



Office of the Provost and Vice President for Academic Affairs

School of Law

Academic Year 2014-15 Assessment Report

MISSION STATEMENT

The University of Montana School of Law prepares students for the people-oriented practice of law by integrating theory and practice in a competency-based curriculum; serves as the academic legal center in Montana; and contributes to the development of national, state, and tribal law and legal institutions through teaching, scholarship, and service.

In pursuit of this mission, the School of Law strives to:

- A. develop in its students the demonstrated ability to serve society as lawyers, to represent clients generally and in particular transactions, and to seek resolution of conflicts in appropriate forums;
- B. foster intellectual inquiry, knowledge of the law, fundamental professional skills, perspective on the role of law and lawyers in society, and the character and values necessary to serve society;
- C. support scholarship and provide professional service to Montana, tribal governments and communities, the nation, and the international community;
- D. emphasize those areas of law significant to the Rocky Mountain West, including natural resources, environmental, and Indian law; and
- E. promote among students, faculty, and the profession a sense of community enriched by a diverse group of people devoted to freedom of inquiry and freedom of expression.

DEPARTMENT OBJECTIVES and ALIGNMENT WITH STRATEGIC ISSUES

1. Promote professionalism throughout our academic program	
- Discovery and Creativity to Serve Montana and the World	
- Education for the Global Century	
2. Encourage and support excellence in teaching, scholarship, and service to invigorate the law faculty, students and community	
- Discovery and Creativity to Serve Montana and the World	
- Dynamic Learning Environment	
- Education for the Global Century	
3. Attract a highly qualified and diverse student body and ensure student success.	
- Partnering for Student Success	
- Dynamic Learning Environment	
4. Ensure our curriculum responds to changing student needs, demographics, the practice of law, and technology	
- Discovery and Creativity to Serve Montana and the World	
- Dynamic Learning Environment	
- Education for the Global Century	
5. Promote community	
- Dynamic Learning Environment	
6. Effectively communicate with all of our constituencies	
- Partnering for Student Success	
- Discovery and Creativity to Serve Montana and the World	
- Dynamic Learning Environment	
- Education for the Global Century	
7. Develop greater collaboration with the University	
- Education for the Global Century	
- Dynamic Learning Environment	
8. Increase financial resources for the School to address the goals of the Strategic Plan	
- Planning-Assessment Continuum	
- Partnering for Student Success	
- Discovery and Creativity to Serve Montana and the World	
- Dynamic Learning Environment	
- Education for the Global Century	

STUDENT LEARNING GOALS AND MEASUREMENT TOOLS

	<Measurement Tool>				
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1. See attached curriculum chart					
2.					
3.					
4.					
5.					
6.					

RESULTS AND MODIFICATIONS

PROBLEM SOLVING	<p>2011 Discovered deficiency: While faculty were using problem solving method, no one was addressing the topic of legal problem solving, introducing students to the elements involved, and involving students in exercises addressing each step in problem solving</p> <p>2011 Modification to correct: Study of legal problem solving itself and an exercise to practice the steps involved were introduced into the Theory and Practice bloc of the first-year Lawyering Fundamentals course.</p> <p>2014 Discovered deficiency: While the introduction of the legal problem solving exercise was beneficial for students and led to greater understanding of legal problem solving, students would benefit more from a more individualized exercise.</p> <p>2014 Modification to correct: A more individualized legal problem solving simulation exercise will be introduced into future Theory and Practice courses.</p>
LEGAL ANALYSIS AND REASONING	<p>2011 Discovered deficiency: Students were demonstrating inadequate skills in legal analysis.</p> <p>2011 Modification to correct: Legal analysis was broken into a separate course which is now a bloc in the Lawyering Fundamentals class</p> <p>2011 Discovered deficiency: Lack of context in teaching legal analysis and reasoning.</p> <p>2011 Modification to correct: Faculty teaching legal reasoning connected the classes with Civil Procedure so that students learned in the context of the Civil Procedure course.</p> <p>2014 Discovered deficiency: Students need greater ability to apply the law to different fact scenarios.</p> <p>2014 Modification to correct: In the context of the integrated legal analysis and Civil Procedure I courses, the students were given multiple assessments focusing specifically on their application skills.</p>
NEGOTIATION	<p>2011 Discovered deficiency: Students have inadequate chance to practice negotiation skills in the law school curriculum.</p> <p>2011 Modification to correct: Faculty intend to place a simulated negotiation exercise in the Theory and Practice bloc of the Lawyering Fundamentals Course before students engage in simulated negotiation of a sale agreement in the second year business transactions class.</p>

