



**The University of Baltimore School of Law Strategic Plan 2013-2018
Adopted by the faculty on Nov. 8, 2013**

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Introduction

The School of Law's magnificent new John and Frances Angelos Law Center opened in April 2013. Glass walls and soaring spaces infuse the building with natural light, creating an exciting and dynamic learning environment for students. The law center also provides students and faculty with sophisticated technology and an innovative variety of spaces for studying and collaboration. Significantly, the new law center enables the School of Law to integrate all of its doctrinal and clinical teaching spaces in one building, increasing the opportunities for new synergies within the law school community. The building also visibly affirms the School of Law's long-standing commitment to the greater community. Organizations from the American Civil Liberties Union to local nonprofits already have been welcomed into the Angelos Law Center for important gatherings. Moreover, the law school is now home to a nonprofit organization that, like the school's clinical program, brings low-income members of the community into the building for high-quality legal representation. In these and other ways, the new building will help the law school achieve all the goals of the Strategic Plan: to attract talented students, expand career opportunities, prepare students in a dynamic academic environment for a changing legal profession and advance justice.

Building on the Law School's Strengths

The University of Baltimore School of Law has a strong foundation to build on to reach the goals outlined and commitments made in this new Strategic Plan. In developing the plan, the faculty, staff, students and alumni began by identifying the major strengths of the School of Law.

Engaged Students and Alumni

The School of Law enjoys a diverse student body and successful students who become active alumni. Although the school has long been known for educating aspiring Maryland lawyers, it also draws students from across the country and, increasingly, from around the world. The availability of scholarships in recent years has made the school more affordable for a broader range of students. The

law school values the racial, ethnic and socio-economic diversity of its student body, and continuing to seek broad diversity is a critical goal of the new Strategic Plan.

The School of Law's students have historically performed well on the Maryland bar examination, routinely exceeding the overall state passage rates. Since 2009, between 83 percent and 87 percent of the UB School of Law's students taking the bar exam for the first time have passed. The school's graduates can be found throughout the Baltimore, Maryland and District of Columbia legal communities in all areas of practice: large multinational firms, small or solo law offices, legal services programs, government agencies, corporations, the legislature in Annapolis and the benches of courts throughout the state. Many of these alumni maintain close ties to the school, coming back to teach, speak or coach moot court teams and providing students with invaluable externships, clerkships and other employment opportunities. The ongoing support of alumni is integral to the success of the new Strategic Plan.

Multiple Curricular Strengths

Many aspects of the School of Law's existing curriculum also support the goals of the Strategic Plan. A number of current programs, for example, provide a springboard for the curricular innovations related to the plan's goals. The School of Law's Introduction to Lawyering Skills (ILS) program, developed as part of the previous strategic plan, is an ambitious innovation that integrates legal writing with a required first-year course (torts, criminal law, civil procedure or contracts). Popular among students, the ILS course provides a strong foundation in legal writing, which is reinforced with upper-level writing requirements. The first-year "law in context" program helps students understand the law in a variety of theoretical, social, historical and philosophical contexts. The law school's pioneering Experience in Legal Organizations (EXPLOR) program provides students an opportunity to put their theoretical knowledge of the law into practice in a range of externship opportunities after their first year. Upper-level students can select courses in subject-matter concentrations such as estate planning and intellectual property, among other practice areas. The School of Law's highly regarded clinical program enables students to provide legal services to the community's most vulnerable members, while the long-standing externship program gives students course credit for rigorous experience in a wide variety of legal settings outside the school. Both clinics and externships support the plan's goals of increasing experiential learning, fostering professionalism and advancing justice.

Outstanding Faculty

Professors at the School of Law are known for their strong commitment to classroom teaching, which they complement with outstanding scholarly contributions in a wide array of fields and with active service in the university and in local, state and national law-related organizations. Faculty members also direct and participate in the school's five dynamic centers: the Center for International and Comparative Law; the Center on Applied Feminism; the Center for Sport and the Law; the Sayra and Neil Meyerhoff Center for Families, Children and the Courts; and the Center for Medicine and the Law. These centers support innovative scholarship, bring speakers to campus, and organize symposia and other programs that benefit students and faculty alike. Since the previous strategic plan was adopted, many excellent new faculty members have been hired, all of whom have brought strong academic and practice credentials. They and their more senior colleagues honor the school's commitment to develop effective, practice-ready attorneys who are well-schooled in the theoretical underpinnings of the law.

