


The University of New Mexico

School of Law
Office of the Dean
1117 Stanford NE
Albuquerque, NM 87131-1431
Telephone (505) 277-4700
FAX (505) 277-1597

MEMORANDUM

TO: LAW FACULTY
FROM: ROBERT J. DESIDERIO, DEAN 
DATE: April 14, 1999
SUBJECT: FACULTY MEETING

**Faculty Meeting Agenda
Monday, April 19, 1999
Dean's Conference Room
4:00 p.m.**

1. Approval of Minutes of March 8, 1999 and March 29, 1999 Faculty Meetings
2. Dean's Report
3. Curriculum Committee Report - Associate Dean Alfred Mathewson
4. Student Affairs Committee Report on Exit Questionnaire - Jenny Moore (see attached)
5. Teaching Excellence Committee Report - Ted Occhialino
6. New Business

RJD:mb

Attachment

April 19, 1999

Faculty Meeting Minutes
School of Law
Dean's Conference Room, 4:00 p.m.

Present: Baum, Bergman, Blumenfeld, Bobroff, Browde, Canova, Desiderio, Fritz, Gill, Hall, Land, Lopez, Martin, Martinez, Mathewson, Moore, Norwood, Occhialino, Romero, Schwartz, Winograd, Wolf, Zuni-Cruz

Others: Connie Backhouse, University of Western Ontario

Student Representatives: Lewis, Martinez

Absent: Creel, Dratler, DuMars, Ellis, Hart, Kelly, MacPherson, Montoya, Valencia-Weber

Dean Robert Desiderio called the meeting to order at 4:15 p.m.

After proper motion and second, the minutes of the March 8, 1999 and March 29, 1999 meetings were approved as distributed.

Associate Dean Peter A. Winograd introduced Professor Connie Backhouse of the University of Western Ontario and welcomed her to the faculty meeting. Professor Backhouse then spoke for a few minutes on continuing the North American Student Exchange Program and the possibility of beginning a faculty exchange program with the University of Western Ontario. The University has begun a January mini-semester program and hopes to attract faculty from other Universities.

Dean's Report

Professor James W. Ellis has been awarded the newly established Paul G. Hearne Award for Disability Rights for his significant contributions to furthering the rights, dignity, and access to justice for people with disabilities. A round of applause from the faculty greeted this announcement. Professor Ellis will receive the award on July 26, 1999, in Washington, D.C.

Dean Desiderio and the faculty applauded Barbara Blumenfeld's hard work in planning and organizing the Advocacy tournament held at the law school last week.

Dean Desiderio announced that the University is considering a proposal for a Faculty Dispute Resolution Center.

Dean Desiderio reminded the faculty of the meeting of the Board of Visitors at the law school on Friday, April 23. Faculty are encouraged to attend the luncheon on the patio and the reception in the evening at the Desiderio home.

Dean Desiderio announced that Ditch Day will also be held on Friday, April 23.

Dean Desiderio reminded the faculty that exams begin in two weeks on May 3.

Professor Tim Canova announced a Teach-In on the subject of the War in the Balkans on Thursday, April 22, at 12:30 p.m.

Dean Desiderio announced that he had received the Bratton Hall space assessment master plan from the DLR Group, and that it would be copied and placed on reserve in the Faculty Library, the Library, IPL, the Clinic, the Faculty and Staff Lounges, and the Dean's office for anyone who wishes to review it. Dean Desiderio will be asking faculty to make financial contributions to the building project. When Dean Desiderio and Harvey Morse approach the Kresge Foundation for funds in May, one thing Kresge will look at is the support that has already been raised from faculty, alumni and friends of the Law School.

Associate Dean Peter A. Winograd announced that the class schedule for the 1999-2000 academic year will be out early next week. Because of the lateness of the schedule, there will be no formal advisement week this year.

