




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**

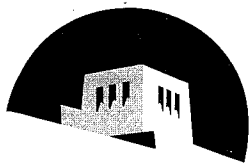
**TO:** LAW FACULTY  
**FROM:** ROBERT J. DESIDERIO, DEAN   
**DATE:** AUGUST 26, 1999  
**SUBJECT:** FACULTY MEETING

---

**Faculty Meeting Agenda  
Monday, August 30, 1999  
Dean's Conference Room  
4:00 p.m.**

1. Approval of Minutes of May 10, 1999 Faculty Meeting
2. Dean's Report
3. Admissions Report – Professor Barbara Bergman, Associate Dean Winograd
4. Career Counseling and Placement Report – Kathy Potter, Director
5. Upperclass Writing Requirement Motion (Attached) – Associate Dean Winograd
6. Election of Law School Representatives to the AALS House of Representatives
7. New Business:
  - Mandatory Academic Workshop for Students on Probation – Professors Ted Occhialino and Antoinette Sedillo Lopez (Attached)

RJD:mb  
Attachments



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 *Desi*

**DATE:** AUGUST 11, 1999

**SUBJECT:** FALL SEMESTER 1999 FACULTY MEETING SCHEDULE

---

I am scheduling the following dates for regular faculty meetings:

**MONDAY, AUGUST 30, 1999**  
**MONDAY, SEPTEMBER 13, 1999**  
**MONDAY, OCTOBER 4, 1999**  
**MONDAY, OCTOBER 25, 1999** *postponed to Nov. 1*  
**MONDAY, NOVEMBER 15, 1999**  
**MONDAY, DECEMBER 6, 1999**

I may have to schedule some special meetings as well.

All meetings will begin at 4:00 p.m. in the Dean's Conference Room.

It is essential that all faculty attend faculty meetings and remain at meetings until they are adjourned. Governance of the Law School requires the dissemination of information and open discussion and debate in which all of us participate. Faculty meetings, although not the only forum for this discourse, are the primary forum. I will do my best to end meetings by 5:30 p.m. I would also appreciate it if we could begin meetings promptly at 4:00 p.m.

RJD:mb

August 30, 1999

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

Present: Baum, Bergman, Blumenfeld, Bobroff, Burr, Desiderio, DuMars, Fort, Goble, Gonzales, Hall, Hart, Hughes, Land, Lopez, MacPherson, Martin, Mathewson, Montoya, Moore, Norwood, Schwartz, Taylor, Winograd, Wolf, Zuni-Cruz

Student Representative: Berkheimer

Others: Cyndi Dean, Kathy Potter

Absent: Browde, Canova, Ellis, Gill, Martinez, Occhialino

Dean Robert Desiderio called the meeting to order at 4:10 p.m.

After proper motion and second, the minutes of the May 10, 1999 faculty meeting were approved as distributed.

**Dean's Report:**

Dean Desiderio introduced Professors Scott Hughes and Robin Goble and welcomed them to the law school. Professor Hughes will teach Introduction to Alternative Dispute Resolution in the fall and Basic Mediation in the spring. In addition, Dean Desiderio announced that Professor Susan Aasen will teach the Southwest Indian Law Clinic this fall and taught in the SILC during the summer of 1999. Professor Aasen is visiting from Wisconsin. Professor Goble will teach Legal Reasoning, Research and Writing during the fall semester.

Dean Desiderio welcomed back Professors Sherri Burr, Scott Taylor and Richard Gonzales from their leaves and also student representative Chris Berkheimer from his one-semester visit at the University of Ottawa.

Dean Desiderio announced that Professors Suede Kelly and Gloria Valencia-Weber will be on sabbatical leave this year. Professors Chris Fritz and Leo Romero will be on leave for the fall semester, and Professor Em Hall will be on leave in the spring.

Dean Desiderio introduced and welcomed Cyndi Dean, Computing Services Manager, to the law school. Ms. Dean announced to the faculty that she will implement a response team approach to provide better and faster service. She also stated that soon CATS phones would be answered personally rather than by voice mail. She also announced that

for the time being, she would prefer to be the first contact for faculty and staff for all problems in order to get a perspective on the types of user problems we are having.

