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December 15, 2004

Dr. Philip E. Austin  
President  
University of Connecticut  
Storrs, CT 06269

Dean Nell Jessup Newton  
University of Connecticut  
School of Law  
55 Elizabeth Street  
Hartford, CT 06105

Dear President Austin and Dean Newton:

Attached please find the action taken by the Accreditation Committee at its meeting on October 28-30, 2004, with respect to the University of Connecticut School of Law.

The Committee's Findings and Conclusions do not reflect a comprehensive checklist evaluation of each Standard and each facet of the institution. Indeed, this Action Letter focuses, by the very nature of the process, essentially on concerns or possible non-compliance aspects 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.

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 and pending review by the House of Delegates of the American Bar Association.

**ACTION OF THE ACCREDITATION COMMITTEE**  
October 2004

At its October 28-30, 2004 meeting, the Accreditation Committee (the "Committee") considered the status of the University of Connecticut School of Law in connection with the report submitted by a Site Evaluation Team that visited the School on April 18-21, 2004 (the "Site Evaluation Report"). Professor Adrien K. Wing chaired the site evaluation team. Serving with Professor Wing were Professor Peter A. Alces, Provost Sandra S. Harper, Associate Dean Roger F. Jacobs, Gregory G. Murphy, Esq., Clinical Professor Arnold I. Siegel, and Dean Steven H. Steinglass. The Committee also had before it the response to the site evaluation report submitted by Dean Nell Jessup Newton, dated October 20, 2004 (the "response letter").

**FINDINGS OF FACT:**

**Introduction**

(1) The Connecticut General Assembly established the University in 1881, based on a gift of land and money from Charles and Augustus Storrs. Initially calling the institution the Storrs Agricultural School, several name changes followed until finally to the University of Connecticut in 1939. The University is accredited by the New England Association of Schools and Colleges, and is governed by a Board of Trustees. Today there are 15 schools and colleges, eight undergraduate degrees (103 majors), 13 graduate degrees (87 fields of study), and five professional degree programs. Besides the main campus in Storrs, the 26,000 students are located in six other towns, including Hartford, where the Law School is located.

(2) The University of Connecticut School of Law was founded in 1921 as the Hartford College of Law. Originally a proprietary night school, it reorganized as a not-for-profit, added a day division, and earned accreditation by the American Bar Association in 1933. It became a member of the American Association of Law Schools in 1937. On June 1, 1943, the Hartford College of Law merged with the University of Connecticut. After operating at a variety of locations, it moved to its present site in Hartford on Elizabeth Street in 1984.

**Self Study**

(3) The Law School Self Study was the responsibility of an eight-person committee chaired by the Associate Dean for Academic Affairs. The Self Study Committee began its work in fall 2002 and continued its efforts through February 2004. Faculty (who participated in a self study retreat), staff, students, and prominent alumni were consulted in crafting drafts

which resulted in the final report. The faculty formally ratified the Self Study on March 5, 2004.

(4) The Self Study described the program of legal education and noted its strengths and weaknesses. The report also explained how the program prepares its graduates for admission to the bar, for effective and responsible participation in the legal profession, and to deal with current and anticipated legal problems.

(5) The report described that since the last site evaluation in 1996, the School made nine tenure-track appointments, attracted an outstanding experienced Dean with a national reputation in Indian Law, filled critical faculty positions in CyberLaw and Legal History, and continued to hire and tenure productive, talented junior faculty.

(6) Particular strengths of the Law School are described as the following: increased student interest in the institution manifested by a significant increase in its applications and its yield rate from qualified students; a few unique niches (i.e. insurance and intellectual property) in which the School is able to develop national prominence; improving faculty productivity; significant curricular innovations since the last Self Study; administrative commitment to support efforts to enhance the scholarship of the faculty; an energetic, collegial, accessible faculty; an involved student body; and an increased number of graduates who find jobs as law clerks after graduation.

(7) The primary challenge identified by the Law School is its underdeveloped fundraising/friendraising efforts, necessary in light of budget constraints. Although not explicitly articulated in the Self Study, the Dean has stated concrete goals for improving the Annual Fund and the endowment. There is also a recognized weakness in the facilities mentioned in the Self Study, which weaknesses include a lack of an elevator in Hartranft Hall and the lack of central air conditioning throughout the campus.

(8) The Self Study does not state the mission of the Law School, set goals to improve the program, nor does it identify the means to accomplish unrealized goals.

