

**Minutes for Faculty Meeting**  
May 8, 2018

*The meeting was called to order at 3:10 pm, once a quorum was reached. The following people were present for at least some portion of the meeting:*

**Faculty:** **Maryam Ahranjani, George Bach, Marsha Baum, Reed Benson,** Kip Bobroff, Camille Carey, **Barbara Creel, Scott England,** Justin Goodman, **Scott Hughes, Lucrecia Jaramillo, April Land, Jennifer Laws, Nathalie Martin, Serge Martinez, Alfred Mathewson, Aliza Organick,** Daniel Ortega, **Gabe Pacyniak, Mary Pareja, Sergio Pareja,** Leo Romero, **David Stout,** Peter Winograd, **Jeanette Wolfley** (*17 needed for quorum; names that count toward quorum in bold*)

**Staff:** Beverly Akin, Chad Covey, Krista Allen, Hannah Farrington, Heather Harrigan, David Pallozzi

**Students:** Keri Rezac, Joel Lobo

**Announcements:**

- If you have not submitted your nominations for UNM School of Law Distinguished Achievement Awards please do so. Search for “DAAD” on UNM’s website to pull up the nomination form.
- The 16<sup>th</sup> Annual Law Scholarships Classic will be on Friday, June 8, 2018 at the UNM Championship Golf Course. Your registration fees help the Law Alumni Association fund three full-tuition scholarships that are awarded to one student in each class for all three years of their study. Breakfast starts at 7:30 a.m. with a Shotgun start at 8:00 a.m. You can register on the law school’s website.
- The School of Law Commencement will be Saturday, May 12, 2018 at 1:00 p.m. on the back patio with a reception immediately following in the Forum. The Keynote Speaker will be Maureen Sanders.

**Lunch Drawing – Deans Mathewson and Pareja:** A drawing was held for one faculty member to have lunch with three staff members and the deans (deans’ treat). This is for faculty and staff to get to know each other outside the context of the workplace. Maryam Ahranjani was chosen this month.

**ACTION ITEM: Approval of Minutes from April 10, 2018 faculty meeting – Deans Mathewson and Pareja:** A motion was made and seconded to approve the minutes from the April 10, 2018. The motion passed with no votes against and no abstentions.

**Update on the UNM Data Center outage for Memorial Day weekend – Chad Covey, Manager of IT Services:** The University of New Mexico’s Information Technologies department is preparing for a three-day outage required to address a critical power maintenance issue at the UNM IT Data Center. The three-day service outage will begin Friday, May 25, 2018, at 5:00 p.m., and it will conclude on Monday, May 28, 2018, at 5 p.m. The outage will impact a number of

services across campus. Power to the UNM IT building will be shut off during the required maintenance, so services delivered by or through the IT Data Center will be unavailable during this time. These services include, but are not limited to Banner, Loboweb, myUNM, and Learn.

**Report regarding Curriculum Committee's recommendations regarding DWI/DV and IJP – Associate Dean Marsha Baum, Chair of Curriculum Committee:** Associate Dean Baum informed the faculty that the consensus of the committee is to recommend to keep both programs, DWI/DV and IJP, going with soft money for the time being, if possible. There was particularly strong support for keeping the DWI program. However, the reality is that core courses must be covered first. There was discussion on the committee about looking into the possibility of using Kellogg grant funds to help fund the DWI program. Associate Dean Baum indicated that there is strong student demand for an experiential program that teaches them how to be prosecutors. The committee welcomes any comments that people might have with respect to these programs.

Emeritus Professor Leo Romero commented that perhaps the DA's office would be interested in helping to fund a prosecution-focused clinic. Perhaps fundraising for such a clinic is something that Advancement could look into. Hannah Farrington informed the faculty that external conversations about possible private funding and grant funding are happening.

Professor Creel indicated that we should consider the future of these programs once our full-time faculty hiring needs for core courses are met.

