

Faculty Meeting Minutes  
September 16, 2003

These minutes are compiled from Pilar Gonzales' notes from the faculty meeting.

I. Approval of Minutes

The minutes from the meetings of August 26 and September 2 were approved unanimously. It was suggested that the minutes be available at the meetings for those unable to review them prior to the meeting.

II. Dean's Report

- a. Dean Scarnecchia reported that she, Susan Mitchell, Associate Dean Winograd and Professor Hart attended a conference this past weekend, which provided them information on what should and should not be included in the law school admissions policy. This information will be used in the upcoming policy review. Copies have been made of the current policy for faculty review, and Professor Montoya noted that the Equal Justice Society produced a policy manual, which may assist in the review.
- b. All faculty are encouraged to attend a staff luncheon tomorrow where Professor Nathanson will be speaking.
- c. Dean Scarnecchia also encouraged attendance at the following:
  1. A celebration of the Kresge grant in the Mary Walters classroom on September 20 at 7:00 pm.
  2. Professor Occhialino will be lecturing on September 29.
  3. A celebration of the Karelitz chair will be on September 30 from 5:00 to 7:00 pm.
  4. The Alumni Distinguished Achievement Award banquet will be held on October 17 in the SUB Ballroom. They will be honoring Luis Stelzner, Robert Desiderio and Nancy Hollander.

III. Associate Deans' Reports

- a. Associate Dean Schwartz reminded the faculty of the faculty luncheons that are to be held every Thursday. This coming luncheon on September 25 will feature the NM State Historian.
- b. Professor Bobroff encouraged everyone to vote in the September 23 election.

IV. Draft Strategic Plan

- a. Copies of the draft Strategic Plan were distributed to all faculty for review. Dean Scarnecchia outlined the goals and elements of the plan, and that the faculty must decide what parts of the plan should be public and what should be for internal use only. The faculty then proceeded to discuss the draft.

- V.     Legal Writing Program
- a.     Dean Scarnecchia reported that, after investigation, it would better serve the needs of the students to have the program taught exclusively by writing instructors.
  - b.     This issue must be addressed now because the Faculty Appointments Committee needs direction in how many instructors needed to be hired for the 2004-05 year.
  - c.     In response to a question as to why the school needed to be moving in this direction, Dean Scarnecchia stated that such instructors would assure the consistency of the program, and that it was difficult to fill the LRRW and Advocacy position from the faculty. The national trend is also toward using professional legal writing instructors.
  - d.     After discussion, the Dean concluded that, absent strong dissent from the faculty, she will direct the Faculty Appointments Committee to hire an additional legal writing instructor.
- VI.    Faculty Voting Policy
- a.     Dean Scarnecchia presented the main issues concerning revision of the faculty voting policy:
    - 1.     Whether visiting faculty should be allowed to vote,
    - 2.     Whether library faculty and lectures should be allowed to vote,
    - 3.     Whether assistant and associate deans should be allowed to vote, and
    - 4.     Who votes on hiring, tenure, promotion and personnel issues,
    - 5.     The roles of students, emeritus faculty and directors.
  - c.     Discussion will be held at a future date.

Respectfully submitted,

Reva M. Chapman  
Admin. Assistant to Dean Scarnecchia  
UNM School of Law

## Chapman, Reva

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**From:** Scarnecchia, Suellyn  
**Sent:** Tuesday, September 02, 2003 9:31 AM  
**To:** Faculty  
**Cc:** Chapman, Reva; Blair, John; Senior Admin Staff  
**Subject:** Amended Agenda for Today

Sorry, I forgot to list that there will also be a report on the class of 2006 from the admissions committee at today's meeting. Here's the amended agenda:

Approval of Minutes  
Dean's Report  
Associate Deans' Reports  
Admissions Report -- Dick Gonzales and Susan Mitchell  
Laptop Exams -- Cyndi Dean and Pat Trainor  
Report of the Faculty Appointments Committee -- Gloria Valencia-Weber  
Tenure Policy Discussion -- Mike Norwood  
Order of the Coif (executive session)