#### Program of Legal Education

(9) The Law School operates a full-time division, part-time day, and a part-time evening division. The first-year curriculum was extensively redesigned in 1993 and has remained fundamentally unchanged since then.

This curriculum is a fairly traditional one, with the School offering building block courses in one semester rather than full year versions.

(10) First-year full-time students take a required program course in the traditional common law areas of Torts, Contracts, and Property, and the traditional public law courses of Criminal Law and Constitutional Law, as well as Civil Procedure and a year-long skills course, Lawyering Process. The students must also choose in the spring term a statutory/regulatory elective, an elective class shared with upper division students. The School typically offers between six and eight such courses each spring for the first-year students.

(11) Part-time students who begin in the evening division take Contracts, Civil Procedure, Torts, Criminal Law, Lawyering Process, and Moot Court during their first year. They complete the required Constitutional Law, Property, and statutory/regulatory electives during their second year. Typically there are three or four such electives offered for the smaller number of part-time students. Beginning in the fall 2003, Civil Procedure, Contracts, Constitutional Law, and Property were offered over the full year (two credits per semester) to expose incoming students to four different courses during the fall.

(12) To graduate, a student must complete successfully 86 credits in course work, field or clinical work, seminars, and research projects. Six of these credits may be earned in courses taken outside the Law School. Students enrolled in any of six dual degree programs must satisfy additional requirements as well. Only an upper class writing requirement and Legal Profession are required.

(13) The upper class writing requirement, a substantial and original work supervised through as many drafts as needed to reach near-publishable quality, may be satisfied through research and writing in conjunction with any elective course or seminar, or as a one-credit independent research project. A professor may permit no more than five students in a course to submit a paper in lieu of an exam. In addition, students may satisfy the requirement by completing a piece of publishable or near publishable quality, taken for a grade, for THE CONNECTICUT LAW REVIEW, THE CONNECTICUT JOURNAL OF INTERNATIONAL LAW, AND THE CONNECTICUT INSURANCE LAW JOURNAL. The faculty approved a proposal recently that would allow students to satisfy the requirement by work on THE CONNECTICUT PUBLIC INTEREST JOURNAL as well.

(14) The second and third (and fourth for part-timers) year curriculum is largely elective and contains a large number of courses. In a

representative year, the Law School offers at least 141 courses and 226 upper class and first-year sections in both divisions to enable students to satisfy the various credit and course load requirements. Certain courses are offered in multiple sections each year to assure that every student who wishes to enroll will have an opportunity to do so. Every effort is also made to ensure that these core courses are offered only slightly less frequently depending on student demand. There are many advanced seminars, interdisciplinary courses, seminars in specialized topics, and skills courses.

(15) The Law School offers two certificate programs, one in intellectual property and one in tax law. Each requires students to complete 15 hours of related course work. Only 15 students are accepted each year to the intellectual property program. There is no limit to the number of students in the tax law program.

(16) The current array of Legal Clinic programs is as follows. The Criminal Clinic - Trial Division is a full year program for 10 credits and approximately 12 students. The Criminal Clinic - Appellate Division also is a full year program for 10 credits and approximately eight students. The Tax Clinic is both a semester and year long program for 10 credits with eight full year students and six semester students. The Asylum & Human Rights Clinic is a one semester program, six credits per semester for eight to twelve students per semester. The Civil Appellate Litigation Clinic is a full year program, 10 academic credits offered to about eight students per year. The Mediation Clinic is offered one semester per year for four credits and eight to 12 students. Approximately seven students who have previously participated in a clinic will enroll in Advanced Clinic Fieldwork. The current array of Legal Clinics provides slots for roughly 66-71 students per year, which is below student demand.

(17) The Law School fields a variety of externship courses, in which students can obtain practice-based lawyering experience under supervision. In the fall 2003 semester, 64 students enrolled in externships; in the spring 2004 semester, 80 students were enrolled. Longstanding programs with substantial classroom components as well as fieldwork, include: the Judicial Clerkship Clinic; the Administrative Clinic; the Poverty Law Clinic; the Legislative Clinic; and the Health Law Clinic. Externships are generally up to three credits during the regular academic year and four credits in the summer. Externship clinics and individual externships, which are created for students when desirable in locations such as the Civil Liberties Union or the Commission on Human Rights and Opportunities, provide valuable opportunities for observation and reflection within the context of real practice.

