

University of Maine School of Law

Self-Study

ABA Site Evaluation Visit 2014

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MAINE
UNIVERSITY OF MAINE SCHOOL OF LAW
LAW

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I. INTRODUCTION

The University of Maine School of Law (the “Law School” or “Maine Law”) is the law school of the University of Maine System.¹ Its charge is to provide post-baccalaureate professional legal education and to serve as a center for research and public service. Located in the coastal city of Portland, Maine, it is one of four public law schools in New England and the only law school in the State of Maine. Maine Law is administratively associated with the University of Southern Maine, one of seven campuses of the University of Maine System (the “System”), and in recent years has advanced its position and profile within the System and the state. It is among the smallest law schools in the nation, with a total of 260 J.D. students, three LL.M students, and one J.S.D. student enrolled at the start of the 2014-2015 academic year.

The State of Maine had two paramount objectives in founding and maintaining a public law school. First, the state desired a public law school that could provide quality legal education, especially for Maine residents, and that could provide Maine law firms, businesses, and governmental entities a source of well-trained legal talent. Second, the state sought the overall benefits to the legal, governmental, and business communities of law school expertise and leadership. Maine Law has had a strong record of satisfying those objectives over the past five decades, with graduates playing leadership roles in the bench and bar, and in business, government, and civic society of Maine. The Law School has played a key law and policy role for the state and region.

Despite a decrease in the volume of applications in the past two years, Maine Law is well positioned to adapt to a changing legal environment. Our longstanding commitments to high-quality teaching, practical skills instruction, and clinical education fit the needs of today’s legal profession. Our public service ethic reinforces continued synergy with the bench, bar, and community. Research by faculty members draws upon Maine as a laboratory for study and experimentation, in fields ranging from bankruptcy to the environment, while contributing regionally and informing scholarship and policy on a wider national stage. Maine Law’s national and global reach is reinforced by students from outside of Maine (roughly 30%), by student exchanges and placement opportunities, by a wide alumni network, and by visiting scholars and lecturers.

Location of the school in Maine provides a number of advantages in enabling the Law School to fulfill its mission of offering a high quality legal education for students. Maine’s small population (1.3 million people) provides students and faculty members with access at all levels of public and private institutions, resulting in robust opportunities for learning, service, research, and career and personal development. Boston is two hours south of Portland, New York City is closer to Portland than the far reaches of Maine, and our extensive network of Maine Law alumni in Washington DC is a short plane ride away. The coast of Maine and the City of Portland present an inviting destination point for students,

¹ The University of Maine System, established in 1968, is the state’s largest educational enterprise with annual enrollment of nearly 40,000. It consists of seven universities located across the state, eight university college outreach centers, a law school, an additional 31 course sites, a Cooperative Extension, and a System office in Bangor housing System-wide services and governance functions. Maine’s public community college system is a separate enterprise.

faculty, and distinguished visitors from around the world. Loyal alumni and friends of Maine Law are committed to advancing the institution and provide critical support.

A. History

The University of Maine School of Law was established as a public law school in 1961 when the Maine Legislature authorized the University of Maine, the state's land grant university, to acquire the Portland University Law School, a private nonprofit institution founded in 1947. The newly established University of Maine School of Law admitted its first class in 1962. Since 1966, the University of Maine School of Law has been accredited by the American Bar Association.

A predecessor institution, the University of Maine College of Law, was initially authorized by the state legislature as part of the University of Maine in 1897. It operated in Bangor, Maine, from 1898 to 1918, and then for two additional years in Orono.² The University of Maine College of Law was a charter member of the Association of American Law Schools, and Maine Law has been and remains a full member of the AALS.

Maine Law historically has embraced its valuable role in Maine and continues to place a high priority on its educational and public service mission. From the start, it has been closely engaged with the bench and bar of Maine, and our alumni have been and are leaders in both the public and private sectors. Over one third of the state's practicing attorneys are graduates of Maine Law. Currently, the Maine Attorney General, the Chief Justice and one Associate Justice of the Maine Supreme Judicial Court, one of the three active U.S. District Court judges, one of the two U.S. Magistrate Judges, and the U.S. Attorney for the District of Maine are graduates of Maine Law, as were four of the last seven Maine Governors, several Associate Justices of the Maine Supreme Judicial Court, numerous trial judges, legislative leaders, and a wide range of elected and appointed government officials. Two now-deceased faculty members have served on the Maine Supreme Judicial Court, and Maine Law faculty have served in a variety of formal and informal roles with the judiciary, the legislature, the organized bar, and numerous other public policy and legal institutions. These ties have ensured access for Maine Law faculty and student involvement in a wide array of public service, educational, and career endeavors.

In addition to playing an important role in the state of Maine, the Law School has long valued its engagement nationally and globally. Almost one third of our students are from other states or nations, and almost the same percentage find employment out of state after graduation. Faculty members participate on a regular basis in conferences and workshops at law schools and other institutions throughout the United States and abroad. Research and publication among the faculty are robust, amplifying the scholarly profile of Maine Law professors in selected areas of faculty concentration.

Maine Law's clinical program, known as the Cumberland Legal Aid Clinic ("Clinic"), was established in 1969 and has operated continuously since then. The Clinic provides free legal aid to low-

² Two other law schools, neither of them accredited by the American Bar Association, operated in Portland between the 1920 closure of the original University of Maine College of Law and the 1962 opening of the modern University of Maine School of Law -- the Peabody Law School, a private institution, from 1927 to 1941; and Portland University Law School from 1947 to 1961.

income individuals in Maine, and all legal representation is provided by law students specially licensed under court rules to practice with faculty supervision. It provides students with an intense, high-quality clinical and mentoring experience while providing pro bono legal services to indigent Maine citizens in legal matters pending in state, probate, tribal, and federal courts and before administrative agencies. In addition to its longstanding general practice in legal services, over the past decade the Clinic initiated and has sustained targeted programs in domestic violence matters, civil legal services for prisoners, juvenile justice, and refugee and human rights law. From 2007 to 2014, Maine Law also operated an intellectual property clinic focusing on patent, trademark, and copyright matters.

Maine Law faces an increasingly competitive national environment for applicants. After a 60% increase in applicants in 2010, Maine Law's application volume has decreased continually and roughly in step with national trends for law schools. A substantial increase in scholarship aid in the past two years, combined with a modest decrease in enrollment, has given rise to budget pressures and selected cutbacks in program and personnel in the past year. Financial support from the University of Maine System is limited, but our relative autonomy in budget management for the Law School allows for measured multi-year financial planning.

In 2010, a University realignment clarified the Law School's separation from University of Southern Maine academic affairs, assured Law School control over its tuition revenue and expense budget, and reinforced Maine Law's identity as the law school of the University of Maine System. In a potential further step, the System has undertaken an in-depth feasibility analysis for a new graduate and professional center – a System initiative involving greater interdisciplinary collaboration among graduate business programs and the Law School. The outcome of this effort remains unclear but, if positive, holds promise for greater System investment in Maine Law and innovative new program opportunities.

Now into its sixth decade, the University of Maine School of Law continues to advance in its delivery of an excellent and dynamic program of legal education, and in its collective research and public service missions. Maine Law long has focused its limited resources, of necessity, on its core missions and has a strong history upon which to build further.

B. Progress & Challenges Since Previous Site Evaluation Visit

Since the last Site Visit in 2008, the Law School has made significant progress in a number of areas and continues to face certain challenges, as follows.

1. Experiential Learning and Career Placement

In recent years, we have taken steps to enhance experiential education. Those steps build upon our strong history in clinical education and in teaching legal practice skills. We view those efforts as closely connected to related efforts to help our students find good jobs even in a challenging market.

a. Experiential Learning

Clinical education continues to form a core part of Maine Law's educational experience. Our program in juvenile justice law and policy moved substantially from grant-funding to base budget support since its 2006 founding, thus strengthening it as a continuing and sustainable program. With multi-year funding from grants and endowments, we launched a new clinical program in refugee and human rights law in 2012, in which students represent immigrant clients in federal asylum cases and work on related immigration law matters.

Our clinical program also has experienced some retraction. In 2007, Maine Law established one of the first law school intellectual property clinics chosen by the U.S. Patent and Trademark Office to participate in its pilot program for such clinics. The intellectual property clinic operated successfully for seven years but was suspended earlier this year due to budget constraints and personnel changes.

Since the last Site Visit, we also have expanded our externship programs. The range of opportunities has broadened to include placements in areas of new curricular focus and expanding career opportunities. For example, students can now experience working in corporate legal departments in privacy or related compliance positions, with externships and internships at for-profit and non-profit enterprises like UNUM (a major insurance company), the International Association of Privacy Professionals, Monster.com, and IDEXX (a biotech company, and one of Maine's fastest-growing employers). Those new placements complement a traditional core set of placements with government offices, public interest advocacy organizations, and indigent legal service providers. Students also have been able to create their own externship placements with potential employers, provided that they identify an appropriate supervisor and receive permission from the Clinics and Externship Committee. The Law School has expanded the number of administrative agency placements in Maine and elsewhere, and is developing a Semester in DC program to place law students in federal agency externships in the spring semester of their second year of law school.

Student enrollment numbers reflect the central role of experiential education at Maine Law. In a law school with about 260 J.D. students in total (two thirds of whom are in the second- and third-year classes), the number of clinical and externship placements grew from fifty in the fall 2010 semester to seventy-two in Spring 2013, a nearly 50% increase.

Even in more traditional classes, our educational approaches are changing. Maine Law has always offered a variety of skills-related courses, and we have expanded our offerings in those areas. Faculty members also have taken steps to increase the use of case studies, simulations, and practice-style writing assignments in seminars and traditional doctrinal classes.

These changes have both informed and drawn upon planning by the Law School faculty and staff. A faculty committee on clinics and externships, in conjunction with the curriculum committee, worked on efforts to track and integrate skills content in our many classroom courses and to expand experiential programs. In 2013, the committee completed a wide-ranging study analyzing lawyering skills content in our overall curriculum. That report has framed faculty discussion and planning, and we have begun to implement several of the suggested reforms.

b. Placement

In the wake of the 2008 recession, our job placement results suffered. The persistently tight legal job market in Maine and northern New England, where a majority of our graduates choose to live and work, has presented significant challenges. Nonetheless, employment trends for our graduates have improved gradually over the past three years. Our emphasis on experiential learning is one response to placement challenges. We see our commitment to experiential pedagogy as a way of preparing better-qualified lawyers and of promoting our school to both prospective students and potential employers. We have actively addressed the prolonged downturn in legal sector hiring in a variety of other ways: adding another professional staff member in the Career Services Office, stepping up our employer outreach efforts, extending the Law School's curriculum to align with new career tracks, further expanding a strong clinical and externship program, and enlisting the assistance of the wider Maine legal community.

Among these initiatives has been a collaborative effort with the Maine State Bar Association to assist students and recent graduates to explore solo and small firm practice throughout Maine, in communities with a need for a new generation of lawyers. The Law School is playing a useful and intentional role in succession planning in a state with an aging bar, particularly in small towns and rural Maine. The decline in law firm hiring and the general composition of the legal profession in a relatively rural state has prompted many students to consider joining small firms or to consider opening their own practices. Hence, we added a 3-credit Solo & Small Practice Management course to the curriculum. Our Services staff also meets with local bar associations around the state. At those meetings, we encourage lawyers to engage with our students and graduates – in supervising externships for credit, hiring our students as interns, serving as mentors, hiring new associates, turning to our graduates as part of their succession planning, or simply helping with student networking.

We also respond to emerging legal markets. For example, we have nurtured an emerging career track in the field of data privacy, working with the International Association of Privacy Professionals in nearby Portsmouth, New Hampshire. Our collaboration is designed to expand our institutional relationships, train and certify students, and place our students and graduates in externships, paid internships, and selected post-graduate jobs with technology companies or corporations in need of data privacy attention. The IAPP, whose CEO is an adjunct professor and alumnus of Maine Law, is the world's largest organization devoted to information privacy issues, and its membership is growing rapidly along with the profession itself.

A faculty clerkship committee has successfully provided guidance and support to students seeking federal and state clerkships, and we have consistently helped place students in excellent judicial clerkships after graduation (over 10% of the class of 2014). The number of Law School funded summer public interest fellowships increased to about two dozen, where it has held steady for the last three summers.

2. Faculty and Staff

This is a time of demographic change among the Maine Law faculty. The current Dean will step down at the end of the 2014-2015 academic year, after ten years in the position, and will remain on the faculty thereafter as a full-time tenured professor. Three tenured professors are in a phased retirement process, teaching one semester each year for the next two to three years. These and other retirements, along with succession to a new Dean, present the Law School with transitional challenges to sustain Maine Law's longstanding commitment to excellence in teaching, research, and public service. Recruitment of new faculty talent and appointment of a new Dean present an opportunity for fresh ideas, renewed energy, and advancement of the institution.

Maine Law currently employs fourteen tenured and tenure track professors, and searches are underway for one additional tenure-track faculty position and a new Dean. Both positions would begin in the 2015-2016 academic year. In addition, Maine Law employs six faculty members (clinical, writing, and library director) in renewable contract positions, four of which were established since the last Site Visit. This includes appointment of a renewable contract faculty member as a Library Director in the wake of the 2012 departure of our former Library Director, who was a tenured professor. The fourteen tenure-track positions, plus the two anticipated appointments for next academic year, reflect a reduction of one tenure track position since the last Site Visit.

Experienced visiting professors have helped sustain teaching excellence in a time of turnover. During the 2013-2014 academic year, a tenured professor from Syracuse University and a leading scholar in elder law was in residence and teaching full time at Maine Law. The recently retired Chief U.S. Bankruptcy Judge in Maine (and former law professor) is teaching a full load in the 2014-2015 academic year as visiting professor. A visiting professor from the University of Maine (who brings extensive legal practice experience) is housed at Maine Law and participates actively in teaching and other law school activities. A Professor and former Dean from University of Kentucky teaches regularly during summers at Maine Law. Several emeriti faculty teach from time to time.

Since the last Site Visit, the Law School has established a renewable contract faculty track for Legal Writing Professors, parallel to the clinical track, and has directed additional resources to the program. The Legal Writing Program houses one Legal Writing Professor (who is also the Director) and one Associate Legal Writing Professor. A parallel track was established for the Director of the Law Library. The Director of the Cumberland Legal Aid Clinic is a tenured professor, and two Clinical Professors and one Associate Clinical Professor are on a renewable contract track.

Scholarly work by our faculty is strong, with robust engagement in research and publishing. Since the last Site Visit, summer research grants have been made available to faculty every year, and we have nurtured and solidified a culture of scholarly research among faculty. Some faculty research draws upon Maine as a laboratory for study and experimentation, informing scholarship and policy on a wider scale. Other research is more national or global in its focus.

The staff structure has evolved since the last Site Visit, and current personnel operate well and efficiently as a team. Operations in admissions, student services, registration and records, career services,

advancement and external affairs, and finance and administration are administered by a professional staff of nine, including the Associate Dean for Student Services, Assistant Dean for Finance and Administration, and Directors of Admissions, Career Services, and Advancement and External Affairs, along with a support staff of seven. Two professional staff members are responsible for law school technology; the Law Library is staffed by five professionals and one paraprofessional; and the Clinic is staffed by one professional and two support staff. This staff structure reflects a newly established technology department, an enhanced communications and external affairs function, and increased capacity for career services. It also reflects suspension of the Maine Patent Program (and Intellectual Property Clinic) and elimination of three positions in the library.

3. Diversity

We are deeply committed to enhancing a diverse community of scholars and students and have undertaken multiple diversity initiatives. In the student body and among faculty and staff, Maine Law reflects a diverse community in terms of age, class, ethnicity, gender, sexual orientation, and career background. Racial diversity in Maine, though, presents a particular challenge.

Despite the rapid growth of southern Maine's immigrant population in the past decade, Maine remains among the least racially diverse states in the country, and its community of minority professionals remains quite small. This demographic reality creates a high hurdle in our efforts to recruit minority students and faculty members. From our perspective, however, it also heightens our responsibility and opportunity to further demonstrate the value and importance of diversity in Maine. Our faculty and staff are determined to sustain our momentum with respect to diversity and to increase opportunities to welcome students of color and to appoint minority faculty colleagues.

Concerted efforts in recent years have resulted in a substantial increase in racial diversity among our J.D. students. In 2008, we increased the percentage of minority students fivefold. Since then, we have maintained roughly 10% minority enrollment in the J.D. program, twice the percentage of Maine's minority population. The fall 2014 first-year class is 12% minority. This turn-around has been the result of an intentional and intensified effort to recruit and retain a more diverse student body, with targeted outreach, tuition discounting, an honors scholarship for minority students, an exchange program with Howard University Law School, and visiting scholars, lecturers, and adjunct professors of color. Diversity of our law school community has been bolstered in the past three years by participants in our new LL.M. program, launched in 2012. Most of our LL.M. students are foreign-trained lawyers from overseas or recent immigrants to the United States. Our LL.M. students have come from Somalia, Rwanda, Iraq, Saudi Arabia, Georgia, Colombia, and other foreign countries. They participate in classes with our J.D. students and have enriched our learning community. These students have joined scholars in residence from China, Thailand, and the Democratic Republic of Congo, as well as exchange students from France and Russia, in bringing international perspectives to the experience of our J.D. students. We anticipate that our new J.S.D. degree, starting this fall with our first J.S.D. candidate from Thailand, will enhance the global engagement in our law school community.

Building upon these improvements, we strive to continue increasing our diversity. In the 2012-2013 admissions cycle, approximately 20% of our J.D. applicants identified as minority applicants, a

slight increase from the previous year. We admitted 63% of our minority applicants that year, compared with 43% of non-minority applicants, and offered scholarships to almost 50% of minority applicants. For the past three years, Maine Law has partnered with a leading law firm in Portland to host an annual street law diversity pipeline program engaging high school students at one of the most diverse secondary schools in Maine and encouraging more of these students to consider a career in law.

Since the last Site Visit, we launched the Vincent L. McKusick Fellowship, an endowed scholarship named in honor of a former Chief Justice of the Maine Supreme Judicial Court and designed to increase diversity in the student body and in Maine's legal community. Since 2009, we have granted the three-year scholarship annually to an exceptional student. All six McKusick Fellows have brought energy and excellence to Maine Law, and the first two Fellows built the Multicultural Association at Maine Law (MAML), a student organization still active today. The Fellowship opportunity has contributed to our efforts in minority recruitment.

The Admissions Office recently expanded its outreach to applicants of color by sending minority LSAT-takers weekly invitations to apply to Maine Law. The student organization MAML reaches out to all minority applications, and the Office hired a student ambassador to reach out to and support minority applicants. Maine Law staff members visit regional undergraduate colleges with significant minority enrollment and LSAC forums in major metropolitan areas where Maine Law traditionally recruits diverse applicants. Last year, Maine Law was invited to present to students in the Skadden Arps Honors Program in Legal Studies as part of a panel at the City College of New York, an excellent venue in which to reach students from diverse racial and ethnic backgrounds.

We have been less successful in recruiting faculty of color. Following an active search in 2012-2013, we offered a tenure track position to an applicant of color who, unfortunately, decided to accept an offer elsewhere. We have not been in a position to hire since then for a tenure track position, but a new search is currently underway. The faculty has placed diversity as a priority goal in this search.

Last January, Maine Law Professor Jennifer Wiggins presented a talk entitled "Race, Racism, Torts, and the Great Society" at the Mid-Atlantic People of Color Legal Scholarship Conference in Baltimore, Maryland. In November 2014, she will present a lecture on "Tort Law and Diversity Issues" at the University of Florida Levin College of Law as part of a new lecture series on links between the first-year curriculum and diversity and social justice issues.

We have taken other steps to present a more welcoming community for minority professors and students. During the summers of 2012 and 2013, we successfully implemented a program offering aspiring scholars an opportunity to present and receive feedback on their work in anticipation of applying for law professor positions. Of the three scholars selected for summer 2013, all of them scholars of color, two subsequently accepted tenure track offers at law schools. Enabling young and aspiring scholars to make personal connections with the faculty and the school in the summer, we anticipated, would help promote diversity in the legal academy and might also improve our chances of recruiting high-quality minority candidates. Each visitor presented his or her work in progress, and each received detailed feedback on both the written draft and the oral presentation. Each also spent some informal time with

members of the faculty and in Portland. In follow-up communications, each of the aspiring scholars of color described the experience as very positive and helpful.

Professor Lateef Mtima of Howard University School of Law was our distinguished Libra Visiting Professor teaching at Maine Law for the Fall 2009 semester and the 2009 summer term. Professor David Mitchell (also an African American professor) from the University of Missouri School of Law taught a summer course in 2013. A number of faculty workshops and lectures have featured professors of color from other law schools, and we have continued to engage selected minority members of the bench and bar to teach courses at Maine Law.

Immigrant populations in Southern Maine have expanded significantly in the past two decades. Maine Law has engaged actively and directly with these immigrant communities through the LL.M. program and through J.D. admissions initiatives. Further engaging “new Mainers” from developing countries, we expanded our clinical education program to include a new refugee and human rights clinic with leadership from a clinical professor engaged in the field locally and globally. Clinic students represent clients seeking asylum or other immigration counsel, and they engage in related policy and advocacy work.