Curriculum Committee Report:

Associate Dean Alfred Mathewson distributed the attached memo to the faculty with a recommendation that in order to earn credit for their moot court experience, students must enroll in a two-credit Appellate Advocacy course. Students may participate in moot court competitions without taking the course, but will not receive credit for the moot court. The Law School will make a good faith effort to provide a coach for each competition to the extent permitted by budgetary considerations.

Professor Leo Romero suggested that the policy be expanded to include mock trial teams.

After discussion, Dean Desiderio called the question, and Professor Rob Schwartz requested that the faculty be given more time to consider the proposal. Dean Desiderio then tabled the motion until the May 10 faculty meeting.

Student Affairs Committee Report on Exit Questionnaire:

Professor Jenny Moore, Chair of the Student Affairs Committee, asked for discussion on the draft student exit interview questionnaire recommended to the faculty. The questionnaire would be distributed to all third-year students for their responses and a small focus group would be interviewed personally. It is hoped that there would be a sufficient response from the students to provide constructive criticism which would assist the Law School in its preparation of the self-study document required for the ABA site visit evaluation in 2000. Discussion of the exit questionnaire followed. Professor Rob Schwartz suggested that the Committee have a statistician study the questionnaire for any bias in the wording of the questions, and questioned where the resources would come from to administer the questionnaire and how the information

would be used. Professor Leo Romero made a motion to restate question #9 to ask the students to list techniques of ineffective teachers without listing names of ineffective teachers. The motion was seconded by Professor Antoinette Sedillo Lopez, and when voted on, the motion carried. Associate Dean Alfred Mathewson asked if a question about faculty scholarship could be included in the questionnaire. Associate Dean Peter A. Winograd suggested that question #8 be worded parallel to question #9 when the questionnaire is revised. Marsha Baum requested that a question be added regarding the Law Library facilities and that question #23 be divided into two questions, one asking about the expertise of the Law Library staff and one asking about the helpfulness of the Library staff.

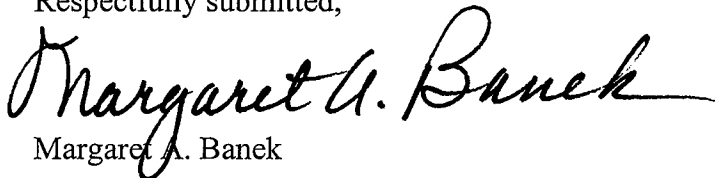
With these amendments, Dean Desiderio called the question, and the motion carried.

Teaching Excellence Committee Report:

Professor Ted Occhialino, Chair of the Teaching Excellence Committee, distributed a report (attached) recommending that (1) the faculty designate the Teaching Effective Committee as a permanent standing Committee at the School of Law and (2) that the Teaching Effectiveness Committee design and implement programs to enhance the quality of teaching at the School of Law including, but not limited to, those listed in the document. Professor Occhialino requested that, due to the lateness of the hour, the motion be tabled until the May 10 faculty meeting. Dean Desiderio tabled the motion until the May 10 faculty meeting.

The meeting adjourned at 5:35 p.m.

Respectfully submitted,

A handwritten signature in black ink that reads "Margaret A. Banek". The signature is written in a cursive, flowing style.

Margaret A. Banek

:mb

Attachments

To: Members of the Faculty

From: The Curriculum Committee

Subject: Proposal: Appellate Advocacy and Moot Court Competitions,
approved by the Curriculum Committee: April 14, 1999

Action Requested: Faculty Approval

It is necessary to change the structure within which our students presently earn credit for participation in moot court competitions. The present rule provides that students earn credit for participation in moot court competitions approved by the curriculum committee and the faculty. The practice of the committee has been to recommend approval of credit for those competitions that permit sufficient faculty participation as to assure that the competition provides academic value. It has also been the practice of the committee to assign teaching responsibility and credit to a faculty member for coaching and teaching the academic component of the competition. The proliferation of moot court competitions that attract the interest of our students combined with the deviations among the competitions with respect to academic value makes our present rule unworkable. For the purpose of achieving the twin goals of assuring consistent academic content while at the same time encouraging participation in moot court competitions, the curriculum committee proposes:

