

**Faculty Meeting Minutes**  
**October 26, 2004**

Present: Scarnecchia, Bay, Winograd, Rapaport, Parker, Valencia-Weber, Lopez, Blumenfeld, Bobroff, O'Leary, Ortega, Browde, Moore, Fritz, Land, Hall, Suzuki, Schwartz, Hughes, Feldman, Norwood, Martin, Homer, Bergman, Trainor, Mayer, Fort, Martinez

Students: Bradley, Carillo-Cruz, O'Reilly

The meeting was called to order at 3:00 p.m.

I. Announcements

- A. Dean Scarnecchia announced that she received a strong request from the SBA President that faculty end class on time. The delay in ending class was having a domino effect for students arriving for class finding parking etc.
- B. Memorial ceremony for Lee Teitelbaum here at UNM School of Law. Several faculty members attended the Utah ceremony. Herta (Lee's wife) prefers that the UNMSOL ceremony be done in February so as not to conflict with other activities planned to commemorate Lee's life. Dean Scarnecchia said a memorial fund would also be established in Lee Teitelbaum's name.
- C. The Weihofen Gift. Dean Scarnecchia announced that faculty members would be receiving a press release soon regarding the \$1 Million dollar contribution given by Bill Weihofen to commemorate his father's life. The Weihofen Chair is not restricted to a professorship but can also be granted to a current faculty member to bring in a visiting faculty member or be used to attract new faculty. Some of the funds will also be added to the law school budget to be used by the Dean's discretion to support faculty activities.
- D. Ramo lecture. Dean Scarnecchia asked faculty to attend the lecture on Thursday, October 28<sup>th</sup> at 5:30 p.m. She also asked faculty to announce the lecture to students in their classes. Lord Goldsmith will also be meeting with students at 10 a.m. on Friday, October 29<sup>th</sup>. Michael Neill, President of ILSA, has a document for students to review prior to the Friday lecture for students. There will also be a faculty lunch at 11:45 a.m. Friday in the forum. The law school community is being asked to park in the observatory lot on Thursday in order to to keep the L lot open for visitors.
- E. Associate Dean Antoinette Sedillo Lopez announced that funding is being sought to support the Summer in the Southwest series during the Summer of 2005. The proposed courses that would be open to students and lawyers are: Law Office Management, Domestic Violence, and Representing Micro-Enterprises.

- F. Associate Dean Rob Schwartz announced that November 9<sup>th</sup> is Law and Medicine Day. Second year law and medicine students will have lunch in the forum here at the law school at noon. The topic that will be discussed is: Providing Pain killers in the Emergency Room and what happens when people go to the ER to get drugs. Panel discussions will follow lunch from 1-3 p.m. Rob needs professors to volunteer to be facilitators for the panel discussions.
  - G. Library Director Carol Parker announced that law library will providing a demo of a new database on November 30<sup>th</sup>. This database offers full text historical documents. Another database demo will be done on historic legal treatises dating from 1800-1926 on December 9<sup>th</sup>. The library will also attempt to digitize exams that are currently available in the law library to make them available on the law school intranet. She is also seeking feedback from faculty regarding purchasing on-line versions of big looseleaf sets. It would be cheaper for the law school to purchase the on-line versions.
  - H. Associate Dean Jenny Moore announced that she has begun talking to faculty regarding curriculum for the 2005-2006 academic year. She mentioned that she would visiting with faculty earlier in hopes that the curriculum could be set earlier than in the past.
  - I. Barbara Bergman announced that there would be a faculty lunch on Wednesday, Oct. 27<sup>th</sup> with John Tucker. Mr. Tucker will also visit Barbara's class, tomorrow from 2:30-4:30 in Rm. 3410. Students who don't have class at that time are welcome to attend.
  - J. Nathalie Martin will have Judge Keith Lundin, a Bankruptcy Judge from Tennessee visiting the law school on Wednesday, October 27th.
  - K. Peter Winograd announced that another bill was being submitted to the U.S. Congress on law student loan forgiveness. An Arizona congressman introduced the legislation which will be considered in the next congressional session. The legislation provides for loan forgiveness to lawyers who have been out of law school for 15 years and have worked for 8 of those years in public interest law.
  - L. Dean Scarnecchia announced that the alumni dinner held on October 22<sup>nd</sup> was a great success. This year's dinner had the highest attendance ever and the largest amount of net revenue-\$22,000 was expected.
- II. There were no minutes to approve due to Reva's absence.
- III. Curriculum Committee draft on the Advanced Writing Requirement
- A. Nathalie Martin and Jenny Moore provided the latest revised draft from the curriculum committee. The revisions proposed hope to provide better outcomes for students. Six students did not graduate on time because they did not have the requirement met on time in 2004. Martin and Moore mentioned that the draft was meant to stimulate discussion and although the committee would like the proposal approved they would not railroad the new policy if there was not faculty support.