FACTUAL INVESTIGATION	<p>2011 Discovered deficiency: While students engaged in fact investigation in clinics, they made no study of fact investigation and did not engage in any fact investigation exercises.</p> <p>2011 Modification to correct: Fact investigation was introduced as a topic in the Theory and Practice bloc of the Lawyering Fundamentals course, and a collaborative group fact investigation exercise was designed for the Law Firm program. Also, experimental work has been done introducing students to live client representation in their first year in which they engage in fact investigation on behalf of a real client.</p> <p>2014 Discovered deficiency: The live client component of the Theory and Practice class was extremely beneficial and provided important and relevant experience with factual investigation. However, this aspect of the Theory and Practice course was dependent on intense faculty involvement and raised resource concerns.</p> <p>2014 Modification to correct: The faculty and administration need to reach consensus on the appropriate commitment of resources to ensure the success of the live client component.</p>
COMMUNICATION	<p>2011 Discovered deficiency: The traditional law school curriculum across the United States has featured single do-or-die final essay exams in each class as the primary assessment tool. This is educationally indefensible, does not give an adequate picture of student learning, and is not adequate preparation for law practice communication.</p> <p>2011 Modification to correct: In the required curriculum, faculty have added mid-term exams and drafting/writing exercises to the course assessment. It is very common throughout the curriculum for students to be assessed based on preparation of documents such as pleadings, contract provisions, and opinion letters.</p> <p>2014 Discovered deficiency: Currently, nearly every course has multiple assessments in a multiplicity of formats. These multiple assessments have created coordination and workload issues for faculty and students and scheduling concerns.</p> <p>2014 Modification to correct: The Law School Registrar has built into the spring schedule a specific time for exams and assessments during the semester. Additional work will need to be done to coordinate assessments and to address workload issues.</p>

ORGANIZATION AND MANAGEMENT OF LEGAL WORK	<p>2011 Discovered deficiency: The curriculum inadequately addresses this outcome.</p> <p>2011 Modification to correct: An elective course in legal office management has been added. This deficiency is still under study for correction.</p> <p>2014 Discovered deficiency: The elective course in legal office management has been well-received but does not address some of the issues for law practice relating to technology and its impact on law practice.</p> <p>2014 Modification to correct: A new elective course in E-Discovery has been added to the curriculum, taught by an adjunct professor. In addition, a current faculty member has plans to offer a law practice course that would combine the legal office management course and the E-Discovery course.</p>
LITIGATION AND ADR	<p>2011 Discovered deficiency: Clinical supervisors evaluating student trial performance reported that students had inadequate skills in jury voir dire.</p> <p>2011 Modification to correct: Simulated individual voir dire exercises were added into the Trial Practice Program.</p> <p>2014 Discovered deficiency: Using traditional grading system lacked reliability for assessment purposes.</p> <p>2014 Modification to correct: The faculty approved making Trial Practice course pass/no credit.</p>
RECOGNIZING AND RESOLVING LEGAL DILEMMAS	<p>2011 Discovered deficiency: Increasing concern of lawyers and judges that lawyers are being uncivil, unprofessional and unethical in practice.</p> <p>2011 Modification to correct: Integrating ethics and professionalism issues in classes throughout the curriculum.</p> <p>2014 Discovered deficiency: The live client component of the Theory and Practice class was extremely beneficial and provided important and relevant experience with recognizing and resolving legal dilemmas of professionalism and ethics. However, this aspect of the Theory and Practice class was dependent on intense faculty involvement and raised resource concerns.</p> <p>2014 Modification to correct: The faculty and administration need to reach consensus on the appropriate commitment of resources to ensure the success of the live client component.</p>