In 2011, we launched the Justice for Women Lecture Series, which brings to Maine a global discussion of justice for women and girls in the developing world and in the U.S. The program has helped us forge new and powerful connection with recent immigrants from African and Middle Eastern states. Our inaugural lecturer was Hon. Unity Dow, the first female High Court Judge in Botswana, who recently stepped down from the bench to resume her human rights advocacy. Our second lecturer was Leymah Gbowee, who won the Nobel Peace Prize for helping to bring peace to her war-torn home state of Liberia. Our third lecturer was Dr. Sima Samar, a human rights leader from Afghanistan. All three inspired numerous members of Maine’s immigrant communities and engaged with law students, high school and college students, and community members representing many quarters of southern Maine’s emerging multicultural population. We anticipate a comparable outcome in March 2015, when Ruchira Gupta of India will share her experiences in fighting internationally against human trafficking.

Mindful of our need to bring diverse perspectives to our curriculum and our faculty team, Maine Law also has made concerted efforts to engage our network of academic colleagues, lawyers and judges of color, as visiting professors and as adjunct professors. We are committed to improving our existing initiatives and to exploring new approaches to enhance student, faculty, and staff diversity at the Law School.

4. External Support

Maine Law benefits from a cadre of committed volunteers, an excellent reputation in Maine, and a loyal community of alumni throughout the nation. Most volunteers work through one of three outside groups organized to support the Law School – the University of Maine School of Law Foundation and the Maine Law Alumni Association, both independent nonprofit corporations, and the Maine Law Board of Visitors, an informal group of distinguished members convened by the Dean. The Foundation board of

directors, the Alumni Association board of directors, and the Board of Visitors reflect a wide array of supporters, advisors, and advocates for the Law School.

Since the last Site Visit, the Foundation has emerged as an energetic and well-organized external supporter of the law school, effectively leveraging the capacity of the law school Dean and advancement staff. Initially formed in 2000 to support the Law School in a capital campaign, the Foundation plays an ongoing role in managing law school endowments and, in the last several years, has played an active role in fund-raising efforts. Most recently, in 2012 and 2013, the Foundation board of directors worked closely with the Law School in a major gifts program in celebration of the 50th anniversary of Maine Law, substantially growing endowments for student scholarship aid. Outside grants, primarily for the Clinic, ordinarily are administered by the Foundation board. With guidance from Law School leadership, the Foundation board has undertaken a new strategic plan to continue its major gifts fundraising, enhance its stewardship and planned giving efforts, and prepare for a capital campaign in the next several years. The Foundation board of directors includes alumni as well as others with relevant expertise.

The Maine Law Alumni Association, with an alumni board of directors, focuses its efforts on the Law School's annual fund appeal and has helped the advancement staff to increase these funds raised annually. Proceeds are allocated primarily to support scholarships and public interest fellowships for students. Participation rate for alumni giving is strong for a public school but has decreased somewhat in the last several years. The Association also plays a helpful role in building and maintaining a sense of community and engagement by our alumni. Both the Foundation and the Alumni Association allocate a small portion of their funds for administrative costs of the Law School's advancement staff and both have maintained healthy continuity while undergoing leadership changes this year and last.

The Board of Visitors is comprised of federal and state judges, practicing attorneys, and public and private sector leaders, and provides ongoing advice to the Dean and to the Law School. From time to time, as needed, the Board of Visitors has played an advocacy role on behalf of Maine Law. In 2009-2010, the Board of Visitors played an influential role in assisting the Dean to redefine the relationship of the Law School with the University of Southern Maine.

5. University Alignment

Since the last Site Visit, Maine Law has taken important steps to clarify its role within the University of Maine System. The evolution of the System poses some continuing challenges for the Law School, but it also holds promise and may provide opportunities for strengthening the Law School through greater connection to other graduate programs.

When the modern Law School opened in 1962, it was established as part of the University of Maine, the state's land grant university. The University of Maine's primary campus is in Orono, 130 miles north of Portland. The Law School was located in Portland, however, in order to be in Maine's largest city and at the locus of major commercial, cultural, and legal institutions. The founding Dean managed Maine Law with relative autonomy and regular trips to Orono to coordinate with the University leadership. In 1968, the University of Maine System was established as Maine's public higher education system. The land grant university in Orono was made the flagship campus of the System, several colleges

in the Portland area were combined as the University of Southern Maine (“USM”), and five smaller campuses were established around the state, building upon a number of predecessor institutions. The System was governed by a Board of Trustees which was appointed by the Governor and managed by a Chancellor, to whom the presidents of each of the seven campuses reported.

In 1970, the University of Maine School of Law became an administrative unit of the new USM, thus changing its governance position and reporting to the USM leadership rather than the University of Maine. By most accounts, the Law School’s founding dean retained much of the Law School’s previous autonomy. Over the course of several decades since then, however, the Law School became increasingly folded into the budget, administration, and academic affairs of USM, a local metropolitan university with a focus on undergraduate education and with students predominantly from the southern Maine region. The program of legal education always remained the bailiwick of the Law School faculty, but the administrative relationship with USM limited Maine Law’s autonomy and management with respect to budget, finance, human resources, and public relations.

Over the course of 2009 and 2010, the Maine Law Dean and Board of Visitors negotiated a new alignment that expressly removed the Law School from USM academic affairs. The Law School gained control over its tuition revenue, budget management, and independent public identity. Authorized to establish strategic reserve accounts, the Law School was able to undertake multi-year budget planning and took responsibility for meeting its budget on the basis of tuition revenue and a fixed subsidy from the System. In the new arrangement, Maine Law continued to enjoy use of the law school building without payment of rent and to rely on USM for selected administrative services. Relations with USM leadership and System leadership remain strong.

Since this realignment, the Dean no longer reports to the USM provost, but instead reports to the USM President who, as in the early era of the law school, has allowed the Dean relative autonomy in managing the law school. This realignment was a watershed development, enabling Maine Law to reorganize its internal management, develop new programs, implement necessary facility renovations, heighten its public identity, engage in long-term financial planning, and take responsibility for its performance regardless of separate and unrelated challenges faced by USM. This arrangement continues today.

The System Chancellor and Board of Trustees are now considering a further realignment. The System has undertaken an intensive study to determine the feasibility of a new graduate and professional center, consisting initially of an interdisciplinary collaboration between the Law School and the graduate business programs at USM and the University of Maine. The proposal is still a work in progress, but the preliminary proposals have the Law School’s full support. This realignment has the potential to reinforce Maine Law’s formal identity as the law school of the University of Maine System, increase System support, widen the universe of potential philanthropic support, lead to a new facility, build on the natural synergies between law and business, and return to closer collaboration with the land grant university.

II. SELF STUDY AND STRATEGIC PLANNING

This Self Study reviews significant developments at the University of Maine School of Law since the last ABA Site Evaluation Visit in 2008 and presents an overview of the institution. The Self Study describes the academic program, the faculty, the student body, the administration of the Law School, the Law Library and technology resources, and the relationship of the Law School with the University of Southern Maine and the University of Maine System. The Self Study effectively extends and amplifies the Law School's ongoing and recent strategic planning process. In the Self Study, we assess the strengths and weaknesses of the Law School as well as goals, strategies, and tasks necessary to ensure continued improvement in our program. A faculty Self Study committee took the lead in coordinating the drafting of the Self Study, ensuring involvement of faculty and other selected constituents.

The process of preparing the Self Study and the site evaluation questionnaire has been helpful in our ongoing planning efforts. We began the process in early 2013 with the appointment of the Self Study committee, chaired by the Associate Dean for Academic Affairs. Over the summer of 2013, the committee prepared for and facilitated two half-day, off-site meetings of the faculty to engage in strategic planning. This process involved, first, surveying the faculty and professional staff to seek feedback about the Law School's strengths and challenges, with requests for proposals to bolster strengths and meet the challenges. The responses to this survey informed the outline for the first strategic planning meeting in July 2013. At that meeting, the faculty and senior staff broke into four groups to discuss the major topics raised in the survey. Following the July 2013 meeting, we held a second meeting in August 2013 to further refine the Law School's strategic directions. Discussions focused on the following major issues: the Law School's identity; faculty strengths and commitment to teaching quality; student body size and admission standards; and faculty and student diversity. A summary of that meeting follows:

Identity

We identified key components of Maine Law that continue to attract and retain the majority of our students each year: our location in Maine; our small class size; a collegial and collaborative culture; and relatively low tuition. No single area of law or specialty program appears to be consistently attracting students to Maine Law, other than our clinical programs generally. A majority of our students are residents of Maine or returning to Maine, our yield rate of Maine applicants is high, and our yield rate for non-residents is low. With some exceptions, we appear to attract non-residents due to our location, size, collaborative culture, and low cost. We generally agreed that Maine Law should continue to serve as a general-interest law school rather than developing a heavy emphasis on a particular area of law. Nevertheless, we will continue to identify opportunities in certain fields of law based upon placement trends and faculty interest. We also will continue to maintain our high-quality faculty to teach core courses and a strong clinical program. We intend to improve our training for small firm practice and our connections with the local bench, bar, and business community. Finally, we discussed increasing our emphasis on Maine law, where appropriate, in order to prepare our students for the legal system in which many of them will practice.

Faculty Emphasis

We debated whether the teaching/scholarship/service mix was calibrated correctly for every member of the faculty. There was no consensus that teaching time and quality should hold a greater share of the pie for all, but most agreed that the pie shares could be calibrated differently for each faculty member. We discussed as well the persistent concern related to the variety of full-time faculty labels (e.g. clinical, writing, tenured), although such categories are a way to recognize distinctions between different sets of job responsibilities. We may also add another category of “practice professor” to allow us to bring in lawyers and/or judges with only a teaching expectation, principally in upper level courses emphasizing applied skills. Many commented that teaching quality for all faculty members is central to our institutional identity and should be a high priority.

Student Body Standard and Size

Our J.D. student body consists of a large proportion of students seeking to work in Maine after graduation, whether or not they are already residents when they apply. This affects our identity and may have an impact on our teaching emphasis, shifting it more toward topics relevant to today’s practicing lawyers. We agreed that we must increase marketing to attract more applicants, and hold our admission standards high even if that means admitting a smaller student body and making budget adjustments as necessary.

Diversity

We agreed that continued attention to and expansion of student diversity remains a high priority and that reaching out to Maine’s growing immigrant community should continue to be a key component to our recruitment strategy. We also agreed that faculty diversity is among our highest priorities for faculty appointments. We agreed to continue using our various networks within the private sector and judiciary in identifying potential candidates of color and to expand our outreach beyond the Faculty Appointments Register.

While these off-site retreats were particularly important to our planning efforts, they were not anomalous events. Because of the small size of the faculty, and because of our shared commitment to continuous improvement of our curriculum, teaching methods, and scholarly contributions, the Law School conducts strategic planning and execution continually through the work of committees, task forces, working groups, and individual initiatives. Our strategic planning retreats therefore coordinated and intensified planning processes that had been underway for years, and that continue to the present day.

The Associate Dean for Academic Affairs and the Director of the Law Library attended the ABA Site Evaluation Workshop in Chicago in October 2013, and the Associate Dean for Student Services attended the Site Evaluation Questionnaire workshop in Chicago in July 2014. Throughout the winter and spring of 2014, the Self Study Committee and senior administrators worked on drafts of the Self Study, Site Evaluation Questionnaire, and Strategic Plan. On June 9, 2014, the faculty approved the Strategic Plan, and on August 26, 2014, the faculty approved the Self Study.

We work diligently at our core mission of preparing our students for a wide range of professional careers, both within and outside the practice of law. Teaching is central at this institution, and our students get an excellent legal education at the University of Maine School of Law. Public service has always been a part of that educational process and is an institutional priority. At the same time, the Law School sustains its profile as a center of excellence in legal scholarship and public policy, both regionally and nationally. We trust that the Site Visit will acknowledge and validate our self-evaluation and self-improvement efforts, as well as reveal opportunities to further strengthen the University of Maine School of Law.

III. PROGRAM OF LEGAL EDUCATION

A. Requirements for the J.D. Degree

The University of Maine School of Law offers the degree of Juris Doctor in its core program of legal education. To receive the degree, a student must successfully complete 90 credit hours of academic course work. In addition to the first year curriculum, students must complete a course in professional responsibility as well as at least one legal skills course, and complete an intensive, upper level writing project. Maine Law students must spend six semesters in residence at a law school approved by the American Bar Association (with at least three semesters, or the last two semesters, at Maine Law), and maintain a cumulative average of at least 2.0 (C) on all work undertaken at the Law School. The typical student at the Law School completes this program in three years.

The Law School operates on a thirteen-week (55-minute hour) semester. The fall term typically begins the day after Labor Day, and the spring term typically begins one week before the Martin Luther King holiday. At the end of each thirteen-week semester, students have a one-week reading period in which to prepare for exams. This reading week is followed by a nine-day examination period.

The curriculum is designed to ensure that students receive the necessary quantity and period of instruction as required by ABA rules. It is also designed to expose students to a variety of courses, professors, legal doctrines, and legal skills in preparation for the practice of law in a variety of employment settings. Faculty members are responsible for identifying students who fail to regularly and punctually attend their classes, and may, with notice, administratively withdraw such students. Many professors take regular attendance, and all professors notify the Associate Dean for Student Services of any students who miss class or assignments regularly. Students who are suffering from mental or physical health concerns, or other conflicts that prevent them from participating fully in the classroom and law school curriculum, are offered counseling and other assistance to help them stabilize and succeed. As stated in our Student Handbook, of which students must acknowledge receipt, students are not permitted, except in extreme hardship cases, to enroll in more than 16 class hours in a semester. Because of our 90 credit graduation requirement, 17 credits per semester does not exceed 20 percent of our total credit expectations for the J.D. degree. Nonetheless, in the rare instance in which a student seeks to enroll in 17 credits in one semester, an application is required along with approval from an associate dean.

Students enrolled in 12 or more class hours cannot engage in employment for more than 20 hours per week. This policy is enforced through the student handbook, through frequent reminders to the entire student body, and through regular individual communication with students in academic advising and career counseling sessions. Classes are scheduled regularly throughout the week, which makes it difficult for students to carry heavy workloads outside of school. In the fall 2013 schedule, for example, classes began at 8:00 am and ended at as late as 8 p.m. In addition, seven classes were scheduled on Fridays, including two first year courses, two strongly recommended upper-level courses (Business Associations and Trial Practice), and two popular intellectual property courses. That said, many Maine Law students find outside work during law school, and the school values these opportunities. Local law firms, for instance, hire our students for part time legal research; the district attorneys' offices seek students as interns; local corporations hire Maine Law students for intellectual property, privacy or compliance internships. The Law School works to create these opportunities and supports students in planning a schedule that allows them to earn money and valuable experience while pursuing law school full time.

B. First Year Curriculum

The first year curriculum at Maine Law seeks to achieve a number of important goals, including introducing students to rigorous analytical thought, developing their critical thinking skills, training them in the basics of legal research and legal writing, and providing a strong foundation in legal concepts in important substantive areas of the law. Since the previous site visit, we have introduced a new course to our first year curriculum called Legislation and Administration. This decision followed extensive research and planning by the Curriculum Committee and was based on the importance of legislation and administrative law to of law and legal practice today. To make room for this new 3-credit course, we trimmed credits from Contracts and Civil Procedure courses and we moved Sale of Goods into the upper level curriculum as an optional course.

Our first year curriculum offers Torts, Contracts, Property, Criminal Law, Constitutional Law, Legislation and Administration, two semesters of Civil Procedure, and two semesters of Legal Research and Writing, for a total of 32 credits. We have conducted research on other law schools' curricula, convened several law student focus groups, and discussed the first year curriculum in various faculty meetings to gather as much diverse input as possible to ensure we maximize the value of the 1L year.

The first year class, which averages between 80 and 90 students per year, takes each of its courses together in a classroom known as the First Year Room. No other classes or events are typically scheduled in that room and students are encouraged to use the room between classes for studying or informal student discussions.

In addition to dividing Legal Research and Writing into small sections, the Law School often offers two sections of one other first year course each semester. Whether and which courses are split is a function in part of faculty resources, and we have not offered two sections of a doctrinal first-year course this academic year. In recent years we have offered two sections of Contracts, Criminal Law, Constitutional Law, and Torts. The student reaction to the smaller sections is generally positive.

C. Upper Division Curriculum

The Law School maintains an upper division curriculum of approximately 90 courses, not all of which are offered every year. In prior years, courses have been designated as (a) offered every year; (b) offered at least every other year; or (c) offered occasionally. Focus group discussions with students revealed that students will get more value out of predictability and course sequences. Earlier this year, the Curriculum Committee asked the faculty to rank all of the approved courses for their importance in the curriculum. This exercise allowed the Law School to prioritize courses that faculty believe should be offered annually, or frequently, and work to eliminate course titles that are rarely used or were offered only once.

We have improved communication of our curriculum to students by tagging courses for their significance as “core,” or as tested on the bar exam, which is often one and the same. To help students with career planning, we are also tagging courses that build toward particular areas of emphasis (e.g. business and commercial law, litigation and dispute resolution, environmental and energy, intellectual property and technology, etc.).

Given our limited curriculum and small faculty size, the Law School recognizes the importance of offering core courses each year and helping students select specialty courses in context with possible career choices and legal skills training. We have begun to display the curriculum in biennial format so that rising second year students can look ahead to the proposed curriculum for courses and instructors offered in their third year. During the current year, the Law School is offering an upper class curriculum of about 80 unique courses, more or less equally distributed between the fall and the spring semesters, and not including our summer program.

1. Required Courses

Maine Law students must complete the required first year curriculum and a total of 90 credits. They also must complete the Professional Responsibility course, produce an intensive writing assignment through the Upper Level Writing requirement, and enroll in at least one course designated as a “skills” course. As part of the Law School’s strategic planning and ongoing curricular review process, the faculty resolved to offer more courses that emphasize important legal practice skills -- such as writing, oral advocacy, and client interviewing and related skills -- in addition to legal analysis and problem solving. The number of externship, clinical and practicum offerings has increased to the point that the faculty does not deem it necessary, at present, to require additional skills training because most students complete 6 to 18 hours of applied learning without the requirement to do so.

2. Elective Courses

The upper-division curriculum includes numerous opportunities for students to receive substantial instruction in legal analysis and reasoning, legal research, problem solving, and oral communication—from small seminar courses that require students to continue to develop research skills, to large, strongly recommended courses (such as Taxation I, Business Associations, Evidence, and Trusts & Estates. In

addition, the Law School regularly offers upper-level courses in Advanced Legal Research and Advanced Legal Writing.

The Law School has recently expanded the opportunities for students to develop legal practice skills through the upper level curricular offerings. Courses such as Administrative Law Practicum, Appellate Litigation, Pre-Trial Practice, and Tax Law Practicum were added in the past two years, as was a course in Small Firm and Solo Practice Management. Faculty members have begun to enhance the writing and oral advocacy opportunities in their traditional doctrinal courses. The Curriculum Committee meets regularly to evaluate the curriculum to ensure it is optimally calibrated to meet the needs of our law students. New courses are added and others removed as their relevance shifts over time.

D. Legal Writing

1. First-Year Legal Research and Writing Program

The first-year Legal Research and Writing Program offers integrated legal research and writing instruction, led by a team of two full-time writing professors (a Legal Writing Professor who serves as Director of the Legal Research and Writing Program, and an Associate Legal Writing Professor), three reference librarians, and six third-year student teaching assistants (TAs). Involving third-year student teaching assistants who are both outstanding legal writers and role models for the first-year students is a benefit to first-year students and an excellent learning experience for the third-year student TAs. Each first-year student learns from both a professor who has experience teaching and practicing law and a third-year student who understands the challenges of law school.

The two-semester, six-credit program currently focuses on objective writing in the fall and advocacy and transactional writing in the spring. Each writing professor has, on average, 40-45 students total. The first-year class is divided into six writing groups of approximately 14 students each. Each group is taught once a week by a professor who focuses on legal process and the fundamentals of legal analysis and writing skills; once a week by a librarian who teaches the students legal research; and once a week by a third-year legal writing TA, who teaches citation and supports the legal writing and research instruction.

The fall semester of Legal Writing has three graded writing assignments – a judicial opinion, an objective memo, and a client letter – as well as a graded citation quiz and an ungraded case brief. Students spend the first six weeks of the fall semester working on a judicial opinion for their closed-universe assignment, in which students are introduced to a pending appeal before the Maine Supreme Judicial Court, which will be argued later in the semester. Lawyers for both sides of the appeal visit the class to talk about the case with the students. The entire first-year class also attends the oral argument, after which they discuss their impressions of the Court and predictions for the outcome of the case.

An open universe problem is fully integrated with the research component of the course. Students use the results of their research to write an objective memorandum demonstrating a mastery of legal analysis and citation form and a client letter addressing the legal issue at stake. Throughout the semester, we present students with various litigation documents relating to their client's problem. This

effort is coordinated with the students' Civil Procedure class so that they are exposed to certain types of documents in our class after they have learned about them in Civil Procedure. Beginning in the fall of 2014, we also intend to incorporate some ungraded drafting assignments to accompany the objective memo problem, where the students will practice writing an answer, an e-mail correspondence, and a contract provision. The final graded assignment is a Citation Quiz. During the course of each assignment, students meet individually with both their TA and their legal writing professor to discuss their drafts. They also confer with peer writing partners, critiquing each other's work and offering suggestions for improvement.