1. Appellate Advocacy, a 2-credit course, shall be offered every Fall semester by a full time member of the faculty. All students who wish to participate in moot court competitions for credit shall be required to take the course in Appellate Advocacy as a co- or prerequisite to participation in a moot court competition. Students who participate in a moot court competition by writing a brief and engaging in oral argument shall earn one additional credit. Students who develop problems and administer a moot court competition in the year following the year in which they themselves participate in a moot court competition may earn one additional credit.
2. Enrollment in the Appellate Advocacy course is not limited to those who wish to participate in moot court competitions.
3. Students may participate in moot court competitions without taking Appellate Advocacy, but may not earn credit for moot courts unless they have taken Appellate Advocacy either before or together with the moot court competition that they wish to participate in.
4. Coaching of moot court teams both with respect to brief-writing and oral argument will be provided by adjunct teachers and full-time members of the faculty to the extent allowed by the various competitions. The law school will make a good-faith effort to provide a coach for each competition to the extent permitted by budgetary considerations.

Ad Hoc Teaching Effectiveness Committee

Report to the Faculty

April 19, 1999

The committee presents the following recommendations for action to the faculty.

MOTION: That the faculty designate the Teaching Effectiveness Committee as a permanent standing committee at the School of Law.

MOTION: That the Teaching Effectiveness Committee design and implement programs to enhance the quality of teaching at the School of Law including, but not limited to the following:

1) Visiting Classes of Colleagues

{This component should be planned during the summer of 1999 and should go into effect in August, 1999}

- Six Groups of Five Professors Each Semester {Group to Change each Semester)
- Each member of the group will be observed once and will observe four times.
- Each visit will include:
 - Pre Class Discussion with Teaching Professor
 - Classroom visit
 - Post Class Follow Up with Teaching Professor
- No reporting to the Dean or the Tenure and Promotion Committee
- If appropriate, the Committee may watch a videotape of the class rather than attend class.

2) "Shadow System" for Professors Teaching New Courses

{This component should be approved now, and implemented beginning in at the end of the Spring Semester, 2000}

- For a teacher teaching an existing course for the first time
- The teacher may ask the Dean for a one-course released teaching load the year or semester before teaching the new course
- In return for the reduced load the professor will shadow the professor who is teaching the course, meeting prior to class, attending all classes and generally learning the materials and viewing the existing instructor.
- The Dean and Curriculum Committee should set aside at least four “reduced load/shadow” slots per year

3) Summer Grants for New Course Development

{This component should go into effect immediately}

- In allocating summer research stipends, the Law School should treat requests to design a new course on an equal footing with requests for grants to research and publish articles
- In allocating summer research stipends, the Law School should treat requests to prepare to teach a course for the first time on an equal footing with requests for grants to research and publish articles.

4) Teaching Effectiveness Discussions

{This component should be planned during the summer of 1999 and should go into effect in August, 1999}

- The Committee shall organize and conduct a regular series of discussions, at least twice a month.
- Led by law school faculty and visiting faculty
- Concerning topics relating to teaching effectiveness, chosen after consultation with the faculty.

Examples

Interdisciplinary Teaching

Attendance

Class Room Participation

Conducting Effective Seminars

Function and Use of Tutors

Technology in the Classroom

Interaction between Clinic and Non-clinical courses.

Mid Term Course Evaluations

Conducting Effective Seminars

5) Taped, Edited and Transcribed Conversations with Students

{This component should be planned in the Fall of 1999 and should be implemented during the Spring Semester, 2000.}

- The Committee will meet with all transfer students and visiting students individually or in groups to videotape interview these students in order to learn their perspective of the strengths and weaknesses of the teaching at their prior Law School and UNM.
- The Committee will edit the tapes and prepare written transcripts of the edited version for presentation to the faculty.

6) Exit Interviews with Graduating Students

{This component will go into effect immediately after the first Exit Interviews are administered}

- With the assistance of the Dean, the Committee will review those portions of the Third Year Exit Interview that deal with teaching matters and will prepare a report to the faculty of the data and suggestions for faculty consideration.