**ACTION ITEM: Vote on proposed faculty hiring plan – Deans Mathewson and Pareja:** Dean Pareja first summarized what was discussed at the April 26 hiring summit and asked if somebody would move to adopt the hiring summit's plan, which can generally be described as follows:

We will ask the Provost, by the May 25 deadline, to approve "up to six" new hires for the coming year. These hires would likely consist of lateral tenure-track and tenured faculty, as well as entry-level hires with scholarly and teaching potential. In addition, some of the "up to six" hires could consist of "look see" visitors. The goal is to start advertising as early as possible so that we can have up to three of the hires completed before the AALS Faculty Recruitment Conference in October, with another three ideally to be hired after the conference. The requested hires would fall into the following areas: (1) Oil and Gas, which is heavily funded through an Endowed Chair, (2) a primary clinician, and (3) up to four faculty members to teach in the areas of civil procedure, property, con law and rights, and/or criminal law and procedure.

Nathalie Martin moved to adopt the plan, and Serge Martinez seconded it. The floor then opened for discussion. Professor Camille Carey proposed a friendly amendment, which was accepted, that we would seek to hire up to three people before the AALS conference with "the balance" to be hired after the conference. Dean Pareja clarified that this does not necessarily mean we will hire six faculty members. We are just preserving the flexibility to do so and letting the Provost know that we hope to fill these six slots in the near future. Dean Pareja also noted that the possibility of hiring six people is also obviously limited by the salaries of the first few hires. If they are more expensive hires, for example, we may only have funds for a total of five hires.

Professor Maryam Ahranjani also proposed a friendly amendment, which was accepted, that we would seek to hire one or more lateral “tenure-track” faculty members, including pre-tenured and tenured faculty, as well as entry-level hires with scholarly and teaching potential.

After more discussion, a vote was taken, and the plan was adopted, including the friendly amendments. The vote was fourteen in favor, none opposed, and five abstentions.

**ACTION ITEM: Vote on proposed grade deadline policy – Deans Mathewson and Pareja:**

This is an issue that students have raised as a serious problem. As a preliminary matter, it is imperative that all faculty members turn in their final course grades in a timely manner. Based on concerns raised by students, Dean Pareja solicited a motion to adopt changes to the “Submission of Grades by Faculty” section of the Law School’s Bulletin and Handbook of Policies, as reflected in redline on the attached **Exhibit A**. Professor George Bach moved to accept the proposed changes, and Professor Camille Carey seconded the motion. The motion was then opened up for discussion. A motion to increase the proposed number of days from 20 to 25 died without a second. Two friendly amendments were proposed and accepted. First, the following language is to be added to the end of item number 2 on the proposal: “or the last day of classes, whichever is later.” Second, it is to be noted that this proposal will take effect at the end of the fall semester of 2018. A vote was then taken to approve the proposed changes, including the friendly amendments. It passed with twelve voting in favor, one against, and three abstentions.

**Report on the Kellogg Program Committee’s work – Beth Gillia and Associate Dean Aliza Organick, Chair of Kellogg Program Committee:** Beth Gillia gave a quick overview of where the Kellogg Program Committee’s work stands. The grant’s total budget of \$2,652,487 started on February 1, 2016. It will end on September 30, 2021. March 31, 2018 marks the end of the second annual grant period. As of that date, only 22 percent (\$529,493) of the total grant funds has been spent, leaving 78% (\$2,122,994) remaining to be spent. That said, there are significant anticipated expenses in the near future, including scholarships, stipends, fellowships, and loan forgiveness.

At the request of the Child & Family Justice Scholars, their name has been changed to Child & Family Justice Advocates. The feeling was that that name is more in line with the goals of the program. Six students in the incoming fall class have already been selected to be incoming Child & Family Justice Advocates. In addition, we are holding up to two additional spots for applicants from PLSI.

Beth Gillia thanked Associate Dean Aliza Organick and Professor Carol Suzuki for their leadership and organization. She also thanked Professor Maryam Ahranjani for keeping the Marshall-Brennan Project running successfully and for helping establish the undergraduate social justice course that will be offered as part of the freshman learning communities. It will be taught by Quiana Salazar-King and Leon Howard, and Beth thanked both of them as well. Beth also thanked Admissions and Career Services for providing incredible outreach to potential Child & Family Justice Advocates, as well as support (academic and otherwise) to the Child & Family Justice Advocates, to students seeking fellowships, and to potential host organizations. She also thanked Advancement for developing a website that focuses on activities and successes under the grant. The roll out will be during the current grant period, and the committee is seeking your input on materials to be included.