(18) The Law School currently publishes four journals and is about to launch a fifth, CONNECTICUT INTELLECTUAL PROPERTY NOTES, an e-publication. With the approval of the faculty advisor, students who satisfactorily complete their review or journal responsibilities on three of those journals, THE CONNECTICUT LAW REVIEW, THE CONNECTICUT JOURNAL OF INTERNATIONAL LAW or THE CONNECTICUT INSURANCE LAW JOURNAL, may earn two ungraded academic units at the end of their last semester of school. The EPC, at its April 2004 meeting, approved a proposal from the Advisor and the Editor of THE PUBLIC INTEREST LAW JOURNAL which would allow for up to two units of academic credits to be awarded to its members. The full faculty approved the proposal at its May meeting.

Similarly, with the approval of the faculty advisor, members of the Connecticut Moot Court Board earn two ungraded units for participation in interscholastic contests such as the National Moot Court or Jessup International Moot Court Competitions. In the site team's meeting with student leaders, some expressed dissatisfaction because credit is not awarded for other co-curricular activities such as trial advocacy competitions.

(19) The Law School offers six dual-degree programs in conjunction with certain University of Connecticut graduate schools, as well as Trinity College and Southern Connecticut State University. These dual degree programs enable students who are separately admitted into each program to combine their studies by counting certain overlapping courses toward both degrees.

The Law School limits to 12 the number of units from outside the Law School that can be counted towards the J.D. degree. Thus a dual degree student must complete 74 units at the Law School. Each unit is equal to 700 minutes (14 hours times 50 minutes). Thus, a joint degree student must complete 51,800 minutes (74 times 700) at the Law School, which is more than 45,000 required by the applicable Standard.

(20) Distance learning is used only in administering the LL.M. courses to a limited number of insurance LL.M. students.

(21) The Law School requires a three-credit course in the Legal Profession for graduation. The course is taught by full-time faculty and adjuncts. The course is a traditional legal ethics course described as covering: the status and function of the legal profession; the importance of professional responsibility to the legal profession, to the administration of justice, and to society; the problems faced by practicing lawyers and the standards they should apply in their solution; and the duties of the attorney

to the client, to other lawyers, and the court, in the context of the adversary system.

(22) Examinations are given at the end of each semester and summer session. The length of examination generally reflects the number of credit hours of the course. The examination period is preceded by a reading period and a period for take home examinations. Regular examinations are scheduled over more than one week.

(23) Graduation requires an overall grade point average of 2.3 out of 4.0; successful completion of the first year with an average of 2.6 or better; successful completion of 86 credits; successful completion of a course designated as a statutory/regulatory course; successful completion off a course in legal ethics and responsibility; and successful completion of the upper class writing requirement.

(24) To assure compliance with the 20 hours per week work limit, the Associate Dean for Student Affairs gives a speech at orientation each fall - once for day division and once for evening division. She routinely mentions the rule that full time students may not work more than 20 hours per week. This rule is also mentioned at the mandatory orientation for 1L's run by the Career Services Office in November.

(25) The faculty policy on class attendance is as follows, "Regular class attendance is expected. . . Upon timely notice, instructors may require attendance at regular or specially called classes or relevant lectures, conferences and similar sessions and may, in the event of excessive absences, deny course credit." Professors may keep attendance records to implement the faculty policy, but are not required to do so. While an instructor may deny course credit, the instructor does not have the right to give a student an "F" for excessive absences. The site team observed few instances where attendance was actually taken in class. The faculty generally believes that classes are small enough that they notice when a student has excessive absences.

(26) The Law School now offers two LL.M. programs, in United States Legal Studies ("the International Program") and in Insurance ("the Insurance LL.M. Program"). Each program is headed by a Faculty Director whose teaching assignments are set accordingly.

#### Faculty

(27) The Law School reports 35 full-time faculty (32 tenured, three tenure-track) and five "405(c)" Contract" faculty, with a range of teaching

experience from 1 to 37 years. Members of the faculty hold the J.D. and advanced degrees from a broad cross-section of American law schools, as well as advanced degrees from Oxford University and The Free University of Berlin, with some concentration of J.D. and LL.M. degrees from Harvard, Yale, and Columbia. Many members of the faculty also have significant practice experience, ranging from 0 to 28 years with a large cohort that has less than five years of practice experience.

(28) The student/faculty ratio is reported as 12.5:1, and thus the size of the faculty is adequate for the Law School's instructional program. 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 have been provided by full-time faculty. Because the Law School has over the last two years enrolled unusually large first-year classes (due to higher than expected yields), it has made use of adjuncts in some first-year courses. Those adjuncts are in fact experienced law teachers from nearby law schools (Boston College, Quinnipiac, Western New England, and Yale).

