a) Assessment of the Use of Technology in Teaching and Learning: Create a means of evaluating technology-assisted teaching and learning. Ensure communication of results and methods for improving the quality of the use of technology in teaching and learning.
 - b) Online Course Management: Collaborate with students, faculty, and main campus groups to determine the most efficient online course management approach, taking into consideration existing resources.
 - c) Distributed and Distance Learning Model: Using guidelines from Section 306 of the ABA Standards for Approval of Law Schools regarding study offered through distance education, facilitate the development of a model for distributed and distance learning opportunities to meet the diverse needs and expectations of the students and faculty.

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- d) Instructional Data Recording, Storage and Management Services: : Provide data storage and management services for instructional resources including digital, audio, and visual libraries.
- e) Classroom Technology and Support: Provide technology-rich classrooms for teaching and learning. Establish a program to ensure that technology in all classrooms is current, taking into consideration fiscal resources.
- f) Teaching Support and Training: Provide support and training in the appropriate use of teaching and learning technologies.
- g) Information Technology Literacy: Facilitate collaboration to establish specific goals for information technology literacy among students, faculty, and staff. Facilitate the development of a training and support program to meet those goals.

Strategic Goal #2: Provide reliable and secure access to information and technology

- Students, faculty, and staff have access to the information they need
 - When they need it – any time
 - Where they need it – any place
 - How they need it – in a format they can easily use, with provisions for special needs
 - With convenience
- University and personal information is secure and private
- Technology is available, reliable and consistent in classrooms, the library, wherever students congregate
- Technology is current
- Communication methods are consistent and easy to use

Information technology provides reliable and secure access to information and resources for all students, faculty, and staff recognizing the diverse and special need within each of these groups. The network is comprehensive, robust, and secure. Following are the imperatives for reaching this goal:

- 1) Evaluate network services and when appropriate, introduce newer versions of supported operating systems and key applications (e.g., backup, electronic mail, and the Clinical Program case management software).
- 2) Desktop Computer Support: Regularly evaluate desktop computers and when appropriate, introduce newer versions of supported operating systems and key applications (e.g., office productivity software and browsers).
- 3) Peripheral Support: Regularly evaluate the availability and reliability of peripherals such as network printers and scanners. Explore the possibility of introducing technology such as desktop faxing to maximize faculty and staff productivity.

- 4) Servers Management: Develop a model for effective management of network file servers including a replacement cycle and the consolidation of distributed servers with more capability. Explore the possibility of co-locating law school servers at central IT.
- 5) Information Technology Services Collaboration Model: Explore possibilities for collaboration with other UNM entities to leverage use of Enterprise applications and thereby reducing unnecessary redundancies and expense. New services could include scheduling/calendaring software, email, video conferencing, and collaboration tools such as SharePoint Server.
- 6) Use of Technology in Law School Communications: Explore opportunities to improve the use of technology to enhance communications. Explore use of the UNM portal to provide web-based services tailored for law school constituents.
- 7) Security: Develop an Information Security Policy using current UNM ITS security policy guidelines to ensure a strong foundation for information technology security coordinated with main campus services. Develop and implement policies and procedures to protect the security of law school institutional data, Clinical Law program client data, safeguard personal privacy, and respect intellectual property rights, while at the same time promoting academic freedom with access to information.
- 8) Disaster Recovery: Develop, document, and test adequate disaster recovery scenarios and procedures to deal with major disasters affecting technology service availability.
- 9) Lifecycle Funding for Technology: Develop and fund a model for the availability of consistent, up-to-date technology and an "acquire, retire, and upgrade" cycle for computers, software, and other information technology.
- 10) Access to Computers and Network: Provide students, faculty, and staff with secure and reliable access to computing and network resources, on- and off-campus including digitally-recorded classes.
- 11) Communication: Increase internal coordination and management of projects. Improve communication with constituents about available information technology services and support.

Strategic Goal #3: Promote customer-centered information technology services and support

- IT constituents receive the customer-centered technology services and support they need to be more effective in their daily activities
- Students, faculty, and staff can access the service and support they need – when and where they need it
- Productivity is maximized

An innovation model fosters collaboration, encourages generation of ideas, and offers a process to help determine if and when new technologies should be deployed more generally in the School of Law. Following are the imperatives for reaching this goal:

- 1) Generation of Innovative Ideas: Define opportunities for ongoing collaboration with university colleagues, vendors, and higher education contacts to track technologies and trends and to generate innovative ideas.

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- 2) Approval and Funding Process: Implement a process to cultivate the most promising ideas, to formalize proposals, and to gain financial commitments for implementation.

Strategic Goal #4: Ensure continuous innovation

- Innovative uses of technology enhance teaching, learning, and scholarly endeavors
- Innovative uses of new technology are encouraged and supported through...
 - Collaborative opportunities to generate ideas
 - Ongoing evaluation
- Grads are technologically savvy
- Potential faculty are attracted to our technological environment
- Information technology is effectively planned and managed as a strategic asset

Information technology is effectively and efficiently planned and managed. Following are the imperatives for reaching this goal:

- 1) Technology Planning: Establish and implement an ongoing information technology planning process that continually assesses and evaluates information technology at the UNM School of Law.
 - a) Explore ways of involving students, faculty, and staff in the identification and handling of information technology issues and concerns.
 - b) Institute feedback mechanisms for students, faculty, and staff to review information technology policy.
- 2) Develop a model for developing policies within the governance structure both within the law school and the University.
 - a) Access the current means of developing and managing information technology policies and procedures.
 - b) Explore ways of involving students, faculty, and staff in the identification and resolution of information technology issues and concerns.
 - c) Institute oversight and feedback mechanisms for students, faculty, and staff to review policy.

Technology Funding: Develop a short- and long-term technology financial plan. Seek additional funding through grants and gifts.