Highly Effective Career Services

The School of Law's deep commitment to career services furthers the goals set forth in this plan. The school's impressive employment outcomes compare favorably to those of other law schools in the region. Nine months after graduation, 86.7 percent of students in the Class of 2012 were employed,

almost all of them in positions for which the employer required or preferred a law degree. Nearly 18 percent of graduating students secured a judicial clerkship with a state trial, state appellate or federal court judge, almost double the national average.

Long before many other law schools began to focus on the connection between experiential learning and career development, the UB School of Law afforded students hands-on experience in government agencies, judges' chambers, law firms and nonprofit and public-interest organizations throughout Maryland and the District of Columbia. In the past five years, the school's externship offerings have grown dramatically. In 2012, for example, the school launched initiatives to support student interest in public-service careers: the Pro Bono Challenge, in which students earn recognition for pro bono work, and the Pro Bono Connection, in which students are trained to participate in pro bono matters. In addition, the school collaborates with organizations such as Maryland Legal Aid, the Maryland Office of the Public Defender and the House of Ruth Maryland to provide fellowship opportunities and, ultimately, opportunities for employment for recent law school graduates.

The School of Law provides comprehensive professionalism and career-skills training with events, ongoing programs and online resources. During the 2013-2014 academic year, for example, more than 100 legal practitioners with expertise in a range of practice areas and settings are to visit the campus to speak with students about professional development. Annual networking and career-fair events bring hundreds of employers to campus every year. The Legal Professional Development Institute, launched in 2012, offers students the opportunity to receive training throughout their law school careers and to earn a certificate upon completion of the program.

Support from the University of Baltimore and the Broader Community

Moving into the new Strategic Plan period, the School of Law also benefits in many ways from the support of the university. The School of Law collaborates with the University of Baltimore's three other colleges -- the Yale Gordon College of Arts and Sciences, the College of Public Affairs and the Merrick School of Business -- and benefits from university-wide initiatives that promote excellence in teaching and fund activities to enhance students' learning. The university's commitment to integrating experiential learning and community engagement throughout the institution complements the commitments in the School of Law's Strategic Plan to develop experiential learning opportunities for students and to advance justice.

The School of Law's relationships with the broader community also support the goals of the Strategic Plan. Through its network of active alumni, the school is connected to the local, national and international legal communities. The school's faculty-directed centers partner with scholars and policymakers nationally and internationally. The faculty's pro bono activities connect the school with organizations that work on a wide variety of pressing legal issues. The new law center provides space for the school to engage with groups whose work involves seeking justice.

The University of Baltimore School of Law has experienced a period of growth and innovation. As this brief exposition of the school's strengths demonstrates, that growth and innovation are exemplified by the new building but reach far deeper, through the school's curriculum, faculty, staff and students, and extending to its critical institutional and community partnerships. With this foundation, the School of Law is well-situated to undertake the work of this new Strategic Plan.

Goal 1: Attract a Talented, Diverse and Engaged Student Body With Excellent Prospects for Academic and Career Success

The School of Law, like law schools around the country, has experienced declining applications in recent years as prospective students question the value of a law degree in the current marketplace. In response, the School of Law reduced the size of the 2013-2014 entering J.D. class by more than 50 students, or by about 15 percent. During this new Strategic Plan period, the School of Law will continue its commitment to the academic and professional success of students while closely monitoring conditions in the legal marketplace, including the availability of qualified applicants and the job prospects of its graduates.

Each year the school will consider the optimal number of students to admit, taking into account changes in internal and external conditions. Internally, the number of students admitted affects the amount of academic assistance available to students, bar passage rates and the ability of students to find suitable employment. The school also will remain cognizant of external conditions such as the national and regional economies, the demand for lawyers, and the number and quality of applicants.