Students take a diagnostic test during the first week of school to identify any problems with their mastery of basic writing techniques, including grammar, punctuation, and usage. They are then required to complete a number of exercises, based in part on the results of the diagnostic test, before the middle of the first semester. The TAs also coach their students on exam-taking techniques toward the end of the first semester.

We currently are evaluating and revising the spring curriculum for the first-year program. Historically, the entire spring semester was spent researching, writing, and arguing an appellate brief. Our goal is to provide the students with more diverse skills training, but also maintain the focus on persuasive writing and oral advocacy in the spring semester. We will modify the second-semester first year legal research and writing program to involve a wider variety of writing exercises reflecting the legal practice of most new attorneys and will continue to include an oral advocacy exercise that maintains involvement of the local bench and bar.

The Chief Justice of the Maine Supreme Judicial Court addresses the class each spring and the students attend the "Prize Argument," in which the two best arguers from the Moot Court team competition argue a case before the Maine Supreme Judicial Court. The students also attend a special program, called "Courtroom as Classroom," presented for the class in Portland's federal courthouse by federal judges, the United States Attorney for the District of Maine, and Maine's federal public defender.

The effectiveness of the first-year Legal Research and Writing Program benefits from several factors: the recognition of the importance of legal research and writing by the faculty, administration, and students; the generous involvement of Maine's legal community; and the enthusiastic teamwork of the Director, Associate Professor of Legal Writing, Legal Writing TAs, and reference librarians, who meet weekly to plan and implement the program. Students receive extensive written comments on all drafts of every assignment, and they have the opportunity for multiple one-on-one meetings with their professors and their TAs. Using an integrated sequential approach, students become proficient in both paper and electronic research. Throughout the course, they are expected to adopt the highest standards in all aspects of legal research, analysis, grammar, punctuation, spelling, citation form, proofreading, and professional responsibility.

2. Upper-Level Writing Opportunities

The Law School has an upper-level writing requirement for graduation. That requirement emphasizes academic writing, but the law school also has increased its emphasis on practice-oriented

writing assignments. Many courses, including skills courses like Pre Trial Practice, Appellate Advocacy, Administrative Law Practicum, and Tax Law Practicum and doctrinal courses like Juvenile Law, Water Resources, and Trademark Law, now include writing exercises. In these courses, students receive extensive faculty feedback on their written work. Additional upper level courses provide significant opportunities for writing as well.

The Law School continues to offer courses in Advanced Legal Research and Advanced Legal Writing. Students may also enroll in Independent Study, with the Associate Dean's approval, for one or two credits in any semester to write a paper on a topic of the student's choice under the supervision of a faculty advisor. In addition to numerous upper class courses that require papers, the Law School awards academic credit for participation on either of two journals, *The Maine Law Review* and *The Ocean and Coastal Law Journal*. Participation on the journals satisfies the academic requirement that each student complete a substantial research paper as a prerequisite to graduation.

Members of the Law School's two journals are selected through a competitive process. A limited number of members are selected from the rising second year class on the basis of first year grades. Additional members are selected on the basis of a writing competition which begins prior to the start of the fall classes. Members of the *Maine Law Review* and the *Ocean and Coastal Law Journal* receive one credit in the fall semester of their second year and two credits in each of the next three semesters. These credits are graded pass/fail with the concurrence of the faculty advisor to the respective journals.

Students who do not participate on the journals satisfy the upper level writing requirement through a paper written for a designated seminar or by enrolling in the three-credit Independent Writing option. Independent Writing requires a student to obtain a faculty advisor, choose a paper topic, and complete a major research paper under the supervision of the faculty advisor.

In fall 2014, the Law School introduced a semester-long, one-credit course called "Upper Level Writing Workshop." The course, developed and taught by the Legal Writing Program Director Angela Arey and tenured professor Dave Owen, will guide students through an upper level writing project. Enrolled students will independently take, and receive credit for, substantive classes or independent studies with writing requirements or will be fulfilling their writing requirement through the one of the two law journals. At the conclusion of the course, the Curriculum Committee will evaluate its success and, with input from Professors Arey and Owen as well as students, determine whether to continue offering the course and, if so, whether to make it a required component of the upper level intensive writing requirement.

The Law School awards academic credit for participation on the Moot Court Board, which requires appellate brief writing in connection with faculty-approved inter-law school moot court competitions. The Moot Court Board selects its members from the rising second-year class through an appellate moot court competition conducted each year at the end of the spring semester. The competition requires the writing of a brief and participation in a series of oral arguments. The competition results in an offer of membership on the Moot Court Board for between 8 and 12 second year students who receive no academic credit for participation in the selection competition. Members of the Moot Court Board are given two credits in the spring semester of their second year for completing a required course on appellate

advocacy and for coaching students in the first-year program. In their third year, each member of the Board participates in a faculty-approved inter-law school moot court competition. Students receive three academic credits in the semester in which they participate in the competition. This year is a transition year to a slightly different structure in which students will participate in inter-law school competitions during both their second and third years.

Currently under discussion is the potential addition of a third semester of legal writing as a graduation requirement, effectively turning the first-year course into a three-semester requirement. Also under discussion is a proposed Writing Center to support students in their writing across the curriculum during all three years of law school.

E. Professional Skills Instruction

Since the last Site Visit, the Law School has strengthened the professional skills opportunities for upper level students, building on a longstanding skills-oriented curriculum. Before graduation, each student must complete successfully at least one course from a group of courses designated by the faculty as professional skills courses. Numerous courses in the curriculum now offer opportunities for students to practice one or more applied legal skills and to meet this requirement. That group of courses includes clinics, externships, and several other skills-oriented classes. Below, we discuss clinics, externships, and other skills-oriented classes.

1. Cumberland Legal Aid Clinic

Established in 1969, the Cumberland Legal Aid Clinic (“the Clinic”) is the live-client litigation clinical program of the Law School. Through the Clinic’s program, third-year law students specially licensed as “student attorneys” under the court rules and second-year law students eligible to practice in certain agency proceedings, provide legal services to low-income individuals in Maine. The Clinic’s mission is to educate law students through an intense, high-quality clinical and mentoring experience while providing free legal services to indigent Maine residents. A majority of students participate in one or more Clinic or externship programs before graduation. Many of our students become attorneys in small litigation firms, and the Clinic provides invaluable training for them.

The student attorneys practice under the close supervision of members of the clinical faculty, all of whom are experienced members of the Maine bar. The student-faculty ratio in each clinical course is a maximum of 6:1. Faculty supervisors teaching in two clinical courses (a full teaching load) may supervise up to ten students each semester. The supervision of student work is intensive. Members of the Clinic’s faculty review all student work product before it is sent out, review incoming mail, and accompany students to court and agency proceedings. Students have individual weekly case review meetings with their faculty supervisors and frequently have other discussions about their cases during the week. The Clinic faculty members use a range of teaching methods and encourage students to develop their own case theories and strategies under the guidance of their faculty supervisor.

All students enrolled in Clinic courses participate in an intensive orientation schedule for the first three or four weeks of the semester, and then in weekly seminars or “case rounds” for the remainder of

the semester. The initial orientation covers topics such as Clinic procedures, case theory, discovery, working with interpreters, domestic violence, criminal procedure, client interviewing and counseling, and family law. Other seminar sessions during the course of the semester feature discussion of substantive legal issues, information on topics related to Clinic work, and guest speakers (including members of the bench). During recent years, the Clinic seminar topics included: ethical issues in clinical practice, mental illness and forensic psychology; effective advocacy during mediation; and working with survivors of sexual assault and other trauma.

Other weeks, students meet in small groups with a faculty supervisor for “case rounds,” in which students present and discuss specific problems, challenges and questions that have arisen in their cases. In addition to this coursework, students are required to complete one or more written assignments in which they discuss their work with clients during the semester. Such memoranda require students to consider and reflect on the attorney-client relationship, the ethical obligations of attorneys, the dimensions and characteristics of client decision-making, and similar issues. The Law School believes that the ethical and practical training provided by the Clinic is unique and invaluable.

The Clinic provides law students an opportunity to be an integral part of one of the leading providers of legal services for low-income people in southern Maine. Clinic students collectively assist nearly 700 clients each year. Family law (not including Protection from Abuse or “PFA” proceedings) comprises approximately one-fifth of the Clinic’s caseload. PFA cases comprised an additional one-third, so that over half of the Clinic’s cases in recent years have involved matters related to family. The other significant categories of matters are criminal law, juvenile law, and immigration law. Other areas of legal services included bankruptcy, civil rights, public benefits, consumer law, housing, small claims, protection from harassment, wills/estates, power of attorney, and several other miscellaneous issues. Student attorneys represent clients at both the trial and appellate levels in state and federal courts and before several administrative agencies.

Clinic students have the opportunity to work on cases that not only have a direct benefit for the individual clients, but also contribute to the development of the law in several important areas. Students work on several Maine Supreme Court appeals each year (including matters referred to the Clinic by the Court), and do all briefing and oral argument on such matters. Recent appeals in which the Clinic was involved have considered questions of domestic violence, parental rights, access to the courts by people with disabilities, and prisoners’ rights. Students have also successfully advocated for courts to take innovative approaches in their cases, such as addressing the care of immigrant children for whom no parent or other adult has taken responsibility.

The Clinic offers four semester-long courses every semester. The **General Practice Clinic**, a six-credit course, enrolls twelve students, each of whom represents from five to ten individuals during the semester in cases involving various areas of the law, in addition to their work in the Protection from Abuse Program, described below. Most students have a caseload comprised largely of family law and criminal law cases, with some additional cases in probate law, administrative law, or other areas. Students may be assigned to work in two-person teams on cases that have an especially high volume of work, such as those with multi-day trials.

In January 2003, the Clinic launched the **Prisoner Assistance Clinic**, a three- or six-credit clinical course with an emphasis on interviewing, counseling, and providing “unbundled” civil legal services. The origins of the Prisoner Assistance Clinic stem from the funding restrictions imposed in mid-1990s by the Legal Services Corporation which precluded Maine’s LSC-funded legal services agency from providing any civil legal services to prisoners. Prisoners have family, custody, consumer, and other civil legal matters, many arising from the circumstances of their incarceration. Prisoner Assistance Clinic students go to the Maine Correctional Center in Windham (approximately 20 minutes from the Law School) every week to meet with prisoners with civil legal matters. Much of the work consists of providing guidance and technical assistance to prisoners representing themselves in legal matters, such as family law, or simply answering law-related questions. In a limited number of cases, the Clinic will provide full representation for prisoners, generally where the proceedings are in locations near the Law School and where there is a particular need for full representation.

The **Juvenile Justice Clinic**, a three- or six-credit course first offered in fall 2006, enrolls up to five students each semester who work under the supervision of one faculty member, and who have the opportunity to work with troubled youth on a number of levels. The primary focus of the caseload is direct representation of juveniles charged with criminal activity in state courts. Accompanied by the faculty supervisor, the students appear in juvenile court one to two days each week and represent juveniles in the various proceedings that may arise, such as arraignments, detention hearings, plea negotiations and trials. The Juvenile Justice Clinic handles a wide variety of cases including: federal gun charges, gross sexual assault, unlawful sexual contact, burglary (business, vehicle and residential), theft, possession of scheduled drugs, assault (domestic, on a police officer and generic), terrorizing, illegal transportation of alcohol, probation violations and operating after suspension, beyond restriction and under the influence. Students also serve as guardians *ad litem* for children in the juvenile court system and advise the court on the dispositions that will best serve the children’s interests. Juvenile Justice Clinic students participate in a fieldwork program through which they provide legal information to homeless children and young adults at a local teen center. The students work on a range of policy initiatives as well. For example, in collaboration with the University of Southern Maine’s Muskie School of Public Service, a Juvenile Justice Clinic student examined the issue of Disproportionate Minority Contact (DMC) between juveniles of color and law enforcement in Maine. Other policy projects have involved drafting legislation to revise Maine’s juvenile incompetency law and advocating for reform of sheriff offices’ policies of shackling children during court appearances.

The **Refugee and Human Rights Clinic (RHRC)**, the Clinic’s newest program, is a six-credit course which provides an opportunity for students to advocate on behalf of low-income immigrants in a broad range of cases and projects. Most of the students’ work involves direct representation of immigrants seeking protection under federal immigration law, particularly asylum, Violence Against Women Act, and Special Immigrant Juvenile status. Students also work in collaboration with local non-profit organizations on a range of advocacy projects, including drafting and distribution of a manual for individuals petitioning for asylum without the assistance of an attorney, outreach to immigration detainees held at a local jail, and participating in a *Pro Se* Forms Clinic to assist those granted asylum in applying for work authorization.

Most students enrolled in the Clinic courses participate in the **Protection from Abuse Program**, through which students attend at least one or two days of the protection from abuse (PFA) docket calls in Lewiston District Court, and assist any victims of domestic violence, sexual assault, or stalking who appear and who need legal representation. The Clinic's work in this program is highly valued by the courts and domestic violence advocates. The PFA proceedings are often contentious and emotional. Student attorneys rise to the challenge and provide a critical service to victims of domestic violence. Each year, the Clinic represents more than 200 victims in PFA cases. With the assistance of the student attorneys, most cases can be settled without a trial. For those cases where no agreement can be reached, Clinic students represent the plaintiff in a bench trial. Thus, this program offers students the opportunity to develop and hone both negotiation and trial skills. Clinic student attorneys work closely with court advocates from Safe Voices, a non-profit organization based in Lewiston-Auburn. This program has been supervised for a number of years by a part-time adjunct clinical supervisor who works in concert with the core clinical faculty.

In addition to offering courses during the academic year, the Clinic also hires five or six student interns on a full-time basis to cover the cases during the summer months. The summer intern program offers students an intensive public interest law experience. Two or three full-time clinical faculty supervisors oversee the summer program. One is responsible for overall management of the summer program and the primary supervision of students' work in the general practice and prisoner assistance work. The other supervisors provide supervision in the areas of juvenile justice and immigration law respectively, and also provide back-up coverage as needed. The adjunct professor continues to supervise the Protection from Abuse program in the summer. The Clinic's Director does not do clinical supervision during the summer but is on-site at the Clinic conducting scholarship and administrative work.

To enroll in the Clinic's Juvenile Justice, General Practice, or Prisoner Assistance programs, or to work as summer interns in any of those areas, students must have completed four semesters of law school, including courses in Trial Practice, Evidence, and Professional Responsibility. Students enrolled in the Refugee and Human Rights Clinic or working as a summer intern in that area must be in at least their second year and must complete the course in Professional Responsibility.

2. Intellectual Property Clinic

The Law School launched the Intellectual Property Clinic in 2006. It was designed to allow students an opportunity to work with inventors and entrepreneurs seeking advice from the Maine Patent Program, a public service program providing patent education and counseling to the public. The Clinic was one of the first to be certified by the United States Patent and Trademark Office as part of the clinical pilot program, which allowed students to prosecute patent and trademark applications with the agency under the close supervision of qualified intellectual property attorneys. Students also drafted intellectual property license and assignment agreements, helped settle potential infringement claims, and offered copyright counseling and registration assistance.

Due to funding constraints, we phased out the Intellectual Property Clinic in the summer of 2014. Students interested in practicing intellectual property law are now offered a practicum opportunity that introduces them to patent and trademark practice through classroom instruction and simulated client

concerns, and the Law School is developing a series of internships and externships for students interested in practicing patent, trademark or copyright law. Over time, the Law School intends to develop a new clinical program to assist small businesses in Maine with more general business counseling matters, as faculty resources permit. This direction is consistent with the law school's strategic plan to conform the curriculum to more closely match the areas of law practiced by Maine attorneys.

3. Study Outside the Classroom – Externship Programs

The Law School's externship programs offer selected second and third year students the opportunity to gain actual legal experience and receive feedback on their work from seasoned professionals who serve as field placement supervisors, with guidance and support from the Externship Professor and Externship Director. Students are selected based on application materials (résumé, transcript, and writing sample) and interviews, and they receive up to six credits for participation. Several externships require students to have completed their second year and to have taken Evidence and Trial Practice.

Externs work 18 hours per week over the course of the semester. Our current list of placements include: Maine Bureau of Motor Vehicles; Cianbro Corporation; City of Portland Corporation Counsel; Conservation Law Foundation; Disability Rights Center; Elsevier Corporation; Federal Defender – District of Maine; InterMed, P.A.; International Association of Privacy Professionals; Legal Services for the Elderly; Office of the Maine Attorney General – Child Protective Division, Financial Crimes Division, Criminal Division, and Natural Resources Division; Maine Board of Bar Overseers; Pine Tree Legal Assistance – Family Law Unit and Housing/Public Benefits/Consumer Unit; TD Bank N.A., U.S. Attorney's Office for the District of Maine – Appeals Division; and Lewiston District Court. Other placements from time to time have included: U.S. Attorney's Office for the District of Maine – Criminal Division; Maine Legislature's Right-to-Know Advisory Committee; Maine Department of Environmental Protection – Enforcement Division; Maine Medical Association; Maine Municipal Association; Office of the Maine Attorney General – Bankruptcy Division; Mercy Health Systems; and Penobscot Community Healthcare. In recent years, we also have allowed students to propose their own externships. Interested students must identify a placement and an attorney-supervisor and apply to the Externship Director for permission to pursue the externship. This process allows students to pursue their own distinctive interests while still allowing the law school to maintain quality control.

Externs must attend a weekly class. The contemporaneous classroom component is a combination of assignments, guest speakers, and individual meetings with the Externship Professor and Externship Director. The classes cover professional responsibility, legal ethics, and legal practice issues, including the role of lawyers in government, law firm, public interest and business positions. Assignments are designed to give students the opportunity to reflect on their experience and how it influences their understanding of what it means to be a lawyer, as well as to introduce them to relevant topics of interest such as career satisfaction and professional development. Articles from legal periodicals are assigned reading to accompany assignments. Students must also submit weekly time logs and prepare a final oral presentation. All written assignments are commented on by either the Professor or Director.

At the beginning of the semester, externs complete a goal worksheet with the assistance of their field placement supervisor. Externs identify 2-5 skills to develop over the course of the semester at their field placement. In consultation with the field supervisor, externs develop a plan to help them meet their learning goals for the semester. Of course, skills other than those listed on the goal sheet are often developed over the course of the semester but the plan ensures that the extern will take responsibility for her learning in the goal areas. The completed plan, agreed to by both extern and supervisor, is submitted to the Externship Professor and Director for review. This initial assignment ensures that the extern sets reasonable and realistic goals and that the supervisor and Externship Professor and Director are able to track each student's progress over the course of the semester.

The Director, in addition to her role in the classroom, checks in with each supervising attorney during the semester. At the end of the semester, the supervising attorney completes a written evaluation of the extern. The supervisor reviews the evaluation with the extern and makes recommendations for the extern's continued learning. The final evaluation is also reviewed by the Externship Professor and Director.

The Law School offers a separate judicial externship program each semester through which students receive valuable exposure to the inner workings of various courts. Students receive three or four credits for this intensive experience, working closely on site with a federal or state judge and his or her clerks. A faculty supervisor meets regularly in the Law School with the students, meets or speaks periodically with the judges, reviews reports from the judge and the students, and monitors the experience. Dean Peter Pitegoff is the primary professor and faculty supervisor for this course.

Two (sometimes three) students are placed each semester with Federal Circuit Judge Kermit Lipez, who sits (with senior status) on the U.S. Court of Appeals for the First Circuit. Up to three students are placed each semester with various judges in the Maine District or Superior Courts, one is placed with the Chapter 13 Trustee, and, beginning in spring semester 2015, one student will be placed with a U.S. Bankruptcy Judge in Maine. Newly established at the time of the 2008 Site Visit, this program has expanded since then and has strengthened the Law School's relationship with the judiciary and in preparing students for clerkships and other post-graduate opportunities.

4. Other skills courses

Additional skills courses include Administrative Law Practicum, Advanced Legal Research, Appellate Litigation, Business Planning, Estate Planning, Mediation Practicum, Negotiation, Pre-Trial Practice, Tax Law Practicum, and a host of skills-oriented, one-credit courses.

The Trial Practice course, which many students take at some point during law school, is offered every semester, including in the summer term. The coursework consists of short trial skills problems which students perform in class and for which they receive immediate feedback, and the course typically concludes with a simulated trial. In addition, the Law School offers an Advanced Trial Advocacy class in which students prepare for and participate in interscholastic trial advocacy competitions. Enrollment is limited to four students who are selected by the instructors based upon an interview and demonstration of trial skills.

F. Legal Profession and Responsibilities

At the Orientation program each fall, incoming students are introduced to the values and responsibilities of the legal profession and its members. Each year, a member of the judiciary joins the Dean and a member of the faculty to speak to the entire incoming class regarding professionalism and ethics, emphasizing that professionalism begins in law school if not earlier. Students at Orientation break into smaller groups led by full-time faculty members to discuss a series of hypotheticals relating to professionalism. These hypotheticals involve issues faced by law students (such as plagiarism and the duty to report wrongdoing) as well as practicing attorneys.

The completion of the three-credit course in Professional Responsibility is required of each student prior to graduation. Professional Responsibility is offered each semester including in the Summer Session. Professional Responsibility is a pre-requisite for the Cumberland Legal Aid Clinic offerings. The Professional Responsibility course covers rules of professional conduct, as well as legal education, values, and the structure and history of the legal profession. Guest speakers talk about ethical issues that they face in law practice, and Maine's Bar Counsel routinely visits to talk about how to avoid running afoul of the Maine Bar Rules.

