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July 3, 2012

Dr. Susan Herbst  
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Storrs, CT 06269-2048

Dean Jeremy R. Paul  
University of Connecticut  
School of Law  
55 Elizabeth Street – CH 103  
Hartford, CT 06105

Dear President Herbst and Dean Paul:

Attached please find the decision of the Accreditation Committee at its meeting on June 21-23, 2012, with respect to the University of Connecticut School of Law.

Dean Arthur R. Gaudio recused himself from participation in the Committee's consideration of the University of Connecticut School of Law and was not present in the meeting during the discussion and vote with respect to the School.

The Committee's Findings and Conclusions do not reflect a comprehensive checklist evaluation of each Standard and each facet of the institution. Indeed, this letter focuses, by the very nature of the process, essentially on concerns or possible aspects of non-compliance identified in the site evaluation report of the School or arising out of submissions or questionnaire answers by the School. Because the general impressions of different site teams are inherently noncomparable, the Accreditation Committee does not attempt to summarize all the information that could be gleaned from a site evaluation report, and recipients of this letter are encouraged, therefore, to consult the full site evaluation report for collegial advice and general impressions of the team. The site evaluation team does not make the official findings or conclusions for the Section of Legal Education and Admissions to the Bar of the American Bar Association. These are made by the Accreditation Committee and the Council of the Section.

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President Herbst and Dean Paul  
July 3, 2012

In accordance with the U.S. Department of Education regulations applicable to recognized accrediting agencies, the Council of the Section of Legal Education and Admissions to the Bar is required to conduct interim monitoring of each ABA-approved law school to determine whether each school remains on compliance with the ABA Standards for Approval of Law Schools. This monitoring and review is in addition to the regular site evaluation process and is being conducted on an annual basis. The School may receive in any year a request for information as a result of the interim monitoring.

A law school that is approved by the American Bar Association continues in that status pending final action by the Accreditation Committee and Council of the Section of Legal Education and Admissions to the Bar.

Please feel free to call me, Deputy Consultant Scott Norberg, or Executive Assistant Cathy A. Schrage if you have any questions.

Sincerely yours,



Hulett H. Askew  
Consultant on Legal Education  
to the American Bar Association

HHA/cs  
Attachment

**DECISION OF THE ACCREDITATION COMMITTEE**  
June 2012

The Accreditation Committee (the "Committee"), at its June 21-23, 2012 meeting, considered the status of the University of Connecticut School of Law (the "Law School") in connection with a letter and supporting documentation dated April 30, 2012, from Dean Jeremy Paul, submitted in response to the Committee's November 2011 Decision Letter. The Committee also had before it the history of decisions made with respect to the Law School since its last regular site evaluation; that history is attached to this document as an appendix.

**FINDINGS OF FACT:**

(1) At its November 2011 meeting, the Committee considered the status of the Law School in connection with its regular site evaluation conducted March 27-30, 2011. The Committee concluded that it had insufficient information available to make a determination as to the Law School's compliance with the following Standards:

- (a) Standard 306(g) and Interpretation 306-10, with regard to the requirement that a law school establish a process that is effective for verifying the identity of students taking distance education courses and protects student privacy in distance education.
- (b) Standard 402(b) and Interpretation 402-2, with regard to the requirement that a full-time faculty member devote substantially all working time during the academic year to teaching, scholarship, service to the law school community, and professional activities.
- (c) Standard 512(a), Standard 512(b), and Interpretation 512-1, with regard to the requirement that a law school establish, publish, and comply with policies with respect to addressing student complaints, along with the resolution of the complaints, during the most recent accreditation period.
- (d) Standard 701 and Interpretation 701-2(3), with regard to the requirement that a law school provide sufficient office space for part-time faculty members adequate for faculty-student conferences, and whether any inadequacy has a negative and material effect on the education students receive.

**Request for Additional Information to Determine Compliance with Standard 306(g) and Interpretation 306-10**

(2) The Law School has very few J.D. students enrolled in synchronous distance learning and those students connect via a dedicated website on the Law School's server using a PIN number. Their exams are taken and returned via email in real time and go directly to the Registrar. The J.D. students engaged in asynchronous distance learning participate using their

Westlaw ID or their Net ID with password protection. The email function is made available to students in the class only after the Registrar's Office confirms no FERPA holds. Instructors also ask the class if anyone objects to making information available.

Request for Additional Information to Determine Compliance with Standard 402(b) and Interpretation 402-2

(3) The Law School faculty are required to comply with the University policy limiting consulting to one day per week. All paid consulting must be pre-approved by the Law School Dean. The one professor listed as a partner in a law firm is in full compliance with the policy. He has been on leave recently but has been an active scholar. He has in the past, and will upon return to the campus, devote substantially all working time in the academic year to his faculty duties.

Request for Additional Information to Determine Compliance with Standard 512(a), Standard 512(b), and Interpretation 512-1

(4) The Law School has instituted a policy to address student complaints and to resolve them in writing, allowing an appeal to the Dean for final decision. The documents must be kept in the Dean's office for eight years after final resolution. The policy and process is published on the Law School's website.

Request for Additional Information to Determine Compliance with Standard 701 and Interpretation 701-2(3)

(5) The Law School has closed carrels and study rooms in the library that may be reserved by adjunct faculty members for student conferences. No complaints of inadequacy have been reported or shown to have a negative effect on student education.

CONCLUSIONS:

(1) The Committee concludes that the additional information provided by the Law School is sufficient to demonstrate compliance with the following Standards:

- (a) Standard 306(g) and Interpretation 306-10, in that the Law School has established a process that is effective for verifying the identity of students taking distance education courses and protects student privacy in distance education. [See Finding of Fact (2).]
- (b) Standard 402(b) and Interpretation 402-2, in that the Law School requires full-time faculty members to devote substantially all

working time during the academic year to teaching, scholarship, service to the Law School community, and professional activities. [See Finding of Fact (3).]

- (c) Standard 512(a), Standard 512(b), and Interpretation 512-1, in that the Law School has established, published, and will comply with policies with respect to addressing student complaints, along with the resolution of the complaints, and retain them throughout the appropriate accreditation period. [See Finding of Fact (4).]
- (d) Standard 701 and Interpretation 701-2(3), in that the Law School provides sufficient office space for part-time faculty members adequate for faculty-student conferences. [See Finding of Fact (5).]

(2) The University of Connecticut School of Law remains on the list of law schools approved by the American Bar Association.