Even as the size of the incoming J.D. class was reduced, the UB School of Law achieved notable growth in its international LL.M. program due to heightened interest in the school from students of diverse nationalities, including those from China, Brazil and Cameroon. The growth of the LL.M. program makes a positive contribution to the diversity and international character of the school and helps bolster its ability to accept J.D. students.

Objective 1.1: Attract highly talented J.D. students capable of success in the School of Law.

Strategies:

1. *Maintain flexibility regarding the size of each incoming J.D. class in order to enroll only qualified students who will encounter good job prospects upon graduation.*
2. *Maintain and strive to improve funding for scholarships.*
3. *Increase the use of application fee waivers.*
4. *Maximize prospective students' exposure to the new building.*
5. *Increase faculty involvement in recruiting prospective students.*
6. *Increase enrollment in non-J.D. programs, such as the LL.M. in the Law of the United States (LOTUS) and the LL.M. in Taxation, and explore other initiatives to allow flexibility in the size of the J.D. program.*

Measures of Success Include:

- Improvement in the credentials of incoming J.D. students.
- Maintenance of strong bar passage rates.

(The baseline for measuring the success of the plan's objectives will be Academic Year 2012-2013.)

Objective 1.2: Enhance diversity in the student body.

Strategies:

1. *Appoint a director of diversity and outreach initiatives in the Admissions Office.*
2. *Strengthen pipeline programs such as the Fannie Angelos Program for Academic Excellence and the Charles Hamilton Houston Scholars Program, which create opportunities for students of diverse backgrounds.*

3. *Maintain and strive to improve funding for scholarships.*
4. *Appoint a coordinator to help recruit students for the LL.M. LOTUS program and to help build relationships that will increase and support existing and new international initiatives.*
5. *Maintain competitive tuition for LL.M. programs.*
6. *Attract students to the LL.M. LOTUS program from new regions of the world by establishing partnerships with other law schools in the United States and abroad.*
7. *Increase the use of application fee waivers to remove financial barriers to prospective students' applying to law school.*

Measures of Success Include:

- Greater ethnic, racial and economic diversity of J.D. and LL.M. student bodies.

Objective 1.3: Promote affordability of and access to legal education.

Strategies:

1. *Increase efforts to raise revenue through grants, fundraising and continuing education programs to reduce reliance on J.D. tuition.*
2. *Increase enrollment in the LL.M. in the Law of the United States (LOTUS), the LL.M. in Taxation and the Certificate in Estate Planning programs to reduce reliance on J.D. tuition.*
3. *Build upon existing programs -- including the program for early entry to law school after three years of undergraduate education -- that afford promising students the chance to obtain their legal education with less indebtedness.*
4. *Use scholarships effectively.*
5. *Increase efforts to improve students' financial literacy so they are better able to manage their indebtedness.*

Measures of Success Include:

- Improved fundraising.
- Greater enrollment in non-J.D. programs.
- Affordable J.D. tuition and fees.
- Reduced student debt.

Goal 2: Expand Student Career Opportunities

At a time when the legal job market is undergoing dramatic change and constriction, the School of Law must work tirelessly to expand students' opportunities to find meaningful employment. Under the Strategic Plan, the UB School of Law will focus on professionalism and career opportunities, from orientation through graduation and beyond so students have the knowledge, skills and confidence to identify and obtain satisfying employment.

In preparing this plan, the law school studied job-placement statistics, inventoried current professional training opportunities, and surveyed students, alumni and prospective employers about the skills graduates need to be competitive in the job market. Areas in which further programming will be valuable have been identified. In implementing the plan, the UB School of Law is fortunate to be able to draw upon a strong network of alumni and friends of the law school in the private bar, the public sector, the judiciary and nonprofit legal services programs. The School of Law will expand the kinds of opportunities available to students through increasingly strong programs in professionalism and business skills, an emphasis on law student networking opportunities, and expanded placements in externships and jobs during law school.

Objective 2.1: Promote students' development of their professional identities.