Associate Dean Organick then thanked the committee, the subcommittee, and the Deans for all their help and guidance, and laid out the goals for next year:

- Deliver a multidisciplinary summit on increasing access to quality mental and behavioral healthcare for children and families in New Mexico.
- Develop faculty and staff engagement with Child & Family Justice Advocates (1-day orientation for incoming Advocates, introducing Advocates to faculty and members of the legal community with interests that align with their goals and values, providing faculty mentors to Advocates).
- Host an event highlighting the NMILC/EJW fellowships funded by the Kellogg Foundation and the Transformative Advocacy Fellowships.
- Better integration of networking, lunchbox speakers, and linking to potential host organizations.
- Long-term curricular planning to support the grant.
- Collaborate with NMILC on the promotion and selection of our fellows, and formal evaluation of our fellowship programs.
- Help students develop better fellowship proposals (especially on developing their theory of change) through more workshops and discussions.

Associate Dean Organick stated that, once the yearly report is complete, she will send it to faculty by email.

**ACTION ITEM: Vote on whether to endorse Academic Success Working Group Recommendations – Professor Jeanette Wolfley, Chair of Academic Success Working Group:**

Dean Pareja reminded the faculty that, at the last faculty meeting, the Academic Success Working Group gave their recommendations, which Professor Wolfley went through individually. The group is now asking for the endorsement of the faculty of their recommendations (found in **Exhibit B**). This is merely a vote to endorse, which does not directly affect any of our current policies.

Professor Mary Pareja asked if the recommended changes to the faculty syllabi would mean that faculty would be required to change their syllabi to conform with the Working Group’s recommendations. Dean Pareja clarified that these were simply recommendations that the faculty would be endorsing at a general level. Professor Wolfley then noted that, with respect to item number 2 in the recommendation, the list of faculty members would not be in a Dean’s Warning Letter, but instead would be made available through Beth Kaimowitz in Student Services.

After further discussion, it was agreed to vote on the recommendations as a general endorsement. Votes on specific policy changes would need to be brought individually to the faculty next year. The vote was cast and approved fifteen in favor, zero against, and zero abstentions.

**Report on US News ranking process – Dean Sergio Pareja:** U.S. News’ most recent ranking (the 2019 ranking) ranks 194 law schools that are fully accredited by the American Bar Association. The overall rankings are based on a weighted average of the following four “measures of quality”:

- Quality Assessment (40 percent)
- Selectivity (25 percent)
- Placement Success (20 percent)
- Faculty Resources (15 percent)

These measures of quality for overall rankings are broken down further below:

### **Quality Assessment (40 percent)**

**Peer assessment score (25 percent):** In fall 2017, law school deans, deans of academic affairs, chairs of faculty appointments, and the five most recently tenured faculty members (eight people total at each school) are asked to rate all 194 law schools on a scale from marginal (1) to outstanding (5). A school's score is the average of all the respondents who rated it. Only sixty-four percent of those surveyed responded. Dean Pareja wants to prioritize ensuring that those eight people at each school see what we've been doing, either on-line, by mail, or through presentations of our work.

**Assessment score by lawyers and judges (15 percent):** In fall 2017, hiring partners of law firms, practicing attorneys, and judges were asked to rate programs on a scale from 1 (marginal) to 5 (outstanding). Each law school provided U.S. News with the names of those surveyed or that school. Dean Pareja intends to take a closer look at the names of people we identify this summer, with a special focus on ensuring that all survey recipients respond to the survey.

### **Selectivity (25 percent)**

**Median LSAT score (12.5 percent):** These are the combined median scores on the Law School Admission Test of all 2017 full-time and part-time entrants to the J.D. program. Note that these are median scores (half the scores are higher and half the scores are lower) rather than mean (average) scores.