Dean Desiderio reported that the building design is close to being finalized and that we should soon have a scale model of the project. The cost of the project has been set at approximately \$9 million. The Legislature appropriated \$4.3 million and the University has pledged to help (mainly with the heating and cooling systems and ADA accessibility requirements). Dean Desiderio is continuing his fundraising efforts by scheduling presentations to local bar associations in Clovis, Farmington and Roswell and personally meeting with prominent alumni in those areas.

Dean Desiderio announced that James E. Rogers, who captured the attention of the higher education and philanthropic worlds when he announced a \$100 million gift to the University of Arizona College of Law, has agreed to become a member of the UNM School of Law Board of Visitors and will visit the law school on September 10. Mr. Rogers is the owner of Sunbelt Communications Company, which operates television stations in nine western cities.

Dean Desiderio reported that under the leadership of the new president, Michael Hart, the Alumni Board membership has grown and they will be taking on a greater role in the fundraising effort.

Dean Desiderio reminded the faculty of the Seventh Annual Distinguished Achievement Awards Dinner on Saturday, October 2 honoring Judge Howard Bratton, Secretary Kevin Gover, and Professor Fred Hart.

Dean Desiderio announced that the law school will present a Simms Lecture in the spring of 2000 with David Kendall as the Simms Lecturer.

There will be an "It's a New Year" brunch at the Desiderio home on Sunday, September 12, and the Dean invited the faculty to attend.

The Law School Committee list has been finalized and distributed in faculty mailboxes.

Associate Dean Peter A. Winograd announced that the deadline for faculty to designate classes as available on a Credit-C-, D+, D, D-, F basis is Wednesday, September 1.

Dean Winograd also announced that there will be no classes for 1Ls on October 11 because of the scheduled Practice Exam.

Dean Winograd urged faculty to nominate students for the Rodey and Seth scholarships by September 20.

Dean Winograd reported that eight students have been chosen from the third year class for the Verle Payne Inn of Court in Albuquerque.

Dean Winograd announced that twenty-two tutors had been requested by faculty members this semester and reminded the faculty that grading duties may not be assigned to them.

### **Admissions Report:**

Professor Barbara Bergman, Chair of the Admissions Committee, reported that the law school enrolled 120 new 1Ls, 48 men and 72 women. The median LSAT score for the entering class was 155 and the median GPA was 3.23. This class includes 21 Hispanics, 12 Native Americans, 4 Asians, and 3 African-Americans. Ninety-eight students are residents of New Mexico.

### **Career Counseling and Placement Report:**

Kathy Potter, Director of Career Counseling and Placement, announced to the faculty that she has gone from four days a week to full-time status at the law school. She also has been appointed to the New Mexico State Bar Committee on Quality of Life.

Ms. Potter reported the statistics from the first placement survey (done before graduation) for the class of 1999 show a 56% employment rate. In the placement survey done six months after graduation for the class of 1998, the employment rate was 81.1% with a median salary of \$38,000.

Ms. Potter announced that because the brown-bag lunches with faculty members have been so well-received by the students, she is planning on continuing them again this year.

### **Upperclass Writing Requirement Motion:**

Associate Dean Peter A. Winograd stated that the School of Law has experienced considerable difficulty this summer in certifying students for the Bar Exam because many of them failed to complete the upperclass writing requirement until well after Commencement in May. In addition to causing administrative difficulties, delay in submitting papers puts inordinate pressure on Faculty Readers to approve poorly-written papers so that students who have gone through Commencement and have studied for the Bar Exam may graduate and be certified to take the Exam. He then moved that papers submitted in satisfaction of the upperclass writing requirement must be submitted in final form to the First Faculty Reader no later than the day before Commencement in May. 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 certified to take the Bar Examination until the winter administration of the Exam following Commencement. First and Second Faculty Readers shall inform the Registrar whether papers meet the upperclass writing requirement no later than May 31. The motion was seconded by Professor Chuck DuMars. Associate Dean Winograd then moved to table the motion until the next faculty meeting, at which it should be the first or second item of business. This motion was seconded by Professor Jenny Moore, and when voted on, the motion carried.

### **Election of Law School Representatives to the AALS House of Representatives:**

Professor Antoinette Sedillo Lopez moved to nominate Associate Dean Peter A. Winograd to represent the UNM School of Law in the AALS House of Representatives. The nomination was seconded by Professor Chuck DuMars, and Dean Winograd was elected by acclamation.

Associate Dean Winograd moved to nominate Professor Margaret Montoya as alternate. Professor Montoya was also elected by acclamation.