7) Sending UNM professors to Other Law Schools to Observe Teaching

{This component will go into effect next Fall. This component will require an expenditure of funds}

The Committee will communicate with other law schools and establish opportunities UNM Law Faculty members to visit other law schools when school is in session in order to view other teaching methodologies at other law schools. UNM will reciprocate.

8) Encourage Attendance at Institute for Law School Teaching

{This component will be effective immediately. This component sill required the expenditure of funds.}

9) Encourage joint teaching of classes where multiple teachers are teaching the same subject at the same time.

{Planning this component will begin immediately and will go into effect in the Fall.}

- LWRR; Advocacy; Multi-Section Courses
- Expand Semester-Long Orientation to Cover Legal Process and Team Teach.



The University of New Mexico

School of Law
1117 Stanford NE
Albuquerque, NM 87131-1431
Telephone (505) 277-2146
FAX (505) 277-0068

TO: Faculty

FROM: Jennifer Moore
Chair, Student Affairs Committee

RE: Student Exit Interview Questionnaire

DATE: April 14, 1999

Dear Colleagues:

Attached please find the draft Student Exit Interview Questionnaire, prepared by the Student Affairs Committee. We will be discussing this document during next Monday's faculty meeting, and your feedback will be appreciated.

Sincerely, Jenny Moore

If you wish, please elaborate on your views regarding any of the above issues:

For the following questions please circle the appropriate number where 1 represents “Very Poor” and 5 represents “Very Good.” After each question there is additional room for comments.

This series of questions focus on the education provided by the UNM School of Law.

	Very Poor	Poor	Average	Good	Very Good
Question #2: Please evaluate the education you received at UNM.	1	2	3	4	5

Please elaborate on this evaluation if you wish:

Question #3: Please evaluate how well you believe that your education has prepared you to enter the job market.	1	2	3	4	5
--	---	---	---	---	---

Please elaborate on this evaluation if you wish:

Question #4:

Law schools are generally thought to have three missions: to educate students, to contribute to legal scholarship and to engage in service activities. In your view which of the following statements best reflects the relative priorities assigned to these missions by the UNM Law School faculty? Check the appropriate response.

Does UNM consider

- Teaching to be the main priority
- Research to be the main priority
- Service to be the main priority
- Research, teaching and service to be of equal priority
- Don't Know/No Answer

In your view, which of the following should reflect the law school's priorities?

- Teaching
- Research
- Service
- Teaching, research and service all equal priority
- Don't Know/No Answer

Please elaborate if you wish:

The next questions ask you to evaluate your educational experience in the classroom.

Question #5:

Please indicate your view of the effectiveness of the following teaching techniques and formats which you may have experienced in non-clinical classes:

TEACHING METHODOLOGY

	Counter Productive	Not Effective	Marginally Effective	Effective	Very Effective
Large class Socratic method (professor calls on students and recognizes volunteers)	1	2	3	4	5
Large class lecture	1	2	3	4	5
Large class lecture with volunteer student participation	1	2	3	4	5
Small class or seminar discussion	1	2	3	4	5
Small class or seminar lecture	1	2	3	4	5
In-class small group exercises ("break-out" groups, moot court problems, etc.)	1	2	3	4	5
Individual student presentations	1	2	3	4	5
Discussion format with student discussion leaders	1	2	3	4	5
Professor office hours	1	2	3	4	5
Tutor office hours	1	2	3	4	5
Professor review sessions	1	2	3	4	5
Tutor review sessions	1	2	3	4	5
Question and answer sessions via e-mail	1	2	3	4	5
Audio-visual aids in the classroom (over-heads, computer-assisted presentations, etc.)	1	2	3	4	5

Other:

_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Question #6:

Based on the list in #5, please elaborate on any teaching technique(s) that you feel served to promote your own learning process, giving specific examples if possible:

Question #7:

Based also on the list in #5, please elaborate on any teaching technique(s) that you feel served to frustrate your own learning process, giving specific examples if possible:

Question #8:

Please list up to five professors that you believe were particularly *effective* as teachers in courses that you took and provide reasons for each. (This question, like Questions #9 - #12, applies to independent studies and clinical, moot course and journal courses, as well as other classroom courses.) In each case, please specify the class(es) which you took from the respective instructor.