LEGAL RESEARCH	<p>2011 Discovered deficiency: Too much of the student learning was taking place through teaching assistants in teaching lab (law firm program).</p> <p>2011 Modification to correct: More faculty classroom time was allocated.</p> <p>2011 Discovered deficiency: First semester legal research course concentrated solely on print research while students were attuned to online research.</p> <p>2011 Modification to correct: Faculty integrated print and online research in the first-semester to meet student expectations and learning style.</p> <p>2011 Discovered deficiency: Assignment load was interfering with student learning.</p> <p>2011 Modification to correct: Faculty have adjusted exercise workload to balance for effectiveness without stress.</p> <p>2014 Discovered deficiency: Faculty teaching legal research have recognized that traditional methods of teaching legal research do not generate sufficient student engagement.</p> <p>2014 Modification to correct: The legal research professor reorganized her course into a “flipped course.” She now has the students watch a short video lecture prior to class and class time is spent entirely on practical skills exercises. The professor indicates that students report greater engagement.</p>
COUNSELING	<p>2011 Discovered deficiency: In the client interviewing and client counseling exercises, students performed poorly in the graded simulations.</p> <p>2011 Modification to correct: In the interviewing portion, students now perform an interview without being graded before engaging in the graded interview. In client counseling, students engage in a simulated counseling session in their law firms before engaging in the session which is graded.</p> <p>2014 Discovered deficiency: The live client component of the Theory and Practice class was extremely beneficial and provided important and relevant experience with client counselling. However, this aspect of the Theory and Practice class was dependent on intense faculty involvement and raised resource concerns.</p> <p>2014 Modification to correct: The faculty and administration need to reach consensus on the appropriate commitment of resources to ensure the success of the live client component.</p>

APPENDICES

1. UMSL Student Learning Outcomes/Competencies from Self-Study
2. UMSL 2009-2014 Strategic Plan

FUTURE PLANS FOR CONTINUED ASSESSMENT

As part of its accreditation process by the American Bar Association, the Law School is required to have a strategic plan and to complete a self study. The Law School's current strategic plan expires at the end of this academic year. The Strategic Planning Committee began a strategic planning process in AY 2013-2014 that will culminate in a new strategic plan being presented to the faculty during this academic year. In addition, the Law School is scheduled for an accreditation visit in academic year 2016-2017. In preparation for that visit, the Law School will engage in and prepare a self-study in academic year 2015-2016. These processes (strategic planning and self-study) are very important for the Law School and will provide important and relevant opportunities for continued assessment of our program and for generation of significant new strategic initiatives.

STUDENT LEARNING OUTCOMES/COMPETENCIES
University of Montana School of Law

(Adopted from the “MacCrate Report” of the American Bar Association Section on Legal Education and Admissions to the Bar)

Fundamental Lawyering Skills

Skill § 1 : *Problem Solving*

In order to develop and evaluate strategies for solving a problem or accomplishing an objective, a lawyer should be familiar with the skills and concepts involved in:

- 1.1 Identifying and Diagnosing the Problem;
- 1.2 Generating Alternative Solutions and Strategies;
- 1.3 Developing a Plan of Action;
- 1.4 Implementing the Plan;
- 1.5 Keeping the Planning Process Open to New Information and New Ideas.

Skill § 2: *Legal Analysis and Reasoning*

In order to analyze and apply legal rules and principles, a lawyer should be familiar with the skills and concepts involved in:

- 2.1 Identifying and Formulating Legal Issues;
- 2.2 Formulating Relevant Legal Theories;
- 2.3 Elaborating Legal Theory;
- 2.4 Evaluating Legal Theory;
- 2.5 Criticizing and Synthesizing Legal Argumentation.