(29) The Law School has enjoyed considerable success in recruiting and retaining a strong faculty. It continues to attract outstanding new faculty members. Recent (i.e., since the last site evaluation) tenure track (9) and long-term contract (1) hires include: two former U.S. Supreme Court clerks; two holders of Ph.D.'s in history; a former partner in a national law firm; leading scholars in Insurance law and Native American law; a returning international law expert and Rhodes Scholar who had left the Law School to teach at Oxford; the holder of a Georgetown LL.M. in taxation with substantial governmental and private tax experience; and a former Harvard Law Review editor who joined the faculty from a New York law firm.

(30) The Law School has in place anti-discrimination policies and engages in practices consistent with those policies. Faculty diversity has remained a priority since the last sabbatical program review. Each year minority candidates have been invited to campus and each year at least one candidate of color has received an offer. From the fall of 2001 through the fall of 2003, 14 minority candidates were invited to interview in Hartford, 11 accepted the invitation, and three received offers. Only one of those who received an offer accepted. She will begin in the fall of this year. An African-American male member of the Washington and Lee University School of Law faculty visited during the 2003-04 academic year.

(31) At present, the tenure-track and long-term contract faculty is one-third female, including two women of color. Three of the nine tenure-track hires since the last review were women. Two of the three hires joining



the faculty this fall 2004 are women, including a woman of color. Unfortunately, one senior white woman resigned to become the Dean at another institution.

(32) The team saw a variety of teaching approaches, including lecture, Socratic dialogue, and discussion of problems. It observed a considerable range of teaching effectiveness.

(33) The examinations reviewed seemed generally to test the students' ability to respond to sophisticated fact patterns and the professors' grading of them was consistently careful. There was one incident of testing via true/false and multiple-choice questions.

(34) There is no formal post-tenure review process; the Associate Dean for Academic Affairs monitors the teaching performance of tenured faculty in connection with teaching assignments. Untenured faculty are reviewed annually. Additionally, the Dean reads every tenured, tenure-track, and clinical faculty evaluation at the end of each academic year. She discusses with members of the faculty the strengths and weaknesses and their performance.

(35) In the last three years, 27 members of the tenured/tenure-track faculty have published some 90 law review articles, 13 have published a total of 60 books, 13 have published 31 book chapters, and 13 have produced 19 "other scholarly publications." A broad cross-section of the faculty is productive.

(36) The Law School does provide support for summer research and for sabbatical research leaves. The faculty expressed no concern about the level of that support. The Dean plans to implement competitive research leaves.

(37) The Law School includes public service as an explicit responsibility in the "Statement." Many members of the faculty are regularly engaged in public service activities that both enhance the professional and community stature of the School and, often, expose their law students to aspects of the legal profession they otherwise might not have the opportunity to appreciate.

(38) Each faculty member serves on three committees. The (six member) Faculty Appointments Committee and the (five member) Working Committee of the Personnel Advisory Committees are elected by the faculty. Only tenured faculty may serve on or participate in the election of members

of the Working Committee of the Personnel Advisory Committee. The Dean appoints faculty to the other Law School committees.

(39) The School maintains four different classifications of professional skills faculty (which includes clinicians): three members of the professional skills staff are tenured (one is the Director of the Lawyering Process program); three clinical faculty members have "long term" contracts (one of whom is the new Associate Dean for Academic Affairs - designate); two clinicians are funded by outside grants; and four teachers in the Lawyering Process program are full-time short-term contract employees.

(40) 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 making special use of adjunct faculty's particular expertise. In academic year 2002-03, adjunct faculty members taught roughly 8.3% of the contract hours in the day division and roughly 25% of the contact hours in the evening division. In both cases, this excludes those highly specialized courses that the School offers as a result of its LL.M. program in Insurance, but which are available to J.D. students. In academic year 2002-03, 52 adjuncts taught 42 upper division courses (some courses co-taught) and 16 more taught insurance courses open to LL.M. and J.D. students; 28 (including 10 in summer) practicing attorneys assisted as instructors in the first-year Moot Court and 21 in spring Lawyering Process courses.