1.

2.

3.

4.

5.

Question #9:

Please list up to five professors that you believe were particularly *ineffective* as teachers in courses that you took and provide reasons for each. (This question applies to independent studies and clinical, moot court and journal courses as well as other classroom courses.) In each case, please specify the class(es) which you took from the respective instructor.

1.

2.

3.

4.

5.

The next series of questions focus on the curriculum at the UNM School of Law.

	All desired courses		Some		Most desired courses
Question #10:					
Please indicate whether you found that the sequence and frequency of courses enabled you to enroll in all or most of the courses that you wished to take.	1	2	3	4	5

Please provide any comments, suggestions, or criticisms you have regarding the Law School curriculum, including the extent of course offerings and the frequency of those offerings. If appropriate, please indicate those specific courses which you believe should be added to (or removed from) the curriculum, or offered more (or less) frequently.

Question #11:

Please identify any course(s) from which you significantly benefited in terms of learning, including the acquisition of practical or analytic legal skills, mastery of legal doctrine, exposure to social or historical issues, etc.:

Question #12:

Please identify any course(s) which you feel best prepared you for your chosen field of practice and indicate why:

The next series of questions focus on the clinical programs at the UNM School of Law.

	Very Poor	Poor	Average	Good	Very Good
Question #13: Please evaluate the particular Clinic in which you participated.	1	2	3	4	5

Name of the Clinic:

If you wish, please elaborate on your clinical experience, giving as much detail as possible regarding the positive and negative aspects of your learning experience. You may also wish to comment on your estimation of the educational quality of the UNM clinical program overall.

	Very Unhelpful	Unhelpful	Average	Helpful	Very Helpful
Question #14:					
Please evaluate the extent to which you believe that the Clinical Law program helped you develop skills relevant to your chosen area of practice after law school.	1	2	3	4	5

If you wish, please elaborate:

	Very Unhelpful	Unhelpful	Average	Helpful	Very Helpful
Question #15:					
Please evaluate the extent to which you believe that the Clinical Law program helped expose you to other important legal issues relating to professional responsibility, client relations, collaboration with community organizations, etc.	1	2	3	4	5

If you wish, please elaborate:

The next series of questions focus on grading policies and methodologies at the UNM School of Law.

Question #16:

What is your understanding of the accomplishments or abilities that grades should evaluate: understanding of doctrine, acquisition of skills, participation in the learning process, or some combination of these or other factors?

Question #17:

With reference to the range of factors reflected in question #17, what is your understanding of the accomplishments or abilities that are in fact reflected in UNM Law School grading practice? Please focus your answer on specific courses or types of courses as relevant.

	Very Poorly	Poorly	Average	Well	Very Well
Question #18: Depending on your answers to questions #17 and #18, how well do you feel that the overall grades that you received effectively reflected the relevant accomplishments or abilities?	1	2	3	4	5

If you wish, please elaborate, particularly regarding the effectiveness of grading methodologies in particular courses or types of courses. Please feel free to recommend improvements in grading methodology in specific courses or more broadly across the UNM Law School curriculum:

	Very Unhelpful	Unhelpful	Average	Helpful	Very Helpful
Question #19: Please evaluate the feedback that you received in your coursework outside of the formal grading process.	1	2	3	4	5

If you wish, please elaborate, including any suggestions regarding the forms of feedback that were or might have been most helpful or effective in particular courses:

	Very Poor	Poor	Average	Good	Very Good
Question #20: Please indicate your view regarding a mandatory grading curve.	1	2	3	4	5

(Please note in this regard that UNM Law School implemented such a policy in 1997-98, and that the policy was discontinued subsequently.)