Suellyn Scarnecchia  
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## Chapman, Reva

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**From:** Scarnecchia, Suellyn  
**Sent:** Monday, September 01, 2003 6:23 PM  
**To:** Faculty  
**Cc:** Chapman, Reva  
**Subject:** Agenda for 9/2 faculty meeting



votingfaculty-8-7-0  
3.ls.doc

Here is the Agenda for the Faculty Meeting scheduled for Tuesday, September 2 at 4-5:30 pm in Room 2405:

Approval of Minutes  
Dean's Report  
Associate Deans' Reports  
Laptop Exams -- Cyndi Dean and Pat Trainor  
Report of the Faculty Appointments Committee -- Gloria Valencia-Weber  
Tenure Policy Discussion -- Mike Norwood  
Order of the Coif (executive session)

I have attached the Draft Voting Policy distributed at the end of last week's meeting. This is a draft for discussion developed by the associate deans and me -- please feel free to forward questions/comments to me. As I said last week, it alters voting rights for student representatives and emeritus faculty in general, and limits those who can vote on tenure to tenured faculty members. It also limits attendance at tenure/promotion meetings and permits limits on attendance at other meetings involving personnel/individual student issues. This is a proposal meant to allow a discussion about voting issues that have been raised with me over the last year. We will discuss it at the September 16 meeting. See you Tuesday...

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## Chapman, Reva

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**From:** Scarnecchia, Suellyn  
**Sent:** Wednesday, September 10, 2003 1:56 PM  
**To:** Faculty  
**Cc:** Chapman, Reva  
**Subject:** Agenda -- Sept 16 Faculty Meeting



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I have attached a DRAFT strategic plan for discussion at the meeting on 9/16. Many of you have seen it because I have started to circulate it to committee chairs to allow committee discussion if you wish. I will describe my current view of the document at the meeting and ask you for several types of reaction and advice. If you would like to send private responses to me, feel free.

I also plan to hold a general policy discussion around voting. I've had enough responses to the draft policy to learn that we need to have a broad discussion first before any specific changes are proposed.

Thanks for your continued attendance! See you Tuesday, if not before.

### AGENDA

1. Approval of Minutes
2. Dean's Report
3. Associate Deans' Reports
4. Strategic Plan
5. Voting issues

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UNIVERSITY OF NEW MEXICO SCHOOL OF LAW POLICY ON  
FACULTY MEETINGS AND VOTING FACULTY

1. All tenured and tenure track law school faculty are expected to regularly attend faculty meetings. All other full time law school instructors, law library faculty, emeritus faculty, the directors of the American Indian Law Center, the Institute of Public Law and the Utton Center, representatives elected by each class of law students, and such other professional staff designated by the dean, may attend faculty meetings and participate in discussions at those meetings. The dean may permit others to attend faculty meetings. The tenured and tenure track faculty may meet in executive session, without others present, when discussing personnel matters, matters involving individual students, and when it is otherwise appropriate.
2. Only voting members of the faculty may make or second motions or cast votes at Faculty Meetings. Only full-time tenured and tenure track law school faculty are voting members of the faculty. Emeritus faculty, law library faculty, others hired to non-tenure track positions, institute directors who are not tenured or on the tenure track, visiting professors, and students, for example, are not voting members of the faculty. A quorum for purposes of Faculty Meetings is a majority of the voting faculty.
3. Faculty meetings may be called by the dean or by a majority of the faculty.
4. The dean of the Law School shall preside at faculty meetings. If the dean is unavailable, an associate dean or the senior faculty member available shall preside.
5. Only tenured law school faculty members may attend and vote at meetings of the Committee on Tenure and Promotion.
6. Law School faculty committees shall be appointed by the dean. All voting members of the faculty are also voting members of the committees on which they serve. The dean may also appoint others to committees, and the Dean may designate them as voting or non-voting members of those committees.