**Median undergraduate GPA (10 percent):** This is the combined median undergraduate GPA of all the 2017 full-time and part-time entrants to the J.D. program. Again, this is the median score rather than the mean score.

**Acceptance rate (2.5 percent):** This is the proportion of applicants who were accepted for the 2017 entering class.

### **Placement Success (20 percent)**

**2016 graduates employed at graduation (4 percent)**

**2016 graduates employed 10 months after graduation (14 percent)**

**Bar passage rate (2 percent):** This is the ratio of the bar passage rate of a school's 2016 graduating class to that jurisdiction's overall

state bar passage rate for first-time test-takers in February and July of 2016.

### **Faculty Resources (15 percent)**

**Expenditures per student on instruction, library, and support (9.75 percent):** This is the average expenditures per student for the 2016 and 2017 fiscal years.

### **Financial aid spending (1.5 percent)**

**Student-faculty ratio (3 percent):** This is the ratio of law school students to law school faculty members for 2017. Our loss of faculty members in recent years has hurt us in this area.

**Library resources (.75 percent):** This is the total number of volumes and titles in the school's law library at the end of the 2016 fiscal year.

Unlike “overall” rankings, “specialty” rankings are based exclusively on votes by faculty members at the 194 law schools. Specifically, each law school’s dean identifies one faculty member at that school for each of the nine ranked specialties. That faculty member receives a survey form in the mail from US News that he or she uses to nominate up to 15 schools in each field.

Programs are numerically ranked in descending order based on the number of nominations they received, as long as they received seven or more nominations in that specialty area. It is imperative that recipients of the ranking forms at UNM actually complete and return the forms, assuming that they are identifying UNM as one of the top schools in that specialty. To improve our specialty rankings, we must make our work known to the person who is most likely to complete the ranking form at each of the 194 ranked law schools. For the clinic, for example, that is likely to be the clinic director at each law school.

The nine ranked specialties are as follows: clinical training, dispute resolution (ADR), environmental law, health law, intellectual property, international law, legal writing, tax law, and trial advocacy. Dean Pareja has started conversations with Professor Reed Benson and Associate Dean Organick regarding ways to improve our ranks in environmental law and clinical training.

Dean Pareja believes that we should not obsess over rankings because that would radically alter who we are as an institution. That said, there is no denying that rankings affect our ability to recruit students and faculty to our law school and to place our graduates in jobs. Because of this, he also believes that US News rankings should not be ignored, and we need to pay attention to them. With this in mind, he will be looking into ways to improve our specialty and overall rankings.

*A motion to adjourn was made and seconded. It passed by general consent. The meeting was adjourned at 5:11 p.m.*

## Exhibit A

### **Submission of Grades by Faculty**

Faculty shall submit grades for all courses to the Registrar's Office as soon as possible but no later than:

1. For classes in which an examination is given, faculty exam grades will be due ~~30~~to the Registrar 20 calendar days from the day the faculty member receives his/her examinations from the Registrar.
2. If the class is a seminar with a paper, the grades on the paper must be submitted within ~~30~~20 calendar days from the due date for the papers.
3. If the professor requires both a paper and a final examination, the final grades on both are ~~due 30-20~~ calendar ~~days from either the paper~~ due date or from the date the examinations are delivered to the faculty member, whichever is later.
4. All ~~clinic~~Clinic grades ~~will be, or grades in experiential classes with no exams or papers,~~ are due one business day before the first day of the following semester or summer term.
5. All final course grades are due on the first business day after the registrar returns all components of the course grade to the professor. The grades are due in the Registrar's Office no later than 5:00 p.m.

### **Late Submission of Grades by Faculty**

No exceptions will be made except with the approval of the Dean for good cause shown which is normally construed as circumstances unanticipated and beyond the control of the faculty member. The affected students will be notified of any exceptions permitted by the Dean and the reason why the professor has requested the extension if the Dean concludes that such action is appropriate.