Skill § 3: *Legal Research*

In order to identify legal issues and to research them thoroughly and efficiently, a lawyer should have:

- 3.1 Knowledge of the Nature of Legal Rules and Institutions;
- 3.2 Knowledge of and Ability to Use the Most Fundamental Tools of Legal Research;
- 3.3 Understanding of the Process of Devising and Implementing a Coherent and Effective Research Design.

Skill § 4: *Factual Investigation*

In order to plan, direct, and (where applicable) participate in factual investigation, a lawyer should be familiar with the skills and concepts involved in:

- 4.1 Determining the Need for Factual Investigation;
- 4.2 Planning a Factual Investigation;
- 4.3 Implementing the Investigative Strategy;
- 4.4 Memorializing and Organizing Information in an Accessible Form;
- 4.5 Deciding Whether to Conclude the Process of Fact-Gathering;
- 4.6 Evaluating the Information That Has Been Gathered.

Skill § 5 : *Communication*

In order to communicate effectively, whether orally or in writing, a lawyer should be familiar with the skills and concepts involved in:

- 5.1 Assessing the Perspective of the Recipient of the Communication;
- 5.2 Using Effective Methods of Communication.

Skill § 6: *Counseling*

In order to counsel clients about decisions or courses of action, a lawyer should be familiar with the skills and concepts involved in:

- 6.1 Establishing a Counseling Relationship That Respects the Nature and Bounds of a Lawyer's Role;
- 6.2 Gathering Information Relevant to the Decision to Be Made;
- 6.3 Analyzing the Decision to Be Made;
- 6.4 Counseling the Client About the Decision to Be Made;
- 6.5 Ascertaining and Implementing the Client's Decision.

Skill § 7: Negotiation

In order to negotiate in either a dispute-resolution or transactional context, a lawyer should be familiar with the skills and concepts involved in:

- 7.1 Preparing for Negotiation;
- 7.2 Conducting a Negotiation Session;
- 7.3 Counseling the Client About the Terms Obtained From the Other Side in the Negotiation and Implementing the Client's Decision.

Skill § 8: Litigation and Alternative Dispute Resolution Procedures

In order to employ-or to advise a client about-the options of litigation and alternative dispute resolution, a lawyer should understand the potential functions and consequences of these processes and should have a working knowledge of the fundamentals of :

- 8.1 Litigation at the Trial-Court Level;
- 8.2 Litigation at the Appellate Level;
- 8.3 Advocacy in Administrative and Executive Forums;
- 8.4 Proceedings in Other Dispute-Resolution Forums.

Skill § 9 : Organization and Management of Legal Work

In order to practice effectively, a lawyer should be familiar with the skills and concepts required for efficient management, including:

- 9.1 Formulating Goals and Principles for Effective Practice Management;
- 9.2 Developing Systems and Procedures to Ensure that Time, Effort, and Resources Are Allocated Efficiently;
- 9.3 Developing Systems and Procedures to Ensure that Work is Performed and Completed at the Appropriate Time;
- 9.4 Developing Systems and Procedures for Effectively Working with Other People;
- 9.5 Developing Systems and Procedures for Efficiently Administering a Law Office.

Skill § 10 : Recognizing and Resolving Ethical Dilemmas

In order to represent a client consistently with applicable ethical standards, a lawyer should be familiar with:

- 10.1 The Nature and Sources of Ethical Standards;
- 10.2 The Means by Which Ethical Standards are Enforced;
- 10.3 The Processes for Recognizing and Resolving Ethical Dilemmas.