## **APPENDIX**

### **HISTORY**

#### **ACTIONS TAKEN BY THE ACCREDITATION COMMITTEE UNIVERSITY OF CONNECTICUT SCHOOL OF LAW**

##### **NOVEMBER 2011**

The Accreditation Committee (the "Committee"), at its meeting on November 3-4, 2011, considered the status of the University of Connecticut School of Law (the "Law School") in connection with the sabbatical site evaluation report submitted by a site evaluation team that visited the Law School on March 27-30, 2011, with a team consisting of Dean Emeritus Leigh H. Taylor, Chair; Professor Mary Beth Beazley; Professor Timothy L. Coggins; Dean John M. A. DiPippa; Richard S. Koblentz, Esq.; Professor Alfred D. Mathewson; and Dr. David W. Wantz. The Committee also had before it a letter of response to the site evaluation report from Dean Jeremy Paul, dated September 9, 2011. In addition, the Committee had before it the history of decisions made with respect to the Law School since its last regular site evaluation.

##### **FINDINGS OF FACT:**

###### **History and Organization**

(1) The University of Connecticut is the state's flagship university that was founded in 1881 as Storrs Agricultural School. It assumed its University name in 1939. The main campus is located in Storrs, Connecticut. The University has 14 colleges and schools and offers 90 majors as well as 17 graduate degrees. The University's accreditation was most recently continued in October 2007 by the New England Association of Schools and Colleges, Inc. (NEASC).

(2) The Law School was founded in 1921 as Hartford College of Law and was approved by the American Bar Association in 1933. In 1943, it was merged into the University of Connecticut; 30 miles separate the campuses. The most recent prior sabbatical review was in 2004.

###### **Self Study and Strategic Planning**

(3) The Self Study is a 239-page detailed analysis of the Law School's academic program, faculty, students, administration, finances, facilities, and library. It is supplemented with appendices, including the 2008 five-year academic plan and documents used at an April 2010 faculty retreat. It evaluates strengths and weaknesses of the program of legal education and sets goals to improve it. It is less descriptive of the strategies by which it will seek to accomplish the goals, but the Dean advised that increased fundraising, strategic filling of expected faculty vacancies, and additional funding from the University would be used.

(4) The Self Study describes the mission, goals, and objectives of the Law School. It defines the Law School's mission as "preparing students for a lifetime of service in law" and "promoting knowledge and development of the law through research and scholarship." Its analysis of the Law School's curricular needs identifies additional faculty in bankruptcy, commercial law, corporate law, civil procedure, constitutional law, and health law. Long-term needs include a human rights clinician, a specialist in employee benefits and retirement security law, a scholar focused on law in Asia, a cyberlaw specialist, and a state and local government expert.

(5) The Self Study was prepared by a Self Study Committee that began its work in fall 2009. The 13 committee members (seven faculty members and six administrators) were appointed by the Dean. Faculty were invited to provide informal input, and a full-day retreat was held to solicit faculty views. Student input was solicited during the Dean's monthly open sessions. The faculty retreat held in April 2010 followed on a survey that identified three main areas of focus: the role of the evening division; how to measure student outcomes; and faculty governance and satisfaction. Subsequently, the committee prepared first drafts, distributed drafts to the faculty for input, and held a faculty meeting to discuss the draft. The faculty approved the revised draft on December 10, 2010, subject to further review of any edits proposed by the Dean. The Dean's changes were circulated on February 7, 2011, and the Self Study was finalized following five days for additional comments.

(6) Every six to seven years, most recently in 2008, the Law School participates in the University's strategic planning process, producing an Academic Plan that is consonant with the University's overall strategic plan. The Academic Plan sets out seven goals with related objectives. The Dean has appointed the Associate Dean for Enrollment Management and Strategic Planning to be responsible in the future for the School's on-going strategic planning process. She will be conducting a review of every department. There will also be on-going meetings on the progress of the School's diversity plan adopted in 2009. In addition, the Provost has asked the Dean to present a three-year faculty hiring plan.

#### Program of Legal Education

(7) The Law School offers a full-time and a part-time or evening program. It requires at least 86 academic credits for graduation. Each academic credit represents at least 700 minutes of class time, so that a student must have at least 60,200 minutes of instruction time in order to receive a J.D. degree. Students must take a minimum of 65 credits in the classroom (minimum of 45,500 minutes). First-year students have 155 class days and upperclass students have 140 days.

(8) A candidate for the J.D. degree may count no more than 21 academic credits that do not qualify as regularly scheduled class sessions toward the required 86 credits for graduation. Students may not take more than 16 credits per semester, except with special permission to take 17 credits. This does not exceed the 20% maximum

credits towards the J.D. degree. Full-time students must complete the J.D. within five years, and part-time students within six years.

(9) The first-year program consists of 30 credits of standard required courses, plus a three-credit statutory/regulatory elective; upper division students have two required courses: Legal Profession and Upperclass Writing Requirement. The majority of courses are taught by full-time faculty, and upper division classes tend to be smaller classes than the first-year offerings.

(10) Students are informed that regular and punctual class attendance is required. The faculty are often able to take attendance visually due to small class sizes. The faculty support staff create seating charts, and use of these charts is encouraged as an effective method to take attendance to ensure regular and punctual class attendance, especially in larger classes where absences may not be as obvious as they are in seminar courses. When faculty notice that a student has an attendance problem, they can refer the situation to the registrar, who contacts the Director of Student Services who contacts the student directly. Faculty may deny course credit to students who have excessive absences.

(11) The Law School informs students on several occasions that no student enrolled in more than 12 credits may engage in employment for more than 20 hours per week. Part-time students are barred from registering for more than 12 credits per semester. Students are required to certify that they have adhered to the limitation.

(12) First-year students take a two-credit Lawyering Process course in the fall semester and a three-credit Lawyering Process course in the spring semester. Each full-time Lawyering Process faculty member teaches two sections of about 23 students in the fall; in the spring, these sections are combined. The fall semester course is focused on legal research and on objective and persuasive legal writing. The spring semester course is more focused on legal skills, but also includes at least one writing project. In addition, during a special "January term," all full-time, first-year students take a Moot Court course in which they write an appellate brief and participate in oral arguments. Evening Division students take the moot court course in June.

(13) Students are required to fulfill an upperclass writing requirement by writing a paper of an intensive, analytical character pursued through one or more supervised drafts before the final draft to produce a substantial paper of high quality. The requirement may be satisfied by any one of several methods, including a research project supervised by a member of the full-time faculty; a paper for a seminar designated by the instructor as requiring writing that would satisfy the requirement; a piece certified to be publishable or nearly publishable by the faculty advisor of one of the journals on campus; or a substantial paper in a course in which the professor permits no more than five students to submit papers for course credit in lieu of an exam and which otherwise must meet the standards of the upperclass writing requirement.



(14) Students have opportunities for professional skills instruction through simulated and live client experiential learning. All first-year students are required to take a skills-focused Lawyering Process course in the spring semester. The course focuses on professional skills, including client interviewing, counseling, investigation, case planning, and negotiation. The Law School also offers various clinics and externship opportunities.

(15) Upper division students must complete a three-credit professional responsibility class, Legal Profession. Professional responsibility issues are also addressed in the offered externship and clinical programs.