FINAL

## LEGAL RESEARCH AND WRITING INSTRUCTOR

The University of New Mexico School of Law seeks applications and nominations for one or more non-tenure track faculty position to begin in 2004. The Lecturer III will teach in the Law School's Legal Research and Writing Program. Minimum requirements are a J.D. degree, two years of full-time law practice experience and demonstrated research and writing ability. Desirable qualifications include experience teaching legal writing in a law school, demonstrated ability to work collaboratively with other faculty members, demonstrated ability to diagnose writing problems, and demonstrated ability to work with students from diverse backgrounds. Salary: Commensurate with qualifications. Term: Year to year.

To apply, send a signed letter of interest that addresses your qualifications, a resume, names, addresses and phone numbers of three references, and a practice related writing sample to:

**Professor Gloria Valencia-Weber  
Chair, Search Committee  
UNM School of Law  
1117 Stanford, NE  
Albuquerque, NM 87131-1431**

Applications must be received by September 19, 2003. The University of New Mexico is an Equal Opportunity/Affirmative Action Employer and Educator.

FINAL

**NOTICE OF FACULTY POSITIONS  
UNIVERSITY OF NEW MEXICO SCHOOL OF LAW**

The University of New Mexico School of Law invites applications and nominations for one or more faculty positions to begin in the Fall of 2004 or Spring of 2005. The Law School anticipates filling a tenure track, tenured, or visiting position in the area of tax, business, and commercial law. As need arises, the Law School will consider applicants at entry tenure track level and senior tenured level or for visiting positions in all other areas as well, but particular needs may exist in natural resource/environmental law, civil procedure and international and comparative law. Academic rank and salary will be based on experience and qualifications, as well as resources available.

All candidates must possess a J.D. or equivalent legal degree. Preferred qualifications include a record of academic distinction; formal training, experience or aptitude in teaching the relevant subject; demonstrated excellence or the promise of excellence in the practice of law, the teaching of law, or academic scholarship; and established scholarship. To apply, send a signed letter of interest that addresses your qualifications, curriculum vitae, and names, addresses, and phone numbers of three references to:

Professor Gloria Valencia-Weber  
Chair, Appointments Committee  
UNM School of Law  
1117 Stanford, N.E.  
Albuquerque, NM 87131-1431

Please indicate whether you are interested in a visiting position, a tenure-line position, or both. Also, indicate your interest and/or expertise in subject matter.

For full consideration, submit applications by September 19, 2003. Recruitment will continue until openings are filled. The University of New Mexico is an equal opportunity, affirmative action employer and educator.



*Run -*

*correct answer*

Applicants	MALE			FEMALE			TOTAL
	R	NR	Total	R	NR	Total	
American Indian	10	25	35	10	32	42	77
African American	5	9	14	4	19	23	37
Asian	2	12	14	7	16	23	37
Hispanic	38	65	103	45	59	104	207
White	61	277	338	91	165	256	594
Unknown	11	42	53	9	22	31	84
No Match	1	0	1	2	1	3	4
Total	128	430	558	168	314	482	1,040

  

TOTAL	MALE		FEMALE		Total	%
	R	NR	R	NR		
American Indi:	10	25	10	32	77	7
African American	5	9	4	19	37	4
Asian	2	12	7	16	37	4
Hispanic	38	65	45	59	207	20
White	61	277	91	165	594	57
Unknown	11	42	9	22	84	8
No Match	1	0	2	1	4	0
Total	128	430	168	314	1,040	100

Admitted	MALE			FEMALE			TOTAL
	R	NR	Total	R	NR	Total	
American Indian	3	7	10	3	15	18	28
African American	2	1	3	2	6	8	11
Asian	0	1	1	3	6	9	10
Hispanic	16	8	24	17	12	29	53
White	32	19	51	43	32	75	126
Unknown	5	3	8	5	3	8	16
No Match	0	0	0	1	0	1	1
Total	58	39	97	74	74	148	245

  

TOTAL	MALE		FEMALE		Total	%
	R	NR	R	NR		
American Indian	3	7	3	15	28	11
African American	2	1	2	6	11	4
Asian	0	1	3	6	10	4
Hispanic	16	8	17	12	53	22
White	32	19	43	32	126	51
Unknown	5	3	5	3	16	7
No Match	0	0	1	0	1	0
Total	58	39	97	74	245	100