### **Mandatory Academic Workshop for Students on Probation:**

Professor Antoinette Sedillo Lopez reported that the academic workshop held this summer for students on probation at the end of their first year was very beneficial to the eight students in attendance, and moved that this workshop be offered every year during the week preceeding the start of classes for the fall semester. Every student who is on probation at the end of the first year must attend and successfully complete the workshop as a precondition to enrollment in the fall semester of the student's second year of law school. This motion will go into effect immediately and will apply to students entering the School of Law in the fall of 1999 and thereafter. Current first-year students shall be notified of this requirement immediately and the catalog and student handbook should be modified to reflect this requirement. The motion was seconded by Professor Chuck DuMars. Professor Sedillo Lopez then moved to table the motion until the next faculty meeting. The motion to table was seconded by Professor Scott Hughes and, when voted on, the motion carried.

### **New Business:**

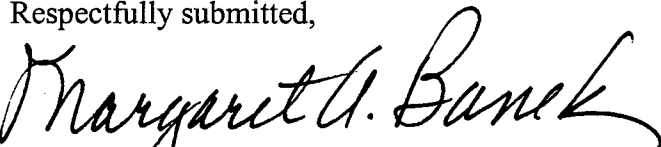
Dean Desiderio reported that the Lawyers' Assistance Program for Alcohol and Substance Abuse, founded by Briggs Cheney, is available to make a presentation at the law school and to be of help to any law students having problems with drugs or alcohol.

Associate Dean Alfred Mathewson distributed copies of responses he received regarding the timeframe of the implementing of the decision by faculty vote on December 6, 1996, to hire two full-time legal writing instructors who, with the writing director, would teach first-year LRRW and Advocacy. This will come off the table at the next regularly scheduled faculty meeting.

Professor Margaret Montoya reported that a decision on whether or not to repeal the Solomon amendment will most likely be made in September, and urged faculty members to write letters to Senator Arlen Specter to express their opinion regarding this amendment.

The meeting was adjourned at 5:10 p.m.

Respectfully submitted,

  
Margaret A. Banek

:mb



*First faculty meeting*

The University of New Mexico

OFFICE OF THE ASSOCIATE DEAN  
SCHOOL OF LAW

1117 Stanford NE  
Albuquerque, NM 87131-1431  
Telephone (505) 277-3948  
FAX (505) 277-1597

MEMORANDUM

TO: Faculty

FROM: Peter A. Winograd *[Signature]*

SUBJECT: Upperclass Writing Requirement

DATE: August 4, 1999

---

The School of Law has experienced considerable difficulty this summer in certifying students for the Bar Examination because many of them failed to complete the upperclass writing requirement until well after May Commencement. In addition to causing administrative difficulties, delay in submitting papers puts inordinate pressure on Faculty Readers to approve poorly-written papers so that students who have gone through Commencement and have studied for the bar exam may graduate and be certified to take the exam.

To avoid this problem and to establish a rational policy, I shall move at the first faculty meeting the following:

**Motion**

**Papers submitted in satisfaction of the upperclass writing requirement must be submitted in final form to the First Faculty Reader no later than the day before Commencement in May. 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 certified to take the bar examination until the winter administration of the exam following Commencement. First and Second Faculty Readers shall inform the Registrar whether papers meet the upperclass writing requirement no later than May 31.**

Ted Occhialino and Jose Martinez will second the motion.

I will then move:

**Motion**

**The Motion shall be tabled until the next faculty meeting at which it shall be the first or second item of business.**

Ted Occhialino and Jose Martinez will second the motion.



August 26, 1999

TO: Faculty  
FROM: Ted Occhialino and Antionette Sedillo Lopez  
RE: Academic Workshop for Students Entering Second Year on Probation

We just completed the inaugural "Academic Workshop" program for students who were on probation after their first year because they had a cumulative average of under 2.0. We had six such students. We conducted the program from August 16 to August 20.

We focused on "How to take an essay exam", using their exam in Civil Procedure from last year as a starting point. This actually allowed us to talk about "how to prepare for an exam" which in turn allowed us to do segments on pre-class preparation; the classroom experience; preparation of course outlines, preparation of exam outlines, strategies for doing essay exams and the component parts of a good essay answer.

We also had sessions (with guest speakers) on test anxiety, how to prepare for a take home examination; how to do well in seminars and how to choose courses in the final two years of law school.