(16) Live client experiences are offered in the clinics: Intellectual Property & Entrepreneurship, Asylum & Human Rights, Tax, Mediation, Criminal Trial, Criminal Appellate, Poverty Law, and Environmental Practice. Students may continue work in a clinic by taking a course in "Advanced Fieldwork." About 60 students per year enroll in clinic courses, with another dozen or so enrolling in Advanced Fieldwork. Externship clinics in LGBT Civil Rights, Judicial Clerkships, Legislative Process, Administrative Agencies, Environmental Law, and the State's Attorney's Office are also offered. Between 13 and 21 students are enrolled in these externship clinics. The newest externship clinic is a Semester in Washington, D.C., program. Individual externships are also available under a faculty member's supervision, and 35-40 students per semester participate in individual externships. Externship oversight is provided by faculty with student reflection, on-site visits, and training.

(17) The Academic Plan identifies pro bono activities as a goal. One faculty member is designated as the Pro Bono Coordinator and assists students with questions or concerns. Pro bono participation is noted on the transcript of each student who completes 50 or 100 hours of pro bono work. The School hosts a separate event to award certificates to those students who complete the required work. The pro bono program includes opportunities for the provision of legal services to persons of limited means, organizations that assist such persons, and other government and not-for-profit organizations.

(18) J.D. students are not permitted to enroll in classes as distance learners except in special circumstances, such as when studying abroad in an exchange program. Distance learning is provided for LL.M. students in the Insurance Law Center. No process for identifying the student or protecting student privacy when taking distance education was described.

(19) The Law School currently operates one ABA-approved formal cooperative exchange program with the University of Leiden, "European Union Law and Economics in Leiden, The Netherlands," in place since 1993. Upperclass students may attend the University of Leiden, and vice versa, for one semester. The Law School also has several informal arrangements that allow students to study in programs in France, Germany, England, Ireland, Israel, Puerto Rico, Italy, and Spain. Before approving a course of study with a cooperative school, the school is contacted to inquire about the

curriculum. To ensure that the program meets criteria for foreign study, an on-site visit by a Law School faculty member is arranged. The monitoring continues with telephone and electronic contact, with on-site follow-up visits every few years.

(20) The Law School offers two LL.M. programs: (1) the Program in U. S. Legal Studies; and (2) the Phoenix Masters Program in Insurance Law. The Program in U. S. Legal Studies is exclusively for students holding a law degree from a foreign country, whereas the Phoenix Masters Program in Insurance Law is open to lawyers holding a J.D. from accredited U.S. schools as well as foreign lawyers. Both programs have received acquiescence from the American Bar Association. The enrollment for the U. S. Legal Studies program over the past three years ranged from 20-26. For the Insurance program, the enrollment has ranged from 40-44. The Registrar reported no significant issues of J.D. students being shut out of classes due to the demands of LL.M. students.

(21) A student must have a cumulative grade point average of 2.3 at the end of any academic year to remain in good standing. Any student who fails to attain the required grade point average at the end of any academic year is automatically dismissed and may petition for readmission for the academic year following their dismissal, or in a subsequent academic year. All petitions for readmission are determined by the Committee on Student Petitions. If the committee finds that the student has the necessary aptitude to perform satisfactory work at the Law School, it grants readmission and requires the student to repeat any required courses in which the student received a grade of "D" or lower. In the year following readmission, the student must maintain a grade point average of 2.6. The committee may impose any other conditions on readmission it deems appropriate.

(22) Each incoming student is assigned a faculty advisor at Orientation. The Associate Dean for Academic Affairs and the Registrar's Office sponsor panel discussions on course-selection strategies. The Registrar's Office also separately organizes a panel each fall where first-year students can learn about the stat/reg courses being offered the following spring. The Law School offers a variety of academic support services. All students whose cumulative grade point average at the end of the first year places them in the bottom 10% of their class are strongly encouraged to enroll in the Advanced Legal Methods course during the fall semester of their second year. The course is a hybrid (doctrinal law/skills) course in Remedies designed to help students improve their legal writing and analytical skills, note- and exam-taking skills, and confidence. A series of Academic Success workshops are offered during the first year. All first-year students are invited to attend these workshops, scheduled from 5:00 to 6:15 p.m. to allow both day and evening students to attend.

(23) The Law School makes efforts to assure that the opportunities for the part-time/evening students are as equal as possible to those available to the full-time students. Many of the part-time students transfer into the full-time program after their first year, having applied to both programs initially. Many meetings, panels, and events

are scheduled during the lunch hour or in the 5:00-6:15 p.m. timeframe to allow all students to attend.

Faculty

(24) The student/faculty ratio is reported as 10.57:1.

|     |  | Fall  | Spring | Total   | Explanation                 |
|-----|--|-------|--------|---------|-----------------------------|
| (a) | FTE J.D. students                            | 550.8 | 552.84 | 1103.64 | 100% FT + 2/3 PT            |
| (b) | FT tenured faculty                           | 32    | 29     | 61      |                             |
| (c) | FT tenure-track faculty                      | 7     | 7      | 14      |                             |
| (d) | FT long-term contract                        | 5     | 5      | 10      |                             |
| (e) | Visitors                                     |       | 2      | 2       |                             |
| (f) | FT faculty administrators                    | 2     | 1.5    | 3.5     | x .5                        |
|     | Non-tenured Admin who teach                  | .8    | 1      | 1.8     | x .2                        |
|     | FT Writing – no tenure or long-term contract | 2.8   | 2.8    | 5.6     |                             |
|     | Other FT – no tenure                         | 2.8   | 1.4    | 4.2     |                             |
|     | Adjunct teaching resources                   | 10.8  | 14.4   | 25.2    | x .2                        |
|     | Total Additional Teaching Resources – (f)    | 19.20 | 21.10  | 40.30   |                             |
| *   | Allowable additional teaching resources      | 8.8   | 8.6    | 17.4    | (f) may not exceed 20% FT   |
| (i) | Total FTE faculty resources                  |       |        | 104.4   | (b) + (c) + (d) + (e) + (f) |
| (j) | Student/Faculty Ratio                        |       |        | 10.57   | Total (a) / Total (i)       |

Substantially all of the instruction in the first year of the full-time curriculum and the first two years of the part-time curriculum, as well as the major portion of total instruction, are provided by full-time faculty. One faculty member reported as full-time has an ongoing relationship with a firm or business. The nature and extent of that faculty member's outside professional activities are not described. It is not clear whether that faculty member has a full-time commitment to teaching, scholarship, and service to the Law School community.

(25) The Law School has a stated anti-discrimination policy. It prohibits discrimination in education and employment, and the provision of services regardless of age, ancestry, color, national origin, marital status, race, religion, sex, sexual preference, status as a disabled veteran or veteran of the Vietnam Era, physical or mental disability or record thereof, or mental retardation. The Law School also prohibits discrimination in education and in the provision of services on the basis of criminal record. University policy further prohibits discrimination in employment on the basis of criminal record unrelated to the position. The Law School also has a policy on discriminatory harassment.