#### Students

(41) For the class entering in the fall of 2003, the Law School received 3,532 total applications of which 2,561 were for the full-time day program, and 971 were for the evening program. Of those, 163 matriculated into the day program and 70 into the evening program. For the day program, the 75<sup>th</sup> percentile LSAT score was 163, and the 25<sup>th</sup> percentile LSAT score was 159. The 75<sup>th</sup> percentile undergraduate G.P.A. for the day program was 3.62, and the 25<sup>th</sup> percentile undergraduate was 3.15. For the evening program, the 75<sup>th</sup> percentile LSAT score was 158, and the 25<sup>th</sup> percentile score was 154; the 75<sup>th</sup> percentile undergraduate G.P.A. score was 3.62 and the 25<sup>th</sup> percentile score was 3.16. 53.4% of the day program and 47% of the evening program were women. 30% (49) and 20% (14) of the evening program were members of minority groups.

(42) The Law School has used its website to advise students to communicate with bar admission agencies to determine character and fitness

requirements for admission to the bar, and refers students to the National Conference of Bar Examiners' website for additional information on topics such as character and fitness. Following receipt of the Site Team's Report, on September 21, 2004, the Associate Dean for Academic Affairs wrote to all students advising them in detail about character, fitness, and other requirements for admission to the bar.

(43) Upon being admitted, each student is assigned a faculty member as an academic advisor. The actual use of the faculty advising services varies a great deal. In the natural course of things, it is not uncommon for students to develop close relations with faculty members other than those originally assigned to be advisors. Students stated no complaints about the quality for availability of academic advising and counseling.

(44) The Law School retained a new Director of Career Services in December 2003. She received high praise from all students interviewed. The Director has J.D. Degree, as do two of the other five persons at the Law School actively engaged in career placement.

(45) The Law School's bar pass results for first-time Connecticut Bar takers for the tests administered between July 2001 and July 2003 are as follows:

July 2001	90%
February 2002	94%
July 2002	88%
February 2003	96%
July 2003	94%

(46) Since the Site Team Report, the University of Connecticut School of Law Plan for Compliance with ABA Standard 211 has been submitted. This plan is reported to reflect the informal practice of the Law School over the past four years.

(47) The lack of accessibility within certain buildings is the major issue relating to disabilities at the Law School. It otherwise does not discriminate against the disabled. It has in place policies forbidding discrimination against the disabled. At one of the team's meetings with students, one person with a hearing disability complained that a professor refused to wear a transmitting device. The problem, however, was addressed and corrected by the Associate Dean.

(48) The chair of the Admissions Committee and former Dean reports that the Law School encourages students to engage in pro bono activities through the basic culture of the School. No formal program appears to be in place to encourage students to engage in pro bono activities. However, through the clinics and the public law interest group, students are clearly providing services on a pro bono basis.

(49) The Law School publishes its data on admissions, enrollment, tuition, fees, living costs, financial aid, graduation rates, composition and number of faculty, administrators, Library resources, physical facilities, employment placement rates, and bar passage rates in the Official Guide to ABA-Approved Law Schools. It also publishes a *Bulletin* and maintains a website.

#### Law School Administration

(50) The University of Connecticut operates on a decentralized model with regard to the day-to-day activities of its schools and colleges. The Law School provides input on University-wide policy matters through service on University committees by many Law School faculty, staff, and the Dean. The Dean reports directly to the Provost and Executive Vice President for University Affairs, who in turn reports to the President of the University.

(51) The Law School has its own offices of admissions, student finance, career services, registrar, faculty support services, bursar, development, alumni relations, and student/disability support services. All of these offices have some contact with University counterparts. In addition to the full time Dean, there are two associate deans and two assistant deans.

#### Information Services

(52) The Law Library has developed a panoply of services to support teaching and research. Reference service is provided when there is substantial use of Library facilities: until 5pm three days, 7pm two days, and 9pm two days each week. Moreover, reference service is also provided by telephone, e-mail, and through live chat on the Web. A rapid response e-mail service has provided a prompt electronic turnaround of information requests by faculty.

(53) Present holdings including 152,500 titles (ABA ranking 60<sup>th</sup> nationally), 80,000 print titles (ranking 58<sup>th</sup>, and 519,200 volume/volume equivalents (ranking 49<sup>th</sup>). The Library maintains 5,500 active serial subscriptions (ranking 53<sup>rd</sup>), including 4,300 serial titles (ranking 71<sup>st</sup>). The Library indicates that the scholarly legal periodical collection is in excess of

1,200 titles. The periodical collection represents the publishing of all significant American legal publications as well as the more important legal publications in English from around the world.