In addition, students at the Cumberland Legal Aid Clinic receive “hands on” professional responsibility training every day through their litigation practice. The Faculty is encouraged to incorporate professional responsibility issues into all courses in the curriculum.

G. Pro Bono Opportunities

The Law School has adopted a voluntary student *pro bono* legal service standard under which every student is encouraged to provide a minimum of 80 hours of pro bono legal service or law-related community service (or a combination of the two) prior to graduation. “*Pro bono* legal service” is defined as work involving the provision of legal service that is performed without either financial compensation or academic credit. Students perform such work for legal services providers, individual lawyers providing pro bono service, social service agencies, low income organizations, civil rights organizations, environmental organizations, consumer organizations, and governmental agencies providing service to individual members of the public who are disadvantaged. “Law-related community service” is defined as work that (i) benefits a community, its residents, or institutions, (ii) has a substantial legal or law-related component, and (iii) is performed without either financial compensation or academic credit. Students participate in projects that educate and mentor local youth with the aim of expanding their knowledge of the law, the legal process, and the legal system, and broadening their career aspirations to include the possibility of law-related work. Students also assist “English as a Second Language” programs with language instruction relating to the law and the legal system.

Some students choose to volunteer at the Law School’s Cumberland Legal Aid Clinic. Many others provide services to a variety of local organizations with which the Law School maintains long-standing ties, such as Maine Volunteer Lawyers Project, Pine Tree Legal Assistance, Legal Services for the Elderly, Maine Center on Deafness, the Immigrant Legal Advocacy Project, Maine Disability Rights

Center, Maine's Court Appointed Special Advocate Program, and American Civil Liberties Union of Maine. Partisan political activity is not included in the definition of "*pro bono* legal service" or "law-related community service."

Guidelines and a list of organizations deemed to comply with the definitions of "*pro bono* legal service" and "law-related community service" are located in the Career Services Office. Additional organizations may be proposed to the faculty *Pro Bono* Committee. Students submit their *pro bono* hours to the Career Services Office, which keeps time sheets for every student. Students who meet the voluntary *pro bono* standard are honored at a *pro bono* awards luncheon at the end of their third year. Students are also eligible for recognition under the Maine Supreme Judicial Court's "Katahdin Law Student Recognition Program," which honors selected students who provide more than 50 hours of qualifying service in Maine during a single year. Last year, three of our students were recognized under the Katahdin Program.

In each of the last five years, 2010-14, more than a third of the members of the graduating class met or exceeded the Law School's voluntary *pro bono* standard. The five classes combined contributed nearly 31,700 hours of volunteer legal and community service during their years at the law school. We know that more students participate, but do not report their hours to the Career Services Office.

H. Summer Session and Summer Institutes

Each summer, the Law School offers a variety of courses in a seven-week program. The courses in Business Associations, Evidence, Trial Practice, and Professional Responsibility are regularly offered during the Summer Session since these courses are pre-requisites for many upper level courses. In addition, the Mediation Practicum is offered in the summer to accommodate heavy student interest.

Although many Summer Session courses have been taught by regular members of the Law School faculty and adjunct faculty, Maine's lovely summer weather allows us to attract faculty from other institutions to teach in the Summer Session. For example, Rutheford Campbell, professor and former dean at the University of Kentucky College of Law, regularly teaches Business Associations in Maine Law's summer term.

In 2012, the Law School's Center for Law + Innovation developed an Information Privacy Summer Institute in collaboration with the International Association of Privacy Professionals (IAPP). The first two years of the Summer Institute involved a course in Global Privacy Law (taught by Professor Omer Tene, a tenured law professor from the College of Management School of Law, Rishon Le Zion, Israel), and a course called Advanced Privacy in Practice (taught by Kris Klein, an adjunct professor with the University of Ottawa School of Law in Canada). In the third summer, 2014, the Law School offered those courses plus a third course called Privacy and the Federal Trade Commission, taught by Professor Woodrow Hartzog of the Cumberland School of Law, at Sanford University. The courses are each two credits and meet for four consecutive days. Reading assignments are given in advance with a one-week reading period before the first course. Enrollments in Information Privacy Summer Institute courses have been very strong relative to other elective upper-level courses at the Law School, and two students from other law schools enrolled in the 2014 summer institute as well. The Law School intends to continue

offering the program in conjunction with information privacy-related externship placements and an opportunity offered by the IAPP for students to become Certified Information Privacy Professionals.

The Information Privacy Summer Institute presents a model for specialty courses that the Law School will continue to explore. By offering the courses in an intensive format at the beginning of the summer, the Law School is able to provide students with full time summer enrollment with time to have an internship or other paid summer position. The summer schedule also allows the Law School to attract full time professors from other law schools to ensure high-quality instruction at an affordable rate. Finally, given the general interest nature of the Law School, a specialty Summer Institute provides an opportunity for students to be exposed to specialty courses without the Law School making multiple full-time faculty commitments to any one field.

Enrollment trends demonstrate strong student demand for summer school courses:

<u>Year</u>	<u>Summer Enrollment</u>
2008	40
2009	48
2010	63
2011	41
2012	68
2013	64
2014	85

Many students use summer school to reduce their course load during the regular academic year or to attempt to complete all their J.D. credits by December of their third year. The Law School intends to continue to invest in an array of summer school opportunities.

I. Distance Education

The Law School has begun to engage in distance education and intends to continue exploring potential opportunities. In fall 2013, we experimented with a course taught entirely asynchronously and on-line by Professor Emerita Alison Rieser, who is now a full time member of the faculty of the University of Hawaii. Professor Rieser's course in Marine Resources Law was offered simultaneously to students at the Law School and to students enrolled in the Marine Sciences and Marine Policy master degree programs at the University of Maine. The on-line format allowed all students to participate in the course in spite of their geographic distance. The professor worked closely with a Maine Law student with expertise and experience in distance education technologies and pedagogy.

The course with Professor Rieser reinforced our view of the potential for on-line offerings and the Law School's need to invest further in online course development and delivery. This is especially relevant as we explore further collaboration with other campuses in the University of Maine System and make progress in development of a new interdisciplinary graduate and professional center.

Other professors have experimented with “flipped” classrooms, or teaching portions of their courses in an asynchronous format, and in spring 2014, the faculty met to discuss these teaching methods. One goal listed in the Strategic Plan is to study the opportunities distance education may present to diversify the Law School’s curriculum or open new markets for legal studies.

J. Academic Standards and Academic Support

Any student whose grade point average, both cumulative and for the semester last completed, is 2.0 or higher and who has no more than two D level grades for the last semester completed and no more than six D grades cumulative is in good academic standing. A student not in good standing must be dismissed from school or placed on probation. Probation is either automatic or by special action of the Executive Committee depending on how many semesters the student has completed and on the term grade average earned. A student placed on probation must participate in the Academic Support Program, and the Executive Committee may include in the grant of probation any reasonable academic terms or conditions the faculty deems appropriate. The three-member faculty-elected Dean’s Advisory Committee sits as the Executive Committee for academic standing matters.

The Law School has experienced very little academic attrition, due in large part, we believe, to the academic support initiatives that we have implemented. The Law School has: (1) a two-day Orientation to help integrate students into the Law School culture; (2) a strong first-year legal writing program that provides individualized attention; (3) a mentoring program matching each student with a faculty member who serves as an adviser throughout the Law School program; and (4) a formalized Academic Support Program.

The Academic Support program is staffed by a director, the Associate Dean for Student Services, and student teaching assistants. The goal of the program is to teach the basic skills necessary to study the law effectively and to present strategies that will enable students to make the most of their academic efforts and minimize stress.

In the first year Academic Support Program, an upper-level student teaching assistant (TA) is assigned to each doctrinal class. Each TA conducts weekly study group sessions in which students can discuss materials covered in class and learn strategies to more effectively manage time, read and brief cases, take class notes, outline, study, and discuss hypotheticals. In addition, in these study group sessions, students have an opportunity to write answers to practice examination questions and receive feedback to help them understand what is expected and how they can improve their performance on the actual examinations. In addition to the TAs assigned to each doctrinal class, there is a TA who works specifically with probation and at-risk students. This TA is often a 3L who has already served as an Academic Support TA the previous year.

The upper level Academic Support Program is targeted specifically to those students identified as having academic problems (those on probation and those whose cumulative grade average falls below 2.33), and involves individualized attention from the Associate Dean for Student Services and the 3L Academic Support TA. Additionally, students who seek out assistance in specific courses are matched with a TA whenever possible.

The Associate Dean for Academic Affairs and the Associate Dean for Student Services are always available for academic advising support. Additionally, any student who has a grade point average of 2.33 or below must have his or her course schedule approved by the Associate Dean for Student Services. This often results in individualized academic counseling. The Associate Dean continues to meet with these students throughout the semester, and often refers students to faculty who also help in academic advising.

K. Part-time Scheduling Options

The Law School does not have a formal part-time program. Students may, however, be granted a reduced course load (fewer than twelve credit hours) after consulting with the Associate Dean for Student Services. There are two types of students who generally enroll in a reduced course load—those who have extensive family obligations or who wish to work more than twenty hours per week while attending law school, and those who need fewer than twelve credits to fulfill their graduation requirements.

For those students who matriculate intending to study with a reduced course load, there is a structured curriculum during the first two years. In their first semester, first-year students with a reduced load are encouraged to take at least Civil Procedure I, Legal Writing I, and one other course. In the spring semester, first-year students are advised to take Civil Procedure II, Legal Writing II, and one other course. In exceptional circumstances, first-year students may vary from this advised curriculum. During the second year, such students complete the remaining first-year requirements, as well as approved electives. After the first two years, part-time students choose from among electives and required courses. All reduced load students are monitored for satisfactory progress toward their degree. Overall, the reduced load scheduling option provides a flexible alternative for those students who can meet the standards for admission.

Many of the students enrolled in a reduced load schedule are students who opt to have a part-time schedule for one semester. This most often occurs because students have previously taken summer classes or a maximum credit load, and they do not need more than twelve credits in their final semester to graduate. In these situations, students are allowed to complete their degree by paying on a per-credit basis.

Since the last Site Visit, the number of students each semester with a reduced load schedule has ranged from seven to 26. Given the small size of the reduced-load program, it has no significant impact on the Law School's academic program and has generally proven to be a useful and flexible option for those students who have chosen to make use of it. The Law School does its best to ensure that its educational program, co-curricular activities, and other educational benefits are available for all students.

L. Studies in Foreign Countries

The Law School currently has exchange agreements with two Canadian Law Schools (Dalhousie and the University of New Brunswick), four European Universities (National University of Ireland, Galway, Ireland; Université du Maine in Le Mans, France; Cergy-Pontoise University in Paris, France;

and University of Rennes I, Rennes, France); and two institutions in Asia (the City University of Hong Kong and Tsinghua University in Beijing, China). These programs all fall into ABA category “Student Study at a Foreign Institution.” Maine students register for and receive credit from the Law School, and pay tuition to Maine Law at the regular Law School rate. Students who have finished their first year of law school and are in good academic standing may apply for these programs. The exchange programs provide opportunities for Maine students, particularly those interested in International Law, to enrich their education program with a semester spent in a legal studies program at one of our foreign exchange partner institutions. Foreign student visitors from these schools likewise enrich the Maine Law community.

The programs in Hong Kong and Canada have been the most active in recent years. Most of the students participating in the Canadian exchange programs are Canadian students who wish to sit for a bar exam in Canada upon graduation. The students who study in Hong Kong are those who are interested in international law and maritime law, or who are interested in pursuing international work after graduation. The Galway program has been active since the mid-1980’s, and continues to provide opportunities for student and faculty exchanges. Our exchange program with Cergy-Pontoise is the most popular French program, because the school offers LL.M. courses taught in English. For several years, the University of Maine School of Law and the Université du Maine in Le Mans have coordinated a series of alternating annual week long educational exchanges of students and faculty. This connected us in a more concrete way with Le Mans and Cergy-Pontoise. Due to budget restraints and the retirement of faculty, these shorter exchanges were discontinued as of the 2013-14 academic year.

The Associate Dean for Student Services serves as the Academic Advisor for students engaging in foreign study. In advising students, she works directly with the Associate Dean for Academic Affairs, as well with Professors Charles Norchi and Martin Rogoff, who are the primary international law faculty. Maine Law has limited our students’ study at foreign countries to the institutions listed above, unless students are studying through a program offered by another ABA accredited law school. We plan to review this policy in the coming year to decide whether we should relax our standards to allow study at all duly-accredited foreign institutions offering a law degree or the equivalent. For now, our limited number of exchange agreements meets student demand and allows us to ensure that students are receiving a quality experience.

M. Degrees in Addition to the J.D.

The Law School offers an LL.M. degree designed primarily for foreign lawyers seeking an advanced degree from an American law school. Occasionally, foreign-trained lawyers living in the local community enroll in the LL.M. program. The LL.M. degree is entering only its third year, and is thus still in a pilot phase. In 2012, the Law School enrolled three LL.M. students; seven LL.M. students enrolled in 2013; three LL.M. students have enrolled in 2014. We intend to keep the program enrollment small.

The Director of the LL.M. program is Professor Charles Norchi, who uses his extensive international contacts and global travel to recruit students to the LL.M. program. The LL.M. degree requirements are a minimum of 24 credits of course work, including the three-credit Introduction to U.S. Law. LL.M. candidates may specialize in Oceans and Coastal Law or other areas of faculty expertise, or may elect to take a variety of courses from the J.D. menu.

Last academic year, the Law School received approval from the University of Maine System to offer another post-graduate law degree, a Doctor of the Science of Law (J.S.D.) degree. The ABA acquiesced to this additional degree program in June 2014. Accordingly, Maine Law admitted its first candidate for the J.S.D. commencing in fall 2014. Candidates for the J.S.D. must complete the Graduate Research Colloquium course and a major doctoral thesis with the guidance and approval of Professor Norchi and of a graduate research committee of three professors from Maine Law and other institutions.

N. Joint Degree Programs

The Law School offers joint J.D./M.A. degrees with the University of Southern Maine's Muskie School for Public Service, and joint J.D./MBA degrees with graduate business administration programs at both USM and the University of Maine.

Students may pursue both a J.D. degree from the Law School and a master's degree from the Muskie School in as little as four years. If accepted and enrolled in both programs, a student may then apply up to nine credits of specified relevant courses to the J.D. degree. Current program planning and changes at the Muskie School will give rise to a re-examination and adjustment of the particular disciplines of our joint degrees, which in recent years have included public policy, community planning, and health policy.

The Law School and the graduate business schools at University of Maine and at University of Southern Maine offer joint degrees in law (J.D.) and business administration (MBA). Students who have been admitted to both the Law School and to one of the two graduate business programs may pursue the J.D. and MBA simultaneously. A joint degree student may apply up to nine credits of specified relevant business courses to the J.D. degree. The faculties of the Law School and both business schools have designated crossover courses which satisfy the graduation requirements for both degrees, permitting the completion of both degrees in four years.

The number of Law Students participating in the joint degrees programs in any given year remains low, but there is a sufficient interest from applicants to the Law School to maintain and further invest in these joint degree programs. Indeed, the Law School's Strategic Plan calls for improvement of the Joint Degree programs and better marketing of them to prospective students.

Goals

1. Continue to improve the writing program.
 - a. Modify and improve the first year legal writing program by adding additional small sections taught by the first year writing faculty, and by replacing the second semester appellate litigation focus with multiple pre-trial litigation, administrative law, and/or transactional assignments more prevalent in legal practice. (SP3.a)
 - b. Enhance the Upper Level Writing requirement by developing a one-credit seminar to accompany writing initiatives; study the outcomes of the pilot offering of this course to determine whether it should be optional or mandatory. (SP3.b)

- c. Study the costs and benefits of requiring a third semester of legal writing prior to graduation, in addition to the “skills” credits requirement, and develop a legal writing center to support students throughout law school. (SP3.c)
 - d. Explore the development of a joint Writing and Academic Support Center, which would serve as a resource for students and faculty throughout the law school by supporting students’ writing skills and other skills necessary for success in law school and practice. (SP3.d)
2. Continue to expand experiential and applied learning opportunities for students.
 - a. Develop a plan to offer experiential learning opportunities in a range of transactional skills through serving live clients engaged in business-related activities. (SP3.e)
 - b. Continue to develop and support the new Refugee and Human Rights Clinic. (SP3.f)
 - c. Expand experiential learning opportunities and build sustainability for all clinical programs, consistently with the June 2013 Clinic-Externship Committee Report. (SP3.g)
 - d. Continue to support faculty efforts to supplement upper level doctrinal courses to offer applied learning opportunities such as drafting exercises, oral advocacy, negotiation, client interviewing, and related legal skills activities, and to implement teaching innovations. (SP3.h)
 - e. Continue to review and revise the curriculum to support teaching innovation and to offer courses relevant to Maine Law students’ interests and likely placement opportunities, including topics in administrative law and regulatory compliance, elder and health law, and other topics relevant to small firm, rural, and government practice. (SP3.i)
 3. Create a distance education plan to improve access to affordable curricular options for Maine Law students as well as possible revenue opportunities for the law school’s unique curricular offerings. (SP1.f)
 4. Enhance the LL.M. program.
 - a. Study and recommend strategic and administrative improvements to the LL.M. program consistent with our (i) identity as a general interest law school; and (ii) need for diversified revenue sources. (SP1.e)
 - b. Consider developing a short-term taxation concentration for the LL.M. to satisfy local demand; pursuing online degree models, possibly for information privacy law; studying curricular options specifically designed for foreign LL.M. students; integrating new J.S.D. offering; and developing a recruitment strategy that matches our capacities to support targeted student populations. (SP1.e)
 5. Evaluate and support existing joint degree programs, and improve marketing of such programs to prospective law students. Develop a more robust relationship with the Muskie School of Public Service at the University of Southern Maine to create a strong and reliable pathway for a J.D. / Public Health joint degree. (SP2.c)
 6. Study opportunities to collaborate with multiple units of the University of Maine System and with other institutions in graduate health-related programs and other disciplines including possible multi-disciplinary courses and joint degrees, as well as collaborative distance education opportunities. (SP2.d)

IV. FACULTY

A. Size and Qualifications

The Law School currently employs fourteen tenured and tenure track faculty positions, including the Dean. Searches are underway for one additional tenure track or tenured position and a new Dean for appointment as of the 2015-2016 academic year. Twelve members of the faculty are tenured and two are tenure-track. During the 2014-15 academic year, one of the non-tenured faculty is scheduled for tenure review and the other is scheduled for reappointment review. The current Dean will transition to a full-time tenured professor position as of July 2015. The sixteen tenure-track positions (including the two anticipated appointments for next academic year) reflect a reduction of one tenure track position since the last Site Visit. In addition, Maine Law employs six faculty members (three clinical professors, two writing professors, and library director) in renewable contract positions, four of which were established since the last Site Visit. Six former professors now hold emeritus status and teach from time to time.

Faculty members hold degrees from major national law schools, including Harvard, Yale, University of Virginia, Stanford University, University of California at Berkeley, and New York University. Most of the faculty members practiced law prior to their academic appointments.

The Clinic Director is tenured, and is usually responsible for a half-load of clinical teaching each semester with additional non-clinical teaching responsibilities. Two of the clinicians are clinical professors with five-year presumptively renewable appointments. Each of the clinical professors carries a full clinical load and works year-round. The third clinical professor, who holds the rank of Associate Clinical Professor and who directs the Law School's new Refugee and Human Rights Clinic, was formerly a visiting professor and now holds a long-term, presumptively renewable contract. A fourth faculty member in the clinic works part-time on a continuing adjunct basis and manages supervision of students in domestic violence matters and protection from abuse proceedings.

The Law School regularly engages experienced visiting faculty. During the 2013-2014 academic year, a tenured professor from Syracuse University who is a leading scholar in elder law was in residence and teaching full time at Maine Law. The recently retired Chief U.S. Bankruptcy Judge in Maine (and former law professor) is in residence and teaching a full load as visiting professor in the 2014-1015 academic year. A visiting professor from the University of Maine (who also is a lawyer with wide-ranging experience) is housed at Maine Law and participates actively in teaching and other law school activities. A Professor and former Dean from University of Kentucky teaches regularly during summers at Maine Law. Omer Tene, a renowned privacy lawyer and professor at the Israeli College of Management School of Law, has participated on the faculty of our summer privacy institute for the past two years while he is visiting the International Association of Privacy Professionals in nearby Portsmouth, New Hampshire.

B. Student Faculty Ratio

According to the calculation provided in the 2013 ABA questionnaire, the student-faculty ratio was 11.96 for the 2013-2014 academic year, as calculated in accordance with ABA annual questionnaire

guidelines. This low ratio reflects a slight reduction in enrollment and is an accurate assessment of the number of full time faculty and professional staff engaged in teaching. The Law School offers a variety of upper level courses with intentionally small enrollments and attention to the changing placement environment.

The low student faculty ratio benefits our students, who have greater access and more personal attention from faculty than students at larger schools with larger student populations. Because of our small size and strong community, the Law School endeavors to offer small classes and provide students individualized attention. During the 2013-2014 academic year, for example, 75 upper division courses were offered with enrollments under 25 students, and only 2 upper-level courses had enrollments of 50 to 74 students.