(26) The Law School is committed to diversity, but its work is not done. Faculty diversity has remained a priority since the last sabbatical review. In 2007, the

administration formed an ad hoc Diversity Advisory Committee, composed of three students, three administrators representing admissions, career placement, and student services, and five faculty members, including the Associate Dean and the Diversity Coordinator (ex officio). The committee drafted a Diversity Action Plan covering faculty, students, and staff that was adopted by the faculty in 2009. The plan set forth strategies for increasing diversity and improving the campus climate. From 2003-04 to 2009-10, the School invited 81 minority candidates for interviews for tenure-track and long-term contract positions. During the two-year period between fall of 2008 through fall of 2010, there were ten minority candidates, one of whom was invited to interview. No minority candidate received an offer in that period. In 2011, the Law School made at least four offers to minority candidates, of which two were accepted. The Provost's Faculty Excellence in Diversity Plan encourages units to search aggressively for qualifying candidates. The Law School has also used its Visiting Associate Professor program to recruit promising faculty of color.

(27) The chart below includes data regarding faculty recruitment from 2007-2008 through 2009-2010:

| FACULTY RECRUITMENT: ENTRY-LEVEL HIRES (E) AND LATERAL HIRES (L) <sup>1</sup> |             |   |       |   |          |   |                     |   |       |   |          |   |                     |   |       |   |          |   |
|---|-------------|---|-------|---|----------|---|---------------------|---|-------|---|----------|---|---------------------|---|-------|---|----------|---|
|   | 2007 - 2008 |   |       |   |          |   | 2008 - 2009         |   |       |   |          |   | 2009 - 2010         |   |       |   |          |   |
|   | Total       |   | Women |   | Minority |   | Total               |   | Women |   | Minority |   | Total               |   | Women |   | Minority |   |
|   | E           | L | E     | L | E        | L | E                   | L | E     | L | E        | L | E                   | L | E     | L | E        | L |
| Initial Interviews  |             |   |       |   |          |   |                     |   |       |   |          |   |                     |   |       |   |          |   |
| AALS  | 22          | 0 | 8     | 0 | 9        | 0 | Did not participate |   |       |   |          |   | Did not participate |   |       |   |          |   |
| Campus  | 11          | 5 | 6     | 1 | 5        | 3 | 1                   | 3 | 0     | 2 | 0        | 0 | 2                   | 1 | 1     | 1 | 1        | 0 |
| Total   | 33          | 5 | 14    | 1 | 14       | 3 | 1                   | 3 | 0     | 2 | 0        | 0 | 2                   | 1 | 1     | 1 | 1        | 0 |
| Call Back Interviews  | 19          | 5 | 10    | 1 | 10       | 3 | 1                   | 3 | 0     | 2 | 0        | 0 | 2                   | 1 | 1     | 1 | 1        | 0 |
| Offers  | 2           | 1 | 1     | 0 | 1        | 0 | 0                   | 1 | 0     | 1 | 0        | 0 | 0                   | 1 | 0     | 1 | 0        | 0 |
| Acceptances   | 2           | 1 | 1     | 0 | 1        | 0 | 0                   | 1 | 0     | 1 | 0        | 0 | 0                   | 1 | 0     | 1 | 0        | 0 |

Since 2004, the Law School has made 14 tenure-track or long-term appointments, including nine women and three persons of color. At present, faculty members of color comprise approximately 17% of tenured/tenure-track faculty (eight out of 47) and 15% of the total tenured/tenure-track and long-term contract faculty (eight out of 52). Forty-three percent of the tenured/tenure-track faculty and 40% of the total full-time faculty are women. Women were one-third of the faculty at the time of the last site visit. Three members of the faculty identify as lesbians and two identify as people with disabilities.

Faculty Demographics 2011

| Status                 | Total | Male | Female | Minority |
|------------------------|-------|------|--------|----------|
| Tenured                | 40    | 25   | 15     | 5        |
| Tenure-Track Associate | 7     | 2    | 5      | 3        |

<sup>1</sup> Note: Tenure-track/tenure interview activity during 2007/08 resulted in fall 2008 hiring of Sara Galvin Bronin, Steven Davidoff, and Sachin Pandya; Tenure-track/tenure interview activity during 2008/09 resulted in fall 2009 promotion to Chair position for Patricia McCoy; Tenure-track/tenure interview activity during 2009/10 resulted in fall 2010 hiring of Jill Anderson.

|                              |    |   |   |   |
|------------------------------|----|---|---|---|
| Long Term Contract Positions | 5  | 4 | 1 | 0 |
| Short-term Contract          | 11 | 4 | 7 | 1 |
| Other                        | 4  | 1 | 3 | 1 |

(28) The teaching of all pre-tenured faculty members is evaluated each semester. The Dean, Associate Dean for Academic Affairs, the Chair, and a member of the Working Committee meet with each untenured faculty member to discuss teaching progress. Tenured faculty members are also encouraged to continue improving their teaching. The Associate Dean for Academic Affairs monitors the teaching performance of tenured faculty in connection with teaching assignments. Additionally, the Dean, in connection with annual reviews, discusses with members of the tenured faculty the strengths and weaknesses of their performance. The Law School encourages teaching effectiveness through co-teaching. In addition, the University has a Teaching and Learning Center that provides teaching assistance through seminars and other venues.

(29) The quality of teaching observed by the site team ranged from below average to very good, skewed towards average.

(30) In the last three years, 22 members of the tenured/tenure-track faculty have published 54 law review articles, 15 have published a total of 32 books, 21 have published 32 book chapters, and 24 have produced 58 "other scholarly publications." A broad cross-section of the faculty is productive, publishing its work in highly regarded journals. The Law School designated the 2010-11 academic year as the "Year of the Book" to recognize the publication of books by ten faculty members during this period. Each faculty member is allocated 250 hours of research assistance per year, and may request more. Endowed Chairs and named Professorships recognize sustained contributions to scholarship.

(31) The Law School faculty makes its own regulations on the admission of students, the establishment of courses and curricula, promotion and academic standing of students, granting of degrees, etc., within general University policies. The six-member Faculty Appointments Committee (FAC) and the five-member Working Committee of the Personnel Advisory Committee are elected by the faculty. Only tenured faculty may serve on or participate in the election of members of these committees. The director of the relevant clinical program acts as a member of the FAC in the case of specific search for a clinical position in that clinic or as a member of the Working Committee with respect to renewal of a long-term contract. Clinical faculty on long-term contracts are permitted to vote on the renewal of a long-term contract. The Dean appoints faculty to the other Law School committees and oversees the operations of the Law School.

(32) Article XIV of the Laws and Bylaws of the University of Connecticut explicitly provides that "[a]ll members of the faculty, whether tenured or not, are entitled to academic freedom." All members of the law faculty, including non-tenure-track faculty, are welcome to raise issues of academic freedom with the Dean. The Law School follows the University tenure and promotion policies, which are standard. While

the Provost must act on Law School promotions and tenure, the recommendations of the faculty and Dean have always been followed.