Enrolled	MALE			FEMALE			TOTAL
	R	NR	Total	R	NR	Total	
American Indian	2	2	4	1	5	6	10
African American	2	0	2	2	1	3	5
Asian	0	0	0	1	1	2	2
Hispanic	11	2	13	10	2	12	25
White	26	1	27	32	6	38	65
Unknown	3	0	3	1	2	3	6
Total	44	5	49	47	17	64	113

  

TOTAL	MALE		FEMALE		Total	%
	R	NR	R	NR		
American Indian	2	2	1	5	10	9
African American	2	0	2	1	5	4
Asian	0	0	1	1	2	2
Hispanic	11	2	13	2	25	22
White	26	1	27	6	65	58
Unknown	3	0	3	2	6	5
Total	44	5	49	47	113	100

Class of 2006

	Applicants	Admitted	Enrolled
Total	1040	245	113
Men	558	97	49
Women	482	148	64
Residents	296	132	91
Nonresidents	744	113	22
Median Age	24	23	23
Median LSAT	152	157	156
Average LSAT	148	155	154
25% LSAT	146	152	151
75% LSAT	157	162	160
Median UGPA	3.17	3.41	3.38
25% GPA	2.81	3.18	3.04
75% GPA	3.48	3.68	3.68
Top LSAT	177	177	167
Low LSAT	131	138	138
Top UGPA	4.08	4.08	4.08
Degrees			
1960s	3	1	1
1970s	15	2	1
1980s	48	7	2
1990-1995	94	15	7
1996-1998	103	30	13
1999-2000	142	41	22
2001-2002	344	83	35
Degrees (Post Bac.)	144	38	15
Masters	110	26	9
PHD	6	2	0
MD	2	2	1
Total	1040	245	113

**Exams by Laptop  
Piolet Test Survey  
Spring 2003**

Summary                      34 participants                      18 1Ls                      10 2Ls                      6 3Ls

**1. Why did you elect to use a laptop for exams?**

its easier/faster to type than write                      21  
handwriting illegible                      5  
this is how I now work. I take all my notes and do all my writing on computers  
because I thought it might help future students to be able to use their laptops for exams. A 2L asked me to sign up.  
had problems writing regular exams - arthritis  
used it at another law school and it is so much easier  
used to using them - convenient, efficient  
my hand hurts when I have to write out a final

**2. Did you experience any anxiety using a laptop for exams?**

yes                      3                      But I got over it  
no                      24                      Great support from the computer support people  
a little                      4                      A little, just for not having done it before. I don't anticipate anxiety in the future

**3. Once you started the exam, did you feel comfortable in using your laptop?**

yes                      34                      It was great!

**4. What did you like most about the laptop software?**

easy to use, similar to Word                      17  
helped me get organized; cut & paste, bold, clarity in writing                      3  
the fact that it saved automatically                      2  
not so messy, easy to use, easy to move back and forth  
took care of marking the page with professor's name and date, also added page numbers  
I could get in easily; there was a timer; I could cut & paste, etc, to help me get organized  
it is sooo nice! The ability to (?) my document to (?) correct mistakes.

**5. Was there anything about the software that you did not like?**

no                      3  
should have Word capabilities                      2  
didn't have the clock that I was used to  
it was hard to spell check and the spacing was confusing  
didn't indicate when I spelled something wrong. No time to spell check at end even when I reserved a couple of minutes.  
right-click functions disabled  
slow scrolling  
when it saved automatically, if I was typing whenever I typed would not show up as it was saving; caused misspellings.  
it would be nice to increase the screen size (not font) to see better.

**Exams by Laptop  
Piolet Test Survey  
Spring 2003**

it would be nice to be able to open a second window for notes/outlines

**6. Were the instructions clear as to what you were to do if a mechanical failure occurred?**

yes 34 But it did seem that you would be penalized if you lost part of your exam .  
no and had to start writing. You might lose time.

**7. Was training on using the software adequate?**

yes 34 Adequate and simple - what a dream!