C. Faculty Recruitment and Diversity

The Law School has a strong record of diversity based on gender and sexual orientation. Three of the six faculty members hired since 2007 are women. Our small full-time faculty also includes two openly gay professors.

While the faculty reflects diversity in terms of age, gender, and sexual orientation, efforts to increase racial diversity among the faculty have produced less success. In 2010, the law school hired Dr. Malick Ghachem as a tenure-track professor. Dr. Ghachem's FAR form identified his ethnicity as Tunisian/North African. While he does not meet the U.S. census definition of "minority" (because Dr. Ghachem is Caucasian), Dr. Ghachem has in many ways brought the benefits of diversity to our institution. His teaching, scholarship, and service all have been informed by his perspective as the member of an ethnic and religious group that continues to face prejudice and discrimination. Unfortunately, in 2013-14, Dr. Ghachem left his full-time position at the Law School to join the faculty of the Massachusetts Institute of Technology, where his wife also teaches. He continued to teach at the law school in the fall 2013 semester, and he remains affiliated with the law school as a Distinguished Senior Scholar. Dr. Ghachem returned to Maine Law to present a workshop in September 2014, and we anticipate sustaining this relationship well into the future.

Our other efforts to increase faculty diversity, though not yet successful, have been extensive. In our faculty searches, we identify a diverse range of candidates; in recent searches, we have begun running FAR database searches specifically focused on identifying minority candidates. We also have publicized each of our openings on the minority law professors' listserv. We have made a concerted effort to ensure that many of our interview slots in Washington DC and for callbacks involve candidates of color. In our 2008 faculty search, one of our four callbacks was for a minority candidate. In 2009, two minority candidates received, and accepted, call-back offers, and the third of the four candidates we called back was Dr. Ghachem.

In 2010, we offered call-back interviews to one minority candidate; he declined because he already had received an offer from another school. In 2012, we extended call-back interviews to three minority candidates. Two declined because of geographic constraints created by their spouses' jobs. The third candidate accepted our call-back, and we offered her a tenure-track position, but she accepted a

position at another law school where she could concurrently pursue a Ph.D. The only hiring year since the last Site Visit in which we did not extend call-back offers to minority candidates was 2008. In that year, we were hiring in a focused subject area (oceans law and policy) and our pool of candidates was quite limited.

We have been more successful in inviting distinguished scholars of color and diverse backgrounds to the Law School for visiting positions and lectures. For example, Lateef Mtima of Howard University was a full-time visiting faculty member in summer and fall of 2009. David Mitchell, a professor at the University of Missouri School of Law, taught a summer course in 2013, and we have discussed his returning to teach again at a later date. Claude Ichilanga (the Democratic Republic of the Congo), Takahashi Suzuki (Japan), Zhang Dan (China), Commander Kovit Talasophon (Thailand), Issa Farah (Somalia), Yuan Juanjuan (China), and Judge Lee Yong Keun (Korea) have been visiting scholars at the law school. Most have stayed for two to six months, but Professor Ichilanga's affiliation lasted for slightly under two years. Professors James Hackney, Margaret Burnham, Cheryl Nichols, Cynthia Mabry, and Reginald Robinson all have delivered research presentations or public lectures.

Our annual Frank M. Coffin Lecture on Law and Public Service was presented in 2009 by Kurt Schmoke, then Dean of Howard University School of Law, and in 2014 by Kevin Gover, a member of the Pawnee Nation of Oklahoma and Director of the Smithsonian Institution's National Museum of the American Indian in Washington D.C. In 2012, the Law School inaugurated its annual Justice for Women lecture, which brings distinguished speakers to address issues of justice affecting women and girls in the developing world. The first Justice for Women lecturer was the Honorable Unity Dow, an author and human rights activist who also served as the first female high court judge in Botswana. In 2013, Leymah Gbowee, who won the 2011 Nobel Peace Prize for her advocacy work in Liberia, was the second Justice for Women lecturer. The 2014 lecturer was Dr. Sima Simar, a human and women's rights activist from Afghanistan, and the 2015 lecturer will be Ruchira Gupta who fights human trafficking internationally from her home state of India.

In 2012, the Law School also inaugurated a new program designed to help minority candidates join the legal academy. The Aspiring Legal Scholars program gives aspiring legal academics an opportunity to receive feedback on a draft of their job talk paper and to present a practice job talk in the summer before they will enter the teaching market. We have aggressively marketed the program to minority candidates, and the program has received substantial interest. In 2012, we invited three aspiring scholars, all belonging to minority groups, to give presentations at the Law School. Two of those scholars went on to secure tenure-track positions (the third elected, for family reasons, to delay her entry to the market), and all reported that their visit to Maine was enjoyable and valuable. In 2013, we again brought in three aspiring scholars, all of whom were members of minority groups. We have been careful to maintain a separation between this program and our standard hiring procedure, but we nevertheless hope the program will build the Law School's reputation as a welcoming and supportive place for minority law professors, as well as supporting the diversity of the legal academy more generally.

Last January, Maine Law Professor Jennifer Wriggins presented a talk entitled "Race, Racism, Torts, and the Great Society" at the Mid-Atlantic People of Color Legal Scholarship Conference in Baltimore, Maryland. In November 2014, she will present a lecture on "Tort Law and Diversity Issues" at

the University of Florida Levin College of Law as part of a new lecture series on links between the first-year curriculum and diversity and social justice issues.

We believe there are several reasons why our concerted efforts to hire faculty of color have fallen short of our goals. Our faculty is small, and the turnover rate is low. On a simple quantitative basis, this limits the opportunities for hiring any new faculty. When hiring opportunities arise, the Law School ordinarily must hire in specific and narrowly defined subject areas in order to maintain the mix of expertise required to sustain our balanced curriculum, which further limits our prospective applicant pool. Our salary scale for faculty puts us at a competitive disadvantage, as other law schools also recruiting minority candidates can offer much higher salary and benefits. In all of our recruiting efforts, our location cuts both ways; Portland is widely perceived as a desirable place to live, but it can be a difficult place for spouses to find employment. Maine also is among the least racially diverse states in the nation—though its diversity is increasing—and the state offers less of a community network and support system than minority faculty find in many other metropolitan areas. That limited diversity also creates challenges as we try to recruit outside the AALS process. One common alternative to that process is to recruit and develop promising candidates from within the community, but the Maine legal community is overwhelmingly white. A distinguished Maine state court judge who is African-American has joined our regular adjunct faculty and has taught thus far on a limited basis due to other demands.

Members of our hiring committees sense these dynamics are changing. Portland is an increasingly diverse city, and we have spoken with minority candidates who seem genuinely enthusiastic about Maine (but are limited by other factors, like geographic constraints associated with spouses' jobs). The faculty's enthusiasm for increasing our diversity has not waned. We recognize that we cannot relax our efforts, and we are committed to improving our existing initiatives and to exploring new approaches to enhance faculty diversity at the Law School, a critical component of the agenda of our diversity committee. The chair of our faculty diversity committee concurrently serves as a member of the faculty appointments committee.

D. Faculty Responsibilities

Full-time faculty members at Maine Law engage in a combination of teaching, scholarship and law school, university and community service. While the balance struck between teaching, scholarship and service may vary from faculty member to faculty member, the Law School faculty is, across the board, productively engaged in the legal education mission.

The Dean and Associate Deans strive to meet regularly with each full-time faculty member to discuss his or her professional development. Each faculty member submits to the Dean a formal annual report detailing teaching, scholarship and service activities. In addition, the small size of the faculty allows for frequent and less formal interactions among the faculty and the Dean, giving rise to continuing conversation that naturally occurs in such a close environment.

Each member of the probationary faculty (pre-tenure or long-term contract) is subject to periodic performance review with respect to their contract responsibilities. This performance review is conducted by the Faculty Personnel Committee which consists of all tenured professors and when possible one

untentured professor, or a subcommittee of the Faculty Personnel Committee. The Associate Dean for Academic Affairs reviews written student evaluations of teaching for all courses at the end of each semester and discusses any issues of concern with the appropriate faculty member. The Associate Dean for Research also focuses on mentoring new faculty and untenured faculty members. During the 2012-13 academic year, the Law School also instituted a more formal and rigorous process of post-tenure review. That process now requires detailed reporting of post-tenure activities and allows the Dean to link salary adjustments to post-tenure performance.

1. Teaching

Each full-time faculty member's primary professional employment is with the Law School and each typically teaches a full course load of nine to 13 credits per academic year. Consistent with ABA Standard 403, the first year curriculum is taught exclusively by full-time faculty, except for a portion (three of five credit hours) of Civil Procedure, which is taught by an adjunct professor who was formerly a full-time, tenured member of the faculty. The first-year curriculum comprises 32 credits, or over one-third of the graduation requirements for the Maine Law J.D. degree.

Excellence in teaching is one of the hallmarks of the Maine Law faculty. The teaching portion of performance reviews conducted by the Faculty Personnel Committee includes class visitations, followed by constructive feedback. In addition, written student evaluations are reviewed by the teaching subcommittee of the Faculty Personnel Committee.

Colloquia on effective teaching have become a regular part of the Law School's lunch-time professional development series. In the 2013-14 academic year, the law school hosted lunchtime talks on integrating practice-based participatory exercises into the curriculum, metrics for evaluating student written work, and use of technology in teaching. The Law School also hosted a talk by Sophie Sparrow of University of New Hampshire Law School, who discussed her recent book *What the Best Law Teachers Do*. Members of the Law School faculty have been recognized for their teaching excellence. Every three years, a member of the Law School is recognized by peers for distinction in teaching and is given a University award. Additionally, the graduating class each year votes to select a "Professor of the Year," most recently Professors Maine and Schindler.

The standard course load is four courses per academic year. Although there is no regularized program of course relief for faculty, the Dean typically offers course relief during faculty members' pre-tenure years. Faculty members are expected to hold regular office hours and to be available to advise students. As noted above, there has historically been a high level of engagement between faculty and students, both in and out of the classroom. Although office hours are required to be posted, it is the cultural norm for students to stop by a professor's office when the door is open. Each full-time faculty member is formally assigned about five advisees per class, and each year's entering class first meets during orientation with their faculty advisors in small groups over lunch. There is, of course, a less formal advisee dynamic that grows out of professional and personal interests, and these interactions often result in the strongest and most enduring advisor-advisee relationships.

In recent years, teaching innovation has been a major focus of the Law School faculty. Many faculty individually have taken steps to integrate case studies, other practice-based simulations, and practice-modeled writing exercises into their classes. The Law School also has increased its emphasis on practice-based learning, both through expansion of clinical programs and through increased externship offerings. The Law School has begun processes to formalize and institutionalize these innovations. For example, during the 2012-13 academic year, the Law School's Clinics and Externships Committee produced a major study that identified a variety of steps for improving practice-based learning, and we are beginning to implement those recommendations.

2. Research and Publications

Maine Law faculty members are actively engaged in research and scholarship and have been prolific in recent years. During the 2007-14 period, members of the faculty have published in a wide variety of peer-review journals and law reviews, including *Brooklyn Law Review*, *BYU Law Review*, *Colorado Law Review*, *Florida Law Review*, *George Washington Law Review*, *SMU Law Review*, *Tulane Law Review*, and *Washington University Law Review*. Law School faculty also have published several books during this period, including publications by Cambridge University Press, Oxford University Press, Carolina Academic Press, New York University Press, Walters Kluwer, and Thompson Reuters.

Law School faculty also have received many awards for scholarship. Professor Ghachem's book *The Old Regime and the Haitian Revolution*, was awarded the 2012 J. Russell Major Prize from the American Historical Association and was co-winner of the 2013 Gordon K. and Sybil Lewis Award from the Caribbean Studies Association. In 2012, Professor Lupica's article *The Consumer Bankruptcy Fee Study: Final Report*, received the Judge Wes Steen *American Bankruptcy Institute Law Review* Writing Prize. Two of Professor Dave Owen's articles have been reprinted in annual compilations of top environmental law articles, and three of his articles have been selected for presentation at the Harvard-Stanford-Yale Junior Faculty Workshop. In 2013, Professor Schindler was named as Pace Environmental Law Center's Distinguished Young Scholar. In 2014, one of her articles was selected as one of the top five land use articles of the 2012-13 academic year.

The Law School provides support for faculty to hire student research assistants. Summer research grants have become institutionalized and are awarded to faculty on the basis of written proposals to the Dean for work projected during the summer months. The summer months have proven to be very productive for those faculty members who have received summer research grants. In recent years, the financial stresses of the legal academy have affected summer research grants, and the amounts have been lower than peak levels in the mid and late 2000s. We anticipate, and plan, that as the legal field begins its recovery, research support will increase to those past levels.

In several ways, the Law School has changed its approach to research support. Works-in-progress presentations have become increasingly important, and faculty who receive summer research grants are expected to present their work. We have begun to promote those presentations to the broader legal community, and at some recent presentations, more than half of the audience has been external to the law school. We have begun complementing our works-in-progress presentations with what we call "half-baked lunches," at which faculty can present and receive feedback on partially-developed research

ideas, and we also hold informal late-summer meetings so faculty can discuss the progress of their summer work. The net result of these changes, along with informal activities like providing feedback on drafts, has been to create a more robust and collaborative research culture.

3. Service Activities

Service to the Law School, the University, the academy more generally, the community, and the profession is expected of every faculty member. Full-time and part-time faculty provide service to a wide range of programs, projects and institutions, including the Justice Action Group (Maine's access to justice coalition), the Campaign for Justice (a joint annual fundraising effort on behalf of six major legal services providers), the Maine Board of Bar Examiners, the Maine Bar Foundation, the Maine State Bar Association Continuing Legal Education Committee, the American Civil Liberties Union of Maine and ACLU of Maine Foundation, the Maine Breast Cancer Coalition, the New England Juvenile Defender Center, the Maine Women's Fund, Coastal Enterprises Inc. (a leading community development finance institution), Volunteer Lawyers for the Arts, the South Portland Economic Development Commission, and the World Affairs Council of Maine, to name just a few. Faculty members provide expert advice to government, including the Maine Legislature's Criminal Law Advisory Commission. State rule revision committees have regularly included Maine Law faculty, including roles as reporter on the Maine Board of Overseers' committee to consider adoption of the Model Rules for Lawyer Disciplinary enforcement, as Chair of the Maine Supreme Judicial Court's Advisory Committee on Rules of Evidence, as Consultant to the Court's Advisory Committee on Criminal Rules, and on screening panels for judicial appointments.

Faculty participation in the national legal academy is substantial, including for example leadership roles in AALS sections on Admiralty and Maritime Law, Real Estate, Property, Animal Law, and Torts and Compensation. Faculty members also have been involved in national reform programs, such as serving on the advisory board of the National Juvenile Defender Center, the Board of Directors of the American Bankruptcy Institute, the Advisory Council of the Public-Private Partnership for Justice Reform in Afghanistan, and the Institute for Law and Development Policy in Geneva. Maine Law faculty members are recognized by colleagues in their fields and invited regularly to present their work in the U.S. and abroad.

Maine Law faculty members have received several awards and honors for outstanding public service. These include, among others, the 2012 election of Professor Lois Lupica by her peers as a Fellow in the American College of Bankruptcy, Professor Deirdre Smith's selection by the Maine Judicial Branch as the 2011 Advocate for Justice, and Professor Christopher Northrop's 2014 award from the Maine Youth Transition Collaboration for his contribution to youth transitioning out of foster care. Faculty members have testified in legislative and judicial forums, from judicial nominations to proposed changes in land use regulation. These selected examples typify a wide array of public service activity among the Law School faculty.

4. Governance

The existing faculty governance structure has remained relatively unchanged since the last ABA site evaluation visit. The Faculty Committee, composed of all faculty members (tenured, tenure-track,

and renewable contract) and four elected student representatives and chaired by the Dean, is the body responsible for determining all significant issues of educational policy at the Law School. The Faculty Committee meets on a monthly basis during the academic year and, on occasion, at special meetings to deal with particular issues. On certain issues, the Faculty Committee meets in Executive Session without the participation of student representatives. These issues include the retention, promotion, tenure or discipline of a faculty member; the discipline, probation, admission or readmission of a student; the hiring of a new member of faculty (the students may participate in the discussion); and any proposal to abrogate, amend or add to the governance rules of the Law School. The faculty also meets from time to time in a workshop format for informal discussion and exchange.

There are twelve standing committees of the Faculty Committee. These include committees on Curriculum, Clinics and Externships, Faculty Appointments, Admissions, Placement, Clerkships, LL.M. Program, Conduct, Student Awards, Pro Bono, and Faculty Personnel, as well as the Dean's Advisory Committee. Special committees are established, as well, to address diversity, building planning, clinical program review, the Coffin Lecture, and loan repayment assistance. The Faculty Personnel Committee is independent of the Faculty Committee. It is composed of all tenured faculty members and, when possible, one elected non-tenured faculty member who is not being considered for reappointment, tenure or promotion in the current year. The non-tenured faculty member participates in the work of the Personnel Committee but does not vote.

The Dean appoints members of all committees other than the Personnel Committee and the Dean's Advisory Committee, which is elected by the faculty. With such a small faculty, every professor serves on multiple committees and is expected to share in administrative and governance responsibilities. The Dean's Advisory Committee is composed of three elected faculty members, and the Associate Dean for Academic Affairs, the Associate Dean for Research, and the Dean participate ex officio. It serves as a sounding board for the Dean on important and sometimes delicate issues. The Dean's Advisory Committee sits as the Faculty Executive Committee to address academic status issues for students facing dismissal or probation. Otherwise, it has no authority to act and serves, essentially, as an informal executive committee of the faculty.

E. Adjunct Faculty

In addition to the full-time faculty, Maine Law relies on and benefits from a strong pool of adjunct teachers. The Portland area is home to many talented lawyers, some of whom are excellent teachers, and we do not need to compete with other schools for their attention. That means we can draw upon a strong group of lawyers and judges to form our adjunct faculty. Drawing upon those lawyers also helps us maintain our institutional connections, and helps students develop connections, to the practicing bench and bar. Indeed, one of our strategic goals in the coming years is to maximize those benefits by deepening our relationship with our adjunct faculty. Other practical advantages of engaging adjuncts are frugality and flexibility. Adjuncts are affordable, and hiring an adjunct is less of a long-term commitment than hiring a full-time professor, which allows us to shift our emphasis as our teaching needs evolve.

Our cadre of judges and practicing lawyers provides a valuable addition to the curriculum. During fall 2013, the Law School offered 18 upper-division courses taught by adjunct faculty, and during

spring 2014, the Law School offered 22 upper-division courses taught by adjunct faculty. Many of these adjunct-taught courses are skills courses, such as Alternative Dispute Resolution, Business Planning, Estate Planning, Mediation Practicum, and Trial Practice.

Our adjunct faculty members bring a wide range of qualifications and experience to the Law School and complement the strengths of our full-time faculty. We continue to engage adjuncts who have demonstrated skill in and commitment to teaching. We generally seek out professors who have successfully taught a course with the Law School or other law schools in the past, some of whom have taught with us consistently each year for many years. Except on rare occasions, new adjunct professors are often tested first with a 1-credit “bridge” course to evaluate their teaching style and potential before being offered a 2- or 3-credit course.

Adjunct faculty members generally do not teach required or highly recommended upper division courses. There are two exceptions. First, a local attorney (Michael Nelson) has taught Professional Responsibility in the fall and summer semesters for several years at Maine Law. In the spring semester, the course was taught by a member of the full-time faculty. Following his retirement as dean, Dean Pitegoff will begin teaching the Professional Responsibility course during at least one semester. Mike Nelson will likely continue to teach the course in the summer semester, but students will be able to take Professional Responsibility from a full-time faculty instructor during each semester of the regular academic year. Second, the Law School has often sought an adjunct professor for the Trusts & Estates course due to lack of expertise in the full-time faculty. During the 2013-2014 academic year, the Law School hired a Visiting Professor from Syracuse University Law School who taught the Trusts & Estates course. Now that she has returned to Syracuse, the Law School will hire the adjunct professor again for next year. It remains a goal to hire a full time faculty member who can teach Trusts & Estates.

The Associate Dean for Academic Affairs is responsible for recruiting, evaluating and working with adjunct faculty to ensure that the Law School’s teaching standards are satisfied in adjunct-taught courses. The Associate Dean assists adjuncts in selecting reading materials for the course and developing a syllabus. The Associate Dean or a faculty designee endeavors to sit in on at least one class taught by each adjunct faculty member each semester. The Associate Dean reads every examination in courses taught by adjunct faculty before the examination is administered and, at times, assists an adjunct faculty member in reworking an examination. The Associate Dean also reviews written student evaluations for all adjunct faculty and conducts post-semester debriefing discussions with the adjunct professors following each semester.

Since the last Site Visit, the Law School has created, and regularly updates, an Adjunct Faculty Handbook which is distributed to all adjunct faculty members. The Handbook is designed to assist adjuncts with information regarding syllabus drafting, the first day of class, policies and procedures, administrative support, examinations, grades, and other matters. The Law School also conducts a formal orientation session each semester, in which the Dean, Associate Dean for Academic Affairs, and full-time professors offer themselves as resources to the adjunct faculty. Both of these initiatives -- the adjunct faculty handbook and orientation session -- were listed as goals in the previous Self Study.