Fundamental Values of the Profession

Value § 1 : Provision of Competent Representation

As a member of a profession dedicated to the service of clients, a lawyer should be committed to the values of:

- 1.1 Attaining a Level of Competence in One's Own Field of Practice;
- 1.2 Maintaining a Level of Competence in One's Own Field of Practice;

1.3 Representing Clients in a Competent Manner.

Value § 2: Striving to Promote Justice, Fairness, and Morality

As a member of a profession that bears special responsibilities for the quality of justice, a lawyer should be committed to the values of:

- 2.1 Promoting Justice, Fairness, and Morality in One's Own Daily Practice;
- 2.2 Contributing to the Profession's Fulfillment of its Responsibility to Ensure that Adequate Legal Services Are Provided to Those Who Cannot Afford to Pay for Them;
- 2.3 Contributing to the Profession's Fulfillment of its Responsibility to Enhance the Capacity of Law and Legal Institutions to Do Justice.

Value § 3: Striving to Improve the Profession

As a member of a self-governing profession, a lawyer should be committed to the values of:

- 3.1 Participating in Activities Designed to Improve the Profession;
- 3.2 Assisting in the Training and Preparation of New Lawyers;
- 3.3 Striving to Rid the Profession of Bias Based on Race, Religion, Ethnic Origin, Gender, Sexual Orientation, or Disability, and to Rectify the Effects of These Biases,

Value § 4: Professional Self-Development

As a member of a learned profession, a lawyer should be committed to the values of:

- 4.1 Seeking Out and Taking Advantage of Opportunities to Increase His or Her Knowledge and Improve His or Her Skills;
- 4.2 Selecting and Maintaining Employment That Will Allow the Lawyer to Develop As a Professional and to Pursue His or Her Professional and Personal Goals.

University of Montana School of Law 2009-2014 Strategic Plan

Vision:

The University of Montana School of Law will continue to be a national leader in curricular development and academic innovation and be recognized as one of the premier regional law schools in the nation.

Mission:

- develop in its students the demonstrated ability to serve society as lawyers, to represent clients generally and in particular transactions, and to seek resolution of conflicts in appropriate forums;
- foster intellectual inquiry, knowledge of the law, fundamental professional skills, perspective on the role of law and lawyers in society, and the character and values necessary to serve society;
- support scholarship and provide professional service to Montana, tribal governments and communities, the nation, and the international community;
- emphasize those areas of law significant to the Rocky Mountain West and Northern Plains, including natural resources, environmental, and Indian law; and
- promote among students, faculty, and the profession a sense of community enriched by a diverse group of people devoted to freedom of inquiry and freedom of expression.

Values:

- **Professionalism:** We are committed to civility in our work with others, respect for the integrity of each person, compassion for others, honesty, competence in our work, and a commitment to community. We endeavor to inculcate in our students an understanding of the law, the role of the law and lawyers in society and the duty of lawyers to promote justice and to uphold the principles of honesty, integrity, and civility. We seek to help our students develop the professional skills and the character and values necessary to fulfill the role of a lawyer as a representative of clients, an officer of the legal system, and a public citizen with special responsibility for the quality of justice.
- **Excellence:** We strive for excellence in our teaching, learning, scholarship and service. We endeavor to prepare our students to succeed in the people-oriented practice of law by integrating theory, practice, and values in a competency-based curriculum that integrates legal analysis, writing, professionalism and practice skills.
- **Leadership:** Through our work in legal education, we seek to provide leadership that is visionary and collaborative and that is marked by integrity, courage, and good judgment.

- **Community:** We work to foster an academic community marked by shared purpose, respect for and celebration of diversity, mutual support, and dedication to service.

Strategic Goals and Actions:

I. Promote Professionalism throughout our Academic Program

A. Design and implement a Law School-wide effort to establish community professionalism standards

- Responsibility: Dean, Faculty, and SBA
- Date: AY 2009-2010

B. Explore the possibility of a public service requirement

- Present a report to the faculty as to the pros and cons of instituting a public service requirement.
 - Responsibility: Curriculum Committee
 - Date: Spring 2010

C. Increase curricular emphasis on professionalism

- Propose a plan to incorporate professionalism throughout the law school curriculum.
 - Responsibility: Curriculum Committee
 - Date: Spring 2010

D. Create a culture where hard work and a commitment to excellence are combined with attention to one's personal life to ensure professional competence.