Not everything worked perfectly, but on balance, we are pleased with the mini-course and confident that it will be of significant benefit to the students. They agreed in their critiques of the course. We will monitor their progress to see if their grades improve more than one would expect.

We propose:

**Motion:** The Academic Workshop for students on probation after their first year in law school shall be offered every year during the week preceding the start of classes for the Fall semester. Every student who is on probation at the end of the first year must attend and successfully complete the Workshop as a precondition to enrollment in the Fall semester of the student's second year of law school.

This Motion will go into effect immediately and will apply to students entering the School of Law in the Fall of 1999 and thereafter.

Current first year students shall be notified of this requirement immediately and the Catalog of the School of Law and the Student Handbook should be modified to reflect this requirement.

If the Motion is seconded, the following Motion will be made:

**Motion:** That the above motion be tabled until the next faculty meeting at which time it shall be placed on the agenda for full consideration and a vote.

Ted Occhialino

Date: August 25, 1999  
To: Law Faculty  
From: Leo Romero  
Subject: Background on the Legal Writing Program Proposal

The Law School's legal writing program at present consists of two first-year courses, LRRW (Legal Reasoning, Research, and Writing for those who know this course only by its acronym) and Advocacy, and the third-year thesis requirement. Full-time faculty and the Director of Legal Writing teach the LRRW and Advocacy courses, both of which are offered for three credit hours in six sections of 18 to 20 students. The faculty, by a 11 to 8 vote in 1996, approved a change in the staffing of both LRRW and Advocacy whereby full-time legal writing instructors, rather than full-time faculty, would teach those courses and that two legal writing instructors would be hired. That decision has not been implemented, and Professors Rob Schwartz and Ted Occhialino have presented a motion to have the faculty reaffirm the 1996 decision. This motion was tabled until the second faculty meeting in the Fall of 1999. A copy of their motion and excerpts of the faculty meeting minutes regarding this issue will be distributed at the meeting.

In order to put the writing proposal in context, I will briefly describe the history of the writing program at the law school over the past 20 years. Other faculty members will write memoranda that set forth the arguments, pro and con, regarding the proposal.

Before Advocacy (BA), legal writing at this Law School consisted of a course taught by the Director and staff of the Law Library in the first semester. The Advocacy course replaced this course in the early 70s with a year-long course, three hours each semester, taught by full-time members of the faculty in six sections of 15-18 students. In some ways, the original Advocacy course resembled the LRRW and Advocacy courses as they now exist. The original Advocacy course included written and oral assignments at the trial and appellate levels, but it placed a greater emphasis on the pretrial and trial settings, containing exercises on complaint and answer drafting, client interviewing, and trial instructions. According to the course description for the 1980 Advocacy course, the course involved a "simulated fact situation [that] introduces students to methods used by lawyers in pursuing a case. The course includes training in legal research, legal writing and oral advocacy."

In the 1980s, the legal writing program underwent a number of changes, primarily in the first semester of the first-year curriculum. A review of the course offerings from 1980 to the present shows that Advocacy moved to the spring semester in 1981 and has remained a fixture of the first-year spring semester curriculum since then. Advocacy has remained virtually unchanged to the present date, although it dropped from four to three credits in the late 80s. The only other change has been the addition of a Legal Writing Director to assist in the development of the case file and writing assignments and to manage the logistics of the course. After

Advocacy moved out of the fall semester, four different courses replaced it during the 1980s. The chart below shows the different courses that replaced Advocacy in the fall semester.

1980	Advocacy	6 Sections	4 credits
1981	Legal Analysis	1 Section	2 credits
1982	Legal Analysis	3 Sections	4 credits
1983	Legal Analysis	3 Sections	4 credits
1984	Introduction to Law	2 Sections	3 credits
	Legal Research and Writing		1 credit
1985	Introduction to Law	2 Sections	3 credits
	Legal Research and Writing		1 credit
1986	Law	6 Sections	4 credits
1987	Law	6 Sections	3 credits
1988	Law	6 Sections	3 credits
1989	LRRW	6 Sections	3 credits

The course descriptions of the courses listed above show different emphases. For example, the Legal Analysis course emphasized legal reasoning skills in the context of a course that made no pretense of teaching substantive law. In other words, this course attempted to get students to focus on the analytical skills rather than on the substantive law. For the fall 1982, the course was described as follows:

“The primary interest of this course will be with the development and use of precedent. Cases will be analyzed to determine the court’s holdings. The extent to which these holdings support other propositions will be examined, and cases will be used to develop arguments. An approach will be made to examining the extent to which the science of logic is applicable to legal argument, and the effect that selected schools of jurisprudence have on the law will be considered.”