(33) The clinical faculty, with one exception, are on tenure-track or long-term contracts. The contract clinical faculty members have five-year presumptively renewable contracts with benefits similar to those of tenure-track faculty. The right to renewal of the clinical contract is granted on the basis of: (1) demonstrated excellent performance in clinical teaching and supervision; and (2) the capacity for and commitment to making significant contributions to clinical education, the legal profession, the School, legal scholarship, or to society. Clinical faculty may vote with the tenured and tenure-track faculty on clinical appointments, but may not vote on tenured or tenure-track appointments to the regular tenure-track faculty. Clinical faculty members serve on School committees.

(34) The four Lawyering Process faculty serve on year-to-year contracts. Three of the four current Lawyering Process instructors have been at the School for more than seven years. In 2008, the faculty voted to transition the Lawyering Process positions to the level of security enjoyed by clinical faculty (five-year renewable contracts). That transition has not yet happened. Support provided by a full-time assistant and the option to teach during the summer semesters for additional compensation are stated to be retention factors. Summer teaching may interfere with professional development opportunities for the writing teachers.

(35) The Law School's policy is that, other than the required Moot Court course, only full-time faculty teach basic or foundational courses, reserving adjunct faculty for more advanced courses and making special use of adjunct faculty's particular expertise. The adjunct faculty includes top lawyers from the private and public sector, as well as members of the bench. In academic year 2010-11, 126 adjuncts taught courses. All new members of the adjunct faculty must be interviewed in person by the Associate Dean or his or her designee and approved by the Faculty Appointments Committee. The interview process includes explanation by the Associate Dean of the School's expectations and educational practices. The School uses an electronic list-serve for the adjunct faculty for communications about teaching and other issues. The Associate Dean for Academic Affairs reviews adjunct faculty performance annually. All new adjuncts meet with the Associate Dean for Academic Affairs or the Director of the Insurance Law Center to discuss grading policies, registration procedures, exam administration, book selection, course development, and related matters. If the adjunct will teach a newly proposed course, the Associate Dean for Academic Affairs works with the adjunct to develop a course description and course assignments.

### Students

(36) Aggregated and disaggregated data for the past three entering classes are as follows:

| ADMISSIONS AND FIRST YEAR CLASS PROFILES |  |      |      |      |
|--|--|------|------|------|
|  |  | 2008 | 2009 | 2010 |
| <b>Completed Applications</b>            |  | 2010 | 2409 | 2376 |
| <b>Offers of Admission</b>               |  | 457  | 685  | 597  |
| <b>Acceptance Rate (Percent)</b>         |  | 23   | 28   | 25   |
| <b>Number of Matriculants</b>            |  | 192  | 182  | 186  |
| <b>Yield (Percent of Offers)</b>         |  | 42   | 27   | 31   |
| <b>LSAT</b>                              | <b>75<sup>th</sup> Percentile</b>          | 162  | 162  | 163  |
|  | <b>50<sup>th</sup> Percentile (median)</b> | 159  | 161  | 161  |
|  | <b>25<sup>th</sup> Percentile</b>          | 156  | 158  | 158  |
| <b>UGPA</b>                              | <b>75<sup>th</sup> Percentile</b>          | 3.64 | 3.59 | 3.63 |
|  | <b>50<sup>th</sup> Percentile (median)</b> | 3.41 | 3.38 | 3.43 |
|  | <b>25<sup>th</sup> Percentile</b>          | 3.17 | 3.2  | 3.2  |
| <b>Women</b>                             | <b>Number</b>                              | 89   | 78   | 88   |
|  | <b>Percent</b>                             | 46   | 43   | 47   |
| <b>Minorities</b>                        | <b>Number</b>                              | 50   | 36   | 38   |
|  | <b>Percent</b>                             | 26   | 20   | 20   |

Admissions Data for the Current and Previous Two Academic Years

|                               | 2008  |       |      | 2009  |       |      | 2010  |       |       |
|-------------------------------|-------|-------|------|-------|-------|------|-------|-------|-------|
|                               | UDA   | FTA   | PTA  | UDA   | FTA   | PTA  | UDA   | FTA   | PTA   |
| <b># of applications</b>      | 2,010 | 1,872 | 838  | 2,409 | 2,268 | 992  | 2,376 | 2,257 | 1,007 |
| <b># of offers</b>            | 457   | 423   | 166  | 685   | 582   | 255  | 597   | 525   | 185   |
| <b>(as % of applications)</b> | 23    | 23    | 20   | 28    | 26    | 26   | 25    | 23    | 18    |
| <b># of Matriculants</b>      | 192   | 117   | 75   | 182   | 120   | 62   | 186   | 135   | 51    |
| <b>(as % of applications)</b> | 10    | 6     | 9    | 8     | 5     | 6    | 8     | 6     | 5     |
| <b>(as % of offers)</b>       | 42    | 28    | 45   | 27    | 21    | 24   | 31    | 26    | 28    |
| <b>LSAT - 75th Percentile</b> | 162   | 163   | 159  | 162   | 163   | 160  | 163   | 164   | 160   |
| <b>Median</b>                 | 159   | 161   | 157  | 161   | 162   | 158  | 161   | 162   | 158   |
| <b>25th Percentile</b>        | 156   | 157   | 155  | 158   | 160   | 156  | 158   | 160   | 155   |
| <b>UGPA - 75th Percentile</b> | 3.64  | 3.6   | 3.72 | 3.59  | 3.59  | 3.59 | 3.63  | 3.63  | 3.62  |
| <b>Median</b>                 | 3.41  | 3.39  | 3.48 | 3.38  | 3.43  | 3.29 | 3.43  | 3.43  | 3.33  |
| <b>25th Percentile</b>        | 3.17  | 3.17  | 3.21 | 3.2   | 3.22  | 3.06 | 3.2   | 3.23  | 3.03  |
| <b># of Women in Class</b>    | 89    | 57    | 32   | 78    | 51    | 27   | 88    | 65    | 23    |
| <b>(% of entire class)</b>    | 46    | 30    | 17   | 43    | 28    | 15   | 47    | 35    | 12    |
| <b># of Minorities</b>        | 50    | 37    | 13   | 36    | 20    | 16   | 38    | 25    | 13    |
| <b>(% of entire class)</b>    | 26    | 19    | 7    | 20    | 11    | 9    | 20    | 13    | 7     |