Monetary fines for the submission of late grades, whether exam grades, paper grades, or final course grades, without an extension will be \$50 per class per day or any portion of a day that grades are late. Faculty, previously submitting late grades, will be fined \$100 per day. Payment of fines will be received by the Registrar. The Dean, however, may take into consideration the fact that a faculty member has not submitted grades in compliance with this policy and without obtaining an extension or has not paid fines that have been imposed when determining a faculty member's eligibility for summer research grants, reimbursement for professional travel, and any requests for course release or sabbaticals.

## **Attachment B**

### **Recommendations and Proposals to Faculty on Strengthening Student Academic Preparation and Success**

#### **Academic Success Working Group**

Jeanette Wolfley, Chair

George Bach

Scott England

Beth Kaimowitz

John LaVelle

Jenny Moore

Alexandra Siek

Sarah Steadman

Cliff Villa

Ted Occhialino (Spring only)

Marsha Baum, ex officio

CHARGE: This is an experimental program that may be modified. In collaboration with the Associate Dean of Academic Affairs and the Director of Academic Success, members of the [Working Group] will develop a proposal to present to the faculty to increase faculty involvement in work with students who are at risk academically. The members of this [Working Group] will assist students who are or were on academic probation or warning directly one-on-one. The [Working Group] may also identify faculty members to work individually with students who may be at risk.

#### **INTRODUCTION**

The Law School has existing programs and courses to assist students in preparing for taking the New Mexico bar and increasing the passage rate, counseling for law students who may be on academic suspension and probation, and advising students who face challenges negatively affecting their performance in law school. The Academic Success Working Group was formed to discuss and identify what further actions or initiatives there may be for creating a positive law school climate to support and strengthen all law students' learning through increased faculty engagement with students, and for developing ways to better serve law school students. This proposal of the Academic Success Working Group ("Working Group") presents the Working Group's proposals for the full faculty's consideration and approval.

#### **CURRENT INITIATIVES**

The demanding academic workload, rigorousness of the law school curriculum, and the need to cope with the new stresses law school brings are challenges that students encounter during the first year of law school. Currently, there is an established Peer Adviser program where third-year law students advise first-year students, and all first-year students have mentors. It is unclear how effective this program is and whether it should be continued. The Law of Indigenous Peoples Program (L&IP Program) assigns faculty advisers to all students who are seeking the Indian Law Certificate. Additionally, the L&IP Program has a welcome dinner for all first-year Native law students. This semester, the L&IP Program successfully held a



roundtable discussion for Native law students to discuss challenges and solutions for academic success. The Natural Resources and Environmental Law (NREL) Program also assigns faculty advisers to all students who are seeking the NREL Certificate. The role of the faculty advisers for the L&IP Program and the NREL is to facilitate the advising of students with respect to the student's general academic progress, certificate program requirements, and related matters.

#### STUDENTS WHO ARE AT RISK ACADEMICALLY

The Law School has developed four categories of students who are at risk based on their grade point average, and the recommended actions: (1) a student whose grade point average falls below 2.0 after the first semester will be placed on automatic suspension and be required to meet regularly with the Director of Academic Success, and a faculty adviser may be assigned; (2) a student whose grade point average falls below 2.0 after completing 15 credit hours will be suspended and may petition for readmission; if readmitted, the student is placed on probation and required to meet regularly with the Director of Academic Success, and a faculty member may be assigned; (3) a student whose grade point average is at least 2.0 but below 2.25 will receive a Warning Letter from the Dean or Dean's designee, and those students are required to have an advising session with the Director of Academic Success; and (4) the new policy is that students with a grade point average of at least 2.25 but below 2.5 will be required to have a mandatory advising session with the Associate Dean for Academic Affairs or designee.

Currently, there are 2-5 students per semester who are on probation; 8-12 students per semester who have received a Warning Letter regarding their grades; and another 10 students per semester would be required to have mandatory academic advising. As set forth in the Charge, Working Group faculty "will" assist students on academic probation, and currently some faculty are assisting students.