- Responsibility: Law School community
- Date: Ongoing

II. Encourage and Support Excellence in Teaching, Scholarship, and Service to Invigorate the Law Faculty, Students, and Community

A. Explore the possibility of a faculty blog

- Responsibility: Associate Dean, Technology Committee, IT Department, Ad Hoc Web Committee
- Date: Spring 2010

B. Encourage collaborative projects among faculty, including shared scholarship and teaching

- Responsibility: Dean
- Time: Ongoing

C. Develop incentives for faculty to achieve excellence in scholarship, service, or teaching

- Responsibility: Dean, Dean's Advisory Council
- Time: Fall 2010

D. Develop and implement a revised process for assessment of faculty performance for the purposes of compensation and retention.

- Responsibility: Dean, Ad Hoc Committee
- Date: Spring 2011

E. Create greater flexibility in the curriculum by reducing required hours and increasing opportunity for interdisciplinary activities

- Responsibility: Curriculum Committee
- Date: Spring 2011

F. Structure faculty workloads to ensure excellence and balance in teaching, service, and scholarship

- Responsibility: Dean, Dean's Advisory Council
- Date: Ongoing

G. Develop a more formal mentoring program for faculty, including adjunct faculty

- Responsibility: Associate Dean, Promotion and Tenure Committee
- Date: Faculty Institute 2010

H. Promote effective teaching through a more formalized program of faculty development

- Responsibility: Associate Dean, Faculty Development Committee
- Date: Ongoing

I. Streamline committee structure

- Responsibility: Dean, Dean's Advisory Council

- Date: Faculty Institute 2010

J. *Enhance effectiveness of committees through server space for committees*

- Responsibility: Dean, Director of IT
- Date: Fall 2009

K. *Develop a long-term plan to address various tenure track hiring needs including positions in Legal Writing and Commercial Law; consider the recommendations of the Academic Success Committee and, based on the faculty action on those recommendations, develop a plan for the appropriate staffing of the Academic Success Program.*

- Responsibility: Dean and Faculty
- Date: End of 2009-2010 academic year

L. *Develop a fund for enrichment through use of external experts/speakers and a process for distribution of fund monies.*

- Responsibility: Dean and Faculty
- Date: End of 2009-2010 academic year

M. *Develop a long-term strategic plan for the IT department that defines and prioritizes critical IT services, ensures planned acquisition of vital classroom technology, and identifies possible sources of additional funding, in consultation with the Dean, to insure continued IT support and service for faculty, staff, and students at appropriate levels.*

- Responsibility: IT Director, Technology Committee, Library Director, Library Committee
- Date: Fall 2010

N. *Develop a long-term strategic plan for the law library that defines critical library services, ensures planned acquisition of library technology and electronic materials, and identifies possible sources of additional funding, in consultation with the Dean, to insure continued levels of library support for academic programs and scholarship.*

- Responsibility: Library Director, Library staff, Library Committee, Technology Committee
- Date: Fall 2010

III. Attract a Highly Qualified and Diverse Student Body and Ensure Student Success

A. Review admissions and survey student satisfaction with the admissions process

- Responsibility: Admissions Committee, Director of Admissions
- Date: Fall 2010

B. Develop a comprehensive pipeline plan directed at encouraging enrollment and graduation by Native American students, particularly those from Montana

- Responsibility: Dean, Admissions Committee, Diversity Committee, Associate Dean, Director of Admissions
- Date: Fall 2009

C. Review and consider implementation of the Diversity Committee's plan for recruiting, enrolling, retaining, and graduating a diverse student body

- Responsibility: Diversity Committee, Faculty
- Date: Spring 2010

D. Improve the Academic Success Program and appoint a Director of the Academic Success Program

- Responsibility: Ad Hoc Academic Success Program Committee
- Date: Summer Institute 2010

E. Develop a more formal mentoring and advising program for students, engaging the entire faculty

- Responsibility: Director of Students, Ad Hoc Academic Success Program Committee
- Date: Fall 2009