(37) Data on entering student racial and gender diversity are as follows:

| <b>MINORITY ADMISSIONS AND FIRST YEAR CLASS PROFILE<br/>2010</b> |                     |              |              |               |              |              |                     |              |              |
|--|---------------------|--------------|--------------|---------------|--------------|--------------|---------------------|--------------|--------------|
|  | <b>Applications</b> |              |              | <b>Admits</b> |              |              | <b>Matriculants</b> |              |              |
|  | <b>Men</b>          | <b>Women</b> | <b>Total</b> | <b>Men</b>    | <b>Women</b> | <b>Total</b> | <b>Men</b>          | <b>Women</b> | <b>Total</b> |
| <b>Hispanics of any race</b>                                     | 76                  | 78           | 154          | 37            | 28           | 65           | 10                  | 9            | 19           |
| <b>For non-Hispanics only:</b>                                   |                     |              |              |               |              |              |                     |              |              |
| <b>American Indian or Alaska Native</b>                          | 14                  | 18           | 32           | 1             | 6            | 7            | 0                   | 1            | 1            |
| <b>Asian</b>   | 88                  | 127          | 215          | 18            | 24           | 42           | 4                   | 8            | 12           |
| <b>Black or African American</b>                                 | 65                  | 105          | 170          | 12            | 21           | 33           | 4                   | 2            | 6            |
| <b>Native Hawaiian or Other Pacific Islander</b>                 | 3                   | 3            | 6            | 3             | 0            | 3            | 0                   | 0            | 0            |
| <b>Two or more races</b>   | 8                   | 5            | 13           | 1             | 1            | 2            | 0                   | 0            | 0            |
| <b>SUBTOTAL</b>  | <b>254</b>          | <b>336</b>   | <b>590</b>   | <b>72</b>     | <b>80</b>    | <b>152</b>   | <b>18</b>           | <b>20</b>    | <b>38</b>    |
| <b>Foreign National</b>  | 30                  | 35           | 65           | 4             | 11           | 15           | 2                   | 3            | 5            |
| <b>White</b>   | 819                 | 666          | 1485         | 182           | 197          | 379          | 67                  | 61           | 128          |
| <b>Unknown</b>   | 137                 | 99           | 236          | 28            | 23           | 51           | 11                  | 4            | 15           |
| <b>TOTAL</b>   | <b>1240</b>         | <b>1136</b>  | <b>2376</b>  | <b>286</b>    | <b>311</b>   | <b>597</b>   | <b>98</b>           | <b>88</b>    | <b>186</b>   |

(38) Admissions staff recruit at minority-majority colleges and universities, set up meetings with LAMBDA or GLBTQ organizations and their advisors, and mail bulletins, invitations, and targeted pieces to affinity group advisors and undergraduate affinity groups. The Law School participates in a number of minority-majority forums for students interested in law school and has implemented, created, hosted, co-hosted, or participated in numerous pipeline initiatives. Many of these programs were suggested by or are implemented with the active participation of law student affinity group members. School pipeline projects include law education and mentorship programs aimed at middle/secondary school students; "Balancing the Scales," an LSAC funded workshop for minority applicants; a "Minority Law Workshop," collaboration with two other law schools; the "Summer Law Institute;" and a collaboration with the Hartford Public School system.



(39) The Law School has not admitted students who were academically dismissed from other law schools. It may readmit one of its students previously dismissed for academic deficiency, as described above. The Law School has not readmitted any such student in the last two years. The Law School admits a small number of transfer and visiting students from ABA-approved law schools each year. It has not admitted transfer students from non-ABA-approved law schools and it has not admitted transfer applicants from foreign schools. The Law School may grant advanced standing for students from its "post-J.D." program under some circumstances. This must be initiated by a student request for faculty review and evaluation, and each case is handled individually.

(40) A substantial proportion of graduates take the Connecticut or New York Bar. The bar passage rates for these graduates are as follows:

| <b>A</b>             | <b>B</b>                                | <b>C</b>   | <b>D</b>  | <b>E</b>  | <b>F</b>                              |
|----------------------|---|--|---|---|---------------------------------------|
| <b>Calendar Year</b> | <b>Total Graduates In Calendar Year</b> | <b># of Graduates from Calendar Year NOT Taking Bar Exam</b> | <b>Graduates from Previous Years Taking Bar for FIRST Time in Calendar Year</b> | <b>Total First Time Takers Calendar Year (B minus C plus D)</b> | <b>70% of Total First Time Takers</b> |
| <b>2005</b>          | 216                                     | 26   | 31  | 221   | 155                                   |
| <b>2006</b>          | 238                                     | 43   | 30  | 225   | 158                                   |
| <b>2007</b>          | 182                                     | 28   | 47  | 201   | 141                                   |
| <b>2008</b>          | 185                                     | 20   | 34  | 199   | 140                                   |
| <b>2009</b>          | 208                                     | 27   | 43  | 223   | 157                                   |

- C = E.g., August or December grads who were unable to take the bar in their graduation year and May graduates who elected not to sit in their year of graduation.
- D = E.g., Grads from the previous year who sat for the bar for the FIRST time in the Calendar Year.
- E = Subtract C (non-takers) from B (graduates in Calendar Year) and add D (first-time takers from previous year). (B minus C plus D = E)
- F = Multiply E (total FIRST time takers in Calendar Year) x 70% = F

| A             | B  | C  | D                              | E   | F   | G  |
|---------------|--|--|--------------------------------|---|---|--|
| Calendar Year | Graduates Taking Bar FIRST Time In Calendar Year (from Column E above) | % of School's FIRST Time Takers Reported for Calendar Year | List of Jurisdictions Reported | ABA First Time Weighted Average Pass Rate for Calendar Year | School's Weighted Average Pass Rate for Calendar Year | Difference in Weighted Averages (School minus ABA) |
| 2005          | 221  | 95.78  | CT, NY                         | 79.21   | 89.09   | 9.88   |
| 2006          | 225  | 71.76  | CT                             | 82.89   | 88.82   | 5.93   |
| 2007          | 201  | 93.51  | CT                             | 87.97   | 83.33   | -4.64  |
| 2008          | 199  | 71.86  | CT                             | 88.28   | 92.31   | 4.03   |
| 2009          | 223  | 96.86  | CT, NY                         | 85.88   | 88.89   | 3.01   |

(41) The application for admission states: "Each applicant is strongly encouraged to secure information regarding character and fitness requirements from the jurisdiction in which they intend to practice. Many state bar examining committees require copies of your law school application; should your responses to us be different than your response to the bar examiners, it may result in a character and fitness hearing. For information regarding the Bar Examination including Character and Fitness please visit: <http://www.law.uconn.edu/student-handbook/admission-bar>." The linked section of the website provides extensive information about bar requirements including this statement: "First-year students are strongly advised to communicate with bar admission agencies in all jurisdictions in which they may wish to practice law, in order to determine the requirements for admission to the bar of those jurisdictions (including any requirements for registration upon entering or while attending law school). Most states require applicants to have graduated from an ABA-accredited law school, to take and pass one or more written bar examinations, and to demonstrate they possess the requisite "moral character and fitness" to practice law. Comprehensive information concerning bar admission requirements, including state-specific information and links to state bar examining agencies, is available through the website of the National Conference of Bar Examiners." Statements about character and fitness requirements appear on the instructions for submitting an application. The Law School website, in its FAQ's on the admissions page, states: "Applicants are therefore encouraged, prior to matriculation, to determine what those requirements are in the state(s) in which the applicant intends to practice" and links to the National Conference of Bar Examiners website for additional information.