Introduction to Law, which replaced Legal Analysis, had the following course description in the fall of 1984:

“The purpose of this course is to make explicit, and to lay a foundation for understanding, the issues that pervade legal study. The course will explore, for example, the content of the concepts of justice, liberty, and equality, the controversy over whether there can be a “right answer” to a question of law, and the continuing debate concerning the separation of law and morals. The course includes three sorts of studies: particular cases which illustrate the problems, the history of jurisprudence and contemporary controversies.”


The course entitled Law, that replaced Introduction to Law in 1986, had the following course description:

“This course is taught in six sections and is designed to introduce students to the system and methods of law, to legal bibliography and research, and to legal writing.”

After Advocacy was dropped from the fall curriculum in the early 1980s, the replacement courses of Legal Analysis and Introduction to Law did not emphasize legal writing and research. In 1983, a one-hour course, Legal Research and Writing, was added to the fall curriculum taught by "staff" (every member of the law faculty was responsible for four or five first-year students as an overload). This course continued in 1984 and 1985, and then disappeared from the curriculum as a separate course when legal writing was incorporated into the Law course in 1986. Since 1986, a four or three-hour course with six sections, has been offered in the first semester under various names, the latest being the familiar LRRW.

The 1999-2000 course descriptions for LRRW and Advocacy make clear that both courses combine legal analysis and legal research and writing. The course description for LRRW states that "LRRW is the basic legal writing course" and describes how students will learn how to research, analyze a legal problem, and present their analysis in effective writing. The course description for Advocacy states that the course "focuses on persuasive writing and oral advocacy," and that "students learn that writing a persuasive document ... is a process involving research, analysis, organization, writing, and rewriting."

The 2000-2001 curriculum has yet to be written and the nature of the legal writing program in the future curriculum will be strongly influenced by the action of the faculty on the Schwartz/Occhialino motion.

**To:** Leo Romero  
**From:** Barbara Blumenfeld   
**Date:** 8/24/99  
**Subject:** Your request for my comments on the motion concerning legal writing staffing

I think it is important to clarify that the issue before the faculty is NOT whether to hire legal writing instructors. That question was decided in the affirmative on Dec. 6, 1996, when a majority of the faculty voted to hire two full time legal writing instructors who, with the writing director, would teach the first year LRRW and Advocacy classes. The only remaining issue is the timetable for implementation of this decision. I have listed below some of the primary reasons why we should wait no longer to hire professional legal writing instructors.

- Rotating faculty in and out of teaching legal writing does not allow development of expertise in teaching this skill-based course. Indeed, without teaching a complete year including both LRRW and Advocacy it is difficult to have a complete understanding of the goals and methods of these courses.
- Without devoting consistent time and effort to legal writing (and without a desire to do so) it is almost impossible to remain current about the literature, developments and methods of teaching in the field.
- The lack of consistency in faculty teaching these courses is reflected in a lack of consistency in the students' first year writing experience. Some students are not taught essential concepts, especially in LRRW. LRRW and Advocacy are really two pieces of what constitute a year-long legal writing course. LRRW teaches essential building blocks which create a foundation for what is taught in Advocacy. Yet under our current system, rarely is the entire LRRW syllabus covered, resulting in weaknesses in Advocacy. The bottom line is that students are not receiving the year long legal writing experience that they could and should be receiving.
- Currently the Director must spend an enormous amount of time putting out brush fires and doing remedial work with students teaching what should have been, but was not, taught in the legal writing classes. This is time that the Director could otherwise be spending further developing our legal writing program and related materials.
- The Director, while having responsibility for the legal writing program, has no authority over those individuals currently teaching in the program.
- By turning the teaching of legal writing over to legal writing professionals, each semester five members of the faculty would be freed to teach other first year small sections or to enrich our upper level course offerings.
- While I understand that some faculty are reluctant to turn legal writing over to a group of legal writing teachers, our primary concern should be what is best for the students. Legal writing professionals who have chosen to devote their professional careers to teaching legal writing are, with rare exception, the best qualified to teach the skills that comprise legal writing courses.
- Because LRRW and Advocacy are really a year-long course with the work load for faculty (as well as students) front loaded into the first semester, it is inequitable to give the same amount of teaching credit for each semester. This inequity disappears when the same individuals are teaching the entire year-long course.
- We have the potential for one of the best writing programs in the country; that program could become a reality if staffed with legal writing professionals.
- The faculty, following extensive discussion and debate, voted in favor of hiring legal writing instructors. It is time for the faculty to honor its vote and its commitment.