Given the important role adjunct faculty play in the Law School's curriculum, a significant goal outlined in our strategic plan involves a more formal commitment to our adjunct faculty program. Reliance on legal professionals helps the law school in several ways, but it also creates challenges for quality control, oversight, and sustaining a sense of community. This means that the Law School needs to make an even greater investment, providing adjunct faculty with training, incentives, longer-term commitments, accountability, and even greater involvement in Law School events, service, and planning.

Goals

1. Increase commitment to faculty diversity through analysis and implementation of faculty recruitment processes to increase likelihood of attracting and retaining faculty of color. (SP6.b)
2. Support the Appointments Committee in placing faculty diversity as a high priority in recruitment of new faculty. (SP6.c)
3. Continue to support faculty research for both its intrinsic value and the close connections between research, teaching, and service to the legal community and public. (SP3.j)
4. Revise faculty personnel policies to accommodate a diversity of faculty strengths and interests, including opportunities for enhanced teaching versus scholarship commitments, and vice versa. (SP3.k)
5. Incentivize faculty engagement in the law school community through policies that encourage on-campus presence and availability, participation in student and alumni events, and relationships with Maine's bench, bar, government, businesses, and nonprofit sector. (SP4.c)
6. Study new economic models for curriculum delivery that evaluate cost-benefit options for a limited full time, tenured faculty teaching a core curriculum and a flexible team of adjunct, visiting and practice professors drawn from the robust local community of practitioners and judges to teach applied, upper-level courses that can be changed with law practice trends. (SP3.l)
7. Develop a formal program for adjunct and visiting professors that includes: (a) training in teaching techniques, beyond the orientation currently offered; (b) mentoring by full-time professors; (c) inclusion in more events within and outside the law school; (d) additional recognition for teaching excellence; (e) access to office space and administrative support within the law school; and (f) an assumption of a potentially fixed and long-term relationship, and corresponding recognition and reward. (SP3.m)

V. STUDENTS

A. Introduction

Maine Law's students come from a variety of professional and geographic backgrounds. Many have had prior careers and have held leadership positions in business or government. Several hold part-time jobs during law school – such as serving in the state legislature, or working in a law office – and many have children. For example, a rising 2L in the class of 2016 served as a patent examiner with the US Patent and Trademark Office for over fourteen years before coming to law school. His son is currently

a student at Boston University School of Law. This is representative of the maturity and professional background of a number of Maine Law students.

Maine Law’s students are typically congenial, supportive and collaborative. Indeed, among the Law School’s greatest strengths are the students’ strong work ethic, sense of community, and commitment to each other. Because of the small size of each entering class and our history of teaching the 1L curriculum to the class as a unified cohort, Maine Law students get to know their professors and each other very well. By the end of their first year, many students have formed bonds that last throughout their legal careers.

B. Admissions

The University of Maine School of Law received 788 applications for the class entering in 2013, and made 358 offers of admission. Eighty-six students began the first year at the Law School on August 29, 2013, all of whom remained in the class on October 5, 2013. The following figures compare the last two years with the current admissions cycle:

	Entering Class:		
	<u>2014³</u>	<u>2013</u>	<u>2012</u>
Applications	646	788	929
Offers of Admission	357	358	519
Matriculants	83	86	87

As of August 26, 2014, the anticipated entering class is 51% female and 12% minority, and Maine residents comprise 75% of the class. The median undergraduate GPA is 3.38, and the median LSAT is 153. The average age of students in the class entering 2014 is 27.

The number of applications received for the entering class of 2014 (as of June 2014) has fallen eighteen percent compared to 2013 and thirty percent compared to 2012. This is consistent with a national trend, and we are not alone in applicant decline numbers.

The Law School continues in efforts to increase and improve our applicant pool, focusing primarily in the Northeast but nationally as well. Law School representatives attend area law fairs as well as national law school forums. We hold two open houses each fall to encourage students to apply, as well as a winter term open house for accepted applicants to reinforce applicants’ commitment to attending law school in Maine. We are working to create a stronger and more unified website that is user friendly and easy to navigate. We continue to use the Candidate Referral Service (CRS) offered by the Law School Admissions Council (LSAC) and conduct targeted mailings to selected applicant pools.

³ As of August 26, 2014.

Since the last Site Visit, the Law School has substantially increased total scholarship assistance offers. Nevertheless, limited resources and financial aid continue to compromise the Law School's student recruitment efforts. We currently allocate about \$500,000 for scholarships to entering students, with a continuing commitment to fund the same amount for the second- and third-year students as well. Notwithstanding these scholarship incentives, increased competition for students has made it increasingly difficult to recruit students to Maine, and we lose some Maine residents to schools that offer financial assistance packages that offset the tuition cost advantage of our resident tuition rates.

1. Educational Requirements & Admission Test

Students must have earned a baccalaureate degree to qualify for admission to the Law School. International students must show proof of a degree equivalent to a baccalaureate degree. The Law School also requires students to submit an LSAT score which is one of multiple factors in admission decisions. There are no tests used other than the LSAT, except that foreign applicants must also submit an adequate TOEFL score.

2. Character and Fitness

The Law School's admission application asks character and fitness questions that track the questions on the application for admission to the Maine bar. The applicant must answer each question and in instances where a positive response is given, he or she must provide an explanation of the event in detail. Character and fitness concerns are taken into account by the Admissions committee in making admissions decisions. The committee considers all disclosures to determine whether they would be likely to prevent a student from sitting for a state's bar exam, using the Maine bar examination requirements as the guideline. Such concerns may prevent admission to the Law School, although the Admissions Committee also makes every effort to examine each application to determine whether a student is likely to be a successful law school student and a productive, ethical member of the bar. Throughout the students' course of study, they are reminded to update their character and fitness disclosures to correct any omissions or include new information if warranted.

3. Transfer Students

Each year the Law School receives a small number of applications from students seeking to transfer from another law school. The Law School evaluates each applicant for undergraduate and law school GPA, as well as LSAT score, and only allows transfer of credit for coursework that is equivalent to courses offered at Maine Law and for which the student earned a grade of "C" or better. Transfer students must complete all of the required coursework and credits for graduation at Maine Law, including each of the courses required in the first year and Professional Responsibility, a "skills" course, and the Upper Level Writing Requirement.

Few students transfer out of Maine Law. Since the last Site Visit, an average of 1.4 students per year have transferred to other law schools, compared with an average of four students per year who transfer to Maine Law. Our retention is particularly strong among high-performing students. Unlike

many other law schools, which often lose some of their top performers to higher-ranked schools, Maine’s best first-year students ordinarily graduate from Maine Law.

C. Tuition, Fees and Student Loans

The Law School’s tuition for the current academic year is \$22,290 for Maine residents and \$33,360 for non-residents. Under the auspices of the New England Board of Higher Education (NEBHE), residents of selected New England states without a public law school pay a discounted tuition of \$30,420. The Law School has frozen its tuition level for the past three years.

Although today’s tuition is dramatically higher than it was two decades ago, our current tuition remains reasonable in comparison with that of other law schools. Our resident and non-resident tuition is relatively high compared to other public law schools. Our non-resident tuition stands near the low end of tuition rates at private law schools. A comparison of our current tuition rates with those of some New England law schools with which we have historically competed for students is as follows:

	<u>2013-2014 Tuition</u>
University of Connecticut	\$50,134 non-resident-day / \$23,818 resident
Boston University	\$45,786
UMass Dartmouth	\$31,870 non-resident/ \$24,178 resident
University of New Hampshire	\$41,100 non-resident/ \$37,100 resident
Northeastern University	\$43,800
Vermont Law School	\$46,111
Suffolk University	\$44,934 (day)
Roger Williams	\$33,792
New England Law	\$42,490
University of Maine	\$33,360 non-resident / \$22,290 resident

These comparisons show that the non-resident tuition rate at the University of Maine School of Law remains lower than the law school tuition rates charged by law schools in the northeast. The comparative tuition advantage has narrowed, however, over the past several years. This trend is exacerbated by aggressive tuition discounting by other law schools in the northeast. Due in part to limited state support for higher education in the state, Maine Law’s tuition is high relative to comparable *public* law schools outside of the Northeast

	<u>2013-14 Resident Tuition</u>	<u>Non-Resident Tuition</u>
University of South Dakota	\$13,904	\$28,430
University of Utah	\$24,918	\$47,290
University of North Dakota	\$10,033	\$14,148
University of Idaho	\$16,480	\$30,010
University of Arkansas at Little Rock	\$11,568	\$25,362
City University of New York/Queens	\$12,760	\$22,310
Northern Kentucky University	\$20,988	\$38,508
Indiana University School of Law	\$24,944	\$34,064
University at Buffalo	\$23,986	\$40,056
University of Maine	\$22,290	\$33,360

Our challenge ahead is to increase the size, quality, and diversity of our applicant pool, and to take steps to improve our yield in turning acceptances into matriculations, particularly from out of state. With talented senior staff now in place, we are in a strong position to meet this challenge. In addition, we are exploring options for reducing the discounted tuition rate for New England applicants and narrowing the gap between the resident and non-resident rates. We will continue our successful recent efforts to raise philanthropic funds to increase scholarship support.

The Law School Office of Admissions provides information to applicants regarding financial aid and scholarship awards. As part of the admissions process, applicants complete the Free Application for Federal Student Aid form (FAFSA), and the form is processed through USM's Financial Aid Office which then contacts the students regarding their financial aid package. Scholarship grants are awarded and administered separately by the Law School and are ultimately reflected in students' financial aid packages. The Director of Admissions is available to applicants and accepted students prior to matriculation to address concerns related to financial aid or scholarship awards.

Matriculated students must complete the FAFSA each year. As with entering students, the forms are processed through the USM's Financial Aid office. The Law School's Assistant Dean for Finance and Administration, who serves as a liaison to the USM Financial Aid Office, is available to counsel students with concerns about financial aid awards. Students who encounter short-term financial troubles may apply to the Associate Dean for Student Services for advice and for emergency loans. The Assistant Dean for Finance and Administration administers the emergency loan program with funds available through

several small Law School endowments. These loans help students to meet immediate financial demands. They are short-term loans and must be repaid on a near-term and agreed-upon date.

A substantial portion of our annual scholarship aid is offered to entering students with a commitment to continue the scholarship annually for all three years of a recipient's law school career, provided that the student remains in good standing. We also apportion an additional amount of scholarship aid to add or increase scholarship awards to second- and third-year students who demonstrate notable academic success or who show severe financial need. The applications are reviewed by a committee, and the recipients are notified by the Dean.

D. Student Life and Support

Maine Law is a school where student life and community engagement are significant aspects of the students' law school experience. The Law School's small size and mature student body foster a close sense of community and collaboration that is embraced by students, alumni, and the faculty.

The Student Services Office serves as the administrative center for student life at the Law School. It is managed by the Associate Dean for Student Services, with shared administrative support. Student Services also has a student fellow to work in the office on a part-time basis for the academic year. The fellow is a rising 2L with experience working in student life and education. The Student Services Office serves a number of roles, including developing and managing Orientation, directing and developing the academic support program, maintaining a study guide resources library, providing emergency loans, advising and counseling students, planning graduation, and facilitating student exchange programs. Additionally, the Associate Dean serves as liaison to the numerous University of Southern Maine offices that provide student services to law students, including the Office of Support for Students with Disabilities, the financial aid office, the international programs office, and the counseling center.

The Associate Dean for Student Services spends much of her time advising and counseling students on an individual basis. She helps with course selection and with academic planning. She also counsels students who are facing financial trouble or personal crises. She serves on several committees, including the Curriculum Committee, the Diversity Committee, and the Awards Committee. The Associate Dean often attends Student Bar Association meetings and acts as a liaison with student organizations. She meets regularly with the Student Bar Association President and solicit feedback from students to stay informed of pressing student issues.

Many of the programs offered by the Student Services Office are designed to foster a sense of connection and community within the student body. Orientation also demonstrates that this sense of connectedness extends beyond the law building into the Maine legal community. For example, Orientation involves student ambassadors, faculty, and staff, as well as many members of the bench and bar. The Associate Dean for Student Services also works with a newly formed organization – the Admissions and Student Life Advisory Committee. This committee was started as a way to involve students more explicitly in the transition from applicants undergoing the admissions process to full and active members of the Maine Law community.

Student organizations are an essential part of student life at Maine Law. The Student Bar Association (SBA), with elected officers and representatives from each class in the Law School, is the umbrella organization for all other student organizations. The SBA takes part in the new student orientation program and provides first-year students with upper-class advisors to share their knowledge and experience about law school. Other SBA sponsored highlights of each year include a fall golf tournament; the Race Judicata road race; a holiday party; the "variety show" where students present a light-hearted spoof of faculty, administration and each other; and an active lunchtime speaker series.

There are a number of student organizations available to students, with some variation from year to year, including: Business Law Association; Environmental Law Society; Federalist Society; International Law Society; Lesbian/Gay/Bisexual Law Caucus; Maine Association of Public Interest Law; Maine Law Students for Reproductive Justice; Maine Law Student Veterans Organization; Maine Association for Law and Innovation; Multicultural Association at Maine Law; National Lawyers Guild; Phi Alpha Delta; Privacy Association at Maine Law; Student Animal Legal Defense Fund; and Women's Law Association.

Each academic year, several of the organizations bring speakers experienced in the subject area of the organization to campus and engage in other projects of benefit to the Law School. Recent examples of the speakers who were brought to campus by student organizations include: South African Constitutional Court Justice Albie Sachs (International Law Society); attorneys from the Immigrant Legal Advocacy Project and Legal Services for the Elderly (Maine Association of Public Interest Law); a representative of the National Right to Work Committee (Federalist Society); a prominent alumnus practicing international law (International Law Society); an attorney with a specialty in intellectual property law from Minnesota (Maine Association for Law and Innovation); and business leaders and business lawyers from the State of Maine (Business Law Association and Privacy Law Association).

E. Placement

The Career Services Office (CSO) is staffed by a full-time Director of Career Services, a Senior Advisor for Career & Professional Development (whose time is divided between the CSO and co-supervision of the Law School's Externship program), and an Administrative Associate. Both the Director and Senior Advisor are former practicing lawyers, with experience in corporate/commercial, international, and litigation settings. Between them they provide career counseling and advice to all law students, as well as to alumni who seek their services. The CSO is located on a corridor just off the Law School's main lobby and is readily accessible to all students.

The CSO is open and active twelve months a year, and among other things: (1) acts as a clearinghouse for job openings, fellowships, internships, judicial clerkships, and other employment opportunities; (2) maintains pages within the law school's website and intranet portal containing a variety of information, advice, and links to useful career-related resources for students; (3) publishes a monthly graduate job bulletin, *The Maine Connection*; and various handouts such as *First Impressions Count* (a guide to résumé and cover letter preparation) and *The Art of Interviewing*; (4) operates fall and spring semester on-campus interview programs; (5) develops and maintains contacts with local employers; (6) holds an annual "Mock Interview Day" during which students can engage in a series of practice

interviews with lawyers from the state's legal community; (7) sponsors panels, informational sessions, and summer and school year workshops on such topics as interviewing, résumé and cover letter writing, networking, career options, and judicial clerkships; (8) administers the application process for a variety of summer and school-year fellowships and internships; (9) works with a consortium of other law schools on joint projects (e.g., networking presentations, résumé collection for employers); (10) assists the Law School's Office of Advancement & External Affairs in coordinating an alumni mentoring program, Which connects students with seasoned graduates; (11) works with the state bar association from time to time on educational and networking programs in which law students are invited to participate; (12) maintains a law career resources library with books on specific legal practice areas, job search tactics and skills, alternative job possibilities, directories (national legal employers, law schools, federal and state courts, corporate counsel, prosecuting attorneys), and public interest law; (13) promotes pro bono opportunities and tracks student participation; and (14) compiles graduate employment statistical data.

The Director and Senior Advisor devote much of their time to counseling sessions with students. They work with students individually and occasionally in small groups, advising them as they develop career plans and goals, draft résumés and other application materials, prepare for informational and job interviews, devise networking strategies, and generally consider summer and post-graduate employment opportunities. They also regularly work with the many Law School alumni who seek assistance from the CSO, as well as with students and graduates of other law schools under "reciprocity" arrangements with those schools.

One of the more visible CSO programs is the on-campus job interviewing program (OCI). Twice each year the CSO invites employers to participate in OCI, and more than two hundred employers were invited in 2013-14. Generally, 20-30 employers participate in the fall semester OCI, and 10-15 in the spring. Virtually all are from Maine. Nearly all categories of employers are represented, including large and small law firms, public interest organizations, government agencies, and the military.

Placement has been challenging in recent years, due chiefly to the nationwide economic recession and the well-publicized downturn in employment prospects for new lawyers. An added impediment is the geographic preference of the Law School's students, who are often unable or unwilling to seek employment outside of greater Portland and southern Maine. Portland is the state's largest city and economic hub, but it is home to relatively few large corporate or industry employers. This fact, combined with a steady stream of lawyers and law school graduates from elsewhere seeking work here, has given rise to a tight local job market.

Nevertheless, employment rates for our graduates have climbed over the past three years and the trend is encouraging. Many lawyers in Maine's rural communities have reached or are approaching retirement age, which presents opportunities for new lawyers willing to practice in those communities. The CSO has enjoyed recent success in connecting students and recent graduates with small town lawyers and law firms throughout the state. In addition, with fresh efforts from the Law School's Admissions Office to attract applicants from out of state, we hope that our students will broaden their employment horizons, which will in turn lead to still higher placement rates.

In fall 2011, the Dean convened a Placement Task Force to recommend ways the Law School could improve placement efforts. The Task Force proposals included adding staff to the CSO, encouraging increased faculty engagement in placement, and increasing practice-driven learning opportunities such as new externships, clinics and additional skills instruction in the classroom. The CSO now receives renewed assistance from the faculty, and two faculty committees in particular—the longstanding Placement Committee and a recently formed Judicial Clerkship Committee.

Last year, the Placement Committee was chaired by a member of the teaching faculty who has strong connections in the law practice world and has served as a member of the Board of Directors and Dean of Faculty of the American Bankruptcy Board of Certification. The Placement Committee helps generate ideas and initiatives, and provides general faculty support for the work of the CSO. The Judicial Clerkship Committee, as its name implies, assists the CSO in advising and preparing students for post-graduate judicial clerkships. It was formed during the 2011-12 academic year and its members (all of whom clerked themselves) review student clerkship applications, conduct mock clerkship interviews with applicants, develop and cultivate relationships with members of the judiciary who regularly hire graduates of the Law School, and generally encourage students to consider clerking as a bridge between law school and practice.

The Law School is in conversation about a potential incubator initiative for recent graduates with an experienced attorney who has served Maine Law as an adjunct faculty member. Still in a planning phase, the nonprofit project would provide low cost or free legal representation to clients who cannot afford an attorney but also cannot access legal aid programs. It would employ and supervise several new Maine Law graduates as fellows, each to be employed for 2-3 years. The fellows would receive training and support both on their client work and on solo/small firm management skills. The Law School, the Maine State Bar Association, the Maine Bar Foundation, and others will play various roles in collaboration and support for the project, which is likely to start modestly with up to four fellows and a supervisor.

F. Bar Passage Rates

Graduates of the Law School have historically passed the Maine Bar Exam (most of our students take their first bar exam in Maine) at rates comparable to the overall passage rate for the state. A table showing the “first time” bar passage statistics 2009-13 is produced below:

MAINE BAR EXAM RESULTS (First Time Takers)*	Number of First Time Takers (University of Maine School of Law)	Number Passed	Percentage Passed	Overall First Time Taker Pass Rate in Jurisdiction (all ABA-approved law schools)
July 2013	67	59	88%	83%
February 2013	6	5	83%	77%
July 2012	59	44	75%	76%
February 2012	9	3	33%	63%
July 2011	63	45	71%	76%
February 2011	6	4	67%	65%
July 2010	54	46	85%	85%
February 2010	6	5	83%	95%
July 2009	67	55	82%	83%
February 2009	1	1	100%	80%

* Maine is the jurisdiction in which most graduates take their first bar exam.

After receiving the summer 2012 bar exam results and in an effort to study ways to improve our graduates' performance on the Maine bar exam, the Dean, the Associate Dean for Academic Affairs, and the Director of Advancement and External Affairs met with the Chief Justice and an Associate Justice of the Maine Supreme Judicial Court, which has ultimate authority over bar admission in Maine. The Law School also undertook an internal study to correlate a variety of factors with bar passage results in order to determine if the Law School could improve bar passage rates through curricular changes or better academic advising for at-risk students. We discovered a strong correlation between law school GPA and bar passage. We also learned that the extracurricular evening bar preparation program offered by the Law School for third year students in the spring semester tended to lose attendance throughout the term, undermining its value to students.

The Associate Dean for Academic Affairs, in collaboration with the Curriculum Committee, studied the prevalence of bar preparation courses at other law schools and worked with lawyers who had taught in the voluntary extracurricular program to develop a proposal for a 3-credit bar preparation course to be added to the curriculum. This course, called Maine Practice and Bar Preparation, was approved by the Curriculum Committee and the full faculty and offered for the first time in spring 2014, with an enrollment of 57 graduating third-year students (over half of the graduating class). The Law School intends to advise students seeking to take the Maine Bar to enroll in this course in future years, particularly if their law school GPA indicates their ability to pass the exam is at risk.