(42) The Career Planning Center offers each student and graduate password-protected access to job postings, instructional materials, and personal materials and information. Students first interact with the office formally in November of their first year. Orientation, resume preparation, and career planning meetings are held. Each student

must schedule a one-on-one session with one of the counselors. Prior to the meeting, the student is supposed to attend a resume workshop and upload a copy of a resume and a survey. Counselors then try to prescribe a "curriculum" for the student based on the information from the student and a realistic assessment of the student's goals and aspirations. Counselors seek to suggest mentorships, events, interview techniques, and contact information focused on the particular student's areas of interest.

(43) Employment rates and types of employment for graduates from the last three years are as follows:

| Graduates from:  | 9/1/2006<br>8/31/2007 |    | 9/1/2007<br>8/31/2008 |    | 9/1/2008<br>8/31/2009 |    |
|--|-----------------------|----|-----------------------|----|-----------------------|----|
|  | #                     | %  | #                     | %  | #                     | %  |
| <b>Total Graduates</b>                                   | <b>182</b>            |    | <b>185</b>            |    | <b>208</b>            |    |
| Graduates whose employment status is unknown             | 4                     | 2  | 6                     | 3  | 9                     | 4  |
| Graduates whose employment status is known               | 178                   | 98 | 179                   | 97 | 199                   | 96 |
| Graduates who are enrolled in a full-time degree program | 3                     | 2  | 3                     | 2  | 4                     | 2  |
| Graduates who are unemployed and seeking work            | 3                     | 2  | 6                     | 3  | 12                    | 6  |
| Graduates who are unemployed and NOT seeking work        | 5                     | 3  | 5                     | 3  | 4                     | 2  |
| Graduates who are unemployed and studying for the bar    | 0                     | 0  | 0                     | 0  | 0                     | 0  |
| Graduates known to be employed                           | 167                   | 94 | 165                   | 92 | 179                   | 90 |

| Type of Employment                            |     |    |     |    |     |    |
|---|-----|----|-----|----|-----|----|
| Law Firms                                     | 85  | 51 | 96  | 58 | 87  | 49 |
| Business and Industry                         | 33  | 20 | 23  | 14 | 35  | 20 |
| Government                                    | 16  | 10 | 17  | 10 | 19  | 11 |
| Public interest                               | 5   | 3  | 4   | 2  | 4   | 2  |
| Judicial clerkship                            | 23  | 14 | 21  | 13 | 22  | 12 |
| Academia                                      | 5   | 3  | 4   | 2  | 12  | 7  |
| Unknown                                       |     | 0  |     |    |     |    |
| <b>Geographic Location</b>                    |     |    |     |    |     |    |
| In state                                      | 115 | 69 | 109 | 66 | 107 | 60 |
| Out-of-state                                  | 52  | 31 | 55  | 33 | 69  | 39 |
| Foreign countries                             |     | 0  | 1   | 1  | 3   | 2  |
| Unknown                                       |     | 0  |     |    |     |    |
| Number of states where graduates are employed | 14  |    | 13  |    | 16  |    |

(44) The Law School is an independent campus of the University and provides the following on-campus facilities and services: Registrar's Office, Business Office, Student Financial Aid Office, Career Planning Center, bookstore, a small gym, cafeteria, academic advising, a campus Police Department, athletic fields, local email, and a

website. The Registrar's Office on campus works with students on courses, scheduling, exams, and academic matters. Academic, financial, and other student records are managed in the PeopleSoft system. Registration takes place online. The Registrar's Office manages the registration of students for classes, the certification and granting of degrees, provision of essential data, and any release of student information. Late office hours for evening students are scheduled at least once a week, and appointments can also be made.

(45) The Law School publishes consumer information on its website and in other formats. There is a special page on its website devoted to disclosure of consumer information, including admissions data, tuition, fees, living costs, financial aid, refunds, enrollment data, graduation rates, composition and number of faculty and administrators, curricular offerings, library resources, physical facilities, placement rates, and bar passage. Transfer of credit for transfer students is covered on the website. Course offerings are listed accurately.

(46) No information was provided with respect to the establishment, publication, and compliance with policies with respect to addressing student complaints and the maintenance of records of student complaints.

#### Administration

(47) The Dean reports directly to the University Provost and Executive Vice President for Academic Affairs, who reports to the President. The Dean, Jeremy Paul, is full-time and is also Thomas F. Gallivan, Jr. Professor of Real Property Law. Dean Paul has been a faculty member since 1989, served as Associate Dean for Academic Affairs from 1999-2004 and as Associate Dean for Research from 2004-2007, and is tenured. Dean Paul was chosen after a national search conducted by the Search Committee, which included the Vice-Provost as Chair, a number of faculty members, two alumni, two students, and a professor from the University. The Search Committee, after consultation with the entire faculty, reported to the Provost of the University, who recommended the hiring of Dean Paul to the President. That choice was confirmed by the University Board of Trustees in 2007.

(48) The Law School is effectively administered and enjoys a supportive relationship with the University.

#### Information Resources

(49) The library staff is responsive to the needs of the Law School community as well as public patrons. The staff is an integral part of the School's educational program, especially its Lawyering Process program. One librarian co-teaches a section of Lawyering Process. Reference librarians train Lawyering Process teaching assistants and provide guest lectures on specific topics such as computer assisted legal research. Librarians teach research sessions in upper level courses as well.

(50) The library is fully autonomous from the University Libraries and is a division of the Law School. The Associate Dean for Library and Technology reports directly to Dean. The School has a faculty Library and Research Committee, and the Associate Dean is an ex officio member of that committee. The Dean delegates responsibility for the determination of library policy to the Associate Dean, who consults with the Dean, the Faculty Library and Research Committee, and the library staff. With appropriate advice and input of the Dean and others, she is responsible for the selection and retention of personnel, providing library and information technology services, collection development and maintenance of the collections, and strategic planning for library and technology services. She also prepares the library and technology budgets and submits those to the Dean to be included in his budget proposals for the Law School. Funding for the library is allocated by the Provost to the Dean, and the Associate Dean oversees the management of the library and technology services budgets.

(51) The Associate Dean for Library and technology is a very experienced law librarian with previous administrative responsibilities at other law school libraries. She has a J.D. and both an M.L.S. and M.B.A. She is a full member of the law faculty and has tenure and the rank of Professor of Law. She serves on faculty committees (currently serving on the Facilities, Library and Research, and Admissions Committees). She teaches Higher Education Law each year and has taught Advanced Legal Research in the past. The Associate Dean is an active member of the Dean's administrative group. She is a highly regarded, visible, and active member of the School community. She chaired the Self Study Committee in preparation for the 2011 site visit. She served as the interim Associate Dean for Academic Affairs for one semester (spring 2009). She is active in professional associations and is the current President of the American Association of Law Libraries.