- B. Faculty concerns and questions included:
1. Elimination of language that could infer double credit for students
  2. Pushing for students to enroll in an advanced writing seminar could make other options such as writing a case note for NRJ vulnerable. It was clarified, however, that the NRJ already has a writing seminar associated with it, which would enable students to continue to fulfill the writing requirement through the NRJ. It was suggested that other journals could follow suit.
  3. Meeting the requirement via a law review note or comment would have to be approved by the Academic Dean if it was written under the auspices of an independent study.
  4. Moot court briefs vary. We discussed how a coach would know whether a particular student would have met the requirement through their participation on a moot court team
  5. Moot court briefs are meant to be collaborative. Someone noted that the writing requirement is meant to be an individual effort of students. Once again, the discussion helped clarify that moot court briefs, to qualify, would need to be reviewed by Academic Dean.
  6. Indian Law Certificate requires writing requirement to be met by writing on an Indian law issue. Are there enough Indian law seminars that would qualify as an advanced writing seminar?
  7. How many courses does the law school currently offer that would meet the advanced writing seminar status? Jenny mentioned she thought there were already 10 that could meet the requirement so it won't require finding many additional courses or faculty members
  8. Who would teach the advance writing seminar? Concerns about having adjuncts with little experience teach an advanced writing seminar. This discussion clarified that tenured/tenure-track faculty, as well as the writing faculty, would teach most seminars, and that all seminars would need to be approved by the Curriculum Committee.
  9. Could one faculty member handle having 10-12 students in their course working on their writing requirement?
  10. Deadline in current draft of student deciding in the 2<sup>nd</sup> semester of 2<sup>nd</sup> year would eliminate the possibility of meeting the writing requirement while working on a clinic project
  11. Clinic faculty would be relegated to 2nd reader status
  12. Establishing the new advanced writing requirement would require the Curriculum Committee to come up with a 2-year plan so that students would know what the advanced writing seminars would be. The curriculum committee is generally late getting the curriculum together as it is.
  13. Are the current seminars being offered too esoteric to allow students to have a broad range of writing topics to choose from discussion drew out the vision that seminar professors would be committed to giving each student the opportunity to develop and

interesting topic, and to improve their research, analysis and writing skills?

14. Idea would be that the advanced writing seminars would be a motivator to students to meet the requirement by participating in a seminar that would be the capstone of the law student's academic experience. The popular seminars would be fought over by students and fill up fast
15. Student would be expected to complete the writing requirement while taking the advanced writing seminar course
16. What if student takes a seminar and then decides they don't want to do the writing requirement during the course? Faculty member would not have to force student to complete the writing requirement during the course
17. The final draft of the new writing requirement would have to clearly state by what methods a student could actually meet the requirement
18. Independent study option allows students to pursue a topic outside of an advanced writing seminar
19. The new writing requirement provisions are meant to provide coherence to a current system that is viewed by some students as a joke. Some students take it seriously while others find a way to meet the requirement in the easiest way possible.
20. The new requirement should provide students with something to show prospective employers that demonstrates their writing ability

- C. After lengthy discussion, Martin and Moore said they would revise the current draft and bring it back to the faculty meeting on November 23<sup>rd</sup>. In the meantime, faculty were encouraged to bring their suggestions to the curriculum committee.