X-Sender: hall@libra.unm.edu (Unverified)  
X-Mailer: Windows Eudora Pro Version 3.0 (32)  
Date: Sun, 29 Aug 1999 16:30:55 -0600  
To: mathewson@libra.unm.edu  
From: "G. Emlen Hall" <hall@libra.unm.edu>  
Subject: memo to romero

August 25 1999

To: Leo Romero, Chairman, Curriculum Committee

From: Em Hall

Re: Writing Programs

I believe that the Law School must continue to staff the first year writing programs with full-time faculty members. Doing so is one of the best ways to honor the unique commitment of this law school to the best legal education that we can muster.

Small-section, intense writing courses are the best way to teach the techniques of legal analysis that center our first-year curriculum. Over the years I have taught big first year courses, small first year courses and, frequently, the intense writing courses. The big and small courses with their socratic classes and their final exams are simply poor proxies for the kind of constant, concrete editorial interactions that should inform our writing programs. I am aware of Barbara Blumenfeld's strongly held belief that writing skills and analytic skills can be separated. I am also aware that this is a debate that divides the legal writing community itself. Nevertheless, I'm convinced that writing and re-writing and re-writing again, under the watchful eye of a full-time professor/editor, is the best way to train law students in the skill of thinking (and writing) like a lawyer. This is especially so at a time when written documents are becoming even more important in the practice of law.

At UNM we are uniquely positioned to offer this kind of education. We have one of the lowest faculty-student ratios of any law school in the United States. That ought to mean that we are able to offer more critical individual attention than other institutions. If we hand over five hours of the first-year curriculum to non-faculty writing specialists we are giving away an opportunity that our large faculty size and our generous educational commitment create.

That said, I want to affirm what an important contribution Barbara Blumenfeld has made to our writing programs. She's made the advocacy train run on time and that's no small accomplishment. Perhaps we should consider increasing her control over faculty who teach in the writing programs, increasing the incentives for those who teach well in the writing programs, and increasing as well the sanctions for those who don't. It would be a great mistake to remove the full-time faculty altogether from what ought to be the center-piece of our law school.

# Memorandum

**To:** Alfred Mathewson  
**From:** Michael B. Browde  
**Date:** August 30, 1999  
**Re:** My Thoughts on the Occhialino/Schwartz Writing Program Motion

---

I am very much in favor of intensive legal analysis and legal reasoning experiences in the first year, and I have always believed that legal analysis and legal reasoning are at the heart of the first year writing program—both LRRW and Advocacy. I also think that Barbara has intensified and stabilized our first year writing program in wonderful ways.

I am not opposed to having some outside help with the first year writing program, and leaving it to Barbara to select adjuncts with whom she can best work, but the mix of writing instructors and regular faculty seems to me the best way to combine the special strengths of each, thereby insuring that both writing and analysis get the proper emphasis through the two courses.

Just as not everyone on the faculty teaches in the substantive courses in the first year, I see no need for everyone on the faculty to teach in the first year writing courses. On the other hand, there are some wonderfully capable faculty members who do an excellent job in those courses, who are thoroughly committed to legal writing *and* legal analysis, and who work well with Barbara and the capable adjuncts she has been able to attract to the program. I would, therefore, urge that we continue to staff the course with such a mix of faculty and staff because I think such a construct makes for the strongest possible program.

Furthermore, such a configuration would not put an undue strain on the faculty as a whole; will not leave us lacking for instructors; and will avoid the problem of two classes of permanent instructors—a problem which we have intelligently avoided with respect to our clinical program.

*August 30, 1999*  
*Page 2*

Finally, I have never thought well of the additional mandatory "Lawyering Process" course covering legal analysis and legal reasoning because I believe that is precisely what our two current legal writing classes do so marvelously well. I have always viewed that proposal as merely a "political" response to the argument against changing the current program. In any event, I can't imagine such a course doing a better job on analysis/reasoning without making the students write a la LRRW and Advocacy.