(52) The law library provides a collection that meets the research needs of the institution, supports the teaching, scholarship, research, and service needs of the faculty, and serves the Law School's special objectives.

#### Technology Resources

(53) The Law School Information Systems department works closely with the University's Information Technology Services (UITs), but all Law School services remain under the supervision of the Associate Dean for Library and Technology and the Law School. The technical services staff includes seven full-time employees. The Associate Director for Information Systems position was open at the time of the site visit, but when filled, reports directly to the Associate Dean. The Law School's Director of Communications is responsible for the home page of the website, but content updating is the responsibility of each department.

(54) The Law School replacement cycle for technology is three years, and adequate equipment is available for faculty, administration, staff, and students. Faculty

expressed a desire for training on the effective use of technology in classes. Site visitors reported little use of technology in classes visited. Not all classrooms are appropriately designed for technology use. Faculty comments about classrooms indicate a strong interest in more white boards and a dedicated computer and/or laptop in each classroom.

### Facilities

(55) The Law School occupies five buildings in a campus setting. The buildings are historically significant, with the exception of the newest, the Thomas J. Meskill Library, built in 1996 and renovated in 2009. The buildings provide adequate class and seminar rooms: there are nine classrooms and five seminar rooms.

(56) Full-time faculty members have private offices. The Law School assigns at least one faculty office each semester to adjuncts. During a recent academic year, adjuncts were assigned two offices in the spring and three in the fall. Adjuncts can also use the faculty lounge and conference room as well as one of the 20 private study carrels. It is not clear whether the office space provided is adequate for student-faculty conferences, given the large number of part-time faculty. The law library can seat 919 users and has 330 carrels. Office space is provided for all professional staff members of the library.

(57) The Legal Clinic suite includes six faculty offices, a conference room, an office for the administrative assistant, and two offices for students, all in the portion of the third floor of Hosmer Hall that is easily accessible by steps and elevator. Some faculty offices on the same floor are not accessible to mobility impaired students. The clinic space is separated from the other areas of the School and provides separate space for the storage of confidential files and for client interviews.

(58) There are two courtrooms. Student organizations and journals occupy space in several of the buildings. Students commented that the space was adequate, but did express the need for more and better student organization spaces on the campus. Student gathering space is limited. Administrative services space is adequate, but dispersed among several buildings.

### Financial Resources

(59) The University of Connecticut's budget consists of both state appropriations and revenue generated by the University. There appear to be no concerns regarding the long-term viability of the institution or its ability to support the Law School. In FY2011, Law School tuition revenues will be approximately \$13.3 million. The tuition allocation from the University to the Law School, however, is \$20.7 million -- more than \$7 million in excess of the Law School's tuition receipts. The state allocation comes to the Law School with an understanding that the money will be spent according to the budget plan, but the School is given some flexibility to move funds within the allocation according to needs. Some of the allocation comes in the form of

services provided to the Law School by the University. The Law School is not charged with a share of operating costs. In FY2010, however, the University requested \$250,000 from the Law School's ledger funds in order to help the University cover its own deficits.

(60) Each January, the Provost conducts a meeting with the Dean and Law School representatives to review priorities and past expenditures. The Law School's finance director distributes budget requests. Feedback from faculty and staff directors is reviewed by the Dean and the Associate and Assistant Deans. The entire Law School community is able to review the budget proposal. The detailed budget request is submitted to the University Budget Office. The University is attentive to the Law School's needs and balances them with the needs of all the other Schools and Colleges. The process is factual, fair, and reasonable.

(61) There is consistent evidence of strong fiscal management at the University and at the Law School. The annual state allocations have exceeded the School's own revenue collections. The School may retain up to 2.5% of surpluses resulting from its management of that allocation for special projects or to cover deficits.

(62) The present resources available to the Law School are adequate to meet and sustain the program of legal education and to accomplish the Law School's mission.

**CONCLUSIONS:**

(1) The Committee concludes that it currently has insufficient information to make a determination as to the Law School's compliance with the Standards in the following respects:

- (a) Standard 306(g) and Interpretation 306-10, with regard to the requirement that a law school establish a process that is effective for verifying the identity of students taking distance education courses and protects student privacy in distance education. [See Finding of Fact (18).]
- (b) Standard 402(b) and Interpretation 402-4, with regard to the requirement that a full-time faculty member devote substantially all working time during the academic year to teaching, scholarship, service to the law school community, and professional activities. [See Finding of Fact (24).]
- (c) Standard 512(a), Standard 512(b), and Interpretation 512-1, with regard to the requirement that the Law School establish, publish, and comply with policies with respect to addressing student complaints and maintain a record of student complaints, along with the resolution of the complaints, during the most recent accreditation period. [See Finding of Fact (46).]
- (d) Standard 701 and Interpretation 701-2(3), with regard to the requirement that a law school provide sufficient office space for part-time faculty

members adequate for faculty-student conferences, and whether any inadequacy has a negative and material effect on the education students receive. [See Findings of Fact (35) and (56).]

(2) Based on its review of the site evaluation report, the Committee encourages the President and Dean to consider carefully the following issue relating to the Law School:

The requirement of Standard 704, with regard to technological capacity with sufficient hardware and infrastructure to support the teaching needs of the Law School. [See Finding of Fact (54).]

Although this matter does not require a response from the University and Law School, it nonetheless merits close attention and review.

**RESPONSE REQUESTED:**

(1) The Committee requests that the Dean of the University of Connecticut School of Law submit a report by May 1, 2012, providing all additional relevant information necessary for the Committee to make a determination as to the Law School's compliance with the Standards noted in Conclusions (1)(a)-(d), above.

- (a) With respect to Conclusion (1)(a), the Committee requests that the Law School provide information demonstrating a process that is effective for verifying the identity of students taking distance education courses and protecting student privacy, and any charges associated with verification of student identity.
- (b) With respect to Conclusion (1)(b), the Committee requests that the Law School provide information showing that the one faculty member who has an ongoing relationship with a firm or business has a full-time commitment to teaching, research, and public service, is available to students, and is able to participate in the governance of the institution to the same extent as full-time faculty.
- (c) With respect to Conclusion (1)(c), the Committee requests that the Law School provide information regarding policies established with respect to addressing student complaints and describe the method used for maintaining records of student complaints, including the resolution of complaints.
- (d) With respect to Conclusion (1)(d), the Committee requests that the Law School provide information regarding whether the office space provided for the 126 part-time faculty members was sufficient and adequate for faculty-student conferences.



(2) Upon review of the information provided by the Law School regarding Conclusions (1)(a)-(d), the Committee may, in accordance with Rule 13(b), determine that the Law School is not in compliance with the Standards.