F. Implement an online curricular advising program

- Responsibility: Associate Dean, Curriculum Committee
- Date: Spring 2010

G. Develop and implement a plan to enhance development of career services and expansion of placement opportunities

- Responsibility: Dean, Director of Students, Director of External Relations, Faculty-Student Relations Committee, Director of Career Services
- Date: Interim Report-December 2009; Final Report-Fall 2010

IV. Ensure our Curriculum responds to changing student needs, demographics, the practice of law, and technology

A. Survey the Bar and other constituents to assess appropriate scope and effectiveness of our curriculum

- Responsibility: Strategic Planning Committee
- Date: Faculty Institute 2011

B. Incorporate experiential learning in the first year

- Responsibility: Associate Dean, First Year Faculty
- Date: AY 2009-2010

C. Review (and consider implementation) of the proposed Environmental Law Program Strategic Plan

- Responsibility: Faculty
- Date: Fall 2009

D. Explore development of a non-Profit Clinic to provide transactional clinical placement

- Responsibility: Ad hoc Non-Profit Committee
- Date: Spring 2010

V. Promote Community

A. Continue to work toward promoting and supporting a culture of inclusion, collaboration, civility, and respect for all faculty, students, and staff.

- Responsibility: Dean, Faculty, SBA, Staff
- Date: Ongoing

B. Develop annual plan for community- wide gatherings to celebrate accomplishments and to foster greater student/faculty/staff interaction

- Responsibility: Dean, Director of Students, Faculty-Student Relations Committee, Staff
- Date: Ongoing

C. Develop a “shared calendar” with faculty, administration, and students

- Responsibility: Dean, Director of Students, Faculty-Student Relations Committee
- Date:

VI. Effectively Communicate with All of Our Constituencies

A. Develop and implement an internal and external communications plan for the law school, consistent with the University’s efforts to: (a) facilitate the school’s ability to recruit and retain exceptional faculty, students, and staff; (b) generate greater appreciation for, and understanding of, the important contributions the Law School makes to the state, region, and country; (c) heighten visibility for faculty scholarship; (d) increase visibility for the Law School’s core programs, certificate programs, and joint degree opportunities; (e) enhance fundraising; (f) and increase placement opportunities.

- Responsibility: Dean, Ad Hoc Committee appointed for this purpose
- Date: Draft by Summer Institute 2010

B. Dedicate adequate staff to manage and continuously update an interactive webpage.

- Responsibility: Dean, Ad Hoc Webpage Committee
- Date: AY 2010-2011

VII. Develop Greater Collaboration with the University

A. Place a greater emphasis on interdisciplinary work, with a particular focus on our areas of concentrations: Native American, Environmental, Small Business/Non-Profit, Mediation, and Public Administration

- Responsibility: Dean, Associate Dean, Faculty in each of the above areas
- Date: Ongoing

B. Encourage more cross-campus exchanges, cross-listing of law school courses, and cross-campus liaisons

- Responsibility: Dean, Curriculum Committee, Associate Dean, Registrar
- Date: Prior to Spring 2010 registration

C. Make sustainability a priority in all aspects of the Law School by setting goals, e.g., to reduce print/copy materials by 15% for each of the next five years.

- Responsibility: Dean, Faculty, Students and Staff
- Date: Ongoing

VIII. Increase Financial Resources for the School to Address Goals of Strategic Plan

A. Continue to work to increase the financial resources of the school, specifically for (a) Scholarships, including resources to attract a diverse student body; (b) Recruitment of a diverse student body; (c) Faculty support and compensation competitive with peer institutions; and (d) Regular upgrades of technology.

- Responsibility: Dean, Dean's Advisory Council
- Date: Ongoing

B. Create a budget planning committee to advise the Dean on fundraising and budget allocation, resulting in a long-term economic plan encompassing revenues and expenditures.

- Responsibility: Dean, Dean's Advisory Council
- Date: Ongoing