IV. Meeting adjourned at 5 p.m.

Respectfully submitted,

Reva M. Chapman  
Administrative Assistant to Dean Suellyn Scarnecchia  
From notes provided by Claire Conrad.

**Proposal from the Curriculum Committee to the Faculty on the UNM SOL  
Advanced Writing Requirement  
October 2004**

1. **Standards.** Standards for meeting the writing requirement need to be both rigorous and clearly articulated to our students. The advanced writing requirement is a writing project that entails:

careful topic-formulation,  
in-depth research,  
creative thesis-development,  
thorough analysis and presentation of relevant law and policy,  
precise drafting,  
effective organization,  
systematic revisions of the paper, and  
regular consultation throughout the process with two faculty readers.

The essence of the advanced writing requirement is a **substantive and substantial analytical experience**, culminating in a significant paper that has undergone a series of systematic, thorough, and scheduled revisions. A central goal of the requirement is to improve the overall quality of the writing of our graduates. Linked to this is our commitment to provide each student with an opportunity to grow as a writer, by taking his or her writing and analytical skills to a higher and more sophisticated level. The emphasis is on growth and challenge for each particular student.

Page length will vary depending on the instructors. However, in most cases students will be required to submit a paper of at least 20 pages.

2. **Structure, Options and Procedures.** All students should enroll in a “*writing requirement seminar*,” specifically designed to fulfill the advanced writing requirement. (~~Limited exceptions will apply, according to paragraph 3 below.~~) In order to implement this change, the school will need to make more seminars available. Our goal is to offer a total of 8 to 10 seminars per year, each of which will have enrollments of up to 12 students. Proposals for “writing requirement seminars” will be made by individual instructors, and require approval by the Curriculum Committee. Once the seminar paper is completed, it is evaluated by the instructor and read by a second faculty reader. Both readers must certify that the paper meets the standards in paragraph 1 in order for the student to successfully complete the writing requirement.

3. In cases in which no seminar satisfies a student's interest or schedule, exceptional arrangements may be made whereby the student would plan to fulfill the writing requirement through a ~~paper~~, law review note/case comment or moot court brief written (or completed) under the auspices of an independent study. Any such exceptions would require approval by the Academic Dean in consultation with the Registrar, and would need to meet the criteria set forth above in paragraph 1.

4. **Relationship between writing requirement and overall curriculum.**

The seminar requirement will benefit from related changes in the curriculum, including increasing the number of courses that qualify as writing requirement seminars. In addition, the further development of course progressions (so-called "families" of courses, in which foundational courses lead to more advanced courses) is likely to facilitate the development of writing requirement seminars and to better prepare students for writing effective advanced papers. Moreover, the offering of additional courses that focus on the development of advanced writing skills will improve students' abilities to write scholarly papers and practice-oriented documents overall.

5. **Deadlines.** Students must identify the <sup>stat</sup> seminar they will take to fulfill the requirement by the end of the ~~first~~ <sup>second</sup> semester of their second year, or they must secure approval by that time of an alternative plan to satisfy the requirement through an independent study or note/comment. Students must take their required seminar ~~or independent study or write their journal~~ ~~note/comment~~ during the second semester of their second year or ~~the first~~ <sup>either</sup> semester of their third year, unless a waiver of this requirement is granted by the Academic Dean in consultation with the Registrar, no later than the first semester of the third year. Students should be made aware that taking the seminar during the last semester of law school could cause them not to graduate on time, given that potentially it will take more than one semester to complete the requirement. In any event, the writing requirement must be satisfied by April 1 of the third year if the student is to graduate in May of that year.

## Legal Analysis and Writing Tutorial

1. All second year students will randomly be assigned a Faculty member (with a maximum of four students per faculty member) who will supervise those students in the completion of a substantial piece of analytical writing by the end of their 4th semester. This Tutorial will emphasize the development of the student's skills as a legal analyst and writer by providing a model of what critical and self-critical skills individual faculty members employ as professionals when they analyze legal problems and before they put their name on motions, briefs, articles etc.
2. The Faculty tutor will meet with the assigned students individually and/or collectively during the second year and certify the successful completion of the student papers. The student papers (indicating the supervising Faculty tutor) will be posted on the Law School Intranet.