Strategies:

1. *Instill the professional standards of communication and conduct that will be expected of students in the future, beginning in first-year orientation and continuing throughout law school.*
2. *Supplement the curricular commitment to professionalism by expanding student participation in the Legal Professional Development Institute and by creating additional opportunities for learning and practicing both leadership and networking skills.*
3. *Develop a more comprehensive version of the Student Code of Conduct, which applies to students in conjunction with the school's Honor Code.*
4. *Encourage students to develop a portfolio of polished written work developed from assignments completed in courses and employment.*
5. *With the Merrick School of Business, develop cross-curricular offerings in business skills and law-practice management.*

Measures of Success Include:

- Improved rates of student employment, as measured by the National Association for Law Placement (NALP) Employment Report and Salary Survey.
- Increased student participation in and completion of the Legal Professional Development Institute program.
- Employer satisfaction with newly hired graduates' performance.

Objective 2.2: Strengthen professional networks of students and alumni.

Strategies:

1. *Maintain the strong tradition of connections among faculty, students, alumni and other community members by inviting practitioners to campus as adjunct professors, guest speakers, mentors, and moot court and mock trial judges.*

2. *Maintain strong relationships with professional associations, including the American Bar Association, the Maryland State Bar Association, city and county bar associations, the Association of Corporate Counsel, the Maryland Association for Justice and the Inns of Court.*
3. *Expand student participation in professional associations and pro bono work.*

Measures of Success Include:

- Increased student participation in career-related programs, events, lectures and mentoring opportunities that bring employers, alumni and other practitioners to campus.
- Increased student involvement in professional associations.

Objective 2.3: Expand opportunities for students to pursue a variety of fulfilling career paths in alternative and emerging as well as traditional areas of law.

Strategies:

1. *Appoint a director of externships.*
2. *Develop more practice area-linked externship classroom components so students can better connect their externships to a specific area of law.*
3. *Increase the variety of externship opportunities and maintain oversight over participating employers.*
4. *Increase the variety of employers participating in the Legal Professional Development Institute and in the Mentor Program.*
5. *Through targeted outreach, broaden the number and types of employers recruiting at the School of Law.*

Measures of Success Include:

- Improved rates of student employment as measured by the NALP Employment Report and Salary Survey.
- Increased student and supervisor satisfaction in externship survey reports.
- Increased variety of externship opportunities.

Goal 3: Prepare Students in a Dynamic Academic Environment for a Changing Legal Profession

The School of Law strives to maintain a dynamic academic environment in which the faculty provides students with challenging instruction in legal theory and a range of experiential learning opportunities that inform students' professional development. The new building and its cutting-edge technology will be creatively used to enhance the educational experience.

The School of Law also seeks to make its teaching and curriculum responsive to the needs of the profession and the public in light of the changes now taking place in the legal profession. The school will build on its strong tradition of blending theory and practice in its curriculum and of providing students with opportunities to use the law in the service of clients. The law school has made a number of changes in its first-year curriculum during the last five years that serve to strengthen students' foundation before they choose from a largely elective second- and third-year curriculum. The focus in this plan is to promote changes to the upper-level curriculum that will build upon the strong foundation received in the first year and lead to the mastery of doctrine and skills. The first step in the process has been to develop a list of core competencies that all students should have grasped by the time they graduate. As part of the effort to design a curriculum that encourages these core competencies, the UB School of Law will expand the number of in-house clinical opportunities afforded students; develop new externship opportunities that combine diverse real-world experiences with robust classroom components; and explore ways to add simulations to the curriculum, including capstone courses that integrate multiple doctrinal areas in complex simulations.

Objective 3.1: Offer a curriculum that meets the demands of a changing legal profession and ensures that students attain the core competencies essential for the effective and ethical practice of law.

Strategies:

1. *Ensure that every student who graduates from the School of Law has engaged in meaningful experiential learning.*
2. *Support students' development of the core competencies through doctrinal classes, in-house clinics, externships, simulations and capstone courses.*
3. *Emphasize the core competencies during orientation, in academic advising and elsewhere as appropriate in formal and informal interactions with students.*
4. *Integrate more legal writing instruction throughout the curriculum.*
5. *Provide more focused academic advising to increase student awareness and mastery of the core competencies and to assist in course selection in areas of concentration.*

Measures of Success Include:

- Revised degree requirements that align with students' development of the core competencies, including:
 - an experiential learning component
 - revised writing requirements
 - a revised advocacy requirement
 - an increased number and variety of legal writing assignments throughout the curriculum

Objective 3.2: Support teaching excellence and innovation that prepares students to be effective and ethical lawyers.