**8. Should the law school continue the use of laptops for exams?**

yes 34 Always as an option; always, nothing else makes sense. It's the tool we use most.  
no (yes! Yes! Yes! Yes!)

Although it took much longer to check out than if I had written.

**9. If you had to pay for the software, would you still use your laptop?**

yes 25 I had to at my old law :(Hell yes!)  
maybe 68  
I think it should be part of law school fees. It benefits professors probably more than students. It is part of keeping up with technology.  
(if required then financial aid would cover it so yes)

**10. If so, how much would you be willing to pay per exam period?**

\$5	4	
\$7	1	
\$10	7	Why would we have to pay each time? Install software once.
\$15	2	
\$20	19	
no answer	1	

**Comments**

Might consider letting us spell check after time is called. Can have observers in the room to ensure no cheating.  
Will make it easier for professor to read.

**DISCUSSION DRAFT REWRITTEN TO ACCOUNT FOR FRED'S COMMENTS – 8/31/2003**

**UNIVERSITY OF NEW MEXICO  
SCHOOL OF LAW  
POLICY ON EMERITUS FACULTY MEMBERS**

One of the greatest resources of the University of New Mexico School of Law is the committed faculty. Most of our faculty members spend their academic careers at this law school, and they become important members of the community during that time. When faculty members retire, and thus become emeritus, while they are on our faculty, they remain members of this academic community. This policy is designed to serve the needs of the law school and the interests of the emeritus faculty.

1. Emeritus faculty members who are willing to spend a significant amount of time engaged in academic activities at the law school will be provided all of the resources provided to full time teaching faculty. These resources include office space, internet access and other computer support, library access and library research assistance, access to travel resources, access to telephone service on the same basis as other faculty members, access to copying, and other support services generally available to the faculty. Emeritus faculty members will be provided student research assistants if the law school has adequate resources and all other full time faculty needs have been met. As a general matter, emeritus faculty will not be eligible for summer research grants.
2. Emeritus faculty members are invited to all faculty meetings, where they may fully participate in the discussion of all matters. Emeritus faculty members are not voting members of the faculty. Those emeritus faculty who ask to be appointed to law school committees may be appointed, in the discretion of the dean, but such committee work is not expected from emeritus faculty.
3. Emeritus faculty members may supervise student papers, review third year writing requirement submissions as first or second readers, and grant independent study credits.
4. An emeritus faculty member may be hired to teach at the law school half-time, at a salary equal to one-fourth of that faculty member's final annual salary. An emeritus faculty member may not be a candidate for a full time position on the faculty, even if state retirement law permits it.

## Chapman, Reva

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**From:** Gonzales, Pilar  
**Sent:** Wednesday, September 03, 2003 12:50 PM  
**To:** 1L - Class of 2006; 2L - Class of 2005; 3L - Class of 2004; Faculty; Staff  
**Subject:** Faculty Meeting 09/02 Correction

Hi All,

I made a mistake in my notes of yesterday. The motion for laptops that was unanimously approved by the faculty is that a faculty member can elect to offer the laptop option and then students in his/her class can elect to use it. It's still possible that a faculty member will not elect to allow laptops for their own exam.

Thanks!  
Pilar Gonzales  
3L Faculty Rep

**NEED TO ADD:**

- § REFERENCES TO UNM STRATEGIC PLAN
- § DATES (SCHOOL YEAR) BY WHICH INDICATORS SHOULD BE ACCOMPLISHED
- § DECIDE WHAT TO SHARE AS PLAN, ALL HEADINGS AND INDICATORS OR PLAN WITHOUT INDICATORS (INDICATORS REMAIN INTERNAL CHECK POINTS FOR US)?

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

**INTRODUCTION**

As the only law school in the State of New Mexico, our mission is to educate and train excellent lawyers, with special emphasis on those students who are residents of New Mexico, those who are likely to enrich the legal community of New Mexico after graduation, and those who will represent the Law School well in tribal, national and international legal communities. We will focus our resources on some of the State's most pressing legal needs. Finally, we will expand our educational reach to non-lawyers in New Mexico who seek legal education other than a traditional J.D. degree.