Goals

1. Continue to support admissions models calibrated to achieving an optimum balance of resident and non-resident students. (SP1.a)

2. Continue to support admissions policies and activities designed to attract and support students of color, as well as students with a diversity of geographic origins, age, and life experiences. (SP6.a)
3. Enhance marketing efforts through targeted recruitment at undergraduate institutions with an historic likelihood to attract students to Maine Law, and through improved web-based marketing and communication. (SP1.b)
4. Create a distance education plan to improve access to affordable curricular options for Maine Law students. (SP1.f)
5. In setting financial priorities, place student success as a top priority including maintaining high admission standards, and supporting academic advising, the academic support program for at-risk students, and career placement services. (SP4.a)
6. Define “quality” in terms of admitted students to include a student’s ability to succeed in the rigorous law school academic environment and to find meaningful employment after law school. (SP4.b)
7. Improve and provide additional institutional support for the student advising program, and enhance individualized learning opportunities in both coursework and experiential programs. (SP4.e)

VI. LAW SCHOOL ADMINISTRATION

A. Institutional Context

The Law School is administratively associated with the University of Southern Maine (“USM”), one of seven campuses of the University of Maine System (the “System”), and is located on the USM campus in Portland. The Dean of the Law School reports to the President of USM. Presidents of all seven university campuses report to the Chancellor of the System, who is accountable to a System Board of Trustees. Direct communication between the Dean of the Law School and System leadership – including the Chancellor, Chancellor’s senior staff, and the Trustees – is frequent and has become the norm in recent years. The Law School Dean also meets periodically with an advisory Board of Visitors for the Law School.

The Law School manages its own programs in recruitment and admissions, career services, advancement and external affairs, alumni relations, student services, and registration and records, maintaining student files and academic records in the Law School Registrar’s office. It has control over its tuition revenue and budget management, with authority to maintain strategic reserve accounts and thus to undertake multi-year budgeting. It relies on USM and the System for a fixed subsidy (roughly 10-12% of base budget, not including philanthropy) and use of the law building without any rental charge. The Law School coordinates with and relies in part on USM for financial aid services, professional health services and counseling, information technology, human resources administration, and related subsidiary services. The Law School has established and maintained its own faculty personnel policies, including standards and procedures for promotion and tenure decisions, consistent with wider policies applicable to all faculty in the System.

A senior professional staff consists of the Associate Dean for Student Services, Assistant Dean for Finance and Administration, Director of Admissions, Director of Career Services, and Director of Advancement and External Affairs, all of whom report directly to the Dean. In addition, faculty members serving as Associate Dean for Academic Affairs, Associate Dean for Research, Director of the Law Library, and Director of the Cumberland Legal Aid Clinic report to the Dean with respect to their administrative functions. Administrative services are provided by additional professional staff, including the Registrar, and by administrative associates with clerical and other responsibilities.

Since the last Site Visit, the position of Director of Administration was expanded and elevated to Assistant Dean for Finance and Administration, and the position of Director of Development and Alumni Relations was expanded and refocused as Director of Advancement and External Affairs. The Assistant to the Dean and Coordinator of Special Events has become Identity and Events Manager, with responsibilities that include web content management and related public communications, and a new administrative associate position was added to assist the Dean and Associate Deans. A small technology department was created and is staffed with two professionals. Also added was a professional position of Senior Advisor in Career Services and, for several years, a Communications Director.

In the wake of recent budget cutbacks, the Law School eliminated several administrative positions, primarily in the Law Library and the Maine Patent Program; has reduced several full-time positions by a small percentage of work time; and has left vacant the positions of Communications Director and Assistant Director of Advancement, following staff departures. These lay-offs, reductions, and departures have been challenging to the close-knit Maine Law community. The Law School leadership has managed these changes with attention to fairness, transparency, and communications, and the administrative staff continues to function well and collaboratively as a team.

B. Administrative Personnel

1. The Dean

Peter Pitegoff is the sixth Dean of the Law School, first appointed as Dean and Professor in July 2005. From 1988 to 2005, he served on the faculty of the State University of New York (SUNY) at Buffalo Law School, the last seven years as Vice Dean for Academic Affairs. Previously, he was engaged in a legal and consulting practice in economic development, with a nonprofit firm based in Boston, Massachusetts, and taught on an adjunct basis at New York University School of Law and Harvard Law School.

The Dean serves as the chief administrative officer of the Law School and chair in faculty governance. He appoints all members of Law School committees other than the Dean's Advisory Committee, which is elected by the faculty, and appoints all short-term visiting faculty. All senior professional staff report directly to the Dean, as do the Associate and Assistant Deans. An Administrative Associate provides day-to-day administrative support for the Dean.

2. Academic Administration

The academic program is overseen by the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs is responsible for planning and staffing the curriculum and working with the teaching staff to ensure that the curriculum is delivered in an appropriate and effective manner. He or she works with the Associate Dean for Student Services on student academic matters and generally provides support to the Dean in all aspects of academic affairs. The Associate Dean also teaches one course per semester on average, carries a normal load of student advising, and maintains an active research and scholarship agenda. The current Associate Dean for Academic Affairs is Donald Zillman, a tenured professor who served as Dean of the Law School from 1991-1998 and who thereafter held senior administrative positions within the University of Maine System (including, most recently, a five-year term as President of the University of Maine at Presque Isle) before returning to the Maine Law faculty. The prior Associate Dean for Academic Affairs was Rita Heimes, a clinical professor who since has returned to private practice and remains engaged with the Law School as a Senior Fellow.

The Associate Dean for Research is responsible for coordinating and promoting faculty research. He organizes our internal and external speaker series, reviews summer grant applications and research-related travel requests, mentors junior faculty (and interested senior faculty) through their research projects, and participates generally in law school governance tasks. The current Associate Dean for Research is Dave Owen, a tenured professor who has served in a number of leadership roles in faculty development and governance. The prior Associate Dean for Research was Jennifer Wriggins, a widely respected scholar who remains an active faculty member at Maine Law.

The Associate Dean for Student Services is an administrator responsible for academic counseling and student development programs, the academic support program, and coordination with the Associate Dean for Academic Affairs, and with the Registrar, in administration of the academic program. She or he also deals generally with issues relating to students, including referrals for student counseling, student organization advising, and student conduct and safety questions. Sherry Abbott has served in this position since her initial appointment in June 2007. A 2004 graduate of Maine Law, Dean Abbott served as a law clerk for the Maine Supreme Judicial Court and practiced law with a Portland-based law firm before joining the Law School's administrative team. She has taught courses in legal writing and supervised the Externship program.

The Registrar of the Law School is responsible for managing and maintaining student files, admissions files and student academic records. She coordinates course scheduling, course registration, and exam procedures. Brenda Berry has served as Registrar since her initial appointment in July 2006 after spending over 30 years in higher education, including key administrative positions at Andover College in Portland, Maine.

3. Admissions and Career Services

The Director of Admissions is responsible for managing all student recruitment and admissions operations, including a central role in fall orientation for entering students and an active role in the Law

School's efforts to increase diversity. Caroline Wilshusen, a Maine Law graduate with a wide range of career experiences, was appointed as Director of Admissions in 2014.

The Director of the Career Services Office is responsible for the Law School's career services and placement program. The position is held by Derek Van Volkenburgh, who joined the Law School in November of 2001 after a seventeen-year legal career with Cargill, Incorporated, where he was Assistant General Counsel and Vice President. He is a graduate of the University of Wisconsin Law School. An additional professional position of Senior Advisor was added to the Career Services Office in 2012 and filled by Rachel Reeves, a Maine Law graduate and former practicing attorney who has successfully expanded career services outreach to employers and guidance to students.

4. Advancement and External Affairs; Alumni Relations

The Director of Advancement and External Affairs is responsible for all philanthropic fund raising activities undertaken by the Law School, including the Annual Fund appeal, major gifts programs, and periodic capital campaigns; for managing alumni relations; and for working with other staff and faculty in seeking grant support. The Director also works with the Dean on institutional relations and public communications, an expansion of the position responsibilities since the last Site Visit. Vendean Vafiades was appointed Director of Advancement and External Affairs in May 2012. She brings a wealth of experience to the position, including former positions as Chief Judge of the Maine District Courts, Commissioner for the Maine Public Utilities Commission, and University Counsel for the University of Maine System. As Director of Advancement and External Affairs, she guides the boards of directors of the Maine Law Alumni Association and the University of Maine School of Law Foundation. Working closely with the Dean, she is responsible for the annual fund, major gifts, and capital campaign planning, and for the annual Alumni Dinner and other programs and events undertaken with the Alumni Association and Foundation.

5. Administration and Finance

The Assistant Dean for Finance and Administration is responsible for fiscal affairs, human resources, and facilities management, as well as general faculty support and special projects. The Assistant Dean is responsible for the hiring, assignment of duties, performance review and scheduling of non-faculty and non-professional staffing in the Law School, except those who report directly to another professional staff member. The Assistant Dean is Nicole Vinal, who has built a robust budget management system for the Law School; plays a pivotal role in constructive relationships with University officials in finance, human resources, and facilities; and serves as a valued member of the Dean's senior management team. With prior experience in a number of organizations, she joined the Law School in 2005 as a manager in the Law School's Center for Law & Innovation and was appointed to her current position in 2009.

6. The Law Library

Management of the Law Library is the responsibility of Christine Hepler, Director of the Law Library and a renewable contract faculty member who focuses on teaching research skills. In addition to

the faculty director, the Law Library staff consists of five professionals and one paraprofessional. For an extensive discussion of the administrative structure of the Law Library, please refer to section VII, the Library section of this Self Study.

7. The Cumberland Legal Aid Clinic

Management of the Cumberland Legal Aid Clinic is the responsibility of Deirdre Smith, a tenured professor and Director of the Cumberland Legal Aid Clinic, with support from an administrative manager and two administrative associates. For an extensive discussion of the Clinic, please refer to section III.E.1.

8. General Clerical Support

Not including Library or Clinic staff, seven administrative associates provide support to faculty and professional staff. Two administrative associates work primarily with faculty members. Four administrative associates are assigned to designated departments – one each in Finance and Administration, Admissions, Career Services, and Advancement and External Affairs. One administrative associate works in the Dean’s Office and provides coordinated assistance to the Dean and Associate Deans. In almost every area, staff members perform a variety of functions and face a continual need to prioritize among essential tasks. Professional staff members, of necessity, undertake many of their own clerical responsibilities. Although there has been an increase in resources devoted to administration since the last Site Visit, the Law School relies on a team approach and a dedicated group of colleagues to assure the adequacy of administrative support.

Goals

1. Locate the Dean’s office to the first floor near the majority of classrooms and student activity. (SP4.d)
2. Create additional incentives and accountability standards to encourage academic excellence and commitment to community among students, staff and faculty. (SP4.f)
3. Enhance an institutional sense of identity and community among faculty, staff, and students through consistent messaging, a strong internal branding campaign, and improved interpersonal communications among senior administrators, faculty, and students. (SP5.b)
4. Further refine and execute an external branding campaign among key supportive constituents: Maine Law alumni located locally, nationally, and globally; members of the Maine bar and judiciary; Maine government leaders; Maine businesses and nonprofit organizations; and the leadership of the University of Maine System. (SP5.c)
5. Improve internal communication to bring diverse students and faculty together in a unified community. (SP6.d)

VII. LIBRARY AND INFORMATION RESOURCES

A. Introduction

The primary mission of the Donald L. Garbrecht Law Library is to support the research and educational needs of the students, faculty and staff at the University of Maine School of Law. The Library also provides assistance to the state's judiciary, members of the bar, other members of the legal community, and the general public. This mission informs the work and the planning of the Law Library.

As the only academic law library in Maine, the Library is responsible for a great deal of outreach and service to constituencies around the state. This commitment to the bench, bar and public, combined with its service to the Law School community, requires the librarians to continually evaluate the Library's services, programs, and priorities.

Over the past year, a Law Library Working Group consisting of several faculty and senior staff members conducted an assessment of the library's role at Maine Law and consulted with colleagues regarding the future of the library. Informed by this work, the Law Library Director was appointed on a renewable contract faculty track, and the Law Library has undertaken a reorganization of its staff structure resulting in elimination of several positions. The primary goals of the reorganization, still a work in progress, are fiscal sustainability and effective support for the research, scholarly, and education needs of students and faculty. The reduction in workforce presents a near-term challenge and, we trust, an opportunity for creative reorganization and for implementing constructive changes ahead.

B. Relation of Law Library to Educational Programs of the School

The Law Library plays an important role in the intellectual and educational life of the Law School. The Library in recent years redoubled its efforts to ensure that there is a Library presence throughout the educational program of the Law School – increasing the Library's involvement in the first year legal writing program, providing in-class presentations for many doctrinal classes, assisting students with the research needed to complete their upper level writing requirement, and working closely with the school's journal members, assisting them with library orientation and source collection.

These efforts continue with the addition of Advanced Legal Research to the curriculum, taught by the Library Director. This course initially was taught as a lecture course and an exam was administered to assess the students. With the involvement of the law library's reference staff, lab sessions were added to the course. The students enrolled in the course were divided among the librarians and required to attend weekly lab sessions for the semester. These sessions were designed by the reference librarians and met in the library to allow the students to use the materials discussed in the classroom lectures. Using the resources to complete research exercises enhanced the students' learning experience and allowed for another means of assessing the students' understanding of the material.

Furthermore, the library's reference staff developed and offered a course focusing on legal research techniques for those practicing law in Maine, entitled *Legal Research for the Maine Practitioner*.

This is a one credit, pass/fail course that introduces students to many advanced legal research concepts, while focusing on resources needed for practicing law in Maine.

The Library staff is very active in supporting the needs of individual students, from providing general legal research instruction and finding materials for their papers, to helping in the final editing and cite-checking phases for their projects. The Library extends these services to J.D. students, as well as to the small number of LL.M. and J.S.D. degree candidates.

C. Law Library Collection and Access to Information

The Law Library maintains a collection of materials adequate to support the faculty and students and their work. A small school in an under-resourced state cannot hope to amass the very large and comprehensive collections of print and electronic sources found in some of the larger and more affluent law schools. That said, the Library has been extremely careful in shepherding its limited resources and has carefully pared its print collection as it responds to faculty, students, and patrons who rely more substantially on electronic sources.

A core collection of the most important legal material is held in print and electronic sources. A comprehensive collection of federal and state case reporters, statutes and regulations from New England states, along with a collection of digests, administrative material, most law reviews, encyclopedias, Congressional materials, indexes and the like, are housed in and maintained by the Library in either print or electronic format. The Library has managed to maintain a strong core print collection, supplemented by electronic and microform formats, while managing to collect loose-leafs, treatises and other materials required for advanced research and instruction.

The limited resources of the Law School have required the Library to make some difficult choices concerning the collection. The Library has consistently worked to maintain the strength of its collections of Maine law, critical primary and secondary sources for the state and federal systems, and strong support for those subjects represented in the curriculum. The Library spends a relatively small sum on monographs and loose-leafs, but makes an attempt to purchase those titles requested by faculty or needed for their research or teaching. We have contained the breadth of the collection in favor of focusing on those materials closely tied to the curriculum and research needs of faculty and staff.

The Law Library is an active participant in the University of Maine System's URSUS library catalog. The entire collection of the Law Library is included in this online catalog, and there is no cataloging backup. The URSUS catalog allows Law School users to search and access the considerable resources of the entire multiple campus University system. Students and faculty can use the online catalog to request print books held at other libraries. Those requested books are delivered daily by vans that travel to each campus. System borrowing allows for long circulation periods and generous renewal and other services. Databases and other electronic resources are similarly shared across the entire system, and in some cases, throughout the state of Maine. The Law Library is able to provide for its students and faculty the non-law resources of a major university system. The Law Library, in its turn, makes every attempt to license its electronic resources for the broadest possible university audience. With the combination of

those resources such as Lexis and Westlaw that are restricted to law patrons, and the wide variety of materials available to Law School patrons through other units of the University, law faculty and students working in interdisciplinary subjects are able to access the material they need in order to conduct research at the highest levels.

The Law Library is involved in other consortium relationships including our active involvement with NELLCO (the New England Law Library Consortium) and LIPA (the Legal Information Preservation Alliance). Our involvement with both of these organizations gave rise to the Law Library's participation in the PALMPrint Project (Preserving Americas' Legal Materials in Print), a collaborative pilot project aimed at developing a shared, circulating collection of primary, U.S. legal materials in print.

D. Law Library Services

The Law Library provides a full suite of traditional library services, and seeks to enhance those services with new and creative programs that technology makes possible. The Library considers its most important work to be supporting the teaching and research of the faculty and the education of the student body.

In supporting faculty research, the Library offers a wide range of services. The Library, for example, arranges delivery of material from the Law Library, from other University Libraries, or from any other library around the world. The librarians also provide a number of current awareness services to faculty. These services include the physical routing of periodicals, and establishing email and listserv services designed to steer relevant material directly to faculty desktops. The Library helps faculty manage a wide variety of subscription current awareness services such as SmartCILP, Westlaw Watch, NELLCO repository profiles, SSRN mailings, and so on. For those faculty who are more technologically advanced, the Library has set up RSS reader services and similar technologies for managing the vast amounts of information available. The Library also trains faculty research assistants when requested and regularly conducts legal research for faculty. Although the Law School and Law Library are relatively small, to the extent possible the Library seeks to ensure that faculty members have the same access to collections and services as their peers at larger institutions.

Services designed to aid in the faculty's teaching efforts include some traditional library functions and some new roles for librarians. The Librarians make regular in-class presentations, especially in those courses with writing components. As discussed above, Librarians have successfully integrated research training into the Legal Research and Writing program. Many faculty members use the Blackboard software to manage documents, web links and communication with their students.

The Library works to ensure that it supports students during their time at the Law School. The reference staff is on call for students working as summer associates or public interest fellows, and the staff fields many calls and emails from students seeking research help. The Library also works closely with the journal staff members and with students enrolled in clinics.

In addition to its focus on the educational mission of the Law School, the Law Library makes legal information available to the bench, bar and citizens of the state of Maine. The Law Library houses

the most comprehensive collection of legal materials in the state. The only other notable collections of legal materials in Maine are held at the Maine State Law and Legislative Reference Library, which serves the state legislature, and the Cleaves Law Library, a subscription bar library in downtown Portland. These two libraries and the Law School library work together closely to ensure that judges and lawyers have access to the collections and expertise they require. In addition to its print collections, the Law Library maintains public licenses for Lexis and other subscription databases for use by the public, including solo and small firm practitioners in Maine.

E. Law Library Policies and Autonomy

Library policy is determined by the Law Library Director and the Dean of the Law School. The faculty is consulted when significant changes in library policy are contemplated. For example, a formal survey of the faculty was distributed to the faculty in the fall of 2013 by the Law Library Working Group to evaluate current library services and to determine what new services or initiatives should be undertaken by the Library. Student input is sought as well, through relationships with student groups, including the editors of the Law School's two journals and the Library's student employees. In addition, because the librarians meet all students through their first year legal research and writing course, many students become familiar to and trusted advisors of the Library.

Although the Law Library is financially and administratively separate from libraries at the University of Southern Maine and from the University of Maine System, the Law School cooperates in a great variety of ways with other system libraries. Together, system libraries share an integrated library catalogue, a statewide delivery system so that patrons are able to request delivery of books and other materials from any system library, a long list of shared databases, and a variety of other services and programs. The Law Library's cooperative arrangements with other University of Maine system libraries greatly expands the range of materials, programs and services available to Law School patrons.

F. Director and Other Library Personnel

The Law Library Director is Christine I. Hepler, who has 12 years of experience as a law librarian. She received her B.A. degree from the University of Maine (Political Science 1991), her J.D. from the University of Maine School of Law (1996), and her M.L.I.S. from San Jose State University (2000). Christine Hepler served as the Associate Director of the Law Library for six years and served as the Interim Director of the Law Library for over a year before becoming the Director of the Law Library. She succeeded Christopher Knott, a tenured professor who left Maine Law to become the Associate Dean for Information Services and Technology and Professor of Law at Wake Forest University School of Law. Christine Hepler was appointed as a member of the faculty on a renewable contract track and as Director of the Law Library in January 2014.

The Director reports to the Dean of the Law School and serves as a member of the Law School's administrative management team. The Law Library is leanly staffed. The Law Library staff is comprised of six professional librarians (including the Director), one paraprofessional staff member, and a complement of student workers. Budget cutbacks and strategic planning gave rise to a reorganization of the Law Library staff structure and elimination earlier this year of one professional staff position and two

paraprofessional staff positions in the Law Library. An additional paraprofessional staff person recently retired. Reorganization of the library staff structure remains a work in progress.

The Law Library relies substantially on student employees to staff the circulation desk during hours when regular staff is not available and in technical services to process and update materials. The Law Library continues to supplement the work of the small Technology Department in management and loaning of technology equipment.

G. Financial Support for the Law Library

The Law Library budget is administered by the Director, in consultation with the Dean, and is part of, and administered in the same manner as, the rest of the Law School budget. The Law Library Director and the Dean are responsible for the formulation, monitoring and allocation of Law Library funds.