Strategies:

1. *Appoint an Ad Hoc Committee on Excellence in Teaching.*
2. *Foster innovative and effective approaches to legal education with faculty colloquia, faculty self-assessment and peer feedback sessions designed to improve the quality of instruction.*
3. *Maintain a diverse community of scholars that brings differing perspectives into the classroom by seeking to recruit and retain faculty who are members of minority groups.*
4. *Encourage and support the use of improved technology available in the Angelos Law Center to strengthen classroom instruction.*
5. *Explore the use of and support for online learning.*
6. *Ensure that innovative and effective classroom teaching is valued by the School of Law, including in the annual faculty review process.*

Measures of Success Include:

- Improved teaching innovation and faculty collaboration.
- Increased student satisfaction reflected in course evaluations and other means of obtaining student feedback.
- Revised annual faculty review forms that reflect the value the school places on effective and innovative teaching.

Goal 4: Encourage a Vibrant Intellectual Community of Scholars

The School of Law seeks to nurture a community of scholars whose work both enriches teaching and advances the law. It seeks to provide its faculty with a range of opportunities to showcase their scholarship and to enhance their national and international reputations. It also seeks to encourage robust debate about legal issues, with a diversity of viewpoints and a variety of scholarly perspectives. These goals must be accomplished while taking account – indeed taking advantage – of rapid evolution in the content, forms, venues and funding of legal scholarship. Relevant developments include the increasing importance of interdisciplinary and collaborative scholarship; the proliferation of nontraditional forms and venues of scholarship such as blogs; and the demand for new ways to fund legal scholarship. The School of Law has a tradition of producing scholarship that is timely, relevant and accessible. We must continue this tradition, while enhancing the school's capacity to disseminate its scholarship to others and positioning itself at the forefront of change in the ways that scholarship is created and shared.

Objective 4.1: Foster the production of high-quality scholarship that reaches a wide audience and promotes the public good.

Strategies:

1. *Encourage and help faculty to bring their scholarship to a wider audience by using traditional and social media as well as the school's website.*
2. *Sponsor conferences and other academic gatherings that offer opportunities for the exchange of ideas and that bring prominent scholars and policymakers to campus.*
3. *Support internal programs to develop scholarship, including workshops, mentoring and the exchange of scholarship-related information.*
4. *Expand the law library's capacity to support faculty research.*
5. *Maintain competitive summer stipends to support faculty scholarship.*

Measures of Success Include:

- Increased influence of the faculty's scholarship among academic audiences, policymakers, opinion leaders and the general public.
- Increased scholarly collaboration within the School of Law.
- Robust support for research, conferences, workshops and symposia.
- Excellent faculty scholarship published by well-respected journals, academic presses and emerging outlets.

Objective 4.2: Position the School of Law at the forefront of changes in the form, content, dissemination and funding of legal scholarship.

Strategies:

1. *Review policies and standards relating to faculty scholarship – including those for promotion and tenure, merit pay, summer stipends, sabbaticals and post-tenure review – to account for changes in legal scholarship.*
2. *Establish mechanisms to enhance the opportunities for outside funding of faculty research.*
3. *Actively seek to attract and retain faculty who will use emerging methods of creating, disseminating and funding scholarship.*

4. *Support research collaboration with faculty in other departments of the university and at other institutions.*

Measures of Success Include:

- Increased scholarly collaboration with faculty outside the School of Law.
- Creation and dissemination of excellent interdisciplinary scholarship.
- Successful attainment of significant outside funding for faculty scholarship.

Goal 5: Support Academic Achievement for All Students, Including At-Risk Students

The School of Law is committed to helping its students succeed academically and professionally. The law school has long provided academic support to help students develop the critical skills necessary to become effective law students and lawyers. This assistance has included individual and small-group tutoring, writing instruction and skills workshops that focus on learning strategies as well as legal skills. The School of Law intends to expand academic support to meet the needs of current students.