**I. Educate and train excellent lawyers from and for New Mexico.**

***A. Recruit New Mexicans to the School of Law and maintain our goal of 85% residents and a diverse student body for each entering class.***

1. Strengthen and increase a broad range of recruitment efforts in New Mexico high schools and undergraduate institutions to encourage the pursuit of legal careers and to encourage application to the UNM School of Law.

Indicators:

- § # of schools visited in NM
- § # of students, staff, faculty, alums involved in recruiting
- § # of undergraduate contacts with UNM prelaw advisor
- § # of resident applications

2. Review admissions policy and process with focus on seeking applicants with a likelihood of success in law school and who reflect the rich diversity of New Mexico.

Indicators:

- ξ Complete review of policy during 2003-04 school year, including identification of specific indicators of success
- ξ Pursue and obtain additional scholarship funding to support students for whom financial need is a barrier to attending law school
- ξ Diversity of entering class each year

***B. Successfully aid graduates in securing employment, including public interest employment in New Mexico.***

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

Indicators:

- ξ # of on-campus interviews each year (what else?)
- ξ # of students who apply for judicial clerkships
- ξ # of students who receive judicial clerkships
- ξ # of students employed at graduation
- ξ # of students employed 6 months after graduation

2. Increase public interest opportunities for graduates, with an emphasis on meeting the need in New Mexico for more public interest lawyers.

Indicators:

- ξ # of students employed in public interest jobs after graduation
- ξ # of contacts/outreach to public interest employers (# of interviews?)
- ξ # of summer public interest placements obtained by students
- ξ Amount of scholarship, grant, fellowship and debt forgiveness funding available to support public interest placements

***C. Build the capacity of the curriculum to teach and train excellent lawyers.***

1. Expand and evaluate the new first-year, first-semester curriculum.

Indicators:

- ξ # of small classes for first year students



- ξ Develop academic support program for students who do not meet outcomes expected at end of each semester.
- ξ Hire a Civil Procedure professor (or develop a Civil Procedure professor from within the current faculty)
- ξ Bar passage rate increase

2. Strengthen and integrate the legal writing and research program.

Indicators:

- ξ Hire a third legal writing and research instructor and move to professional writing and research instructors for all sections of LRRW and Advocacy by 2004-05.
- ξ Develop and implement outcome-based evaluation methods/tools for LRRW and Advocacy.
- ξ Develop academic support program for students who do not meet outcomes expected at end of each semester.
- ξ Develop an advanced research and writing curriculum for second and third year students with clear outcome-based evaluation criteria.
- ξ Review and revise senior writing requirement to better monitor student achievement and provide for greater consistency among student writing experiences.
- ξ Better integrate LRRW and Advocacy into first-year curriculum.
- ξ Better integrate library faculty into legal research curriculum.

3. Review and develop recommendations for the second and third year curriculum that build on first year innovations.

Indicators:

- ξ Review and recommendations complete by May 2005.
- ξ Implement recommendations by \_\_\_\_\_.
- ξ Develop academic support program for students who do not meet outcomes expected at end of each semester.
- ξ Bar passage rate increase

## **II. Focus School of Law's resources on the State's most pressing legal needs.**

### ***A. Strengthen the clinical program's capacity to train law students and to reach out to graduates to improve access to justice for all New Mexicans.***

Indicators:

- ξ Develop and implement outcome-based evaluation methods/tools for clinic students (does this already exist?)
- ξ # of students who meet the outcome-based expectations
- ξ Develop academic support program for students who do not meet outcomes expected at end of each semester
- ξ Increase # of New Mexican attorneys who are members of the access to justice network
- ξ Assess possible need for additional core clinician in light of retirements over next three years
- ξ Pursue and obtain funding for a clinical fellowship in the Southwest Indian Law Clinic.