Please elaborate if you wish, indicating, for example, whether you would support a grading curve for certain years, or for certain courses, or not at all, and why:

The next series of questions focus on the library resources provided by the UNM School of Law. (Room for general comments is provided at the end of this section.)

	Very Poor	Poor	Average	Good	Very Good
Question #21: Please provide an overall evaluation of the UNM Law Library.	1	2	3	4	5
Question #22: Please evaluate the Law Library's resource collections.	1	2	3	4	5
Question #23: Please evaluate the expertise and helpfulness of Law Library faculty/staff.	1	2	3	4	5

If you wish, please elaborate on any aspects of your views regarding the strengths or weaknesses of the Law Library, particularly regarding research training, research assistance or the breadth or depth of the Library's collections:

The next series of questions focus on the writing program provided by the UNM School of Law. (Room for general comments is provided at the end of this section.)

	Very Poor	Poor	Average	Good	Very Good
Question #24: Please evaluate your experience in LRRW with respect to your acquisition of analytical legal writing skills.	1	2	3	4	5
Question #25: Please evaluate your experience in Advocacy with respect to your acquisition of persuasive writing skills.	1	2	3	4	5

Question #26:

Please evaluate your experience in any advanced writing course(s). 1 2 3 4 5

Name of course(s): _____

If you wish, please elaborate on any aspects of your views regarding the writing program:

The next series of questions focus on the Career Resources Office at the Law School. (Room for general comments is provided at the end of this section.)

	Minimally Utilized		Utilized		Greatly Utilized
Question #27:					
Please characterize your personal utilization of the Career Resources Office (CRO).	1	2	3	4	5

Indicate, if relevant, any specific CRO program(s) or services(s) in which you took part, including counseling sessions, recruitment programs, career development workshops, speakers panels, etc., and how useful you found them:

	Very Poor	Poor	Average	Good	Very Good
Question #28:					
Please indicate the extent to which the Career Resources Office provided you with the necessary information for your job search.	1	2	3	4	5

Indicate, if relevant, any specific CRO resources which you consulted, including the CRO library, pamphlets, the *Student Update*, etc., and how useful you found them:

	Very Poor	Poor	Average	Good	Very Good
Question #29: Please indicate whether in your opinion the Career Resources Office staff members were knowledgeable and helpful.	1	2	3	4	5

If you wish, please elaborate on any aspects of your views regarding the Career Resources Office:

The next series of questions focus on CATS (Computer & Technology Services). (Room for general comments is provided at the end of this section.)

	Very Poor	Poor	Average	Good	Very Good
Question #30: Please evaluate the availability of computers to law students.	1	2	3	4	5

	Very Poor	Poor	Average	Good	Very Good
Question #31: Please evaluate the quality of software available to law students.	1	2	3	4	5

Question #32:

Please evaluate the quality and/or quantity of computer training provided by CATS. 1 2 3 4 5

Question #33:

Please provide your estimation of the extent to which CATS staff members were knowledgeable and helpful. 1 2 3 4 5

If you wish, please elaborate on any aspects of your views concerning CATS, particularly concerning how you would prioritize the need for increased computer access, training, technical assistance, etc., if you believe such needs exist:

The next series of questions focus on student organizations at the Law School.

Question #34:

Did you join or participate in any student organizations affiliated with the Law School? (Circle one)
Yes No

Please specify the names of the relevant organizations:

	Very Poor	Poor	Average	Good	Very Good
Question #35: Please evaluate the support provided to your organization, its activities or goals by the Law School administration.	1	2	3	4	5

Please elaborate if you wish:

	Very Poor	Poor	Average	Good	Very Good
Question #36: Please evaluate the support provided to your organization, its activities or goals by the Student Bar Association.	1	2	3	4	5

Please elaborate if you wish:

Question #37:
Were you able to find one or more student organizations at the Law School that shared your ideals and/or ideology? (Circle one)

Yes No

Please specify the names of any relevant organizations, and elaborate on the shared vision if you wish:

	Very Poor	Poor	Average	Good	Very Good
Question #38: Please provide your evaluation of the commitment to community service or community lawyering that is demonstrated by Law School student organizations in general.	1	2	3	4	5

Please elaborate if you wish, specifying the names of any relevant student organizations:

The next series of questions focus on tuition and fees at the law school. (Room for general comments is provided at the end of the section.)