Since the last Site Visit, there has been a net increase of only \$50,000 to the Law Library's base budget for collections, necessitating some difficult decisions. The Law School has found ways to infuse funds beyond the base budget into materials from time to time. There are, for example, several small gift funds that are used to purchase materials, and funds from the Garbrecht Association (a voluntary membership group similar to a Friends of the Library program) have been used to support acquisitions. While the Library's ability to continue collecting at the appropriate levels is challenged by essentially flat budgets, the Library has managed to maintain a collection sufficient to support faculty and students in teaching and research.

Goals

1. Continue to improve faculty access to current research materials in print and electronic form by tailoring Library services to the information needs of individual faculty members.
 - a. Serve as the faculty's primary source for support for all uses of information and technology, including collaborative software, blog authoring and monitoring, web authoring, presentation technologies, knowledge management technologies, and a variety of other information resources.
 - b. Work closely with faculty and students to ensure that the collection continues to support research at the highest levels, even in a climate of essentially flat, and sometimes decreasing, budgets.
2. Continue to improve first year research instruction.
 - a. Develop tutorials and other explanatory material which will reinforce the instruction delivered in lecture series by Librarians.
 - b. Coordinate first year and advanced legal research instruction to provide a curriculum that allows students to continually improve their research skills throughout their Law School careers.
3. Enhance services to students by emphasizing just in time research services and programs, tailored to support students when and where they need research instruction and support.
4. Improve instructional and informational material on the Library's website.

5. Emphasize continuing education for Librarians, including cross-training, educational programming offered through regional and national organizations, and by supporting Librarian efforts to develop specialized legal, technological, or bibliographic knowledge.
6. Reorganize staff structure to maximize service to students and faculty, adapt to changes in law school libraries and legal research, and maintain an efficient and sustainable operation.

VIII. ADEQUACY OF TECHNOLOGY RESOURCES AND PERSONNEL

Since the previous Site Visit, the Dean transferred responsibility for technology resources from the Law Library to a newly created Technology Department designed for expanded services. The Technology Department now manages technology purchases and inventories. It serves as a liaison between the Law School and the University's Campus Services IT Department, which offers some basic desktop support through a contract with the Law School. Facilitated by the new Law School Department, accurate inventories of hardware and software licenses have been maintained, faculty and staff have in-house IT support, new equipment is allocated in an orderly fashion, and there is a centralized clearinghouse for technology help in the Law School. The Technology Department staff includes a director, a project coordinator, and a part time member of the University of Maine System IT Services department and works with oversight by the Assistant Dean for Finance and Administration.

The Law School provides adequate levels of computer and technology support. All employees of the Law School have computers and software sufficient for the demands of their work. Available to staff, in addition to laptop or desktop computers for each work area, are a wide variety of other kinds of technology, including printers, scanners, projectors, audio recorders, video cameras, lecture capture equipment, and so forth. The Law School Technology Department provides stable and easy-to-use technology that supports the academic and administrative functions of the Law School. We ordinarily replace computers on a four-year cycle, including classroom, public access and student use computers. This insures that all faculty, staff and students have access to the most current hardware and software needed to complete their work for the institution. The Law School Technology Department is committed to ensuring that faculty, staff members and clinicians have computer technology and information resources sufficient to efficiently administer the Law School and its programs.

The University of Maine System is in the process of reorganizing its Information Technology structure to provide unified systems and services to all campuses. The Law School is entitled to a wide variety of services available to all units of the larger University. These services include a technology help desk, purchasing and installation expertise, network management, and instructional technology support. The Law School is responsible for in-house technology support through its own Technology Department. Additional personalized support is provided through a contract with the Campus Services IT Department which calls for the Law School to fund the equivalent of 20% of a Campus Services IT member's salary. The contracted IT support staff is on site two full mornings a week and is on call to the Law School for whatever technology needs arise.

Through the careful stewardship of resources, the Law School has further developed computer technology and information resource services to satisfy current and anticipated curricular and research

needs. The addition of another staff member to the Technology Department has resulted in efficiencies and enhanced levels of support for the academic programs. This includes classroom technology support and training for faculty, staff and adjuncts, and providing instructional technology tools such as laptops, portable projectors, videoconferencing units, and audio/video recording equipment to capture courses and offer live streaming of classes and special events.

Forging close and collegial relationships with the various University technology groups has allowed the Law School to advance technologically even in a climate of lean staffing and scarce resources. The Law School has demonstrated its commitment to support technology for curricular and research uses. The Maine Law Technology Department has upgraded all instructional technology hardware in the classrooms, added hardware to seminar rooms that had none, installed technology enhanced podiums in the larger classrooms, upgraded/ added video conferencing systems and installed all new computers in the larger classrooms. Each classroom now has projection and audio capabilities, including videoconference systems. Aside from the eventual need to replace equipment in our classrooms as they age, there are no immediate or projected instructional technology needs that are not being met.

Goals

1. Continue to maintain and improve the Law School's website and intranet portal.
 - a. Launch and continually improve the new website. (SP1.c)
 - b. Continue using the new MyCampus Portal to communicate effectively with multiple constituents.
2. Continue to work closely with University of Maine System Campus Services IT Department to ensure that the Law School has access to the full range of services and expertise the University offers, and to develop a customer service plan that will ensure that faculty, students and staff have the best technology, equipment, and training that resources will allow.
3. Maintain classroom technology available to faculty. Continuing to improve service and support with video and audio recording capabilities by using Law Library student circulation personnel to aid in the use of a wide variety of instructional technologies.
4. Provide technology training for administrative support staff to maximize the use of changing technology.
5. Improve faculty access to distance education support including expertise in instructional technology. (SP1.f)

IX. FACILITIES

A. Overview

The primary physical plant for the Law School consists of the first five floors and basement area of a seven-story building on the campus of the University of Southern Maine.⁴ Over half of the 66,000 square feet of space in the primary facility is devoted to the Law Library. Secondary facilities for the Law

⁴ *The six and seventh floors of the Law Building are utilized for executive offices of University of Southern Maine.*

School include a connected three-story library annex and an adjacent two-story building that houses the Cumberland Legal Aid Clinic. Since our last Site Visit, the Law School was able to take control of the fifth floor of the building, which helped create additional meeting spaces, offices and classrooms, and implemented extensive renovations and upgrades throughout the facilities. The Law School contracts with the USM facilities department for maintenance and repairs, but manages and controls physical use of all Law School and Law Library space.

B. Classrooms and Offices

Classroom space consists of two large lecture rooms with seating capacity of about 100 each, a medium-size lecture room with capacity of about 50, and five seminar/conference rooms, along with two additional meeting rooms in the Cumberland Legal Aid Clinic. The small number and variety of classrooms limits flexibility in scheduling classes and in providing space for meetings, lectures and conferences. A room in the Law Library and the Faculty Lounge, although not regularly used for classes, are available for other gatherings and occasional make-up classes or review sessions. One of the large lecture rooms is devoted exclusively to first-year students, who meet in that room for classes and often use the room for individual study and small group discussions.

All full-time faculty and professional staff members have private offices while most administrative support staff work in reception areas and act as liaisons for their respective departments. We continuously balance the needs of the students, staff and instructional goals against the structure of the building. Three years ago, we removed stacks in the Law Library to create a more relaxing and informal student study space. When students did not take full advantage of the space, we moved the lounge to the basement café area where the students congregate the most. The library space was repurposed as multi-purpose study area with modular tables that allow for large board room style meetings or even small study group sessions.

The Student Bar Association has a small, newly renovated office in the basement, and the *Maine Law Review* and the *Ocean and Coastal Law Journal* have offices in the Law Library. The basement includes a café area with tables and a student lounge. To improve the aesthetics and professionalism of the main lobby, we installed custom tables that nest up against the curve of the walls, as well as additional new furniture, carpeting, signage, and flat screen monitors to publicize student and faculty achievements along with upcoming events.

C. Library Facilities

There is currently adequate space for student use of the Library, although some students do not have an assigned carrel. Since the last Site Visit, we have created many new study areas for student groups and a library space that is often used for public events and Law School receptions. The *Maine Law Review* space was recently refurbished along with the faculty/staff lounge on the second floor. Whenever possible, the Library has consolidated its books so that the shelving can be removed to create additional carrel or study space. There are a large number of tables and other seating options, and students seem satisfied with their study spaces. Although the round building architecture creates challenges, the Law School and the Library have continuously worked to improve the Library's physical space, recently

upgrading the furniture and installing popular laptop lockers for students. The Law School strives to ensure the Library is a comfortable place, conducive to work and study, and adequate to house the several purposes it serves.

D. Clinic Space

The Law School's Cumberland Legal Aid Clinic is in a free-standing building next to the Law School and is fully handicapped-accessible after substantial renovations that took place before our last Site Visit. In the fall of 2012, the Law School completed substantial renovations to the fifth floor of the Law building to allow the Refugee and Human Rights Clinic ("RHRC") to be housed in the Law Building. While the RHRC is a part of the Cumberland Legal Aid Clinics program, the current clinic building was too small to accommodate the RHRC. This new clinic program has a custom designed student work area for six students as well as a dedicated conference room for class work and client meetings. The faculty supervisor for the RHRC has a private office next to a part time administrative associate and located directly off the main elevator of the Law Building. The Clinic building has 12 student work stations, three faculty offices, a reception area, a client meeting area with a children's play space, an office for the administrative manager, a small kitchen area, and two conference/classrooms, one with a small library.

Five years ago the Center for Law and Innovation, which included the Maine Patent Program and was the primary site of the Intellectual Property Clinic, was moved from a downtown location to the fifth floor of the Law building. This past spring, however, the Law School decided to suspend the IP Clinic due to funding constraints and a faculty departure, and has repurposed the fifth-floor offices into additional meeting and student study space.

E. Building Adequacy

The Law School's core facility is not ideal. Nonetheless, we make the best of what we have and are always seeking ways to make modest improvements to the core facility. The Law School has worked hard to replace much of the worn and outdated furniture and carpeting to allow for better work and study space in both the Clinic and in the entire Law School. New signage was introduced two years ago and wall space was repurposed for varying departments and student group notices. With respect to information technology, wireless access to the University server and the Internet is now available throughout the building for guests and staff. All staff and faculty have networked computers that allow for Virtual Private Network access to our secure servers and printers from the office, home and abroad. A food service café operates daily for breakfast, lunch, and light refreshments and, along with the adjacent student lounge, serves as a gathering place for students. The new classrooms on the fifth and fourth floors have created more multi-use space for both students and staff.

These facility improvements have allowed for continued delivery of a quality legal education program. Nonetheless, the building, constructed in 1972, is aging and continues to suffer from original design flaws. New air exchangers and a new chilling system were installed three years ago, resulting in increased air quality and better regulation of temperatures, but occasional heating and cooling problems

persist and there is still no air conditioning available in the offices located on the outer ring of the Law Building.

Along with additional carrels and tables in the Law Library, study space and common areas in the Law School building have increased modestly since our last Site Visit. The Law School would benefit from additional space tailored for small and mid-sized classes, for conferences and workshops, for collaboration with external institutions, and for other extra-curricular initiatives. Meeting space for administrative departments is limited due to the small size and the inflexible design of the building. Due to a number of senior faculty retirements, the Law School has created a suite for emeriti faculty to help keep office space available for newly hired faculty. The new suite hosts a comfortable lounge area for small meetings, two working offices with computers and phones, a secure space for files and multiple bookshelves for items emeriti faculty members wish to leave in the Law Building, and also provides a gathering space for adjunct faculty.

F. Future Plans

As noted in section I.5, a realignment of the Law School's position within the University of Maine System to the potential benefit of the Law School has been the subject of an initiative by the System Chancellor and Board of Trustees. The System has undertaken an intensive study to determine the feasibility of a new graduate and professional center, consisting initially of interdisciplinary collaboration between the Law School and the graduate business programs at USM and the University of Maine. Still a work in progress, such realignment has the potential to reinforce Maine Law's formal identity as the law school of the University of Maine System, increase System support, return to closer collaboration with the land grant university, and lead to a new facility to house the Law School.

Goals

1. Continue to work with the University of Maine System Chancellor and Trustees, as well as local philanthropic groups, to develop a new graduate and professional center to house the law school in a new facility in downtown Portland. (SP2.a)
2. Pursue vigorously a new facility to support multidisciplinary education and the needs of a modern law school, initially in the context of the proposed Center for Professional and Graduate Education. (SP2.b)
3. Work with University facilities department to ensure that Law School facilities remain adequate to carry out its program of legal education (e.g., regular preventative maintenance of HVAC system, electrical power sources on desktops, and general maintenance).
4. Creatively configure current space, and capture and use additional space when available.

X. LAW SCHOOL FINANCES AND UNIVERSITY SUPPORT

The Law School is substantially dependent on tuition revenue to support its educational program, with an additional annual subsidy from the University of Maine System that amounts to about 12% of our base budget. This subsidy is administered through the University of Southern Maine ("USM"), which also

provides rent-free facilities and selected administrative services at no cost. The Law School supplements these revenues and services with private philanthropy, modest endowment income, and foundation grants. In fiscal year 2014, the Law School's base budget expenditures totaled \$7,918,924. An additional \$788,771 in expenditures was drawn from donations, foundation grants, and endowment proceeds.

A major change since the last Site Visit was a realignment of the Law School's relationship with USM, which resulted in greater budget autonomy for the Law School. Previously, although the program of legal education always remained in control of the Law School, its budget was tied more closely to USM's finances which constrained administrative flexibility and long-term budget planning. Following extended negotiations from 2009 to 2011, the Law School gained greater control over its tuition revenue and budget management. The realignment enabled the Law School to take responsibility for its performance and for balancing its budget annually regardless of separate and unrelated challenges faced by USM. New authority to establish strategic reserve accounts enabled the Law School to undertake multi-year budget planning and to take steps to strengthen its administrative and program capacity.

The Law School tuition rate has remained unchanged for the past three years at \$22,290 for Maine residents and \$33,360 for most non-residents (plus about \$1270 per year in University fees). This flat tuition followed periodic increases in tuition revenue over a number of previous years, in part to offset reductions in University System support and increases in the cost of employee benefits. In the past two years, a substantial increase in scholarship aid and a modest decrease in enrollment gave rise to selected cutbacks in program and personnel.

The Law School recognizes the importance of diversifying its revenue sources and continues to explore new opportunities. An LL.M program established in 2012 and a new J.S.D. offering hold promise for additional revenue. Our location in Portland and the coast of Maine, a premier summer destination, suggests upside potential in attracting students, lawyers, and other professionals for specialized programs. We have piloted such an opportunity since 2012 with the Information Privacy Summer Institute (see Section III.H. above) and intend to explore comparable programs in the future. The interdisciplinary graduate and professional center under consideration presents potential opportunities for additional programming year-round and for greater access to philanthropy in the business community.

The Law School has continued to raise philanthropic funds and obtaining foundation grants to supplement base budget funds and primarily to support student scholarships and fellowships, clinical legal education, and faculty development. The University of Maine School of Law Foundation, a charitable organization formed in 2000 to support the Law School, manages Law School endowments, as well as playing an active role in ongoing major gifts and planned giving initiatives, donor stewardship, and capital campaign planning. The Maine Law Alumni Association, also a charitable organization, focuses its efforts on the Law School's annual fund appeal for currently expendable donations and on community building events among alumni. A Board of Visitors comprised of distinguished judges, lawyers, and civic leaders builds wider support for the Law School and serves as an advisory board for the Dean. The Foundation board of directors, the Alumni Association board of directors, and the Board of Visitors together reflect a wide community of supporters, advisors, and advocates for the Law School. The Dean and the Director of Advancement play a central role with all three groups, which are staffed exclusively by the Law School.

The Law School endowment totals \$9,278,685 in principal funds, 42% held by the Law School Foundation and 58% held in University of Maine System endowment accounts controlled by the Law School. (The latter consists of endowment funds raised with donations prior to the formation of the Foundation in 2000.) Endowment proceeds support professorships for six faculty members, a named annual research scholar award to a seventh professor, and faculty summer research grants. Endowments also support visiting scholars and outside speakers, including a new Justice for Women Lecture Fund established since the last Site Visit that brings a distinguished speaker to Maine from the developing world each year. Other new endowments support a trial advocacy immersion summer experience for selected students, a summer internship as a student attorney in the Law School clinical program, and named scholarships for students.

A new Foundation endowment, built in large part through a major gift initiative that raised \$600,000 in 2013, expanded an already large portion of Law School endowments for scholarships. Annual scholarships and fellowships awarded to students in all three classes grew from a total of \$446,000 in 2006-2007 to \$765,415 in 2013-2014. The source of these scholarships and fellowships is a combination of endowment income, base budget allocation, and gifts through the Annual Fund. The Law School benefits each year from its Annual Fund appeal among alumni and friends of the Law School, undertaken with the active involvement of the Maine Law Alumni Association. Annual Fund contributions have increased from a total of \$349,000 in 2006-2007 to \$449,715 in 2013-2014. In addition to supporting student scholarships, donations to the Annual Fund help to fund fellowships for students working in public interest summer placements, Law School publications and special events, and other initiatives from loan repayment assistance to clinical service. On average, 18% of our living alumni have contributed to the Annual Fund during the last three years. This reflects a committed community of graduates and, although somewhat lower than in years past, a good participation rate for a public law school.

The clinical education program is the Law School's most prolific applicant for and recipient of foundation grants and government support. Since the last site evaluation visit, the Clinic received grants totaling \$258,006 from the Maine Bar Foundation, which collects and allocates IOLTA funds, and \$791,727 from the Maine Civil Legal Services Fund, which is financed by surcharges and fees on court filings and fines. The Clinic has received an annual share of the Campaign for Justice (a joint appeal by six legal services providers) totaling about \$10,000 per year since the last site visit. Most recently, the Clinic has received grants from the U.S. Department of Justice Office of Violence Against Women, the Broad Reach Fund, the Maine Community Foundation, the Davis Family Foundation, Bidu Sayao Memorial Children's Trust, TD Charitable Foundation, The Betterment Fund, Wein Hirshon Charitable Foundation, and several other small foundations. Notably, the Sam L. Cohen Foundation recently supplemented a \$50,000 seed grant (2012) for the launch of our Refugee and Human Rights Clinic with an additional commitment of \$130,000 for sustaining this program. Law School base budget funding supports a large portion of faculty and staff salaries in the Clinic, with external funding sources supplementing these compensation costs and supporting selected operational expenses for the Clinic. From 2009 to 2012, a \$141,841 grant from France's Partners University Fund supported a range of initiatives in our Center for Oceans and Coastal Law.

The University of Maine System faces serious fiscal challenges in the near term and is working diligently to close a budget gap. The Law School has essentially been held harmless in the context of recent budget cutbacks by the System, with our modest subsidy from the System continuing unchanged in the past three years and with respect for the Law School's budget autonomy. As the System takes steps to reduce its scale and to focus its resources on selected departments and schools, we do not anticipate substantial new financial support for the Law School in the near term. At the same time, the Trustees, Chancellor, and other leaders of the University of Maine System view the Law School as a critical center of excellence and an important part of the System's evolving plans. The Law School is well positioned, both in Maine's higher education system and in the wider market, to continue fulfilling its mission. Over the past five decades, the Law School has thrived despite financial constraints. We are confident that we will be successful in building future resources, private and public, to continue delivering an excellent program of legal education and to advance the University of Maine School of Law as a dynamic center for learning, research, and service.

Goals

1. Continue to support admissions models calibrated to achieving an optimum balance of resident and non-resident students. (SP1.a)
2. Work with University of Maine System to close the gap between the non-resident and resident tuition rates. (SP1.d)
3. Increase the per-credit tuition rate to reflect 1/12 of the full-time rate.
4. Increase revenue opportunities through major gifts, planned giving, and government and foundation grants to support student scholarships, clinical education and other program initiatives; plan for our next capital campaign. (SP1.g)
5. Continue to collaborate with the International Association of Privacy Professionals to leverage their marketing and outreach resources; explore relationships with similar organizations to develop alternative education and marketing models toward generating revenue, attracting new students, and expanding the Maine Law brand to new employer markets. (SP1.h)
6. Continue to support and pursue development of a Center for Professional and Graduate Education in Portland. (SP2.a)
7. Set financial priorities to support Maine Law's identity, including its commitment to student community and student success, high-quality teaching, and recruitment and retention of excellent faculty members. (SP5.e)

XI. SUMMARY

The University of Maine School of Law delivers an intellectually challenging, high-quality legal education in a supportive, respectful, and inclusive environment. The Law School continues to place high institutional priority on teaching excellence and public service, and is a center of excellence in legal scholarship and public policy, both regionally and nationally. The faculty works continuously to improve the program of legal education, adapt to a changing legal profession, and prepare students for careers within and outside the practice of law.

We have made substantial progress in establishing financial autonomy and a distinctive public identity. We strive to expand financial support for the Law School, increase racial diversity in the Law School community, and improve our core facilities. Our next major initiatives involve interdisciplinary education and new modes of delivery, movement toward a vibrant new facility, diversification of revenue sources, a commitment to Maine, and determination to meet the challenges of the modern legal services economy.

This Self Study highlights significant progress in a number of areas since the last ABA Site Evaluation Visit, identifies further challenges, and lists goals to ensure continued improvement in the Law School and its programs. We have found the Self Study process to be a constructive means of assessment and welcome additional suggestions and comments.