**B. *Strengthen existing program in Natural Resources Law.***

Indicators:

- ξ Establish administrative base for the program in the Utton Center.
- ξ Hire 2-3 new faculty members (depending on faculty loss over the next three years) (Including a Director for the program?)
- ξ Pursue and obtain funding for a Chair in Natural Resources or Energy Law
- ξ Hire a Gorham Visitor in Oil and Gas Law every other year
- ξ Review Certificate Program and make recommendations, including a clear joint curriculum for students pursuing both Natural Resources and Indian Law certificates

**C. *Strengthen existing program in Indian Law.***

Indicators:

- ξ Hire part-time administrative support person for the program
- ξ Pursue and obtain funding for a fellowship in the Southwest Indian Law Clinic
- ξ Identify and implement ways to strengthen the program's connections to the American Indian Law Center
- ξ Review Certificate Program and make recommendations, including a clear joint curriculum for students pursuing both Natural Resources and Indian Law certificates

**D. *Form a Family and Children's Law Program by consolidating our current teaching, research and service initiatives.***

Indicators:

- ξ Establish a Working Group on Family and Children's Law to recommend a focus for the program
- ξ Identify and implement a curriculum for students interested in a focused course of study
- ξ Establish an administrative base for the program in IPL's Corrine Wolf Children's Center.
- ξ Seek and obtain funding to support the program.

***E. Develop a program in International Law and Latin America.***

Indicators:

- ξ Identify and implement a curriculum for students interested in a focused course of study. Hire adjuncts as needed to implement.
- ξ Review and recommend, if appropriate, changes needed in the JD/MA in Latin American Studies degree to strengthen dual degree.
- ξ Identify goals for focused outreach programs in Latin America, with an emphasis on making a connection to the curriculum, faculty and students and serving New Mexico.
- ξ Pursue and obtain additional funding to expand the administrative role of the Executive Director of the US-Mexico Law Institute to a full-time position that supports the School of Law's entire International Program.
- ξ Seek and obtain funding to support visiting law professors from Latin America.
- ξ Hire a faculty member who specializes in International Law and Latin America.

***F. Study potential for Community and Economic Development Program.***

Indicators:

- ξ Hire Tax/Corporate/Commercial professor by 2004-05
- ξ Establish a Community and Economic Development Working Group to study viability and possible focus of program.
- ξ If viable, identify and implement a curriculum for students interested in a focused course of study. Hire adjuncts as needed to implement.
- ξ Seek and obtain funding to support program.

**III. Extend the School of Law's educational reach.**

Indicators:

- ξ # of continuing legal education (CLE) courses sponsored by the School of Law or taught by faculty members each year

- ξ Create standing CLE committee to increase School of Law's outreach to lawyers and non-lawyers
- ξ Offer series of courses or a curriculum for non-lawyers interested in legal education without pursuing a J.D. degree
- ξ # of undergraduate courses taught by law faculty members each year
- ξ Establish LLM working group to explore viability and possible focus of offering one or more graduate law degrees
- ξ If viable, establish first LLM program

**IV. Strengthen the School of Law's infrastructure to support the strategic plan.**

*A. Increase funding for new library acquisitions by \$250,000 per year.*

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

*C. Increase external sources of funding.*

Indicators:

- ξ Amount donated by external sources
- ξ # of alumni, corporate, and other donors
- ξ # of grant applications
- ξ # of successful grant applications

*D. Strengthen administrative and staff support.*

Indicators:

- ξ Reconfigure senior administrative staff positions to accurately reflect their duties.
- ξ Hire a JD-level advisor for the Career and Student Services Office.
- ξ Expand staff support for faculty by 2 FTE's
- ξ Implement an effective professional development and evaluation program for all staff

**Summary of hires:**

**For 2004-05 (current search):**

**Position:**

**Tax professor  
Library Director  
2 writing instructors (1 new)  
Student services professional  
2 FTE support staff**

**Funding source:**

**Faculty retirement  
Faculty retirement  
Existing line and tuition differential  
Tuition differential  
Operational budget**

**For 2005-06:**

**Natural Resources professor (1 or 2)**

**Faculty retirement/resignation**

**2006-2009:**

**Civil Procedure  
International and Latin America  
Natural Resources (1 or 2)  
SILC clinical fellow  
Latin American visitor**

**All dependent on future retirements/  
resignations/fundraising efforts**