(54) The Law Library Director, Professor Darcy Kirk, is a tenured member of the law faculty with the rank of Professor of Law. She teaches advanced legal research, serves as a member of the Dean's cabinet, and has held influential positions on other Law School committees.

(55) In addition to the Law Library Director, there are eight and one-half full-time professional positions. Also, there are eleven and one-half full-time library support staff positions, which includes one full-time employee who is also in charge of all law student campus employment.

(56) The Law Library has been aggressive in adopting and applying computer technology to information delivery. The use of electronic systems for automated interlibrary loans and digital transfer of legal information in support of research is at the cutting edge of library technology. Its extensive microform collection, 215, 000 volume equivalents (ranking 48<sup>th</sup> nationally), is well supported by first-line microform reader/printers.

(57) The Information Services Department is led by an Associate Director for Information Services who reports to the Director of the Law Library. She presently has a staff of four, including a network administrator, a webmaster systems administrator, a computer technician, and a help desk lab manager.

(58) The Technology Department is advised by a faculty computer technology committee comprised of the Information Services Director, Library Director, Associate Dean for Academic Affairs, and four-five faculty members, as well as student representatives. Department activities are guided by a commendable plan which sets out goals and strategies for the evolutionary improvement of technology services. The plan is dated March 2002, however, and should, because of rapid technology development, be updated to reflect current issues of concern.

(59) Technology hardware and software support are quite robust and stable. The major threat to the School with its modest-sized staff, particularly a staff which, like the Library, has been plagued by continuing vacancies, is that a minor crisis (a worm, an illness, a server, or even a single workstation crash) could expand to major proportions.

### Facilities

(60) The Law School currently fills the available space allocated to it on the existing campus. The area also features many mature trees, well landscaped lawns and gardens, creating a pastoral effect typical of a more rural place. The site is clearly a highlight of the School, mentioned by both students and faculty. There are six Collegiate Gothic style buildings, five constructed between 1922 and 1926. The most recent addition is the spacious 1996 Library, which was built using stones from the same quarry as the older structures. The Hartford Seminary, which originally occupied the campus is now located directly to the south. The School is bounded on the north by Hartford College for Women, on the east by the Connecticut Historical Society, and on the west by the residential neighborhood.

(61) Potential long-term future expansion of the Law School's programs is linked to the unresolved matter of whether the School will achieve access to an additional building. The State has not yet advised the School whether the space in Mackenzie Hall will be made available to the School. If this space will not be made available, then the Law School could develop alternative plans for securing the space necessary to support its ambitious program of legal education, including expansion in faculty, administrative staff, and courses, as well as maintaining small class size, and accommodating student co-curricular and extra curricular organizations and activities – all potentially impacting the education students receive now or in the future.

(62) The facilities situation has improved considerably since 1997. Significant funds have been allocated to the University through both UCONN 2000, and now the 21<sup>st</sup> Century UConn campaigns. \$5.5 million came to the Law School from the former fund, and \$15 million is slated to come through the latter fund. However, there is a pressing need to deal with accessibility issues.

### Finances

(63) The location of the Law School in Hartford less than 30 miles away from the main campus presents special budgetary challenges and opportunities. The University has recognized the costs caused by this geographic separation and has been willing to support financially the special needs of the Law School in such areas as security, technology, the Library, and student services.

(64) The University appears to be a financially stable institution with strong support throughout the State. Indeed, there has been an unprecedented decade of support for the University from the State.

(65) The Law School has benefited from and will continue to benefit from the State's capital improvement programs. The Law Library, which was completed in 1996, was a direct result, and a number of other planned improvements to the physical structures of the School of Law are funded through this program. In addition, a number of costs that typically do not come from a capital improvement program, such as Law Library acquisitions, are supported by it.

**CONCLUSIONS:**

(1) Based on its review of the Site Evaluation Report, the Committee encourages the President and the Dean to carefully consider the following issues related to the School of Law:

- (a) Standard 202(a), with regard to the Law School's lack of specificity in establishing priorities to improve the program and identification of the means by which the school intends to accomplish its stated goals and aspirations. [See Finding of Fact (8).]
- (b) Standard 210(a), with regard to increasing the number of faculty of color. [See Finding of Fact (31).]
- (c) Standard 212, with regard to accessibility of facilities. [See Finding of Fact (47).]
- (d) Standard 701, with regard to lack of space for expansion to meet current and future educational objectives. [See Finding of Fact (61).]

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