#### RECOMMENDATIONS AND PROPOSALS

In addition to the current initiatives, the Working Group supports other proactive advising initiatives aimed at *all students*, with the objective of demonstrating concern and care for students, strategically providing them information, avoiding approaches with potentially stigmatizing effects, and helping students to address academic challenges and thrive in the law school environment. These initiatives are different than programs and initiatives that target or single out at-risk student populations such as first-year, first-generation, or academically at-risk students, and are supplemental to the support programs designed to help students resolve probation or suspension issues and improve academically. By engaging in proactive advising, faculty can reach out to a large number of students, some of whom may not previously have sought advising. By intentionally contacting students, advisers can take control of scheduling appointments for students and engage in early support and intervention in the pursuit of helping students avoid academic problems. It is important for faculty advisers to connect with first-year students very early in their first semester so that they may present opportunities for positive engagement with the students, achieve a general sense of how the students are doing academically, and establish an appropriately supportive and beneficial professor-student rapport.

The Working Group has the following recommendations for faculty involvement with students:

- 1. Academic Success Volunteer Faculty Pool.** It is recommended that a volunteer pool of faculty members to assist students on probation be created. This would be accomplished by announcing the volunteer faculty program and asking for volunteers at a faculty meeting. The

Academic Success faculty will be available to students on academic probation, warning, or on mandatory advising, in the order of priority, as resources permit.

**2. Warning Letters.** It is recommended that the Dean's Warning Letter include a list of faculty members who are available to advise the student and encourage the student to seek out an adviser. [NOTE, THIS RECOMMENDATION IS A CHANGE IN POLICY. UNDER EXISTING POLICY, SET FORTH ABOVE, A STUDENT IS REQUIRED TO MEET ONLY WITH THE DIRECTOR OF ACADEMIC SUCCESS]

**3. Faculty Advisers for All First-Year Law Students.** It is recommended that each first-year student be assigned a faculty adviser. The adviser could be chosen from among the full-time faculty members. The advisers would be responsible for meeting with each student early in the semester, preferably within the first three to four weeks of the semester.

**4. Teaching Assistants' Meetings with All First-Year Law Students.** Currently, Teaching Assistants assigned to the required first-year classes often are underutilized by students. It is recommended that faculty encourage students to utilize the services of the Teaching Assistant. We further recommend that faculty, who utilize Teaching Assistants draft a paragraph describing the Teaching Assistants' duties and responsibilities, which assist the faculty member in the course. Following the compilation of the faculty submissions, a colloquium would be scheduled to review and discuss the various tasks and responsibilities that Teaching Assistants may provide to students and the faculty.

**5. Mandatory Training.** The Teaching Assistants shall participate in an orientation prior to beginning work. It is recommended that the orientation be expanded to include one hour of administrative training, and one hour to meet with the Director of Academic Success and participate in a collective training on how to assist students with legal analysis. All faculty are encouraged to participate in the training to learn about effectively advising students to support their academic success.

**6. Faculty Training.** It is recommended that faculty training may assist faculty in learning how to effectively advise students and also identify ways to increase academic success through advising.

**7. Self-Care.** It is recommended that the Law School stress the importance of self-care to our students. Students should eat healthy, drink water, stay in touch with nature, sing, dance, exercise, and generally be kind to themselves. The Working Group members agree that it is important for students to not lose their sense of who they are during the process of learning to practice law and developing their professional identity.

**8. Student-Professor Meetings.** It is recommended that professors place in their syllabus a requirement that each student must meet with the professor in a one-on-one meeting during the semester. Professors should also regularly encourage students to visit during office hours.

**9. Peer Study Groups.** It is recommended that peer study groups be encouraged. A sign up sheet (or other method recommended by the students) for students who are interested in working with other students by, for example, forming study groups should be supported.

**10. Student Survey.** It is recommended that a short survey be developed to ask students, particularly third-year students, what initiatives for student support and engagement with faculty they thought were helpful and why, which were not helpful and their suggestions for improvement, including what new initiatives should be developed.

**11. Academic Success Tutor.** It is recommended that a legal analysis tutor be assigned to assist the Director of Academic Success in providing academic success training, general and individualized examination taking skills, and counseling. A general legal analysis training may be offered each semester (during lunch time) or through a guest lecture invited by faculty to their class.