Objective 5.1: Expand general academic support and writing instruction resources.

Strategies:

1. *Hire additional staff to provide academic counseling and individualized instruction.*
2. *Consider developing first- and second-year courses to provide enhanced legal-skills instruction to struggling students.*
3. *Consider developing a course to train upper-level students as “teaching scholars” who will provide academic support to their fellow students.*
4. *Consider establishing a Legal Writing Center within the School of Law.*

Measures of Success Include:

- Increased numbers of staff, students and faculty involved in providing academic support.
- Proposals for enhanced courses and for a teaching scholars training course.
- Improved student academic performance.

Objective 5.2: Offer academic support to a broader cross-section of students.

Strategies:

1. *Consider increasing the GPA threshold at which upper-level students are required to participate in academic support programs.*
2. *Make online resources such as instructional videos and a practice exam data bank available to all students.*

Measures of Success Include:

- Use of academic services by a broader cross-section of students.
- Student use of new online academic support resources.
- Improved student academic performance.

Goal 6: Advancing Justice and the Public Good in the Local, National and International Community

Lawyers should not only uphold the law as it exists today; they should also imagine a more just society and work to make it a reality. The School of Law school administration and faculty believe, therefore, that a core function of any law school is to advance justice and the public good. Faculty, students and staff of the University of Baltimore School of Law work to advance justice in many ways and in many settings. They serve the needs of individuals, organizations and society at large through clinics, externship opportunities, pro bono work and engaged scholarship. The School of Law seeks to increase its support of these and similar efforts as part of its commitment to strengthen the rule of law and nurture the ideal of justice.

Objective: Commit students and faculty to advancing justice and the public good through learning, service and community engagement.

Strategies:

1. *Expand clinical offerings to meet significant community legal needs, such as by establishing a clinic to serve veterans.*
2. *Expand the availability of externships that enable students to address pressing legal needs in the community, including those in which students are admitted to the bar under the student-practice rule.*
3. *Create an externship classroom component for nonprofit legal services placements.*
4. *Expand the availability of summer stipends and apprentice fellowships for students and recent graduates engaged in public-interest work.*
5. *Expand participation in existing pro bono initiatives and create new efforts such as alternative winter and spring break pro bono experiences.*
6. *Encourage and recognize faculty involvement in pro bono service.*
7. *Support local and national efforts to provide loan forgiveness for graduates in public-interest positions.*

Measures of Success Include:

- Increased student enrollment in clinics and public-interest externships.
- Increased number of pro bono hours contributed by students and faculty.
- Increased student and faculty participation in law reform efforts that advance justice.

Objective: Use the Angelos Law Center building to maximize service to the community.

Strategies:

1. *Open the building for community events that promote access to justice.*
2. *Provide space for pro bono programs and trainings.*
3. *Provide office or meeting space to organizations that promote access to justice.*

Measures of Success Include:

- Increased number of community groups using the Angelos Law Center building.

Appendix A

CORE COMPETENCIES, *as approved by the faculty on Dec. 12, 2012*

JUSTICE, PROFESSIONALISM AND ETHICS

- Ethical responsibilities in the service of justice
- Development of a professional identity
- Development of professional values, including judgment, reflectiveness and decision-making
- Development of professional interpersonal skills and cultural sensitivity
- Commitment to public and pro bono service

SUBSTANTIVE KNOWLEDGE

- Knowledge of doctrinal law, including its history, theory, policy and context
- Principles of the U. S. legal system and legal systems worldwide

CORE LEGAL CONTEXTS

- Statutory law
- Common law
- Constitutional law
- Procedural law
- Administrative law
- International law

FUNDAMENTAL LAWYERING SKILLS

- Critical thinking, including critical analysis of law
- Legal and factual research and conventional legal citation
- Problem-solving
- Persuasion and rhetoric
- Litigation skills
- Transactional skills
- Legal writing
- Oral advocacy
- ADR
- Client interviewing
- Client counseling