	Very Expensive	Expensive	Reasonable	Inexpensive	Very Inexpensive
Question #39: Please provide your overall assessment of the cost of tuition at the law school.	1	2	3	4	5

Question #40: Please indicate your overall assessment of the fees charged at the law school.	1	2	3	4	5
---	---	---	---	---	---

If you wish, please elaborate on any aspects of your views concerning tuition and fees:

Question #43:

On balance, has your membership in or affiliation with this group or groups been a source of positive or negative experiences during your time here at UNM Law School?

(Circle one)

Positive

Negative

In either case, please explain, pointing to specific experiences where possible or relevant. Please also feel free to describe both positive *and* negative aspects of your overall experience. (Positive experiences would include but not be limited to the establishment of a support group. Negative aspect would include but not be limited to the experience of stigmatization resulting from group affiliation.)

Question #44:

Do you believe that your membership in this group or groups has facilitated or hampered your full participation in the wider Law School community?

(Circle one)

Facilitated

Hampered

In either case, please explain, pointing to specific experiences where possible or relevant. Please also feel free to describe both positive *and* negative experiences in this regard:

Question #45:

If relevant, how do you think that your fuller participation in the wider Law School community – and those of fellow members of the group or groups with which you are affiliated – could be realized? (Please be as specific as possible, including any suggestions regarding constructive changes in the curriculum, teaching methodology, orientation program, student governance, student-faculty-staff relations, etc.)

Question #46:

Has attending a law school with a diverse faculty, staff and student body enhanced or hampered your educational or professional objectives? Please be specific.

Question #47:

Please feel free to comment more generally on the climate which you believe exists at UNM Law School with regard to respect for differences among individuals and the various groups mentioned above. Especially welcome are suggestions for making this Law School a stronger community, built upon such shared values as mutual respect and honest discourse.

The next question concerns your general satisfaction with the UNM School of Law.

	Very Poor	Poor	Average	Good	Very Good
Question #48:					
Please evaluate your overall experience at UNM School of Law.	1	2	3	4	5

If you wish, please elaborate on your above assessment:

Finally, please provide the following background information on an optional basis.

Question #49: (Circle one)

Were you born in New Mexico?	Yes	No
------------------------------	-----	----

Question #50:

What is the total number of years you have lived in New Mexico? _____ Years

Question #51:

If you wish, please indicate the ethnic group to which you belong:

- _____ White, non-Hispanic/Caucasian
- _____ Asian/Pacific Islander
- _____ Black/African-American
- _____ Hispanic/Chicano(a)/Latino(a)
- _____ American Indian/Native American/Indigenous/Aleut
- _____ Middle Easterner
- _____ Other
- _____ Don't Know/No Answer

Addendum for 1999-2000

The next questions focus on the financial aid department at the UNM School of Law. Please focus your responses on the Law School's financial aid services rather than the University services provided at Mesa Vista Hall. (In the space for general comments provided at the end of this section, you may wish to comment upon University financial aid services as well.)

	Minimally Utilized		Utilized		Greatly Utilized
Question #27:					
Please characterize your personal utilization of the School of Law's Financial Aid department.	1	2	3	4	5
Question #28:					
Please indicate whether in your opinion the Law School's Financial Aid department had the necessary information for you to apply for the financial aid packages for which you were eligible.	1	2	3	4	5
Question #29:					
Please indicate whether in your opinion the Law School Financial Aid department staff members were knowledgeable and helpful.	1	2	3	4	5

If you wish, please elaborate on any aspects of your views regarding the Financial Aid department: