I. MISSION OF COLLEGE OF LAW & BRIEF HISTORY

A. Mission of the College of Law

The College of Law’s mission is to provide a high-quality legal education that enables its students to enter the legal profession and to continue their professional development through self education and learning from others. Our mission may be expressed in the themes of the University of Wyoming’s tripartite mission of teaching, research and service.

Teaching – to provide a high quality legal education that includes the following:

- Broad substantive and procedural legal knowledge
- Training in factual and legal analysis
- Training in written and oral communication
- Appreciation of the standards of ethics and sense of public responsibility that characterize the legal profession
- Experiences in the practice of law (such as clinics and externships)
- Training in legal research
- Advocacy training
- Understanding of the broader contexts of the law (such as social, technical, and economic)

Research – to contribute to the knowledge and development of the law and educational methods, serve the legal profession and the public, and enhance our own professional competence through production of high-quality legal scholarship.

Service – to provide service to the University of Wyoming, the State of Wyoming, and the legal profession through activities such as the following:

- Supporting UW’s academic plans, as appropriate, in such areas as environment and natural resources, economic development, Rocky Mountain history and culture, and ethics
- Working with the Wyoming Bar Association
- Offering Continuing Legal Education
- Participating in AALS and ABA programs and activities
- Consulting with and assisting the courts and other government bodies
- Providing clinical programs that assist prosecutors, public defenders, and eligible clients
• Contributing to law reform
• Participating in civic activities

B. History

1. University of Wyoming

Organized in 1886, the University of Wyoming (UW) began operations on September 6, 1887 in Laramie, Wyoming, in one building (Old Main), with five professors, two tutors, and 42 students. From its beginning, UW stated expressly that there should be no restrictions on enrollments based on race, creed, or sex.

A land-grant institution, UW continues as the state’s only provider of baccalaureate and graduate education, academic research, and educational outreach services. In addition to its main campus in Laramie, UW now operates the UW/Casper College Center, nine outreach education centers across Wyoming, and Cooperative Extension Service centers in each of the state’s 23 counties and on the Wind River Indian Reservation.

Since its initial founding, the University has grown to include seven colleges: Arts and Sciences, Agriculture, Business, Education, Engineering, Health Sciences, and Law. Additional academic units include the Graduate School, which administers graduate programs other than law and pharmacy; the Outreach School, recently reorganized to expand on-line courses as well as traditional credit and non-credit programs for the people of the state of Wyoming; the Helga Otto Haub School of Environment and Natural Resources, founded in 1994 to foster an interdisciplinary approach to issues in the area; and the School of Energy Resources, established by the Wyoming State Legislature in 2006.
More than 180 programs of study are offered to the 13,000 UW students. In addition to its on-campus and off-campus instruction and research, the University provides a wide variety of informational, service, cultural, and athletic programs to its constituents throughout the state.

2. *College of Law*

Founded in 1920, the UW College of Law was approved by the American Bar Association and became a member of the Association of American Law Schools in 1923. Since then, the law school has granted 2,908 LL.B. and J.D. degrees.

At first, the school grew slowly. Graduating classes averaged three students from 1923 to 1929, eight students from 1930 through 1947, and 18 students from 1930 through 1947. For the past six years, graduating classes ranged from 65 to 84, averaging about 75.

Adapting to its student growth, the College of Law expanded its physical facilities. It began occupying just one floor of the University library building and moved to a modern and separate facility in 1953. The College of Law entered its current building in 1977 and completed a significant enlargement in 1993 that added considerable library space, a large seminar classroom, and other rooms. In 2005, the College completed substantial renovation for technological and other enhancements for two classrooms.

Similarly, the College of Law increased the numbers of faculty members, course offerings, support programs, and library holdings as the student body grew and the expectations for lawyers expanded. These developments are discussed in greater detail in other areas of the self study.
Although the UW College of Law remains the smallest in the country with about 230 full-time students, its alumni boast many state and federal judges, business executives, Wyoming governors, state and federal legislators, a U.S. Ambassador to Ireland, and a Director of the Institute of Politics, Kennedy School of Government, Harvard University.
II. DESCRIPTION OF SELF-STUDY PROCESS

Dean Parkinson appointed a Self-Study Committee in April 2006. The committee consisted of the Dean, Assistant Dean Denise Burke, Associate Dean and Professor Dee Pridgen (Chair), and Professors Reed Benson, Diane Courselle, Stephen Feldman, Harvey Gelb, and Law Library Director Tim Kearley. Billie Addleman, a 2003 graduate of the College and member of the Wyoming Bar Association/Law School Liaison Committee, also agreed to serve on the Self-Study Committee. Professor Michael Smith was appointed to join the Committee in September 2006.

The Self-Study Committee met on May 1, 2006 to devise a plan for its activities. It developed a timeline for the self-study process and divided up primary responsibility for authoring the various sections. Since the College had engaged in an academic planning process that culminated in a 2004-2009 Academic Plan finalized in December 2003, the Committee agreed to be guided by the ongoing College Academic Plan in its development of the current Self-Study. The Committee agreed to submit drafts of the sections and of responses to the Site Evaluation Questionnaire as they related to each section by mid-September 2006. When the Committee met in September, it decided to prepare a survey to obtain the faculty’s opinions about specific goals and other issues to be covered in the Self-Study. The survey was distributed to the faculty in three segments in October and November 2006.

The College held a series of three faculty meetings in October and November 2006 to discuss the self-study draft and the results of the faculty survey. The first meeting focused on the Mission Statement and Program of Legal Education, the second focused on Faculty and Information Resources and Technology and the third covered
Administration, Students, Facilities and Financial issues. In addition, the Committee circulated a draft of the Self-Study to the student body, the staff, and the Alumni by posting a copy on the College website and asked for online and written comments from these various groups. The Committee also held separate meetings with law students, the staff, and the Wyoming Bar Association/Law School Liaison Committee (the latter by telephone conference). A final draft of the Self-Study was approved unanimously by the faculty on January 24, 2007.

The text of this Self-Study is organized to parallel the sections of the Site Evaluation Questionnaire. Thus, the remaining sections are: Program of Legal Education, Faculty, Students, Administration, Information Resources, Facilities and Financial. The final section, Summary of Goals, Concerns and Strategies, contains a reprise of the concerns and strategies stated at the end of each of the prior sections, to provide a type of “executive summary” for the convenience of the reader.
III. PROGRAM OF LEGAL EDUCATION

The faculty is in the process of reviewing the College of Law’s curriculum in order to ensure that our graduates gain the knowledge, skills, and values necessary for them to succeed in the professional world. We started this review process in earnest in 2005, when the faculty held a weekend retreat facilitated by consultant Greg Munro, a longtime law faculty member at Montana and an expert on law school curriculum design. Two faculty committees then translated the results of that retreat into a set of seventeen “learning outcomes” for our students, which have now been distilled down to seven:

1. Understand and explain the basic principles of foundational legal subjects well enough to apply them to real world scenarios.

2. Demonstrate the ability to think like a lawyer by identifying all the relevant facts and legal issues in a problem and interpreting and applying the law to them to support a persuasive conclusion.

3. Write a wide variety of professional quality materials, such as research papers, memoranda, legal opinions, contracts, and litigation documents, as well as documents intended for a lay audience (e.g., clients and policy makers).

4. Speak effectively in a variety of settings, including public presentations, legal and non-legal, and one-on-one or small group meetings.

5. Apply a broad understanding of legal processes and forums and of alternative means of dispute resolution to the solution of legal problems.

6. Research legal questions in a thorough manner.

7. Show the good judgment and practice skills necessary to comply with ethical rules, and demonstrate professionalism, civility, integrity, and compassion.

After developing these learning outcomes, we sent a survey to all faculty members asking them to explain how the courses they currently teach help students attain these learning outcomes. For each one of his or her courses, each faculty member was asked to identify which learning outcomes the course helps students attain, which
assignments or activities are related to these learning outcomes, and how these assignments or activities are currently assessed. The results of this faculty survey will allow us to create a “map” of our existing curriculum in relation to these learning outcomes.

We believe our existing curriculum is generally sound, and we do not necessarily anticipate wholesale changes as a result of this process. We believe, however, that this systematic approach to evaluating our curriculum will help us ensure that all of our graduating students achieve competence in all seven learning outcomes.

A. First Year and Core Curriculum

1. First year curriculum and required second-year courses: We have not changed our set of required courses in several years. First year students take six credits each of Property, Contracts, and Torts, three credits each of Criminal Law and Civil Procedure, and two credits of Constitutional Law, along with Legal Writing and Research (3 credits) and Appellate Advocacy (1 credit). Second-year students all take three credits each of Constitutional Law, Civil Procedure, Professional Responsibility, and Evidence. Each of these courses has generally been taught in a single section, except for Legal Writing and Research and Appellate Advocacy, which are taught in four sections of about twenty students.

The College of Law’s current Academic Plan states that first-year students would learn more effectively if they “had a fundamental understanding of the procedures and structure of the legal system, as well as an introduction to legal reasoning.” It calls for development of a first-year course in introduction to law and legal reasoning, either as part of the first-semester curriculum or as part of an expanded orientation program for
incoming students. We have not yet established such a course, largely because we have not decided on the structure and content of such a course or on the changes to the existing first-year curriculum that would be required in order to accommodate it. The faculty agrees on the need to ensure that students gain the relevant knowledge and understanding in their first semester of law school and has asked the Curriculum Committee to study this issue and develop recommendations on how best to revise the first-year curriculum.

The Academic Plan also calls for dividing some of the large required courses into two sections in order to improve the learning environment for students, but this proposal is not currently a top priority for the College of Law. Many members of the faculty have questioned whether the benefits of sectioning first-year courses would be worth the cost and potential problems. Our students generally seem to oppose the idea. And a recent ABA survey showed that many law schools have done away with small sections of first-year courses. As our faculty grows, we may well section some of the large required courses, but we expect to continue teaching most of these courses in a single large section.

2. Legal Writing: For several years, the College of Law has had a well-defined plan for its legal writing program: hire a full-time legal writing director to provide direction and coordination for the program, and use full-time faculty to teach all sections of the first-year Legal Writing course.

We are now implementing this plan. In 2006 we hired Michael Smith as our first Director of Legal Writing. A leading scholar in the field, Michael taught most recently in the highly-rated legal writing program at Mercer Law School. Michael and other full-
time faculty members are teaching all of the Legal Writing sections this year, and we intend to continue this arrangement.

We are now in the process of significantly reforming our legal writing program. In the upcoming months, Michael will assess and make recommendations in six areas of the legal writing curriculum. First, he will review the first year legal writing curriculum and evaluate it against nationally recognized best practices. Second, he will evaluate the ways by which the College of Law satisfies the upper-level legal writing requirement of the ABA accreditation standards. Third, he will review other courses in the current curriculum that contain a substantial legal writing component. Fourth, he will evaluate opportunities for new upper-level legal writing electives, particularly in the areas of legal drafting and advanced persuasive writing. Fifth, as an advocate of the pervasive approach to legal writing instruction, Michael will evaluate opportunities to incorporate a writing component into other courses in the curriculum. Sixth, he will consider opportunities for special co-curricular writing workshops, such as workshops on scholarly legal writing (for seminar students and law review participants), judicial opinion writing (for students serving as judicial clerks), and law review editing.

B. Upper Division

The College of Law has made limited revisions to its upper division course offerings in recent years. Some of the changes largely involve updating and rearranging established courses; for example, we changed a three-credit course in Commercial Paper to a two-credit course in Payment Systems and a one-credit course in Electronic Payment Systems. Other than seminars, only two entirely new courses (Legislation and Native
American Natural Resources) have been added to the permanent curriculum in the past five years.

Our faculty is open to expanding the upper division curriculum, particularly if the ongoing review of our curriculum demonstrates a need for one or more new courses. In the recent past, our faculty has been cautious about adding new electives, largely for practical reasons. Our student body and our faculty are quite small compared to most law schools. Moreover, our students have relatively few hours available for true elective courses; of the 88 credits required for graduation, 42 are required and nine are so-called required electives. With their 37 hours of true electives, many of our students emphasize bar courses, clinics, and skills courses such as trial practice. (As noted below, students since 2005 have been required to take at least one course from a menu of courses that provide skills training.) As a result, our more specialized upper-division electives tend to have relatively small enrollments.

Although we have offered several specialized courses in recent years, these courses have largely been offered through the use of visiting and adjunct faculty. Under the general heading of “Special Topics in Law,” we have offered these courses on a temporary or experimental basis. This approach has worked nicely for courses such as Immigration Law, Children and the Law, and International Business Transactions, which we may or may not want to add to the curriculum in the future.

The College of Law’s current academic plan calls for expansion of the upper-division curriculum in two substantive areas (in addition to clinics, externships, and skills courses, as discussed below). First, the plan proposes to develop and expand the business curriculum, especially in cooperation with other units on campus, with the goal of
encouraging economic development and entrepreneurship in Wyoming. Second, the plan calls for expanded offerings on international topics, perhaps in conjunction with other law schools through the internet or compressed video. The faculty will consider other areas, such as energy law, as possible priorities for expansion.

C. Classroom Techniques (including use of classroom technology)

A major addition to the College of Law’s Academic Plan was the Seven Principles for Good Practice in Legal Education. With the goal of improving the learning environment for students and faculty alike, the plan states that we will focus on the following principles:

1. Encourage greater levels of student-faculty contact.
2. Encourage greater levels of cooperation among students.
3. Encourage more active learning.
4. Enhance students’ opportunities to perform, both orally and in writing, and to receive prompt feedback.
5. Emphasize both the quantity and the quality of time invested by students and faculty.
6. Communicate our high expectations to students.
7. Respect our students’ diverse talents and ways of learning.

Our faculty employs an increasingly diverse set of teaching methods. Socratic dialogue, lecture, class discussion, simulations and field trips are still used extensively, but many faculty members now supplement these techniques by using various kinds of instructional technology in the classroom. PowerPoint is now a fairly common teaching tool among our faculty, and several members project paper documents or internet images in some of their classes. Three of our classrooms are now set up for the “clicker” system, which instantly records and compiles student responses, and we expect several of our faculty members to employ this technology once a few technical bugs are worked out. In addition, several members of the faculty are using online teaching tools such as TWEN.
Over the next several years, we expect more and more of our faculty members to use a wider range of instructional technology, both within and outside of the classroom, particularly now that we have an in-house IT staff person who can help train and support faculty in using it.

**D. Professional Skills Courses (including clinics)**

The College of Law’s current Academic Plan reflects commitment to enhancing our students’ proficiency in the skills necessary for the successful practice of law. This goal is to be “accomplished through development of specific skills courses, integration of skills into existing courses, and enhancement of clinical and externship programs.”

Substantial progress has been made toward that goal.

Currently, the College of Law offers a variety of professional skills courses and clinical programs. First year law students are required to take a legal writing and research course and an appellate advocacy course. (The developments in our Legal Writing Program are discussed in a previous section.) A course in civil pretrial practice has been added since the last site visit. In the spring of 2005, the College of Law faculty adopted a new requirement that students, during their second or third year, take at least one of the following skills courses: Advanced Appellate Advocacy, Advanced Legal Research, Alternative Dispute Resolution, Business Planning, Civil Pretrial Practice, Estate Planning, Lawyering Skills, Trial Practice, or one of the clinical programs. In addition, many faculty members have integrated practical skills into their substantive courses, including requiring students to draft motions and memos, complete tax returns, and present testimony in simulated legislative hearings. Several courses also have problem-based learning components.
The faculty also has been committed to increasing the number of skills courses taught by full-time faculty. This has included recent hires of full-time faculty whose responsibilities include teaching trial practice and alternative dispute resolution.

In the past four years, we have increased the number of clinical programs from three to five. The clinics currently offered are the Defender Aid, Prosecution Assistance, Legal Services, Associated Students of the University of Wyoming (ASUW), and Domestic Violence (DV). The ASUW and DV clinics are the most recent additions and operate under the umbrella of the Legal Services clinic.

The clinical programs operate pursuant to Wyoming Supreme Court rules permitting third-year law students to practice law under the supervision of a UW law professor or Wyoming Bar member. Each clinical program is designed to expose students to a wide range of real experiences in the practice of law. The programs are available during the academic year to third-year students and during the summer to rising third-year students. Students receive three credit hours per semester, graded Satisfactory-Unsatisfactory, and are required to devote a minimum of 150 hours to the program. In the interest of maximizing the students’ educational experience, enrollment in the clinical programs is limited. Acceptance into a clinic is by lottery; however, almost all students who desire the benefits of clinical experience are able to spend at least one semester in a clinic.

Full-time, tenure-track faculty members with substantial experience in law practice directly supervise the Defender Aid, Prosecution Assistance, and Legal Services Clinics; the ASUW and Domestic Violence Clinics operate under the auspices of the Legal Services Clinic and are supervised by the Assistant Faculty Supervisor to the Legal
Services Clinic, a similarly experienced full-time adjunct faculty member. Each clinic supervisor works directly with the student interns. A student director is appointed for each program to help the faculty supervisor administer the program. Both the Prosecution Assistance and Defender Aid Clinical Programs are housed in the College of Law. The Legal Services Clinic and its associated ASUW and Domestic Violence Clinics are housed a few blocks away in the University Annex Building.

The Prosecution Assistance Clinical Program assists Wyoming County and Prosecuting Attorneys and the Wyoming Attorney General's Office in criminal matters in the trial courts and the Wyoming Supreme Court. Most students who enroll in the clinic choose between (1) working in the office of a County or Prosecuting Attorney; and (2) working under the supervision of the faculty director in handling criminal appeals. Whichever option the student chooses, he or she is also required to devote time to staffing the clinic office, where students field calls from County and Prosecuting Attorneys and provide requested assistance with legal research and the preparation of legal memoranda. All Prosecution Assistance students also are required to attend weekly classroom sessions.

Students who elect to work in the office of a County or Prosecuting Attorney perform tasks assigned by the office's attorneys, including the following: preparing motions, motion responses, jury instructions, and trial briefs in circuit and district courts; handling preliminary hearings in felony cases; and handling criminal trials (principally misdemeanor cases in circuit courts, although students may have the opportunity to take part in felony trials in the district courts). Students who elect instead to work on appeals are assigned to represent the State in one or more criminal appeals. These appeals are
assigned to the clinic by the Wyoming Attorney General. Representation of the State includes preparation of an appellate brief and the presentation of oral argument to the Wyoming Supreme Court.

The Wyoming Defender Aid Clinical Program provides post-conviction legal assistance to indigent persons convicted of crimes in the Wyoming state courts. Students, supervised by the faculty director, prepare briefs and present oral arguments before the Wyoming Supreme Court, prepare motions for sentence reduction, and represent defendants in other post-conviction matters, including state post-conviction proceedings, state and federal habeas proceedings, and certiorari petitions to the U.S. Supreme Court. Satisfying Defender Aid's many requests for help requires that student interns actively participate in all facets of representation, including corresponding with clients and prospective clients, interviewing clients at the penitentiary, engaging in legal research, preparing petitions for relief, and participating in judicial proceedings. All Defender Aid students also are required to attend weekly classroom sessions.

In the Legal Services Program, third-year law students provide legal representation to low-income persons with civil legal problems that do not generate fees. Students also represent inmates at the Wyoming State Penitentiary and the Wyoming Women's Center on civil matters. Accordingly, the clinic's caseload consists of juvenile matters (child abuse and neglect), domestic relations (divorces and custody disputes), appeals involving the denial of government benefits (social security, Medicare, etc.), and other miscellaneous matters. With supervision, student interns interview and counsel clients; draft and prepare pleadings, including complaints, answers, motions, discovery requests and responses, settlement agreements, and legal memoranda; negotiate with
lawyers who represent adverse parties; represent clients at depositions; prepare for, appear at, and conduct trials and administrative hearings; and represent clients on appeals. They work with county prosecutors, Department of Family Services social workers, mental health professionals, battered women's and children's advocates, and child support enforcement officers. They appear regularly in Wyoming State District and Circuit Courts, as well as before Federal Administrative Law Judges and State Hearing Officers. When necessary, students appear in the Wyoming Supreme Court, United States District Court, and the United States Court of Appeals for the Tenth Circuit.

In cooperation with the Wyoming Coalition Against Sexual Assault and Domestic Violence, the Legal Services Program was expanded in the summer of 2002 to include a Domestic Violence (DV) clinic. Each semester, six student interns are assigned to represent victims of domestic violence in obtaining family violence protection orders, stalking orders, divorces, or custody decrees. Students in the DV clinic must either be currently enrolled in or have taken the Domestic Violence and the Law course or be willing to get additional training, which may include taking the forty-hour SAFE advocacy training program the next time it is offered.

In the fall of 2004, the Legal Services Program again expanded to include the ASUW legal assistance clinic. Two students work in the ASUW clinic under the supervision of Dona Playton, the Assistant Faculty Supervisor of the Legal Services Program. The clinic students represent fee-paying students at the University of Wyoming in civil matters (there is a University Students' Attorney, but that office can provide advice only). The ASUW clinic handles such matters as landlord-tenant issues, divorces, child custody modifications, requests for domestic violence protection orders, and
requests for civil stalking orders. The ASUW clinic will not represent one student against another.

The Legal Services Programs also involve a classroom component of eight two-hour training sessions, which cover such topics as client counseling skills, representing abused women, representing clients with substance abuse problems, civil practice in Albany County courts, and representing clients in juvenile court matters.

The response of the Wyoming judiciary to the clinics’ student attorneys has been enthusiastic, both on and off the bench, and in trial and appellate courts. For example, in the fall the clinics hold a joint all-day seminar to introduce clinic students to important issues regarding practice and professionalism. Each year, at least one member of the Wyoming Supreme Court and at least one state or federal district judge have given presentations to the clinic students at the seminar.

The opportunities for additional expansion of the College of Law’s clinical offerings are limited. Given the size of our student body, virtually every student interested in having a clinical education experience is able to have one. Indeed, in a few recent years, some of the clinics have operated at less than full student capacity. Clinical faculty members are exploring ways to increase student awareness of the benefits of clinical training.

Co-curricular activities, discussed in a later section, such as law review and student competitions provide additional opportunities for development of professional skills.
E. Professional Responsibility Instruction

All second-year students are required to take a three-credit Professional Responsibility course taught by Professor John Burman (although a few students take such a course at another law school). A senior faculty member and award-winning teacher, John writes a regular column on legal ethics for the Wyoming Bar Association magazine, *Wyoming Lawyer,* which keeps him in close touch with the full range of ethical issues that arise in the practice of law. In Professional Responsibility, students examine the duties of attorneys to their clients and the public under the Model Rules of Professional Conduct and case law. This course also considers the history, goals, structure, duties, values, and responsibilities of members of the legal profession.

Many faculty members also incorporate discussion of ethical issues in their substantive or skills courses. Discussion of ethical issues is also a critical component of the clinical programs.

F. Externships

Our externship program has placed students with judges, state and local agencies, and non-profit organizations, to give them hands-on experience in law practice. The College of Law allows second- and third-year students to receive up to two credit hours per semester in the externship program, subject to a maximum of four hours over their law school careers. Government or nonprofit organizations may submit externship proposals to the faculty. The proposals must include a detailed description of the educational benefits of the program, the nature of the work to be performed, the background and experience of the supervisor, and the extent of the supervision. Only externships in which the student is performing legal work under the direct supervision of
a practicing attorney or judge may be approved. In order to obtain approval, a proposal must meet educational objectives and standards set by the faculty. The same criteria established by the faculty for approval of other courses in its curriculum form the basis of these standards.

Students must perform a minimum of fifty hours of work for each credit hour received and may not receive remuneration for their work. Also, the student must prepare one or more written papers or memoranda relating to work performed during the externship, which are evaluated by the faculty member. Students are evaluated by the faculty member and the field placement supervisor prior to the granting of credit on a satisfactory or unsatisfactory basis. A student may not take a clinic and an externship in the same semester.

Externship placements that have been approved include the Federal District Court of Wyoming, the U.S. Magistrate for the District of Wyoming, the Wyoming Supreme Court, the Wyoming District Court in Albany County, the Wyoming Attorney General’s Office, the U.S. Attorney’s Office, the Federal Public Defender’s Office, the Wyoming Public Defender’s Office, the Department of Revenue and Taxation–Board of Equalization, Protection and Advocacy, the University of Wyoming Office of the University Attorney, Child Support Services of Wyoming, and Wyoming Coalition Against Domestic Violence.

We have just begun a comprehensive review of our externship program. The first, and most important, step in that process has been to hire a full-time faculty member, Johanna Bond, one-half of whose position is dedicated to coordination of the externship program. In past years, lack of faculty resources meant that coordination of the
The externship program was usually assigned to a faculty member as an overload. In addition to hiring Johanna to coordinate the externship program, we have formed an advisory faculty committee to assist her evaluation of and efforts to improve the externship program. The externship advisory committee will also examine the relationship between some aspects of the clinical programs and the externship program.

The review process will include site visits with current externship placements and consideration of other ways to improve the students’ learning experiences. Johanna has already conducted a few classroom sessions for all current externs to improve communication about their experiences and to provide for guided reflection on what they have learned.

We have had strong support from our regular externship placement supervisors, and we usually receive at least one or two requests for approval of new placements each year. We have proceeded cautiously in approving new permanent placements until we have completed our comprehensive review of the externship program, although several have been approved on a short term basis. Among the challenges to significant expansion of the externship program is the fact that the number of placements available in Laramie is limited; most placements are at least 45 miles away in Cheyenne, and some even farther.

G. Evaluation of Scholastic Achievements

The College of Law uses the traditional letter grading system of A through F (with minus grades for A and plus and minus grades for B, C, and D), calculated on a standard four-point system. All courses are graded on this basis except law review, the
clinical courses, student competitions, and externships. The latter are evaluated on a satisfactory/unsatisfactory basis.

In most substantive law courses, students are evaluated by an examination at the end of the course. However, several professors use mid-term and practice exams or take-home assignments as an additional basis for assessing student achievement. Some faculty may also allow a research paper or problem analysis to be submitted as an additional or alternative basis for assessment. Inclusion of class participation as part of the final grade is a matter of faculty discretion. Some substantive courses do not feature a traditional final exam and instead use a paper or oral presentation as a basis for evaluation. This is most common in seminars and skills courses.

Students must complete 88 credit hours to graduate from the College of Law. Details of the graduation requirements and standards for good standing, academic probation, etc., are included in the Site Evaluation Questionnaire. Basically, a student must maintain a 2.0 GPA to remain in good standing and to graduate.

Grade distributions for all courses are distributed to all faculty members at the conclusion of each semester and are also available to students in the law school library. The College of Law has no formal grading policy but instead relies on this distribution of information to establish norms that will be followed by the faculty. Nonetheless, the AALS 2005 survey on grading policies, showing that some 80% of schools surveyed do have formal grading policies, has raised the issue of whether the College of Law should examine the desirability of establishing a formal grading policy and/or mandatory grading curve. Such a policy could address such issues as grade inflation and disparities in grading among courses, course sections, and instructors.
Since 2001, the College of Law has participated in the University’s Assessment Coordinators Committee, being represented on that committee by Associate Dean Pridgen from 2002 to 2005, and from 2005 to the present by Assistant Dean Burke. This Committee develops programs to encourage colleges to enhance their efforts to assess student learning in ways that comport with current learning theory. The College has an assessment plan, included in the 2003 Academic Plan, which involves stating student learning outcomes and reviewing the curriculum and assessment methods within the College to determine if our graduates are in fact achieving these outcomes.

H. Resident Study

The College of Law currently requires students to have six semesters of full-time (min. 12 hours per semester) resident study to graduate. Given the recent changes to the ABA standards regarding resident study requirements for law schools, we intend to review our requirements in the near future. That task has been assigned to the Academic Policies and Procedures Committee.

I. Co-Curricular Activities

In 2000, our law journal changed its name from *Land and Water Law Review* to *Wyoming Law Review*. As the new name indicates, the *Wyoming Law Review* is intended to be more of a general-purpose law journal than its predecessor, although it still has a division for Land and Water Law. By whatever name, the College of Law’s sole journal has a strong tradition of publishing quality scholarship and providing important information to Wyoming attorneys. *WLR* publishes two volumes per year, and an editorial board of eight students is primarily responsible for selecting and editing articles. Reed Benson is the new faculty adviser for *WLR*, taking over for Debra Donahue.
Most of our students participate in one or more of our intramural “moot”
competitions: trial, appellate, environmental, and client counseling. The student Board of Advocates organizes these competitions, each of which is advised by a full-time faculty member. The top teams from these competitions advance to regional or national tournaments, and members of the teams representing UW in these approved competitions receive one academic credit per competition. Most of the students who enter an intramural competition will never go on to the regional or national level, but all of them gain valuable skills and experience.

Guest speakers provide another important co-curricular opportunity for our students. The annual Carl Williams Lecture (established by a generous gift from an alumnus) has brought in some of the most famous speakers, including Justice Sandra Day O’Connor in 2004, former judge and special prosecutor Kenneth Starr in 2005, and famed civil rights attorney Morris Dees in 2006. In addition, the College of Law and various student organizations have brought in many outstanding speakers on a wide variety of topics, particularly during the annual celebration of Law Week in October.

J. Pro Bono/Public Service Opportunities

In keeping with the ABA requirement that we provide students substantial opportunities for pro bono service, the College of Law’s current academic plan acknowledges that as we prepare future legal professionals, we have a responsibility “to foster commitment to public service.” We embrace a broad notion of service, which encompasses both legal and non-legal work. We have taken several measures to promote public service and are exploring what more we can do.
1. **Student Efforts:** We have supported the efforts of the student group, Wyoming Law Students for Equal Justice. A few years ago, WLSEJ surveyed the first year students and found that students had strong interest in pro bono work, but many did not favor mandatory service. WLSEJ has sought to educate students about and connect students with available pro bono service opportunities. In addition, WLSEJ provides educational forums on access to justice and other public service issues. In 2006, WLSEJ helped arrange a staging of a play, *The Exonerated*, regarding wrongfully convicted death row inmates, followed by a “community dialogue” panel discussion on death penalty issues.

WLSEJ has fostered an offshoot group, the Public Interest Law Fund, which raises money to provide grants for law students to engage in summer employment with non-profit agencies. The law school community has been very supportive of the PILF’s efforts; this past year PILF raised enough money to fund three student grants.

In 2006 and again in 2007, the College of Law awarded summer stipends to four students for work in a government agency or nonprofit group involved in environmental protection or natural resources conservation. We hope to secure long-term funding for these stipends, known as the Berry Conservation Fellowships.

2. **Law School Sponsored Activities:** For the first time this fall, mandatory participation in a service activity was required for incoming students during orientation. The University has an office dedicated to connecting members of the University community with available volunteer opportunities in the community. The College of Law coordinated with that office to come up with the volunteer activities for orientation. In addition, the students’ service activities were followed by a debriefing session at which
student reactions and reflections were discussed. The activities were well received by the students, and we likely will continue this service learning component of the orientation program.

Students participating in the clinics and in many externship placements also provide significant public service. Most individuals represented by the clinics otherwise would be entirely without legal representation or meaningful access to justice. Moreover, most clinic students put in far more hours than they are ever compensated for with academic credit.

In recent years, several students have been recognized by the state bar for their outstanding public service commitment and activities. In addition, for each of the past five years, the College of Law has selected a clinic student to be the law school’s recipient of the Clinical Legal Education Association’s outstanding clinical student award. Those students are recognized in the Commencement program and at the annual Honors Banquet.

Many law school sponsored speakers have emphasized lawyers’ responsibilities to engage in public service. In particular, the Carl Williams endowed lecture series on law and ethics has consistently brought in renowned lawyers and judges dedicated to public service.

The faculty has discussed options for increasing pro bono/service opportunities, but has recognized the constraints imposed by a limited budget, a small population base (both in Laramie and throughout the state), and a small State Bar. The Dean has discussed possible partnerships with the State Bar to provide additional pro bono opportunities, but no firm plans have yet been developed.
Many of our students quietly engage in significant public service that escapes the notice of the College of Law community. We are exploring ways to bring increased attention and recognition to these accomplishments.

3. **Career Planning and Placement**: The Career Planning and Placement Office has made a concerted effort to advise students about public service career options and current pro bono service opportunities. This effort includes making resources on public service work readily available to students. We have recently hired a new director of the Career Planning and Placement Office, and we expect that she will continue and improve the work begun in this area.

4. **The Faculty**: The faculty recognizes its obligation to lead by example. As set out in the current Academic Plan, “[f]aculty members are committed to continuing their history of service by providing leadership in their areas of expertise, serving on state and national bar and other law reform committees, and participating in continuing legal education programs for the bar and community educational programs on legal issues.” In 2002, faculty member John Burman received the State Bar’s Pro Bono Service award for his commitment to pro bono service, and in 2005 he was recognized by the state public defender system with their Gideon Award for his commitment to providing access to justice to low-income persons. Associate Dean Dee Pridgen has regularly coordinated and participated in forums on consumer rights. Other faculty members regularly speak to bar and community groups, serve on boards for non-profit organizations, and serve on law reform committees. In addition, some faculty members provide pro bono consultation in cases affecting the public interest. We are exploring ways to bring
increased attention and recognition to the public service activities and accomplishments of our faculty.

K. Interdisciplinary and Specialized Programs

The College of Law now allows all students to count six credit hours of approved graduate-level courses from outside the law school toward its graduation requirements. Each year, several of our students take advantage of this opportunity to develop their skills and knowledge in a discipline other than law. In addition, several courses in the College of Law consistently attract a few graduate students from elsewhere on campus.

Currently, the College of Law offers only one joint degree program, a J.D./Master’s in Public Administration. Over the past few years, a handful of students have pursued this opportunity; two students graduated with a J.D./M.P.A. in 2006. We also offer a joint J.D./M.B.A. in conjunction with the College of Business, but the program has been moribund since the College of Business changed its requirements several years ago.

The College of Law’s current academic plan calls for expanded interdisciplinary efforts in at least two areas. First, in business: the plan states that “the College will seek opportunities with other UW units to develop cooperative efforts” in support of economic development and entrepreneurship, especially in Wyoming. Second, in the environmental and natural resources field: the plan states that the College of Law “will seek greater connections with the School of Environment and Natural Resources and opportunities to collaborate in academic areas such as ecology.” The plan also notes that
we are considering a program for a joint J.D./Master’s in Environment and Natural Resources. We have discussed this prospect with the leaders of the School of Environment and Natural Resources, and we have recently developed a proposal that will soon be ready for consideration by the UW Graduate School and the College of Law faculty. Other joint degree programs, including a law/psychology program, may have potential future development.

The College of Law does not offer a certificate program, whereby a graduating student could earn a certificate for completing a course of study in a particular area of law along with his or her J.D. There has been some discussion of a possible certificate program in natural resources and environmental law, and several students expressed support for such a program in the course of the self-study. If the faculty is open to the concept of a certificate program, we may see further proposals to develop such programs in other areas of law.

L. Academic Support

Until 2006, the College of Law’s academic support program was styled a “retention” program, in which an experienced adjunct faculty member would work with low-achieving students to help them improve their academic performance and stay in school. In 2006, we set out to establish a new academic support program, starting with the hiring of Michael Duff, a full-time faculty member who has taken on academic support as one-half of his teaching load. The Student section of the self-study document has more information on our plans for the academic support program.
M. Concerns and Strategies

The foregoing material identifies a number of our concerns regarding the College of Law’s program of legal education, as well as our strategies for addressing them. This final subsection briefly summarizes our major concerns and strategies in this area.

1. **Concern: Curriculum Assessment.** We have no comprehensive assessment of our current curriculum in terms of how individual courses help students attain one or more of our seven key learning outcomes. ABA standards require that law schools periodically conduct a general review of their curriculum to ensure adequate preparation of the school’s graduates to participate effectively and responsibly in the legal profession. (Interpretation 302-8).

   **Strategy:** We are completing a survey whereby faculty members identify learning outcomes addressed in each of their courses, and we will use the results of that survey to “map” our curriculum in relation to the seven key learning outcomes. The results of the curriculum map can in turn be used in connection with curriculum review.

2. **Concern: An Introductory Legal Reasoning/Process Course.** In their first semester of law school, our students are not adequately introduced to legal reasoning and to the procedures and structure of the legal system.

   **Strategy:** As part of a broader review of the curriculum, we will consider adding a new first-semester course that will provide an adequate foundation in these key areas.

3. **Concern: The Legal Writing Program.** Our legal writing program has not been as effective as we would like it to be.
**Strategy:** We have brought an outstanding legal writing director onto the faculty, and he is working on significant revisions to strengthen our legal writing program both for first-year and upper-division students.

4. **Concern: Upper-Level Electives.** Students need more exposure to specialized courses, such as those focused on legal skills, international law, business law, and environmental/energy resources law, due to the increasing complexity of legal practice. Because the College of Law has a small student body and our students have a relatively large number of required credit hours, many of our upper-division electives have small enrollments, and we are therefore reluctant to add many new electives.

**Strategy:** We are considering a number of options that may allow us to enrich our upper-division curriculum, such as offering more courses only in alternate years, reducing required hours, or increasing the size of the student body.

5. **Concern: The Externship Program.** Our externship program has suffered from a lack of resources and clear strategic direction.

**Strategy:** We have brought on an experienced faculty member who has taken on the externship program as one-half of her teaching load, and we have created a committee that will work with her to strengthen the externship program and to examine its relationship to existing clinical programs, such as Prosecution Assistance.

6. **Concern: Formal Grading Policy.** There may be some disparity among different courses and instructors regarding distribution of grades, which could lead to grade inflation and/or a sense among students that grades can be predicted depending on the course or instructor. At the present time, the College of Law has no formal policy on grading, relying mainly on peer pressure through the dissemination of grade distribution
statistics to all faculty to keep grades within a certain norm. According to an AALS study published in April 2005, about 80% of law schools have a formal grading policy, and of those that do, 70% are mandatory.

Strategy: We will refer the issue of developing a formal grading policy to the academic policies and procedures committee for further discussion.

7. Concern: Pro Bono Activities. The College of Law has no established pro bono program, and the pro bono opportunities available to our students currently are somewhat limited.

Strategy: We are working to expand our students’ opportunities to engage in pro bono work through a variety of means, ranging from supporting student efforts to adding a volunteer service component to first-year orientation, and we will continue to explore new approaches in this area. We also are working to improve communication about available service opportunities and about the significant service efforts already engaged in by our faculty, staff, and students.

8. Concern: Specialized Expertise. Our students who want to gain some measure of expertise in a particular area of law have limited opportunities to do so, in part because we offer fewer specialized courses than most law schools.

Strategy: The Academic Policies & Procedures Committee is looking at two possible strategies that may be attractive to students who want to focus on a particular area of law: (1) expanding joint degree programs, and (2) establishing one or more specialized certificate programs for students who fulfill certain requirements beyond those needed for a J.D.
IV. FACULTY

A. Size and Qualifications

As of the fall of 2006, the College of Law has the equivalent of 18.5 full-time permanent teaching faculty, for a student/faculty ratio of 13:1. Eleven teaching faculty hold the rank of professor, five are associate professors, and four are assistant professors. (The positions of Dean, Associate Dean, and Library Director are considered half-time teaching positions. The persons in these positions hold full professor rank.) All those currently holding the rank of professor have tenure. There are also two persons who hold the position of faculty of the law library, which qualifies them for extended term appointments after a five year probationary period. These two faculty members teach two sections each of the one-credit course in Legal Research each fall semester. The assistant dean holds an “academic professional” position and teaches a seminar course once a year. One of our full time permanent teaching faculty members is on a leave of absence to serve the Governor of Wyoming as the State Public Lands Commissioner.

Most of the faculty has had substantial practice experience. The teaching and practice experience of the permanent full-time teaching faculty is summarized in the Online Site Evaluation Questionnaire. The permanent full-time faculty has six members between 8 and 15 years out of law school, nine between 16 and 25 years out of law school, and four are over 25 years out of law school.

**Faculty Members’ Years Out of Law School**

<table>
<thead>
<tr>
<th>Years out of law school</th>
<th>Number of Faculty Members</th>
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<tbody>
<tr>
<td>8-15</td>
<td>6</td>
</tr>
<tr>
<td>16-25</td>
<td>9</td>
</tr>
<tr>
<td>Over 25</td>
<td>4</td>
</tr>
</tbody>
</table>
The faculty received degrees from 16 schools, as shown below:

<table>
<thead>
<tr>
<th>J.D.’s</th>
<th>L.L.M.’s</th>
<th>J.S.M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>Florida</td>
<td>Stanford</td>
</tr>
<tr>
<td>Chicago</td>
<td>Georgetown</td>
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<tr>
<td>Colorado</td>
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<tr>
<td>Florida</td>
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<tr>
<td>Gonzaga</td>
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<tr>
<td>Harvard (4)</td>
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<tr>
<td>Illinois</td>
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<tr>
<td>Iowa</td>
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<td></td>
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<tr>
<td>Loyola New Orleans</td>
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<tr>
<td>Michigan (3)</td>
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<tr>
<td>Minnesota (2)</td>
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<tr>
<td>New York University</td>
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<td>Oregon</td>
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<tr>
<td>Wyoming</td>
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</tbody>
</table>

The College of Law has four distinguished professorships or chairs. Winston S. Howard, a 1930 alumnus and formerly senior partner at Sherman & Howard, in Denver, created a professorship that was launched in 1991, matched by state funds, to “recognize and retain a distinguished professor of law who has outstanding abilities as scholar and teacher.” This professorship provides a salary supplement for a three-year term. Three professors have held the chair since the last ABA inspection: Elaine Welle from 1999-2003 (one year was sabbatical leave), Debra Donahue from 2003-2006, and Reed Benson commencing in 2006.
The Centennial Distinguished Professorship was funded by private donations matched by state funds to honor the centennial of the University of Wyoming. Its purpose is the same as that of the Winston Howard Distinguished Professorship, and it also provides a three-year salary supplement. Three professors have held the chair since the last ABA inspection: John Burman from 1999-2002, Theodore Lauer from 2002-2005, and Timothy Kearley since 2005. Recipients of both professorships are selected by a committee consisting of the dean and the distinguished professorship incumbents.

In 2002, the College hired Stephen M. Feldman as its first Jerry W. Housel/Carl F. Arnold Distinguished Professor of Law. This professorship is funded by a private endowment, does not have a limited term, and allowed the College to add a full-time permanent position to the faculty.

In 2004, Harvey Gelb assumed the first Kepler Chair in Law and Leadership. While this chair was intended by the donor to provide an additional faculty line, the endowment income was temporarily insufficient for that purpose. Consequently, the income has been awarded as a temporary salary supplement to an existing faculty member who fits the criteria set by the donor. It is expected that within the next several years, the College will be able to hire a full time faculty member to fill this chair.
**Professorship or Chair Holders since 1999**

<table>
<thead>
<tr>
<th>Centennial Distinguished Professorship</th>
<th>Winston Howard Distinguished Professorship</th>
<th>Jerry W. Housel/Carol F. Arnold Distinguished Professorship</th>
<th>Kepler Chair in Law and Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theodore Lauer, 02-05</td>
<td>Debra Donahue, 03-06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timothy Kearley, 05 to present</td>
<td>Reed Benson, 06 to present</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Recruitment**

The Faculty Appointments Committee, composed of three to five members, usually including the dean, has handled recruitment. The chair advertises any available College of Law faculty positions in the AALS placement bulletin and sometimes in other publications. Each AALS résumé received by the committee is read and evaluated by at least two members of the committee. A delegation of committee members screens selected candidates at the AALS hiring conference, and 2-4 candidates are interviewed on campus for each vacant position. The faculty then meets to discuss the candidates and votes their preferences regarding which candidate to recommend for a job offer. An effort is made to reach a consensus, or at least more than a bare majority.

The College of Law added four new faculty beginning in the fall of 2006, including faculty filling three new lines. Within the next five years, the College plans to fill a new endowed position on a permanent basis. In most years, however, the College
has no new faculty lines to fill; the primary goal of recruitment efforts has been to fill existing vacancies.

Appointments of visitors to the faculty generally have been made by the Dean in consultation with the faculty. Since the last self-study, four visitor appointments have been made, two of whom were E. George Rudolph Distinguished Visiting Professors. Adjunct faculty are screened and hired by the Dean with assistance from the Associate Dean, sometimes with input from faculty members. The aim is to find the most qualified individual. Adjuncts are used to enrich the curriculum in specific subject areas and to bring their practical experience to bear on skills courses. With the recent hiring of four new tenure-track faculty members in 2006, our use of adjuncts has been reduced considerably as a general matter and has been eliminated entirely from first-year required courses (with the exception of two sections of the Appellate Advocacy course).

Since the fall of 1999, three women have been hired for permanent positions on the teaching faculty, and three women left the faculty. One senior male faculty member retired, and two other tenured male professors and one untenured male professor left for academic positions in other schools. We have hired eight men and five women for permanent positions (teaching, library, and administration) since the fall of 1999, including three persons of color. Of our 18 permanent full-time teaching faculty, seven are women.

The College of Law has several goals in faculty recruitment. The College aims to recruit and retain a highly qualified and diverse faculty, who collectively possess a high degree of competence, as demonstrated by their education, experience in teaching or practice, teaching effectiveness, and scholarly research and writing. Thus, we will continue to recruit high-quality faculty when we either have a line to fill or a new line is created. We also seek to create an institutional environment and a salary structure that encourages outstanding faculty members to stay at Wyoming long term.
As a result of recent hires, much progress has been made in the areas of faculty diversity and expansion of the curriculum. On the horizon are prospects for filling an endowed chair and/or an endowed visitorship. In filling these types of endowed positions, the College aims to recruit the best available candidates in subject areas to be determined by the future direction of the College. The faculty continues to support strongly the goal of ethnic and gender diversity in faculty hiring. In addition, there is support among the faculty for a continued expansion of endowed positions.

C. Teaching

The College of Law prides itself on cultivating excellent classroom teachers. Indeed, since the last site visit, three of our professors have received the University-wide Ellbogen award for meritorious classroom teaching. Also, our mission statement emphasizes that we strive to help students acquire certain knowledge and skills crucial for their professional development.

The standard College of Law teaching load is, and has been, 12 credit hours per year, although a few may teach one hour more or one hour less per year. The allocation of this responsibility varies. For example, some faculty members teach four 3-hour courses; others teach three 3-hour courses, a 2-hour course, and a 1-hour seminar. Some faculty members receive teaching credit for supervising student activities, such as law review, externships, or academic support. In addition, many of our faculty members have roles as faculty advisors to student competitions or student organizations, without any formal teaching credit. Administrators and program directors may teach fewer actual credit hours.

Effective written communication is crucial to a lawyer’s success. To that end, the College of Law is committed to improving its program of writing instruction. The College took a first major step in that direction by hiring Michael Smith as the first Director of the Legal Writing Program. Beginning in the fall of 2006, Professor Smith brings a wealth of experience in legal writing, having taught for years in the award-
The winning program at Mercer College of Law. (See the section on Program of Legal Education for a more complete description of the legal writing/research program.) At present, all sections of the first-semester legal writing course are taught by full-time, tenure-track or tenured faculty. The second semester legal writing course – Appellate Advocacy – is taught by tenured faculty and adjunct faculty.

The College is also committed to assisting those students who find the academic rigors of law school difficult to master. For that purpose, the College has recently established an Academic Support Program, which provides assistance to students in their class work, in exam preparation, in their writing, and in preparing for the bar exam. Michael Duff is the first Director of the new Academic Support Program, which started in the fall of 2006. (See the section on Students for a more complete description of the Academic Support Program.)

The College aims to advance the teaching effectiveness of the faculty. This is done through annual performance evaluations, in which the Dean takes into account student course evaluations. For untenured faculty, classroom visits provide a way for tenured faculty to comment on and mentor colleagues. The College further promotes teaching effectiveness by providing support and encouragement for faculty who attend teaching workshops sponsored by, for instance, the AALS or the University's Center for Teaching and Learning. We might also consider expanding classroom visits to tenured faculty members’ classes, perhaps as “master” classes, or otherwise promote more informal exchanges of ideas regarding teaching effectiveness. Finally, the College will always need to rely to some extent on adjuncts and visitors to enrich the curriculum and provide courses that otherwise could not be provided. The College will continue to strive to improve the orientation and training of adjuncts and visitors. Moreover, while adjuncts and visitors are primarily evaluated through student evaluations, the College will consider other methods of evaluation, such as classroom visitations.
D. Scholarship

The College of Law faculty members have been vigorously engaged in numerous and diverse scholarly projects since the last self-study, conducted in 1999. The faculty has published (or will soon publish) books on subjects ranging from Consumer Law: Cases and Materials (Professor Pridgen, 3d edition forthcoming 2007) and Consumer Protection and Credit (Professor Pridgen, 2006), to Professional Responsibility (Professor Burman, forthcoming), to Free Expression and Democracy (Professor Feldman, forthcoming). Faculty have published essays in books as well as book chapters on the Endangered Species Act (Professor Donahue, 2005) and Water Law (Professor Benson, 2005).


The College currently supports the faculty’s research and scholarship activities through staff support, research assistants, library assistance, summer stipends, travel funds, reduced teaching loads, and sabbatical leaves, as needed.
The faculty’s overall goal is to maintain the high quality and quantity of its
diverse scholarship. We seek especially to encourage and support non-tenured faculty in
their research projects so that they can become permanent, productive faculty members.
We also wish to encourage, assist, and reinvigorate senior faculty engagement in
scholarship. Cooperation and communication among the faculty about their scholarly
efforts are needed to enhance our collective scholarly output. Faculty seminars,
workshops, presentations, and simple information sharing could help us to achieve these
goals. For instance, faculty might inform colleagues about their scholarship through
annual reports to the dean as well as notifications and articles in the alumni newsletter.
We will encourage faculty to share works-in-progress with colleagues. In recent years,
some faculty members have presented their recent projects in noontime colloquies. We
will continue to encourage such activities. We also hope to increase the visibility of
faculty scholarship both inside the University, among other UW departments and
colleges, and outside the University, in Laramie, Wyoming, and the nation.
Communications regarding faculty scholarship via the law school website, press releases,
mailings, and e-mailings should be increased.

The faculty has an interest in encouraging and creating opportunities for
interdisciplinary research. Such faculty scholarship could be facilitated and diversified
by seeking enhanced interaction between College of Law faculty and other UW faculty.
In particular, the College faculty might seek greater connections with the School of
Environment and Natural Resources (ENR) and opportunities to collaborate in academic
areas such as ecology. We are also considering a joint JD/ENR masters program.

In sum, the College aims to continue contributing to the advancement and
understanding of the law and legal education. The Tenure and Promotion Policy of the
College specifies the precise scholarship expectations for untenured faculty. Scholarship
expectations of tenured faculty are set forth in individual job descriptions.
E. Service

The faculty as a whole is quite active in service activities at all levels - college, university, state, nation, and the world. For instance, all of our faculty members serve on law school committees (see section on governance). Most of them serve on university committees of various types, including the Advisory Committee of the University Center for Teaching and Learning, the University Tenure and Promotion Committee (of which one faculty member serves as Chair), various search committees, the Assessment Coordinators’ Committee, the Board of the School of Environmental and Natural Resources, the Faculty Senate, the Graduate Council, the Library Council, and many others. Faculty members serve on boards or committees of local nonprofit groups, such as the public library or the local hospital. The college also has faculty members serving as pro bono consultants to the state legislature and state government. The law faculty regularly present Continuing Legal Education lectures or organize conferences, panels, or lectures at the College that help educate the bar, the students, and the general public. They also travel to different venues as experts in their fields to give presentations. The law faculty is well represented on committees of the ABA, the AALS, and the AALL, and one is an elected member of the American Law Institute. On the international level, one faculty member has served on ABA/CEELI missions to help develop the rule of law in other countries. Another has been involved in conservation issues and will teach an environmental law course at Auckland Law School in New Zealand. The College currently employs a visiting faculty member with significant ties and experience in international business law.

F. Governance

The College of Law is governed by the faculty of the college and is administered by the dean, associate dean, and administrative staff. The faculty has jurisdiction in all matters within the scope of the College, including the determination of its curriculum, the standards of admission to, continuation in, and graduation from the College, and the
conduct of classes and exams within the College. In matters of selection, tenure, and promotion of faculty members, the faculty and the dean participate in evaluating candidates and making decisions. The faculty, through the dean, also recommends candidates for the J.D. degree to the president of the university.

The faculty meets at the beginning of each semester and thereafter at the request of the dean, usually monthly. All matters within the purview of the faculty are considered at these meetings. All tenured and tenure-track faculty are expected to attend and vote at regular faculty meetings. The two faculty members in the law library and the assistant dean also attend faculty meetings but do not vote. Visitors and adjuncts typically do not attend faculty meetings, although they may be invited to do so.

The faculty operates through a committee of the whole, as well as through several committees. There are five standing faculty committees: Admissions and Scholarships; Curriculum; Faculty Appointments; Academic Policies and Procedures; and Faculty Development. The dean appoints members to these committees. The two primary, yet somewhat competing factors used to guide the selection of committee members are (1) the desire to maintain some continuity, and (2) the desire to rotate members through the several committees to achieve new ideas and a variety of input. The dean appointed an Academic Planning Committee to prepare the College’s 2003 academic plan. The dean appointed a Self-Study Committee in 2006 to prepare this self-study. In addition, the dean appointed an ad hoc Academic Support Program committee in 2006 to develop a recommended policy for the College’s newly established program in this area. The faculty as a whole approved the proposed policy in November 2006.

The dean is responsible for all matters relating to the educational and administrative affairs of the college. The dean administers the college in accordance with policy established by the faculty. As necessary and appropriate, the dean may seek the advice of members of the faculty, either individually or collectively. The dean attends faculty meetings, but votes only in the event of a tie.
The College aspires to continue having a highly collegial faculty that participates in meaningful faculty self-governance. Although the issue is still unclear, the growth of the faculty over the past several years might eventually necessitate the creation of additional committees, particular if having the faculty as a whole discuss many matters becomes too unwieldy.

**G. Tenure and Promotion**

The College of Law has a large number of untenured faculty members who have come to the College in the past five years. As of this writing, the number of tenured and untenured faculty members at the College is approximately equal. The College’s goal will be to guide each of these faculty members toward tenure (or long-term appointments in the case of academic professionals and law library faculty) by the end of their probationary periods.

The College of Law revised its Tenure and Promotion Policy effective in February of 2006. (A copy of the current policy is reproduced in the Site Evaluation Questionnaire.) The revised policy has codified the College’s promotion schedule, which provides for promotion from assistant to associate professor in three years from hiring as assistant professor, promotion from associate to full professor and tenure within three years from the date of promotion to associate professor, as well as a four-year promotion and tenure schedule for faculty hired at the associate professor level. This tenure and promotion schedule differs from the standard schedule for other colleges at the University of Wyoming but is consistent with the schedule followed at comparable law schools. Procedures and criteria for reappointment, promotion, and tenure are set forth in the College’s Tenure and Promotion Policy. The 2006 revision continued many of the procedures from the prior policy, with some slight modifications, but the definition of research and writing projects that qualify as “scholarship” was substantially clarified, as was the quantity of scholarship expected to be produced during the relevant time period.
For tenure and promotion purposes, full-time faculty members in both the clinical program and the legal writing program are not segregated from other faculty. In addition to their duties in the clinics and in the legal writing program, these faculty members teach regular substantive courses and are either tenured or tenure-track faculty. As such, their academic performance is subject to the same evaluative criteria as that of all other faculty members, as modified by their individual job descriptions. The 2006 Tenure and Promotion Policy does recognize, however, that certain types of non-traditional scholarship can be considered in the scholarship component of the promotion and tenure decision. Tenured or tenure-track faculty members, along with some adjunct professors, have taught all legal writing sections. Law Library faculty members have taught the legal research component of the introductory legal writing course. The College does not have a separate tenure track for either the director of the Legal Writing Program (who was hired as a full professor with tenure) or for the faculty members teaching sections of legal writing.

The College’s tenure and promotion practices for the position of Law Library Director are the same as those for other members of the faculty. Both the Administrative Law Librarian and the Electronic Services Librarian are members of the Law Library Faculty, with status analogous to that of librarians at the main university library and tenure-like job security. The Law Library faculty go through a reappointment and review process leading up to a long-term renewable contract within the College of Law.

Post-tenure review is currently conducted by the dean through a process of biennial performance reviews of all tenured faculty. The review considers the faculty member’s performance in accordance with his or her individual job description, which normally covers teaching, scholarship and service. Some faculty members also have an administrative component.

The College aims to carry out the Tenure and Promotion process, as well as post tenure reviews, in a way that is fair and transparent and has sufficiently high standards to
assure that all tenured faculty will be highly qualified scholars, teachers, and leaders in their fields. The College strives to provide an environment in which faculty members working their way along the tenure track will have sufficient support and opportunities to prove their merit, with full knowledge of the standards and expectations being applied. The recent revision of the Tenure and Promotion policy was meant to clarify the standards and to contribute to the fairness and transparency of the process.

**H. Academic Freedom and Conflict of Commitment**

The topics of academic freedom and conflict of commitment have been rather quiescent in the past seven years. The University has policies covering both of these areas, which are subscribed to by the College of Law. The Site Evaluation Questionnaire includes copies of the relevant documents in this area.

**I. Concerns and Strategies**

1. **Concern: Faculty Recruitment.** The College aims to continue to recruit and retain a highly qualified and diverse faculty who possess a high degree of competence as demonstrated by their education, experience in teaching or practice, teaching effectiveness, and scholarly research and writing.

   **Strategy:** We will continue to recruit high-quality faculty members when we either have a line to fill or a new line is created. We also seek to create an institutional environment and a salary structure that encourages outstanding faculty members to stay at the College long term. The College also aims to recruit established faculty of national or international stature in areas of interest to the future of the College to fill one or more endowed positions.

2. **Concern: Teaching Effectiveness.** The College aims to maintain and advance the teaching effectiveness of the faculty.

   **Strategy:** Teaching effectiveness can be developed through annual performance evaluations, in which the dean takes into account student course evaluations and classroom visits by peers. The dean will also continue to support and encourage faculty
members who attend teaching workshops and otherwise attempt to enhance their teaching effectiveness. Moreover, the College will always need to rely to some extent on adjuncts and visitors to enrich the curriculum and teach courses that otherwise could not be provided. The College will continue to strive to improve the orientation, training, and evaluation of adjuncts and visitors.

3. **Concern: Faculty Scholarship.** The faculty seeks to maintain the high quality and quantity of its diverse scholarship. We seek especially to encourage and support non-tenured faculty in their research projects so that they can become permanent, productive faculty members. We also wish to encourage, assist, and reinvigorate senior faculty engagement in scholarship.

   **Strategy:** Cooperation and communication among the faculty about their scholarly efforts are needed to enhance our collective scholarly output. Faculty seminars, workshops, presentations, and simple information sharing could help us to achieve these goals. We will continue to encourage faculty members to share works-in-progress with colleagues, as many have done at noontime colloquies. We also hope to increase the visibility of faculty scholarship by communications via the law school website, press releases, mailings, and email regarding faculty scholarship.

4. **Concern: Faculty Service.** The College should seek to encourage public service and pro bono work by its faculty members, both as part of its service mission and to serve as positive role models to our students and future graduates.

   **Strategy:** The College will consider ways by which it can provide rewards, incentives, support, and recognition in tangible ways for the public service and pro bono work of the faculty.

5. **Concern: Law School Governance.** An expanding faculty and staff may lead to the need for more efforts to sustain collegiality and to achieve greater efficiency in self-governance.
**Strategy:** The College plans to engage in more activities designed to promote a collegial working environment, such as faculty colloquies, and to encourage faculty members to participate in social events associated with law school activities. The College will also consider delegating some self-governance functions to committees, in order for the faculty as a whole to be able to focus on broader policy questions regarding the mission of the law school.

6. **Concern: Tenure & Promotion.** The College aims to continue carrying out the Tenure and Promotion process in a way that is fair and transparent and has sufficiently high standards to assure that all tenured faculty members will be highly qualified scholars, teachers, and leaders in their fields.

**Strategy:** The College will continue its efforts to provide an environment in which untenured faculty members will have sufficient support and opportunities to achieve tenured status, with full knowledge of and acquiescence in the standards and expectations for tenured status. Better communication and mentoring efforts by senior faculty members and the provision of reduced teaching loads to support research may be helpful in this regard. The recent revision of the Tenure and Promotion policy was meant to clarify the standards and to contribute to fairness and transparency.
V. STUDENTS

A. Admissions

1. Admissions Process: The Admissions and Scholarships Committee has adopted the following mission statement:

“The University of Wyoming College of law provides a high quality legal education with all the benefits of a small school and a highly favorable faculty-student ratio. We are committed to maintaining our high academic standards, and to continuing to admit women and men of varying backgrounds and experiences who will respect and learn from each other and adhere to the highest professional standards. The Admissions Committee seeks to admit candidates whose intellectual abilities and proven academic skills make it likely that they will successfully complete our academic program and use their legal education productively in their chosen professional endeavors. We look favorably on candidates with potential for leadership in the community as a whole. Our students are expected to be committed to hard work, honesty, integrity, and community service commensurate with the privilege of membership in the legal profession. We seek to admit candidates whose diverse backgrounds, experiences, knowledge and perspective will enliven and enrich the learning experiences of fellow students, faculty, and the rest of the academic community.”

Admission to the College of Law is determined by the Admissions and Scholarships Committee which usually consists of six faculty members including the Associate Dean and the Assistant Dean. The Assistant Dean serves as the chair of the committee. The Associate Dean actively participates in the admission review process. The Dean participates in all meetings in which admissions policy and goal setting are
reviewed but is a non-voting member regarding individual admission decisions. The senior staff Admissions Coordinator participates in all committee meetings as a non-voting member. The committee targets an entering class size of 75-80 students, with a majority of the admitted students being Wyoming residents. The percentage of resident versus non-resident admittees is determined in part by reviewing the overall applicant pool and the relative number of resident versus non-resident applications. The anticipated number of applicants to be admitted to achieve the target class size is determined by evaluating prior year yield ratios and the best available data regarding admission trends and patterns.

The application deadline is March 1. Applications received after that date receive full consideration but are only accepted if vacancies occur in the class originally selected. A completed application consists of the College of Law application, a $50.00 application fee (or approved fee waiver), and the LSDAS report. Letters of recommendation are encouraged but are not required as part of the application process. Applications can be submitted electronically through LSAC or submitted as a hard copy directly to the College of Law. As applications are received, all pertinent information is collected in an electronic database. Beginning in October 2006, the College of Law is enrolled in Admit-M, which will allow electronic database submission through LSAC.

The College employs an early admission process so that exceptional applicants may be admitted prior to the March 1 deadline and applicants with clearly deficient records may be denied admission. The admission file review process begins in mid-January with a review of all completed applications by the committee. The Admissions Coordinator reviews all applicant files for completeness and notifies applicants when
their application files are complete. As files are individually reviewed, committee members ensure that applicants have provided an explanation for any adverse academic action and for all reported criminal charges or convictions. The admissions application, College bulletin, and student handbook expressly advise applicants that they may be required to supply additional character and fitness information to the state bar in the states in which they intend to practice.

The Admissions Coordinator supplies each Admissions Committee member with updated lists of applicants, which include each applicant’s undergraduate GPA (UGPA), LSAT score(s), index score (based upon prior approved weighting of UGPA and LSAT score), undergraduate institution and major, and residency. The Admissions Committee undertakes a complete and holistic review of all applicant files. The committee considers numerous factors during this review including the quality and rigor of the undergraduate program, grade progression, evidence of leadership skills, disparity between UGPA and LSAT score, disability, racial or ethnic background, and evidence of overcoming hardship. The committee also evaluates the character and fitness of each applicant based on information in the application regarding academic or criminal misconduct. Applicant files are randomly distributed among all committee members for initial review and evaluation. Committee members make a preliminary decision on each file, indicating “admit,” “deny,” “hold,” and “high hold.” All “admit” and “deny” files receive an automatic second review by the Assistant or Associate Dean. Accepted applicants must receive an “admit” by a reviewing committee member and a second “admit” by either the Associate or Assistant Dean. Committee members are encouraged to discuss any problematic file with the committee and to seek second review of any applicant with
whom the committee member has an acquaintance or personal knowledge. Resident and non-resident applicants are considered in separate pools. Self-identified racial minority applications are not considered in a separate pool, but race is given consideration as part of the College’s effort to achieve diversity.

Generally, applicants are notified of a final admission decision by May 1. Some applicants who are not admitted are notified of their placement on a wait list, if they so choose. The number of students admitted from the wait list varies from year to year; for example, in 2005, 26 students were admitted from the wait list but in 2006, no students were admitted from the wait list.

The College of Law requires two seat deposits of $150.00 or $300.00 total. The first deposit is due approximately one month after the initial letter of acceptance, but not before April 1. The second deposit is due approximately one month after the initial deposit deadline. The original acceptance letter asks the accepted applicant to return a self-addressed form indicating enrollment intention. Accepted applicants who indicated an intention to enroll receive correspondence throughout the summer months containing information on financial aid, housing, medical records, registration, personal identification codes, and student orientation. Regular correspondence and contact with incoming students have allowed the College to predict enrollment with considerable accuracy.

2. Admissions Staff: The Assistant Dean serves as the director of admissions and scholarships. She is assisted by an admissions coordinator, who is responsible for clerical support, database management, and student recruiting.
3. **Requirements for Admission**: All applicants must take the LSAT. The College of Law has not admitted any students in over 20 years who have not taken the LSAT. Generally, applicants must have received a bachelor’s degree before enrolling. If an applicant needs six or fewer semester hours of credit to obtain the bachelor’s degree, the applicant may be admitted conditioned upon completion of the degree. The completion of the bachelor’s degree must be accomplished by summer school attendance or other means that will not interfere with the study of law. Completion of the bachelor’s degree must occur prior to the start of the student’s second year of law school. Students are required to submit official transcripts by July 1 or state in writing to the Assistant Dean the anticipated date of completion of summer school credits and the resultant delay in transcripts.

In very exceptional cases, applicants who are not close to obtaining a bachelor’s degree may be admitted if they demonstrate ability and aptitude for law study based on age, experience, and training. For example, one applicant admitted in fall 2006 had completed 205 undergraduate hours, but had not received a baccalaureate degree. The applicant had an extensive professional work history, evidence of aptitude for the law, outstanding recommendations, and a proven record of outstanding writing skills. The last applicant admitted on this basis was in 1989.

4. **Transfer Students**: Transfer students are accepted from other law schools accredited by the American Bar Association. Transfer applicants must be in good standing at the school from which transfer is sought, and no more than thirty semester hours and two semesters of residence credit will be accepted. Credit is given only for those courses in which a grade of C or higher was earned at the other law school. Grades
earned at the other law school are not calculated into the student’s cumulative GPA at the College of Law.

Decisions on transfer applications are made by the Admissions and Scholarships Committee, based primarily on (1) the applicant’s academic performance at the previous law school, (2) the relative academic strength of the other law school, and (3) the applicant’s undergraduate GPA and LSAT score. The size of the second-year class also is a consideration. Transfer applicants are admitted selectively. Generally, applicants who are ranked below the top 25 percent at their law school have little chance of acceptance.

5. Visiting Students: The College of Law receives few visiting student applications. Applicants must submit an official transcript from their home school, including class rank, and a letter from their dean stating they are in good standing and have permission to visit at the College of Law. Decisions regarding the admission of visiting students are made by the Admissions and Scholarships Committee. In the past three years, the College has admitted 2 visiting students and 3 students who were visiting for part of a term through the International Rotary Club Russian Student Exchange Program.
6. Admissions Statistics: The College of Law has experienced a significant increase in applications over the last seven years. The number of applicants, the number accepted, and those enrolling, by admission year, are set out below:

<table>
<thead>
<tr>
<th>Admission Year</th>
<th># of Applicants</th>
<th># Accepted</th>
<th># Enrolling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2000</td>
<td>371</td>
<td>245</td>
<td>76</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>435</td>
<td>249</td>
<td>90</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>686</td>
<td>205</td>
<td>83</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>780</td>
<td>185</td>
<td>79</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>765</td>
<td>191</td>
<td>78</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>728</td>
<td>188</td>
<td>80</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>809</td>
<td>212</td>
<td>86</td>
</tr>
</tbody>
</table>

Most of the increase in College of Law applications has been in nonresident applications. In fall 2000, residents comprised 23 percent of the total applicants. That percentage decreased to 12.5 percent in fall 2006. Presumably, some of the increase in non-resident applications is attributable to the fact that the tuition at the College has not seen the dramatic increases that has been experienced at many other institutions. The College has experienced tuition increases from $4620/$9700 (resident/non-resident) in 2000 to $7635/$16,155 in 2006. Because of its small size, the College of Law has been able to maintain a quality student body, although the Admissions Committee would like to see an improvement in the median LSAT score. Median GPA and LSAT scores for entering students have remained relatively stable:

<table>
<thead>
<tr>
<th>Admission Year</th>
<th>25% UGPA</th>
<th>Median UGPA</th>
<th>75% UGPA</th>
<th>25% LSAT</th>
<th>Median LSAT</th>
<th>75% LSAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2000</td>
<td>2.90</td>
<td>3.24</td>
<td>3.58</td>
<td>145</td>
<td>149</td>
<td>153</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>2.96</td>
<td>3.28</td>
<td>3.58</td>
<td>149</td>
<td>151</td>
<td>154</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>3.06</td>
<td>3.35</td>
<td>3.60</td>
<td>149</td>
<td>152</td>
<td>156</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>3.03</td>
<td>3.31</td>
<td>3.51</td>
<td>150</td>
<td>153</td>
<td>156</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>3.04</td>
<td>3.32</td>
<td>3.66</td>
<td>149</td>
<td>152</td>
<td>156</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>3.06</td>
<td>3.33</td>
<td>3.65</td>
<td>149</td>
<td>153</td>
<td>156</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>3.13</td>
<td>3.42</td>
<td>3.61</td>
<td>150</td>
<td>151</td>
<td>154</td>
</tr>
</tbody>
</table>
7. **Student Recruitment:** The Assistant Dean and Admissions Coordinator have primary responsibility for student recruitment. They attend several pre-law fairs in Wyoming and law school recruiting functions in the region, including the annual Western Association of Pre-Law Advisors (WAPLA) tour of law school recruiting events throughout the Rocky Mountain region. The Assistant Dean and Admissions Coordinator attend functions of the pre-law clubs at the University of Wyoming, Colorado State University, University of Northern Colorado, and Arizona State University. Twice annually special recruiting events are hosted in conjunction with the University of Wyoming Multicultural Center for the express purpose of promoting the College to, and recruiting, racial and ethnic minority students. Occasionally, the Dean or other faculty members will assist in recruitment by visiting schools and disseminating information about the College.

The administration regularly presents programs for undergraduates regarding admission to the College and participates in select programs for high school students and teachers to discuss law school and the legal profession. The College recognizes the need to continually develop new strategies for student recruitment, including developing new marketing materials and making ongoing enhancements of the College’s web page. The College has revised its bulletin with an emphasis on promoting the College to prospective students. Much information that was previously contained in the bulletin is now contained in the student handbook and is posted on the College website. The College has also begun to offer more scholarships to prospective students during the admissions process rather than waiting until students matriculate before making scholarship decisions.
8. **Student Body Characteristics:** In the 2006-2007 academic year, 231 students are enrolled; 47.31 percent are women, 10.69 percent are minorities, and 57.6 percent are Wyoming residents. Members of the 2006 entering class range in age from 21 to 47, with an average age of 26.4. The class has 49 percent women and 13 percent minorities. The IL students represent 17 states and countries, 38 undergraduate institutions, and 34 undergraduate degree majors. The 2005 entering class had 51.9 percent women and 10.12 percent minorities, while the 2004 entering class had 41.03 percent women and 8.97 percent minorities.

9. **Readmission Procedures:** Students are excluded from the College of Law if they (1) fail to attain a 1.8 GPA for the first semester of law school, (2) fail to attain a cumulative GPA of 1.9 for the first year of law school, (3) fail two or more courses in any semester, or (4) fail to attain a cumulative GPA of 2.0 within one semester of being placed on probation. Students are placed on probation if they complete the first year of law school with a cumulative GPA over 1.9 but below 2.0, or if they fail to maintain a 2.0 cumulative GPA after the first year.

A student who is excluded for academic reasons may petition the faculty for reinstatement. Generally, the student submits a written petition and appears in person before the faculty to argue for reinstatement. The faculty may, in its discretion, reinstate the student upon receipt of satisfactory evidence of extenuating circumstances or marked improvement in grades and study habits. Reinstatement may be subject to conditions, including the repeating of any or all courses, as the faculty may decide. The number of students who are academically excluded has remained low throughout the last seven years, averaging 2 students per year.
10. **Financial Aid:** The College of Law administers a scholarship program which includes approximately 35 named or endowed scholarships and the College of Law Scholarship fund. All other forms of financial aid, including federal loans, Law Access loans, and work-study, are administered by the university’s Office of Student Financial Aid. Short-term loans are available to students in emergency situations. The funds are administered through the Office of Financial Services, but requests for emergency loans are requested through the College deans. Students must complete the Fee Application for Federal Student Aid (FAFSA) to be eligible for funds administered through the Office of Student Financial Aid. Because the College has no direct involvement in the federal loan process, it also has little involvement in measures to minimize student loan defaults. Those efforts are left to the university’s financial aid office.

The College uses a single application form for most College scholarships. A small group of scholarships have additional requirements, including letters of reference and an essay. Current students must submit completed scholarship forms by March 1 to receive consideration for the following academic year. Incoming 1L students submit scholarship applications approximately one month from the date of their acceptance, but no later than June 1. All scholarship awards are made by the Admissions and Scholarships Committee on the basis of the information provided on the application form. In the last three years, some College of Law scholarships have been used for recruiting individuals identified by the Admissions Committee as being outstanding applicants for admission. In order to be more competitive against other law schools, the College is developing plans to use more scholarship monies in the recruitment process to attract top quality students.
Over the last several years, the total dollar amount of scholarships and the number of students receiving scholarships have increased dramatically. From 2000 to 2006, the number of students receiving financial aid has increased by over 400%, and the total dollars awarded has increased by over 600%. However, as the scholarship awards have increased, tuition has also increased. In 2000, the median award represented 21.6% of the resident tuition, whereas the median award in 2006 represented 15.7% of resident tuition. The following chart indicates, for the last seven years, the College’s total scholarship assistance, the number of students receiving scholarships, the average scholarship, and the median award amount.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Scholarships</th>
<th># of Students Receiving</th>
<th>Average Scholarship</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2000</td>
<td>$53,920</td>
<td>39</td>
<td>$1,382.56</td>
<td>$1,000</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>$165,250</td>
<td>85</td>
<td>$1,944.12</td>
<td>$1,500</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>$272,291</td>
<td>161</td>
<td>$1,691.25</td>
<td>$1,500</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>$230,984</td>
<td>128</td>
<td>$1,804.56</td>
<td>$1,000</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>$293,054</td>
<td>182</td>
<td>$1,610.19</td>
<td>$1,000</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>$340,477</td>
<td>186</td>
<td>$1,830.52</td>
<td>$1,000</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>$356,624</td>
<td>166</td>
<td>$1,843.24</td>
<td>$1,200</td>
</tr>
</tbody>
</table>

B. Evaluation of Outputs

1. Bar Passage Rates: The Wyoming State Bar examination is administered in February and July each year. The following chart sets out the available data on the overall Wyoming bar pass rate, the University of Wyoming College of Law graduates’ pass rate, and the non-UW graduates’ pass rate for the past seven years:
<table>
<thead>
<tr>
<th>Test Date</th>
<th>Overall Pass Rate</th>
<th>UW Graduates Pass Rate</th>
<th>Non-UW Graduates Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>JULY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>68</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>2001</td>
<td>81</td>
<td>86</td>
<td>72</td>
</tr>
<tr>
<td>2002</td>
<td>67</td>
<td>67</td>
<td>67</td>
</tr>
<tr>
<td>2003</td>
<td>72</td>
<td>67</td>
<td>78</td>
</tr>
<tr>
<td>2004</td>
<td>67</td>
<td>66</td>
<td>68</td>
</tr>
<tr>
<td>2005</td>
<td>71</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>2006</td>
<td>70</td>
<td>76</td>
<td>61</td>
</tr>
<tr>
<td>FEB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>61</td>
<td>50</td>
<td>68</td>
</tr>
<tr>
<td>2001</td>
<td>80</td>
<td>73</td>
<td>85</td>
</tr>
<tr>
<td>2002</td>
<td>72</td>
<td>71</td>
<td>72</td>
</tr>
<tr>
<td>2003</td>
<td>51</td>
<td>47</td>
<td>56</td>
</tr>
<tr>
<td>2004</td>
<td>52</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>2005</td>
<td>74</td>
<td>75</td>
<td>73</td>
</tr>
<tr>
<td>2006</td>
<td>70</td>
<td>71</td>
<td>70</td>
</tr>
</tbody>
</table>

The College of Law does not compile statistics on how its graduates perform on out-of-state bar examinations. Some states, however, do provide the College with reports on the performance of its graduates.

2. Placement: The College’s graduates were placed in the following types of employment. The numbers in this chart reflect the percentage of those employed at the time the surveys were conducted, typically on or about February 15 of each year.

<table>
<thead>
<tr>
<th>Reporting Year</th>
<th>Private Practice</th>
<th>Judicial Clerkship</th>
<th>Govt*</th>
<th>Business/Industry</th>
<th>Public Interest</th>
<th>Other**</th>
<th>%Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>35.8</td>
<td>40*</td>
<td>47.2*</td>
<td>13.2</td>
<td>1.9</td>
<td>1.9</td>
<td>86.9</td>
</tr>
<tr>
<td>2001</td>
<td>50</td>
<td>14.1</td>
<td>21.9</td>
<td>12.5</td>
<td>1.6</td>
<td>Not reported</td>
<td>92.8</td>
</tr>
<tr>
<td>2002</td>
<td>46.9</td>
<td>21.9</td>
<td>9.4</td>
<td>12.5</td>
<td>1.6</td>
<td>3.1/4.7**</td>
<td>89.3</td>
</tr>
<tr>
<td>2003</td>
<td>47.6</td>
<td>23.8</td>
<td>19.0</td>
<td>7.1</td>
<td>0</td>
<td>2.4</td>
<td>97.6</td>
</tr>
<tr>
<td>2004</td>
<td>40</td>
<td>24</td>
<td>14</td>
<td>12</td>
<td>4</td>
<td>0/4.0**</td>
<td>87.5</td>
</tr>
<tr>
<td>2005</td>
<td>47</td>
<td>22</td>
<td>22</td>
<td>5</td>
<td>5</td>
<td>0/0**</td>
<td>90</td>
</tr>
<tr>
<td>2006</td>
<td>45</td>
<td>25</td>
<td>6</td>
<td>11</td>
<td>7</td>
<td>0/6**</td>
<td>89</td>
</tr>
</tbody>
</table>
* Some reporting years include judicial clerkships under the broader category of government placement, so the percentage reflects the percentage of the government placements that were judicial clerkships.

** Includes academic and military placements. Military placements were not reported separately until 2002.

3. Other Output Measures: In addition to monitoring bar passage and placement statistics, the College periodically gathers comments from the bench and bar regarding its graduates’ preparation for the practice of law. The Assistant Dean regularly meets with the executive director of the Wyoming State Bar. The Wyoming State Bar Law School Liaison Committee and the College of Law Alumni Association play critical roles in this information exchange. In addition, the Dean and the Assistant Dean have met with the Wyoming State Board of Law Examiners, the board appointed by the Wyoming Supreme Court to certify and recommend all applicants for admission to the State Bar. These meetings have improved the relationship between the entities. The Board of Law Examiners, through the Wyoming Supreme Court, recently revised its rules for retention of scores for repeat test takers. Also, the Board of Law Examiners sought input from the Deans and revised the Dean’s certificate for admission to the State Bar. The newly revised form includes a broader array of questions and seeks greater input from the College. Plans are in place for at annual meetings between the Wyoming Board of Law Examiners and the College as well as regular meetings with the Wyoming and Colorado State Bar admissions personnel. The Dean and faculty members also attend county bar association meetings and the annual state bar convention, where they receive important feedback about the College’s programs. In 2006, the College co-hosted the annual State Bar Summit and Judicial Council meetings.
C. Promotion of Opportunities for Racial and Ethnic Minorities

The College has taken numerous steps in recent years to provide full opportunity for the study of law by racial and ethnic minorities. Clearly, the location of the law school in a state with a small minority population is a deterrent for some prospective applicants. Moreover, it has become increasingly difficult to attract minority students in an era of declining minority student applications. Most of the College’s minority students come from out of state.

Nonetheless, the College has enrolled a significant number of minority students. The following table indicates the number of minority students enrolled in the incoming class during the past several years. The College accepts students’ self-classification as a member of a minority group (American Indian or Alaska Native, Asian or Pacific Islander, Black or African American, or Chicano or Hispanic, and Bi-racial).

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Minority Students</th>
<th># of Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td>15</td>
<td>76</td>
</tr>
<tr>
<td>2001-2002</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>2002-2003</td>
<td>16</td>
<td>83</td>
</tr>
<tr>
<td>2003-2004</td>
<td>20</td>
<td>79</td>
</tr>
<tr>
<td>2004-2005</td>
<td>16</td>
<td>78</td>
</tr>
<tr>
<td>2005-2006</td>
<td>17</td>
<td>80</td>
</tr>
<tr>
<td>2006-2007</td>
<td>23</td>
<td>86</td>
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The College takes into account an applicant’s race and ethnic origin in the admission process. Because the College values diversity in its student body, minority status is considered a plus factor in subjective admissions determinations. However, no quotas are imposed, and no student is admitted unless the Admissions and Scholarships Committee determines that the student is likely to succeed in law school.

The College of Law has limited staffing for student recruitment. The Assistant Dean and the Admissions Coordinator have primary responsibility for recruitment. They
visit schools, attend recruitment fairs, and give presentations on law school admissions. The College has not participated in a LSAC forum since 1990, but it plans to participate in these forums again in 2007. In part, this effort will be directed at reaching a greater number of minority students.

The College supports three clubs that expressly promote the interests of various minority groups. The Minority Students Law Association, Students for Equal Justice, and Women’s Law Forum have taken active roles in promoting activities and programs that promote racial and gender diversity. For example, in 2005, Students for Equal Justice and the Public Interest Law Fund (PILF) partnered to apply for a University of Wyoming President’s Advisory Council on Minorities’ and Women’s Affairs (PACMWA) grant to promote racial equity. The grant proposal stated as its primary purpose: “To expose Wyoming students and residents to minority issues in order to encourage tolerance and diversity at the University and in the community.”

The grant proposal was accepted, and as a result, the play “The Exonerated” was produced in October 2006 as a combined project of the University of Wyoming Department of Theatre and Dance and the College of Law. The theatre production was followed by a death penalty panel discussion. One of the individuals depicted in the play attended the performance and spoke at various functions throughout the campus community to raise awareness of legal and social issues affecting our minority populations.

The College participates in programs coordinated by the University’s Minority Affairs Office, including programs for high school students, some of whom are interested in law school. That organization conducts an annual Law Fair for University of
Wyoming minority students. The Fair generally includes a mock law school class, panel discussions, and a reception.

The College of Law has no scholarships specifically earmarked for minority students, and the College has no academic support program specifically targeted at minority students. The College instituted a retention program in the early 1980’s as a voluntary program for all students in academic difficulty following the first semester of law school. The program was directed by a local attorney and has been very successful in helping at-risk students to succeed. In part because of this program, the College has a strong graduation rate among all matriculated students.

D. Academic Support Program

In fall of 2006, the College hired a full time faculty member to direct an expanded Academic Support Program. The Academic Support Committee is developing a number of new programs and strategies to maximize the learning potential of all students, including a series of brown bag luncheon seminars on effective note-taking, test-taking strategies, and identifying student learning styles.

E. Individuals with Disabilities

The College of Law does not discriminate against individuals with disabilities, either in the admissions process or in its program of legal education. The College application form does not inquire about disabilities. If an applicant discloses a disability in his or her personal essay, that fact may be taken into account during the applicant evaluation process. Generally, a disability will be considered a positive factor in the interest of enhancing the diversity of the student body, affording full opportunity to pursue the study of law and entry into the legal profession by members of a historically
disadvantaged group, and recognizing the unique strengths of persons who have overcome hardship to achieve success.

Associate Dean Pridgen and Assistant Dean Burke coordinate accommodations for students with disabilities. They work with the university’s Office of Disability Support Services to provide reasonable accommodations, on an individualized basis, to students with documented disabilities. Accommodations have included increased time on examinations and special testing arrangements, such as a separate room or use of specialized computers. A hearing impaired student is currently enrolled in the College. All of the student’s classes are being presented through a sign language interpreter, but the College is exploring additional strategies for the hearing impaired including real-time transcription and captioning.

F. Pro Bono Opportunities

Students have opportunities to provide legal assistance to indigent clients through the Defender Aid Clinic and the Legal Services Clinic. Two new clinics, the Domestic Violence Clinic and the ASUW Clinic, have been added to the College’s offerings during the last 5 years and offer students additional pro bono experience for academic credit.

During the 2006 Student Orientation, incoming students were required to participate in a 3 hour service learning project for one of approximately 10 community service organizations in the Laramie area. Plans for this project were coordinated through the University of Wyoming Center for Volunteer Service. The service learning project was so successful that plans are in place to continue this event in future new student orientation. Student clubs and organizations are creating service learning projects for all students. Law students are encouraged to participate in the main campus’
“alternative spring break,” wherein students volunteer their time and energy to help with projects in areas devastated by natural disasters.

The faculty generally agrees that a pro bono requirement would be a valuable addition to the College’s graduation requirements, but the College recognizes the constraints imposed by a small population base, both in Laramie and in Wyoming generally. The College is pursuing additional pro bono alternatives.

G. Concerns and Strategies

1. Concern: Admissions. The College has experienced a substantial increase in applications during the last seven years. However, the vast majority of the increase is attributable to non-resident applications. The College has maintained a quality student body; however, the College simply is not as selective as it wishes it to be, particularly among resident applications.

Strategy: The College is working on increased marketing through brochures, advertising, and an enhanced Web page; increased student recruitment through activities and events involving alumni, current students, and faculty; increased early admissions; and increased financial aid targeted at applicants.

2. Concern: Financial Aid. The College has made substantial increases in scholarship assistance for its students, yet financial assistance remains relatively low. A portion of the tuition differential has been earmarked for financial awards, but with tuition and fee increases, the net benefit to students has not been as great as anticipated. Tuition and fees are still relatively low in comparison to other U.S. law schools, but they have increased substantially over the years. Over the last 7 years, the College has significantly increased the total scholarship award pool and the total number of students
receiving awards, but the average and median awards have remained relatively unchanged during the same time period. Our students’ average debt load upon graduation is among the lowest in the country, but average starting salaries are low as well.

**Strategy:** The College will continue to focus development efforts on scholarships, targeting law firms and individual alumni who may have been the beneficiaries of law school scholarships when they attended school. The College also will continue to press for a more equitable allocation of financial assistance from the university, particularly regarding graduate assistantships. Currently, the College receives two graduate assistantships that are divided among 3 clinic directors and 4 legal research and writing teaching assistants.

3. **Concern: Placement.** The College of Law generally has had success in placing its graduates, particularly in Wyoming. About 85% of our graduates stay in the Rocky Mountain region; however, we need to expand our employment contacts in urban areas, including Denver. Our Career Services Office is still quite small in comparison to other law schools. Until recently, the Career Services Director was a one-person office.

**Strategy:** In May 2006, the College added a support staff position to assist with career services and development. Over the last five years, the College has added career services resources including additional computer data bases and a free-standing career services library. The College has begun an annual law school career fair that features law firms, governmental entities, and businesses seeking to hire law graduates either for summer internships or full-time post graduation employment. The College plans to develop closer work between the Career Services Director and the Director of Development so that alumni contacts and resources may open additional employment opportunities.
opportunities. The College plans to expand its resources and materials for students seeking public interest or non-traditional law employment.

4. **Concern: Opportunities for Minorities.** The College recognizes the value of diversity in the law school community. Significant strides have been made in the diversity among faculty members. While the percentage of minority students has improved, the College is not content with the current racial makeup of its student body. If the College is to compete effectively with other law schools for outstanding minority students, it will require active recruiting and increased scholarship aid.

   **Strategy:** The College will continue to evaluate its admissions policies and practices to ensure that they enhance the College’s efforts to enroll a well-qualified and diverse student body. The Admissions and Scholarships Committee will continue to ensure that all viable minority applicants receive full consideration while at the same time maintaining the College’s favorable graduation rate for all students, including minority students. Under its current review procedures, the Admissions Committee does admit some minority, and non-minority, applicants who would not be admitted based only on LSAT and GPA. The College will continue its current minority student recruiting efforts as well as its efforts to establish stronger connections with non-law minority student groups on campus. In addition, the College will seek opportunities to enhance and improve admission of qualified minority students.

5. **Concern: Academic Support Program.** The College believes it is an integral part of the College’s mission to provide the academic support necessary to assure each student a satisfactory opportunity to complete the College’s program, to graduate, and to become a member of the legal profession.
Strategy: The College hired a full time faculty member to direct a redesigned and expanded Academic Support Program (ASP). The new program continues components of the prior program, but also expands ways to improve the academic support for all students.

6. Concern: Students with Disabilities. The College of Law has enrolled a number of students with disabilities. Those who have enrolled have been provided reasonable accommodations when necessary.

Strategy: The College will continue to be sensitive to the needs of disabled students and to be open-minded about newly emerging strategies for accommodating those needs; for example, the College is exploring use of real time captioning rather than sign language interpretation for hearing impaired students.

7. Concern: Pro Bono Opportunities. The College recognizes the need to provide opportunities for its students to engage in pro bono activities.

Strategy: The College will continue to explore viable pro bono opportunities, including service learning and alternative spring breaks.
VI. ADMINISTRATION

A. Administrative Structure

The College of Law’s administration has undergone some significant restructuring and expansion since the last site visit, with a view toward greater efficiency and professionalism. The Dean remains the chief administrative officer of the College, and his duties are set forth in more detail below.

The Dean is assisted by an Associate Dean, who is also a member of the faculty and teaches a half-load of regular law school courses. In 1999, the Associate Dean did not hold faculty rank. This changed in 2000 when Bradley Saxton, then a faculty member, was appointed Associate Dean. He later resigned to become Dean of Quinnipiac University School of Law and was replaced in 2002 as Associate Dean by Dee Pridgen. By having an Associate Dean who is chosen from among the existing faculty members, the College hoped to increase the credibility and authority of that post and to allow the Associate Dean to function as more of a liaison between the Dean and the rest of the faculty. Since this change was made, the Associate Dean has played a more active role in chairing and/or participating in various faculty committees.

Another aspect of the administrative restructuring since the last site inspection was the creation of the position of Assistant Dean in 2002. This position is classified as an Academic Professional (a university classification that has long-term security after a probationary period) and has been filled thus far by graduates of the College of Law. The first Assistant Dean was Sheryl Sullivan, who served only a short stint from 2002-2003, followed by the current Assistant Dean, N. Denise Burke, a 1993 graduate of the College of Law, who has served as Assistant Dean since 2003. The Assistant Dean has taken the
lead in supervising Admissions and Financial Aid matters and has also taken over the supervision of the College of Law staff (except the Library staff). The Assistant Dean also acts as a quasi Dean of Students, supervising the registration and records functions of the law school and handling day-to-day student services needs, although the Associate Dean still retains an active role with regard to class scheduling, student advising, and admissions. The creation of this position has allowed the Dean and the Associate Dean to focus their attention on academic and other matters, while raising the level of commitment and professionalism in the functions now handled by the Assistant Dean.

Since the last site evaluation, the College has also created a full-time Career Services Director position, classified as an Administrative Professional, and a Director of Development, a position that is funded jointly by the College and the University Foundation. As with the creation of the Assistant Dean position, the goal behind the creation of these two positions (which had previously been handled by a single Executive Staff Assistant) was to provide a higher level of professional service to the students and the College. The duties of these positions will be discussed more fully in the next section.

The Dean is assisted by a College Accountant, who is responsible for the day-to-day financial aspects of the College. All the Deans are assisted by an Office Associate, who works in the central administrative office and serves as a receptionist and administrative assistant, as well as an Office Assistant, Senior, who is a back-up for the main receptionist and provides administrative support for the Career Services Director and the Director of Development. An Admissions Coordinator works with the Assistant
Dean on recruitment and admissions matters and also serves as the law school registrar and helps maintain the law school website.

The College of Law Library is administered by a Director, who is also a member of the faculty. He is assisted by two professional librarians, four additional permanent staff members, a full time Information Technology staff person (who is also responsible for assisting the faculty with classroom technology), and several part-time employees, including work-study students.

The College operates three student legal clinics, each of which is administered by a faculty Director. The Legal Services Clinic also includes the “sub-clinics” on Domestic Violence and the Associated Students of UW clinic for all University students, which are supervised by an adjunct faculty member. One Senior Office Associate provides administrative support to the Clinics. The Faculty members who direct the Legal Writing Program, the Academic Support Program, and the Externship Program also have significant administrative duties.

Finally, one full-time staff member provides both administrative assistance to the faculty and also is trained to provide technical assistance on all faculty and staff computers and software.

B. Administrative Personnel

1. Dean: Dean Jerry R. Parkinson is the chief administrative and financial officer of the College of Law. He has served in that position since July 15, 1998. He received his J.D. degree from the University of Iowa. Prior to his arrival in Wyoming, he served for 11 years as a faculty member at the University of Oklahoma College of Law, including four years as Associate Dean.
The Dean devotes most of his time to administrative responsibilities. He does, however, teach at least one course per year and carries on other academic and scholarly activities. The Dean is a tenured member of the faculty.

In addition to attending to the day-to-day administration of the College, the Dean devotes considerable time to external relations, including development, alumni relations, and university affairs. He successfully implemented a project to build a “smart classroom” and to renovate another classroom to include new technology, using both a federal grant and a university allocation. He is now working on a major fund raising project for a new state-of-the-art moot courtroom/auditorium/classroom space.

Establishing and maintaining strong ties with the state’s bench and bar are important components of the Dean’s responsibilities. As a “citizen of the university,” Dean Parkinson also spends considerable time in committee and other work for the University. He has been involved in several searches for other University of Wyoming administrators, has been a member of the President’s Advisory Council on Minorities’ and Women’s Affairs, and has participated on the planning committee for the annual Shepard Symposium on Social Justice.

2. Associate Dean: Dee Pridgen is the Associate Dean of the College of Law. She is also a full Professor, who has been on the University of Wyoming law faculty since 1982. Dean Pridgen is a graduate of New York University Law School. She was appointed Associate Dean in 2002 and teaches one course per semester, while continuing her scholarly research and writing in the area of consumer protection law. Until fall 2006, she also supervised the legal externship program as a course overload. However,
the College recently hired a full time tenure track faculty member who will be supervising the externship program.

The Associate Dean works closely with the Dean in the day-to-day administration of the College and serves in his stead when he is absent. The duties of the Associate Dean have been evolving over the past seven years, with a view toward spreading out some of the responsibilities that had previously been handled by one person. The Associate Dean now focuses more on academic affairs and faculty matters, while the newly created position of Assistant Dean has more of a role in admissions, student services, and staff supervision.

On the academic side, the Associate Dean is responsible for course scheduling and implementation of curricular changes. She establishes the academic calendar and class schedules, schedules examinations, and reschedules examinations as necessary. Since the last site visit, the Associate Dean led an effort to implement the use of exam software to allow students to type their exams on their laptop computers. This initiative has been very popular among students and faculty. The Associate Dean works closely with the Assistant Dean and the law school administrative staff in the actual administration of law school exams. The Associate Dean also plays a substantial role in the hiring and supervision of adjunct faculty.

Despite the creation of the Assistant Dean position, the Associate Dean still retains some responsibilities in student affairs. These duties include serving as the academic advisor for one-half of the enrolled students (sharing this responsibility with the Assistant Dean), evaluating the academic standing of individual students, advising students who are placed on academic probation or are academically excluded, advising
students on course selection and graduation requirements, and facilitating student visits to other law schools, transfers to and from the College, and study abroad. The Associate Dean also serves as the faculty advisor to the student government organization, the Potter Law Club.

The Associate Dean, working with others with administrative responsibilities in pertinent areas, also prepares numerous reports and surveys on behalf of the College, including annual ABA questionnaires and U.S. News & World Report surveys.

Finally, the Associate Dean has chaired several law school committees, including the curriculum, academic planning, and 2006 self-study committees. She also serves ex officio on most of the faculty committees of the College. In addition, she serves on University committees, including the Facilities Management Committee and a three year stint on the University Assessment Coordinators Committee.

3. Assistant Dean: The position of Assistant Dean was established in 2002 as an academic professional position (renewable long-term contracts). N. Denise Burke has been the Assistant Dean since 2003. She graduated from the University of Wyoming College of Law in 1993 and had a distinguished career with the state Attorney General’s office and in other positions prior to assuming the position of Assistant Dean.

Assistant Dean Burke has primary responsibility in the areas of student admissions, financial aid, and scholarships. She serves as chair of the admissions committee and serves, along with Admissions Coordinator Carol Persson, as one of the primary contact persons for students seeking admission to the College. She has also assumed primary responsibility for the first-year student orientation and for producing the College Bulletin and College of Law Student Handbook. She has principal responsibility
for recruitment of students and oversees the processing of applications and scholarship awards. She supervises the staff person who records and reports student grades each semester. Assistant Dean Burke also conducts academic advising for one-half of the enrolled students, sharing this responsibility with the Associate Dean.

Dean Burke has served as a liaison with the state bar, including co-planning the State Bar meeting of 2006, which coincided in time and place with the College of Law’s first year law student orientation program. She has also been involved in a joint task force of the state bar and the College of Law regarding the Wyoming State Bar exam.

The Assistant Dean has taken on a major staff supervisory role as the staff has increased at the College. She has taken the lead in evaluating all staff and hiring new staff as vacancies develop. In the past year, she worked with the Dean to initiate and manage a major staff restructuring and office space expansion.

Based on her qualifications as a law graduate with significant experience at the state Attorney General’s office in the area of health care fraud, she also teaches a seminar on health care law once a year.

4. Director of the Law Library: Timothy Kearley has been Director of the Law Library since 1993. He received his J.D. degree from the University of Illinois and a Master’s degree in Law Librarianship from the University of Washington. He served as Director of the Law Library at Louisiana State University for four years prior to coming to Wyoming. He is a tenured professor of law who teaches both Advanced Legal Research and International Law each year.
In addition to his teaching responsibilities, Professor Kearley is responsible for all aspects of administration of the library, including personnel management, budgeting, planning, and collection development. He reports to the Dean.

5. Law School Accountant: The College’s financial operations, including budget reports and general accounting, are handled by the College Accountant, Megan Barber. Ms. Barber has a degree in accounting from the University of Wyoming and has served in this position since 2005. Prior to her retirement in 2005, Sheryl Borgialli had been the College’s Business Manager and had served as administrative assistant to the Dean, College bookkeeper, and supervised the secretarial staff. The change to a professional accountant was made due to the increasing complexity of the College’s finances.

6. Development Director: In 2001, the University Foundation inaugurated a plan to partner with individual colleges to fund a development director for each college. The Development Director reports to both the Dean of the College of Law and the President of the University Foundation, but maintains an office at the College and spends virtually all her time on College of Law matters. Margaret Brown was the first College of Law Development Director and served in that position until September 2005. Brown had an M.P.A. from the University of Wyoming and had held a variety of positions prior to joining the law school. She was replaced in 2006 by Jill Higham, a 2006 graduate of the College of Law. The development director works with the Dean on fundraising, alumni relations, planning, and implementing meetings and events related to law school development.

7. Career Services Director: The Career Services Director position was created in 2002 to replace the Executive Staff Assistant position. This position is classified as an
Administrative Professional (at will) and is supervised by the Assistant Dean. Wendy Newman, who earned a Master’s degree in Counseling at UW in 2005, served as Career Services Director from 2002 to 2006. The College recently hired Anetra Parks, a 2001 graduate of the University of Colorado School of Law, as the new Career Services Director for the College. Ms. Parks assumed her position November 1, 2006. The Career Services Director has primary responsibility for counseling students and alumni regarding career goals, maintains job postings online, arranges on-campus interviews, and organizes a career library and workshops at the College. The Career Services Director also works with the Development Director on alumni relations, is responsible for producing the alumni magazine, Counsel, and assists with updating the College of Law website, especially with regard to career matters. The Career Services Director is also responsible for gathering employment information on graduates and maintaining an alumni database.

C. Law School-University Relationship

The College of Law is one of seven academic colleges at the University of Wyoming. Some members of the University community view the College of Law as disconnected from the rest of the university because of such factors as the College’s location (a few blocks away from the heart of the campus), separate academic calendar, separate library, and status as a professional school. Nonetheless, the College of Law is an integral part of the University, and both the University and the College are enhanced by the relationship.

The Dean of the College reports to the Vice President for Academic Affairs. The Dean participates fully in the University’s Deans’ Council and is actively involved, along
with the other deans, in policy discussions at the University level. Law faculty serve in
the University’s Faculty Senate, on its Graduate Council, and on numerous University
committees. A law faculty member, for example, is serving this year as chair of the
University Tenure and Promotion Committee. College of Law staff participate in
University staff development programs, are represented on the University Staff Council,
and are eligible for University staff awards. The College has an elected student
representative in the University’s student government, and in two of the past seven years,
a law student has been the president of the University’s student governing body. All
members of the law school community have the benefit of the University’s cultural and
athletic events and facilities.

The University also provides significant services to the College of Law, including
building maintenance, personnel services, financial aid administration, registrar services,
and development assistance.

The Dean of the College of Law has a productive relationship with the central
administration of the University. The key University administrators, including the
President and several Vice Presidents and Associate Vice Presidents, are knowledgeable
about the College of Law and interested in its well-being. For the most part, the College
of Law benefits from a decentralized approach to academic decision-making within the
University. One significant change since the last site inspection, however, has been the
implementation of a “centralized position management” process for the allocation of
faculty positions. The Dean and the faculty of the College have considerable latitude in
making decisions regarding such issues as faculty workload and job descriptions, salary
increases, and use of resources for academic enhancement, though with oversight by the Office of Academic Affairs.

Since the last site visit, the Dean has been able to win Trustee approval of a tuition increase for law students, 100% of which flows back to the law school. This tuition increase has provided the resources for many of the improvements made at the College, including the hiring of additional faculty members and a full-time Information Technology staff person on site.

The College of Law has benefited from the University administration’s willingness to allow the College to adopt a faculty promotion schedule that differs from the standard schedule for other colleges at the University. This schedule is now incorporated into the College Tenure and Promotion Policy. Some tension has arisen recently with regard to the nature and extent of external review letters that will be required for promotion and tenure. The Vice President for Academic Affairs prefers external reviewers to review an “entire body of work,” whereas the law school tradition has been for reviewers to review individual pieces of scholarship. A reasonable compromise has been reached that has been implemented during the current academic year.

D. Law School Record Keeping

The College of Law has maintained student records since it was established in 1920. The University Registrar’s Office maintains a parallel set of records, including official transcripts and grade reports. The College Registrar regularly audits reports from the University Registrar’s office to ensure accuracy. The College maintains its own records on students’ class standing. In the past two years, the University has changed its
student information record system from a DOS-based system to an internet-based system using Banner software. College of Law student information is part of this system, and both the University and the College are still working to transition fully to the new system.

The College also maintains its own admissions records and its own admissions office separate from those of the University. The College’s admissions office operates independently, with the exception that the University admissions office is the main arbiter of whether or not a student qualifies for Wyoming resident tuition. Starting in the 2006-07 admissions cycle, the College will be using Admit-M software to process applications online. This system also allows for automated data collection. We are working on integrating the Admit-M software with the University’s Banner software to allow for maximum efficiency in data collection, storage, and security.

Diplomas for law school graduates are prepared at the direction of the College of Law. Diplomas are not issued until the College has verified that all degree requirements have been met.

E. External Constituencies

The principal external constituency of the College of Law is the Wyoming State Bar. A majority of the members of the State Bar are alumni of the College, and even those members who are not alumni take an active interest in the state’s only law school. Out-of-state alumni, of course, are also an important constituency.

The College’s relationship with the State Bar generally is quite positive. Indeed, much of the College’s success is attributable to the Bar’s support. The State Bar heavily subsidizes the publication of the Wyoming Law Review by paying for subscriptions for each member of the bar. The Wyoming State Bar Foundation also regularly provides
annual grants of over $20,000 to assist the College’s Legal Services and Domestic Violence clinics.

The Dean often is invited to participate in meetings of the Bar Officers and Commissioners. Both the Dean and other faculty members regularly participate in the Bar’s Annual Meeting, in Bar CLE programs, on Bar committees, and in other Bar activities. The current Assistant Dean has also assumed a more formal role as a Bar liaison for the Law School. In 2006, the annual Wyoming Bar meeting was coordinated with the College’s first year student orientation, with the College providing a major speaker, Morris Dees of the Southern Poverty Law Center, and the Bar allowing free admission to all sessions for all College of Law students. Alumni and other members of the Bar are also active participants in many of the College’s activities. They regularly serve as adjunct professors, guest speakers, judges for student competitions, CLE instructors, student mentors, and financial contributors. Alumni were also involved in the drafting of the College’s 2003 Academic Plan, as well as in this self-study. Although the State Bar will provide advice when asked, it defers to the Dean and the faculty on matters of law school governance.

The College benefits from the regular advice and counsel of the Wyoming State Bar Law School Liaison Committee. Since the last site visit, the Dean formed a Law School Dean’s Advisory Board (originally known as the Board of Visitors), consisting of alumni and others interested in the welfare of the College, to work with the Dean on financial support for major projects and other matters.
F. Concerns and Strategies

1. **Concern: Increasing Efficiency and Coordination of Administration.** The administrative staff of the College has been expanded and restructured since the last site visit, raising concerns about how to use these personnel effectively. Also, the College’s events, lectures, symposia, programs, etc. are currently scheduled on an ad hoc basis, and publicity is handled by each sponsoring entity within the College.

**Strategy:** We will increase the efficiency and coordination of these various administrative positions by memorializing procedures for recurring events and by using technology to improve the alumni data base, the career services online job posting data base, and the law school website. We are working on moving to fully electronic, online admissions applications with the use of the Admit-M software, as well as working to use the application data to form the basis of our own student and alumni data bases by coordinating the Admit-M program with the Banner student information system. We will explore the possibility of converting our current paper files on all current students and graduates (which go back to 1923) to an electronic data base. Such a conversion would also go hand-in-hand with the College of Law’s current record-retention policy.

We aim to have a coordinated plan for College events that would provide for centralized publicity and planning and that would include mailings and other types of outreach to a broader audience around the region.

2. **Concern: Class and Exam Scheduling.** The Associate Dean’s duties include developing a class and exam schedule and administering the College’s policy on exam rescheduling by students. The faculty is mostly satisfied with the system, although there
are some concerns about balancing student and faculty needs in scheduling and about the
number of rescheduled exams.

*Strategy:* The Associate Dean has suggested that this process should be re-
examined and will bring this to the attention of the Academic Policies and Procedures
Committee.

3. *Concern: College/University Relationship.* One source of tension in this area
at the present time is the issue of external review letters for promotion and tenure.

*Strategy:* As discussed above, the Dean and the Vice President for Academic
Affairs appear to have worked out a reasonable solution regarding the external reviews,
but the situation will be tested as the College’s relatively large number of currently
untenured faculty come up for promotion and tenure in the coming years.

4. *Concern: External Constituencies.* The support of College alumni and the
State Bar will remain an important factor in the College’s success.

*Strategy:* The Dean and the Assistant Dean (as well as the rest of the faculty) will
continue to work closely with these groups. The Dean’s Advisory Board of alumni and
friends will need to be continued to help provide financial support particularly for capital
projects such as the planned Moot Courtroom renovation. The College will also continue
to work with the Bar on the bar examination process, with a goal of ensuring that the
process is fair and transparent, and to provide the necessary support to our students who
are seeking to prepare themselves for this gateway to the legal profession.
VII. INFORMATION RESOURCES

A. Library Collection and Facilities

The primary mission of the law library is to support the teaching and research functions of the College of Law by: 1) providing access to legal information in a variety of formats, from print to electronic; 2) offering support services, such as reference assistance and research instruction; and 3) providing facilities for a range of activities, including quiet study, group study, and Internet access.

Secondarily, the law library supports the teaching and research activities of other units of the University of Wyoming and the legal information needs of the Wyoming bar and the general public. It does this through such activities as giving tours and lectures to non-law classes, negotiating database licenses that provide access to non-law patrons, making continuing legal education presentations, and providing information about legal research and the law library to librarians and the general public.

1. Collection:

   General Collection

   The site evaluation questionnaire and the collection development plan (Appendix A to the site evaluation questionnaire) provide statistical details about the law library’s collection and its management. This discussion will reflect on the character of the collection and its future as the shift towards dependence on electronic sources accelerates.

   The 37% increase in our acquisitions budget since the last site inspection, as well as one-time monies appropriated by the state legislature, will enhance the law library’s ability to fulfill its mission. The library will need additional budget increases in the years ahead to maintain buying power in the face of continuing price increases that outpace
those in the consumer price index and the increases in the number of faculty supported and courses offered. However, the library is now in a better position to fulfill its mission than it has been in many years.

With its increased ability to buy new titles, the library will be more active in seeking acquisitions suggestions from faculty and students. It also will use the collection comparison capabilities of the YPB (formerly Yankee Book Peddler) database to analyze comparable law library collections to assist with collection development.

The library will continue to gravitate towards electronic sources for most kinds of legal information (e.g., statutes, case law, regulations, information formerly held as loose-leaf services, etc.), though it will continue to maintain one print copy of many of these materials. The library has joined the Legal Information Preservation Alliance in order to help assure continued access to digital information and to print information sources of which few copies remain. However, for the foreseeable future, the law library will collect treatises and journals in print because many of its users still prefer the print format for this kind of information. The library will be open to the use of e-books, but the prevailing selection and terms for them do not make them a desirable option at present.

In order to facilitate access to online information, the law library will seek funding to have laptop PCs for student emergency check-out, and it will monitor closely the sufficiency of the Internet access it offers through a combination of wireless and hard-wired connections. It also will participate in monitoring the sufficiency of the technical support it provides its users for access to online information. The current situation in
both regards is much improved over what it was at the time of the last site inspection and seems satisfactory.

**Government Documents**

The law library selects only some 6.5% of the items available in the Federal Depository Library Program because the main library at the University of Wyoming is also a federal depository and acquires about 75% of the available materials. The FDLP’s shift away from print materials toward electronic forms will mean that the law library (1) will have to be sure to use its web page and online catalog to guide users to these materials, and (2) will gain space in the Government Documents area on the second floor, which it could be reconfigured for other purposes.

**Special Collections**

The law library has a small collection of rare books housed in a Rare Books/Faculty Conference Room on the second floor, just outside the library. This collection has no special focus, consisting of a variety of English, early American, civil law, and Roman law materials. The library does not purchase rare books, but it does accept gifts of rare materials, especially if they have Wyoming connections. The University of Wyoming’s rare books are housed in the American Heritage Center, located across the street from the College and thus easily accessible to law faculty.

The law library also purchases materials for, and helps maintain, a small “career services” library in an office adjacent to the library on the main floor. This collection consists of materials designed to help students think about the various ways they can use their legal education and to assist them in finding employment.
The library’s most interesting special collection is the 2,300 plus volume Blume Collection. Part of this collection is housed in the Blume Room on the library’s main floor, and part is located in the basement. The collection was bequeathed to the law library by former Wyoming Supreme Court Justice Fred Blume, along with some of the furniture from his office. The most interesting and valuable part of this collection is its Roman law items, which include several copies of Justinian’s *Code* in Latin and many nineteenth and early twentieth century works in German on this subject. This collection should be preserved and protected better than it is at present. The library will need to make a determination as to its ability to protect these materials. If it is determined that the law library cannot manage this collection effectively, it should make arrangements, if possible, for it to be transferred to the University of Wyoming’s rare book facility.

**Access to Collections**

We share with all other law libraries the problem of how to assure our users comprehensive, integrated access to our combination of electronic and traditional resources. Since the last site inspection, the law library has implemented (in cooperation with the main library) Endeavor’s Voyager integrated library system. This system, combined with the reclassification of the library’s holdings from a home-made system to the Library of Congress classification system, has improved access to all of the library’s collections. The online catalog contains links to many of the library’s electronic resources as well as lists of its print materials. The substantial elaboration and refinement of the library’s Web page ([http://uwyo.edu/LawLib](http://uwyo.edu/LawLib)) also have improved patron access to electronic resources. However, we need to move further towards one-click access to the materials users identify as being relevant to their research (e.g., all of the formats in
which the library makes available a particular law review article or treatise—in print in our collection and electronically via HeinOnline, “The Making of the Modern Law,” Lexis, Westlaw, etc.). We are keeping a close watch on developments in federated search engines but are not yet satisfied that any solve the problem for legal materials. In the interim and to help make the resources we pay for more visible to our users, the law library is purchasing cataloging records for electronic sources such as “The Making of the Modern Law,” government documents, LLMC Digital, and for treatises in Lexis and Westlaw.

2. **Facilities**: The dramatic changes that have occurred in the publication and retrieval of information in the past decade or so have required changes in the law library’s facilities and will permit additional ones. The most obvious of these is the increased need for power outlets and data lines or wireless access points to facilitate access to the Internet. The law library offers 73 Ethernet connections as well as wireless access from nearly every square foot of its space. The 1993 library addition is well supplied with power outlets, and 18 were added recently to the main reading room. These arrangements should suffice for the foreseeable future, assuming the wireless access is upgraded as improvements in that technology appear.

A related change is the decreasing need for space to house print materials. This has the potential to free space for other uses, such as additional carrel seating and small group work areas. At present, the library has more seating than students - more than half of it at carrels - and it offers four group study rooms. However, small group study spaces and informal, comfortable seating areas are in heavy demand; more such space, as well as, perhaps, highly flexible space should be created. Nevertheless, we will not want to
entirely dispose of much of the print material; some of it, though not frequently used, should remain available on-site, while many other items should be retained off-site for their long-term historical value. Hence, the library will have to create compact storage on-site and identify off-site storage in order to reap the space benefits offered by replacing print information with information in electronic form.

B. Library Services

Numerous specifics concerning the ways in which the law library actively participates in the educational life of the College of Law are noted in the questionnaire. Only a few will be further discussed below.

1. Reference and Instructional Services: Traditional reference services are provided by the law librarians and specially trained upper-class law students. Perhaps because all the librarians teach either the first year Legal Research course or Advanced Legal Research, students readily make use of this service. The law library, in partnership with the main library, also has experimented with virtual reference service via the library web page, but both libraries found the software inadequate and the demand lacking. At present, the law library offers email reference through a link on its web page, but this, too, has been little used. However, because instant-messaging has become increasingly common among students, the library will consider adding this capacity to its reference services.

Although the law librarians are able to instruct students in effective research techniques in class, not all topics can be covered. As online sources proliferate, the library needs to find ways to better inform both students and faculty about new databases and how to make the best use of all available resources. This could be done in a variety
of ways, including lunch-time seminars, online tutorials, print guides, and a library newsletter.

2. **Bibliographic Services**: Endeavor’s automated library system, Voyager, satisfactorily meets the library’s needs for such a system. We have been adding links in our online catalog (http://lawferret.uwyo.edu) to electronic information sources to help make the catalog a more comprehensive research tool and will continue to work toward that goal. The library’s web page acts as a gateway to research for the College. It contains links to, among other things, our licensed databases, free web sites, library guides, and the law library catalog - which links in turn to the main library home page and its collection and databases.

As noted above in the discussion of the collection, the law library’s goal is to provide an interface that better integrates the library’s diverse information resources. While awaiting the ultimate federated searching tool, the library will continue to add records for electronic sources to its catalog and make links from the catalog to those sources.

C. **Law Library Autonomy, Administration, and Personnel**

1. Administration: As noted in the questionnaire, the law library is an integral part of the College of Law. Its policies are determined by the Dean and the Director of the Law Library, in consultation with the College faculty. However, the law library and the University libraries share an automated system, make a point of negotiating licenses that allow access to each other’s databases whenever possible, and otherwise cooperate without difficulty.
2. Personnel: Although the law library staff is one of the smallest in the country, it is sufficient at present to provide adequate support to the College of Law, which is likewise one of the smallest in the country. The recent addition to the College’s staff of a full-time IT specialist will greatly aid the library staff by taking from them technology-related functions that they used to perform for the College and by assisting them with internal library technology matters. (See Appendix B to the site evaluation questionnaire for the law library organization chart.)

D. Library Concerns and Strategies

The issues of concern for the law library have already been identified in the discussion above, but they will be reiterated and discussed here.

1. Concern: Collection. The library’s acquisitions budget is healthy at present. However, there is every reason to believe that the extraordinary rate of price increases for law books will continue. This increase in expense will require continuing both increases in the library’s acquisitions budget and efforts to reduce the effect of price increases on the library.

   Strategy: The library is pursuing two strategies for reducing the costs of expanding its collection: (1) eliminating expensive print products and relying more heavily for the same information on electronic sources that are either free or for which we already pay; and (2) entering into cooperative ventures with similarly situated law libraries. The library already is implementing the first course and is looking into the second.

2. Concern: Technology. Again, the law library’s current ability to use technology effectively is satisfactory. However, as access to information becomes
increasingly technology-dependent, the library may need to enhance its capabilities, in
terms of the facilities, equipment, and human support it provides its users.

**Strategy:** The creation of a College technology budget that all units could draw
on, as prioritized by the school’s Technology Group, would at least partially address this
need. The Dean has taken this matter under consideration.

3. **Concern: Services.** The most pressing problem in this area is the need to offer
users as simple a means as possible to find all of the resources the library has that are
relevant to their research needs. This problem is shared by all libraries and awaits a
common solution.

**Strategy:** In the interim, the law library is working towards this goal by making
more of its electronic resources visible through its online catalog.

4. **Concern: Facilities.** The law library has the opportunity to transform some of
its space to better serve the needs of its patrons. However, this cannot be done until
adequate storage space for its lesser-used materials is found both on and off-site. Some
space in the new UW main library facility may be made available to the law library, but
that is not a certainty, and that building’s completion date is several years in the future.

**Strategy:** The library has begun to look for permanent off-site storage space and
to investigate the feasibility of installing compact shelving in its basement. While there
are costs associated with both of these options, such costs undoubtedly will be less than
that of new construction.

**E. Technological Capabilities**

1. **Technology Policy:** The responsibility for setting computing policy at the
College ultimately lies with the Dean, but on the practical level it is distributed among
several persons. In its last self-study, the College set as one of its goals hiring a full-time, in-house IT specialist. This was accomplished in 2005 with funds generated from a tuition increase. Now, Computer Support Specialist Edward Havugimana plays an important role in helping establish technology policy at the College through the advice he gives to the Technology Group, of which he is a member. The Technology Group consists of representatives from each of the College’s main constituencies: the faculty, faculty support staff, students, library, and the Dean’s Office, plus the computer support specialist. The Technology Group makes the Dean aware of the College’s technology needs based on the feedback it receives from the constituencies of its members.

In addition, the Director of the Law Library also consults with the Dean about the use of computer technology in the law library but has a great deal of discretion with respect to the application of computing there. Moreover, since 1997 there has been a Student Technology Committee at the College (and in every college at the University), which makes decisions about how to use that portion of the University student computer funds that are returned to the College. At the law school, this committee consists of four students (one representative from each class, plus the student computer assistant) and two College faculty or staff (the Associate Dean and the Director of the Law Library.)

Finally, the University Division of Information Technology affects College computing policy to the extent that it makes fundamental decisions about the campus networks and the software it will support.

2. Technical Support: The Client Support unit of the University’s Division of Information Technology provides computer consultants to all University departments. Due to its small size, the College has shared the services of a consultant with other units.
No statistics are kept concerning the number of hours per week that the computer consultant spends at the College, so it is impossible to provide a full-time equivalent for his services. However, as noted above, last spring the College was able to hire a full time computer support specialist, decreasing further the need to contact the University assigned computer consultant.

The College does receive significant support from the University IT Client Support Services in maintaining the wireless system that covers most of the building. The Client Support Services staff also has worked with the College to address some problems that have arisen by virtue of the fact that the building lacks a staffed computer lab. Just recently, for example, they began beta testing with the College a system that allows law students to add value to their printing accounts without having to go across campus to a staffed lab.

Other College staff members also provide support for technological functions. Veronica Jenkins, a Faculty Assistant, handles most of the faculty’s regular computing needs, which tend to revolve around word processing and printing problems, and she also administers the law school’s exam software. The student assistant paid for by the student computer funds supervises the students' computer lab and email bar and is consulted by them informally about basic computing issues such as connecting to the College’s wireless network.

3. **Budget:** Money for technology development, support, and training at the College comes from a variety of sources, as some of the preceding information indicates. In F.Y. 2005-06, the College spent about $66,702 on technology. The law library spent another $3,000 on technology in the same period. This may not be sufficient to maintain
an adequate technological base in the long term. The library has obtained needed computer equipment from the College or, occasionally, has used acquisition funds for that purpose. Finally, the student computer funds are used to purchase computer equipment used solely by students. In F.Y. 2006-07, the Student Technology Committee has a budget of $28,148 with which to purchase equipment and supplies and to pay the student assistant.

Training in computer use has been carried out mainly through courses offered by the Division of Information Technology’s Support Services unit. The College and library pay the course fees for faculty and staff who take these courses. However, it is expected that the College’s computer support specialist will now supplement this training with one-on-one and small group instruction, especially for classroom technology.

4. Computing Services and Use: The site evaluation questionnaire contains detailed information about the College’s network, hardware, software, and classroom technology. We will focus here on the integration of technology into the curriculum.

As the questionnaire indicates, the College has made significant progress since the last site inspection on enhancing its technological capabilities and integrating technology into the classroom. By means of a federal grant, it was able to exceed the goals it set out in the last self-study. This has enabled several faculty members to make regular use of educational technology in classes.

First-year students are now trained at the College in the use of Lexis and Westlaw in the first-semester Legal Writing and Research course instead of having to go to the main library’s electronic classroom. The computer display systems, Internet, and documents camera are routinely used in many classes, from Advanced Legal Research, to
Employment Law, to Legislation, and to Real Property. For example, eight faculty members reported using PowerPoint to varying extents, five reported using DVDs or VHS tapes, and four reported using the documents camera. Only Professor Romero regularly uses the Classroom Performance System (clickers) at present, but five other faculty members have expressed an interest in using it. Many faculty members also use TWEN and Lexis Web Course to enhance their courses. Finally, some faculty members strongly advise the use of CALI exercises in conjunction with their courses.

5. Concerns and strategies: The College successfully addressed the most serious technology concerns set out in its last self-study. The following are the chief immediate concerns at present: (1) establishing operating guidelines for the new computer support specialist and making the best possible use of his skills in advancing the use of technology in the College; (2) creating stable funding for technology; and (3) using the existing technology to enhance the College’s curriculum through cooperative ventures with other law schools and to provide CLE to the Wyoming Bar.

The Technology Group is working on the first issue by looking at models at other institutions and getting feedback from the College community as issues arise. The second issue may require additional funding, perhaps through additional tuition revenues. At this point, a specific mechanism to achieve the third goal has not been identified. The Tandberg conferencing unit has been used by the Defender Aid Clinic to share a training session with a similar clinic at the University of Missouri at Kansas City, but the College has yet to succeed in sharing a course with another law school.
VIII. FACILITIES

With the exception of three clinical programs (addressed in Section B), the College of Law is housed in one building at the east end of the University campus. Construction of the building was completed in 1977, and the law school moved into the building the same year. At the time, the facility had approximately 45,000 square feet. An addition in 1993 added approximately 15,000 square feet and nearly doubled the size of the law library. Today, the facility has just over 60,000 square feet, half of which is devoted to the library. While still a relatively small facility in comparison to other U.S. law schools, the building is comfortable and spacious in light of the College’s small student body. Indeed, the College is among the top ten ABA-approved law schools in the country in terms of net square footage per full-time student.

The building is carpeted and air-conditioned throughout and makes good use of windows for natural lighting, particularly in the library and faculty offices. Overall, the building is well-designed, functional, and conducive to a positive learning environment. Fundraising has begun for a major renovation/addition to the classroom wing that will ensure that all instructional spaces have modern technology and furnishings.

A. Classroom and Seminar Space

For the size of its student body and the number of courses taught, the College of Law has ample instructional space. The law building has three classrooms with capacities of 69, 102, and 116, a courtroom with a capacity of 72, and two seminar rooms. One seminar room is designed for classes of 10-15 students, while the other will accommodate 20-25 students.
The three principal classrooms have multimedia projection equipment. A majority of the faculty use instructional technology with some regularity. The classrooms also are equipped for use of a Classroom Performance System (CPS), which is an interactive system that allows students to use “clickers” to respond to questions posed by the instructor. Two of the rooms have additional technological enhancements, including a “sympodium” (smartboard) and power and internet connections at every student work station. Wireless internet access also is available throughout the law building.

A substantial renovation of two of the classrooms (Room 142 and 149) was completed in the summer of 2005. In addition to receiving technological enhancements, the rooms were equipped with new work tables, chairs, and acoustical panels. Funding for the renovation came from a $200,000 allocation from the University’s “Plus Budget” and a $250,000 federal grant earmarked for technological advancements.

The College has embarked on a capital campaign to raise $4 million for a substantial addition to, and renovation of, the instructional wing of the law building. The project will replace the current large classroom (Room 144) with a multidimensional courtroom/classroom/auditorium space with state-of-the-art technology. The new space will include a jury room that also will serve as a seminar room, judge’s chambers, and a sound booth. The courtroom configuration will accommodate the five-member Wyoming Supreme Court (which hears oral arguments at the law school each year), three-judge panels of the United States Court of Appeals for the Tenth Circuit, and trial court proceedings. The project also will include a major renovation of the current
courtroom (Room 147) into a medium-size classroom, again with the latest in technological enhancements.

B. Clinical Programs

At the time of the 1999 site visit, workspace for the College’s clinical programs was very cramped. That problem has been remedied. In 2004, the University acquired a sizable office building about four blocks southeast of the law building. Free office space and equipment were offered to the College of Law, and the Legal Services Program moved to the building in the summer of 2004. The building, called the “UW Annex,” now houses the legal services clinic and two sub-clinics (new since the last site visit), the domestic violence clinic and the student legal services clinic. The total space available for the three clinics is 7,201 square feet, including a sizable conference room. The directors of the clinics have found the space to be ample and very functional.

The departure of the Legal Services Program from the law building allowed both of the College’s criminal clinics to expand their space in the law building. A modest building renovation in 2004 doubled the workspace of both the Defender Aid Program and the Prosecution Assistance Program. All clinics now have adequate workspace.

C. Faculty Offices

Each faculty member has an office. The standard size of the offices is 172 square feet, which most faculty members have found to be quite adequate. There are a total of 18 faculty offices. Two offices, occupied by the faculty directors of the Defender Aid Program and the Prosecution Assistance Program, are located on the first floor near those faculty members’ respective clinics. Sixteen additional faculty offices are located on the second floor, in addition to a small office for adjunct professors. Two faculty offices
were gained in 2006 following a renovation of the administrative office suite. That renovation transformed a former conference room into a mail room/workspace and created two new staff offices. Two staff members who previously had occupied second-floor offices moved into new office space on the first floor, opening up two additional faculty offices on the second floor.

With the addition of four permanent faculty members since the last site visit, faculty office space is at a premium. Currently all of the office space is occupied, and one faculty member who is on a leave of absence does not have an office. When she returns to the faculty, the law school may have to displace one of three faculty members who currently have offices on the second floor – the associate dean, who also has an administrative office on the first floor; the faculty director of the Legal Services Program, who also has an office in the UW Annex building; or a retired faculty member who still teaches four courses per year.

Ideally, the building would include more faculty office space. There are good reasons for each of the three faculty members mentioned above to retain an office on the second floor. Moreover, it would be difficult to accommodate visiting professors or other temporary scholars. The College also plans to add at least one more member to the law faculty in the next couple of years when full funding is available for the Kepler Chair. (The School of Energy Resources initiative conceivably could add a member to the faculty as well.) Finally, the College eventually will have further retirements from the faculty, and it would be good to be able to provide office space for retirees, particularly if they continue to teach or conduct research.
No plans are currently in place to create additional faculty office space. One possibility, however, is a renovation of part of the second floor of the library. There is currently empty shelf space in the area adjacent to the faculty offices. Some of that empty shelf space, however, is illusory because substantial materials from the state law library are currently being stored in the UW Annex building and are scheduled to be moved to the College of Law library. Realistically, the prospect of additional office space in the library may be dependent on whether compact shelving can be incorporated into the basement level of the library.

Also adjacent to the faculty office area is a “Rare Books Room,” which was created during the 1993 addition to the building. This sizable, attractive room serves not only as a faculty and staff lounge, but also as a popular gathering place for receptions, luncheons, meetings, and faculty colloquia.

D. Student Areas

Students have substantial study space in the library in open and closed carrels, group study rooms, lounge areas, and at open tables. (See Law Library, Section F.) Outside the library, students often study in lounge chairs in the hallways outside the classrooms, at tables in the student lounge, and in the seminar rooms and classrooms when they are not in use.

Ideally, the building would include office space for more of the student organizations. Currently, however, there are no plans for adding such space. The only conceivable option for additional student office space would be a renovation of the library in areas in which there is empty shelf space (or, as mentioned above, in areas in which space could be created through the use of compact shelving).
E. Administrative Services

The administrative office space is adequate for the current size of the staff. With the exception of the front-office administrative assistant, all administrative staff members have their own offices. All of the office space is occupied, however, so there is no room for expansion of the staff.

The College has added four full-time staff members since the last site visit, and it has taken some creativity to accommodate them with offices. As noted previously, a 2006 renovation created two additional staff offices in the main administrative suite, but a conference room was lost to meet that objective. A third staff office was captured when the Legal Services Program moved to the UW Annex. (The administrative assistant to the Legal Services Program now has only one office, in the UW Annex, and her former office in the law building serves as a career services library.) Finally, an office space was created in the library to accommodate the new information technology specialist.

Ideally, the law building would have additional staff office space to accommodate part-time student work-study employees or to accommodate future staff growth. Currently, however, the College has no plans to increase the size of its staff. For the time being, then, staff office space is adequate.

The College provides all personnel the equipment they need to be productive and efficient. All faculty and staff members have up-to-date computers and high-speed printers. The College has dependable phone equipment, a fax machine, a scanner, and high-quality copiers.
F. Law Library

The 1993 building addition, which nearly doubled the space of the law library, alleviated any concerns about inadequacies in the library’s physical facilities. At present, the library has 30,000 net square feet of space on three floors. There is private carrel seating for approximately two-thirds of the student body. The Potter Law Club (the student government organization) holds a lottery at the beginning of each academic year to determine carrel assignments. Because some students do not desire a carrel, only a small number of students who desire a carrel are left without one. There is also non-carrel seating in the library for over 100 persons, so overall seating capacity exceeds the total number of students at the law school.

The library has several closed carrels, four enclosed group study rooms, and several quiet alcoves for private study. A student computer lab on the second floor is equipped with up-to-date computers and has proved to be adequate in meeting student needs. Wireless internet access is available throughout the library.

Some room for collection growth exists on the second floor. As noted previously, however, existing materials will occupy some of the current empty space, and significant collection growth may be dependent on the incorporation of compact shelving on the basement level of the library. The basement level also accommodates storage of administrative records so that the central administrative offices do not become too crowded.

G. Control and Use of Law School Facilities

The College of Law building is owned by the University of Wyoming. Use of the facilities is under the exclusive control of the College of Law. No regularly scheduled,
non-law courses are conducted in the building. One of the main classroom buildings at the University is currently undergoing a major renovation, and the College of Law offered its classroom space to accommodate special temporary needs. Because of the College’s location several blocks from the heart of campus, however, scheduling of non-law classes at the law building proved to be unworkable.

The College often permits the use of law school facilities by other academic units, local courts, or private entities. Any such use, however, is strictly controlled and permitted only when it will not disrupt or interfere with the academic program of the College of Law.

H. Concerns and Strategies

1. Concern: Dysfunctional Courtroom. The physical facilities of the College of Law generally are quite satisfactory. Although much of the building is nearly 30 years old, it is in good shape. It was soundly constructed and has been well-maintained by the University and the College. There is one principal area of concern, however, which is being addressed by a current capital campaign: The current courtroom space is dysfunctional, unattractive, and lacking in technological capabilities.

   Strategy: As noted previously, the College is seeking to raise $4 million for a substantial renovation of, and addition to, the instructional wing of the building. The principal motivating factor for the project was the inadequacy of the current courtroom space. In its facilities planning, however, the College expanded the project beyond the original goal of creating a new courtroom. The plans also include new classroom, seminar, and auditorium space, in addition to ADA accessibility to existing classrooms.
The University Foundation and the College of Law Dean’s Advisory Board have provided considerable assistance in fundraising efforts. In addition, the University Trustees have approved the College’s courtroom/classroom project for eligibility for state matching funds. (The state legislature in 2006 appropriated $9 million in state matching funds for academic capital construction projects. The university is seeking an additional $25 million in matching funds from the 2007 legislature.) This development essentially has transformed a $4 million fundraising effort into a $2 million effort. The College is optimistic that it will have commitments in hand for the full $4 million project by the time of the March 2007 site visit.

2. **Concern: Office Space.** Finally, the law building ideally would have additional office space for faculty, staff, and student organizations. At the present time, the facility has adequate, but just enough, office space to accommodate its current personnel and programs. Program expansion, however, would strain office capacity.

   **Strategy:** The College will consider two primary possibilities in the event it needs additional office space in the future – renovation of part of the library or construction of a new addition to the law building.
IX. FINANCES AND UNIVERSITY SUPPORT

A. University Budget

The University of Wyoming is the only four-year institution of higher education in the state. It was established in 1886 and has been an important piece of the fabric of the state since that time. The University enjoys strong support from the citizens of Wyoming, including the members of the state legislature. Legislative support is reflected in the fact that about 47% of the University’s total budget comes from the state general fund. Thus, the financial health of the University and the College of Law depends a great deal on the health of the Wyoming economy.

At the time of the College’s last accreditation visit in 1999, the State of Wyoming had suffered from nearly 15 years of a sluggish economy, primarily because the state relies heavily on mineral severance taxes as a principal source of revenue. From the mid-1980’s through the 1990’s, the state experienced a “bust” period characteristic of a boom-and-bust economy based largely on mineral revenues. In the last several years, however, the state economy has been booming, primarily because of increased natural gas production and high energy prices.

Improvements in the state economy since 1999 have resulted in a much stronger University budget. The overall budget of the University of Wyoming has increased from $232,260,724 in Fiscal Year 2000 to $350,703,122 in the current fiscal year (FY07), an increase of 51%. In addition to substantial increases in the University’s operating budget, the University, with the help of the state legislature, has embarked on a remarkable array of new initiatives and capital construction projects. For example, the legislature is funding a $400 million endowment for “Hathaway scholarships” for Wyoming high
school students to attend the University of Wyoming or one of the state’s seven community colleges. The legislature has approved funding for dozens of additional faculty positions at the University, including a $70 million endowment to attract distinguished professors from other institutions. The legislature also has approved the establishment of a new School of Energy Resources, which is projected to have a $40 million facility and an annual operating budget exceeding $10 million.

Capital construction projects in recent years have included a $12.4 million renovation of the student union, a new $8.5 million athletics facility, an $11.3 million business incubator, a $2.1 million reconstruction and landscaping project for the central core of campus, an $18 million Health Sciences Center, a $2.3 million Early Care & Education Center, a $13.3 million renovation of the principal residence hall dining center and meeting complex, and several million dollars in additional residence hall renovations. Currently under construction are a $20 million hotel and conference center, a $16 million Anthropological and Archeological Research Facility, a $14.6 million renovation of one of the University’s principal classroom buildings, and several million dollars in new and renovated athletic facilities. The University has approval to begin several additional projects in the next few years, including a $51 million Information, Library & Learning Center, a $53 million College of Business building, a $35 million Information Technology facility, and $23 million in additional residence hall renovations.

So a few years of economic good news have made an enormous difference in the general health of the University budget, and the College of Law budget has improved along with the University’s. In virtually all areas of its operations, the College has seen significant growth, as will be detailed later.
B. The Budget Process

The University of Wyoming receives a block grant from the state legislature every two years. Approximately a year and a half before each biennial budget term, the University begins to collect information from the various colleges and departments to determine the budget proposal to be submitted to the legislature. While the deans and other University officials meet to discuss the budget and make recommendations to the central administration, the budget process itself is quite centralized.

The University President and the Board of Trustees formulate the budget proposal, based on their collective assessment of the University’s needs. That proposal is submitted to the Governor, who makes his own adjustments and recommendations, and then the budget is submitted to the state legislature. Typically the legislature will afford the President and other officials the opportunity to explain and defend their budget proposals. After the legislature determines the amount of the block grant to be given to the University, the central administration of the University determines the amount to be allocated to the various colleges and departments.

C. Law School Budget

The law school budget has seen steady improvements since the last site inspection. These improvements are the result of increases in three areas: (1) state support to the University generally, particularly with respect to faculty and staff salaries; (2) tuition, with substantial revenues returned to the law school; and (3) private support.

1. State Support: As indicated in the previous section, state support for the University has increased significantly in the last several years. The former University
President (Philip Dubois, who served from 1997-2005) focused on faculty and staff salaries as his top legislative priority, and his efforts were very successful. University employees have seen consistent salary increases, and because these increases have been University-wide, the law school has experienced substantial salary improvement as well. Starting faculty salaries, for example, have increased about 55% since 1999. More senior faculty have seen similar salary increases.

The following table sets forth the state funds budgeted for the College of Law for the past three fiscal years, the College’s actual expenditures for that same time period, and the state funds budgeted for the current fiscal year. Actual expenditures in any given year generally vary significantly from the budgeted amounts because the College uses private donor funds to supplement the state budget. Private funds are used for a variety of purposes, including student scholarships, faculty research grants, endowed faculty positions, speaker series, and faculty, staff, and student travel.

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<td>FY 2004</td>
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<td>$4,047,085</td>
</tr>
<tr>
<td>FY 2005</td>
<td>$3,581,499</td>
<td>$4,151,768</td>
</tr>
<tr>
<td>FY 2006</td>
<td>$3,920,798</td>
<td>$4,474,599</td>
</tr>
<tr>
<td>FY 2007</td>
<td>$4,806,677</td>
<td></td>
</tr>
</tbody>
</table>

*The budget does not include overhead costs (e.g., building maintenance) paid by the University.

The College of Law also retains revenues it generates from various non-tuition sources, but these revenues are relatively modest in relation to the College’s overall budget. For example, the law school has full use of revenues generated from student application fees, law review subscriptions, and CLE programs.
2. **Tuition:** Historically, the College of Law’s budget was neither enrollment- nor tuition-driven. In other words, neither fluctuations in law school enrollment nor increases in tuition had a direct impact on the law school’s budget. Law student tuition and fee revenues went into the University’s general fund and the central administration determined the funding for the College based on past budgets and a review of the University’s overall needs. This remains the general practice, although the Board of Trustees in 2005 approved a general policy related to “tuition differentials” in particular academic programs. This University-wide policy, which was formulated by a committee chaired by Law Dean Jerry Parkinson, permits academic units such as the College of Law to retain revenues generated from unit-specific tuition increases, provided certain conditions are fulfilled. Subsequent to the approval of this University-wide policy, the Trustees approved a substantial tuition increase in the College of Law, with additional revenues returned dollar-for-dollar to the College. This arrangement has provided the College of Law with significant flexibility and has resulted in several major improvements to its academic program.

Tuition rates at the University of Wyoming College of Law remain among the lowest of ABA-approved law schools. For the 2006-07 academic year, resident tuition and fees are $7,635 and nonresident tuition and fees are $16,155. Yet despite these comparatively low levels, these figures represent about a 40% increase in rates from just two years ago. Most importantly, most of the revenues generated from this substantial increase have been returned to the College of Law for its exclusive use. These revenues have increased the College’s overall budget by nearly 15% and have allowed the law school to make dramatic enhancements to its academic program.
In 2005, the University Trustees approved a two-step increase in the law school “tuition differential” (the difference between law school tuition and general University tuition rates, primarily at the undergraduate level). The agreement provided for a 15% increase in tuition for each of two years (2005-06 and 2006-07) on top of University-wide tuition increases assessed on students in all academic programs. (The University-wide increase was approximately 5% in 2005-06 and 2% in 2006-07.) While the University retained the revenues generated from the University-wide increases, the revenues generated from the two Law-specific 15% increases were added to the law school budget. The effect over the last two years of this earmark has been an increase to the College of Law’s annual operating budget of $545,430. (Of this amount, $115,271 was allocated to benefits for five additional faculty and staff members. Even with this allocation, however, the College has realized a budget increase of $430,159.)

The infusion into the law school budget of these additional “tuition differential” dollars has allowed the College to make the following enhancements to its academic program:

- The hiring of three additional, full-time faculty members. In addition to enriching the curriculum generally, this new faculty hiring has allowed the College to (1) employ its first full-time director of the legal writing program (Michael Smith, a nationally recognized legal writing scholar who was hired from the top-ranked legal writing program in the U.S. at Mercer University); (2) enhance its externship program (under the direction of Johanna Bond); and (3) develop an academic support program (under the direction of Michael Duff).
- The hiring of two new staff members, including a full-time information technology specialist (Edward Havigumana) and a general staff support person (Jacquelyn Robinson).
- A 58% increase ($88,000) in non-private support for student scholarships.
- A 13% increase ($53,000) in the library acquisitions budget.
- A 50% increase ($20,000) in non-private support for faculty research.
- An increase in general operational support for travel, equipment, supplies, etc.
The College of Law has University and Trustee support for additional tuition differential increases in future years. The College has proposed a 5% increase for 2007-08, which will be earmarked primarily for student scholarships, library acquisitions, and faculty research support. Even with an additional tuition increase next year, the College’s tuition will remain among the lowest, if not the lowest, of all ABA-approved law schools.

3. Private Support: The College of Law receives the benefit of substantial private funds donated by alumni and friends of the College. The following table shows the levels of giving for the law school’s Annual Fund and for overall giving during the past three fiscal years.

<table>
<thead>
<tr>
<th></th>
<th>Annual Fund</th>
<th>Overall Giving</th>
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</thead>
<tbody>
<tr>
<td>FY 2004</td>
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<td>FY 2005</td>
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</tr>
<tr>
<td>FY 2006</td>
<td>$64,234</td>
<td>$472,664</td>
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Most of the College’s formal development efforts are coordinated with the University’s central development office, the University of Wyoming Foundation. The Foundation provides considerable assistance to the College, including principal responsibility for Annual Fund operations, financial support for the law school’s Director of Development, and regular strategic support for major gifts and other initiatives.

Two significant developments occurred since the last site visit in 1999. The University completed a very successful capital campaign that garnered approximately $204 million in support for the University, including $58 million from a state matching
program. (The State of Wyoming matched gifts to endowments of $50,000 or more.) The College of Law was a significant beneficiary of this “Campaign for Distinction.” During the campaign, the College received 13 gifts or pledges of $50,000 or more, including the two largest in school history ($2 million and $900,000). When the pledges are fulfilled, these gifts will add over $6 million to the law school’s endowment.

The second major development was the College’s hiring of its first full-time Director of Development in 2001. This individual reports both to the College Dean and to the Foundation, which provides a portion of the director’s salary. The Foundation also provides financial support for travel, equipment, and supplies, and strategic support in the form of prospective donor research and stewardship assistance.

There has been significant stability in the offices of both the Foundation President (Ben Blalock is in his 11th year as President) and the College of Law Dean (Jerry Parkinson is in his 9th year as Dean). That stability has helped in the development of a comprehensive, long-term fundraising strategy and specific, well-defined goals for the College of Law. The recent hiring of a new Director of Development (Jill Higham, a 2006 graduate of the College of Law and Wyoming State Bar member) also will bolster fundraising efforts in the future.

Since the last accreditation visit, the College has made numerous advances as a result of private fundraising, including the following:

- An additional faculty position (the Housel/Arnold Distinguished Professor of Law) and the hiring of a nationally recognized constitutional law scholar (Stephen Feldman) to fill the position.
- A $2.2 million endowment to support a new faculty Chair (the Kepler Chair in Law & Leadership).
• A $1.6 million endowment to support faculty research (Williams Faculty Fellowships; Dyekman, Goodstein, Hopper, and Kline Faculty Research Funds).

• Two endowments of $300,000 each to support named professorships (Williams). These endowments, which will be fully funded at $500,000 each in 2007, will provide salary stipends for existing faculty and research support, which will allow the faculty research endowment to stretch further.

• Two endowed lecture series (Maxfield, Williams), which will continue to enrich the educational experience of the College community. One of the lecture series already has brought to campus Justice Sandra Day O’Connor, Judge/Dean Kenneth Starr, and Morris Dees of the Southern Poverty Law Center.

• Numerous student scholarships.

D. University Support of Law School

The University’s financial support of the law school since the last site visit has been very strong. Much of this support, of course, has been due to the improving state economy and increases in legislative appropriations to the University as a whole. Nonetheless, the College of Law can point to many instances in which the central administration of the University has provided specific, generous support to the law school – apart from University-wide initiatives such as across-the-board faculty and staff salary increases.

Most significantly, the central administration of the University lent its support to the College of Law’s proposal for a tuition increase, with revenues returned to the law school. As noted previously, this tuition differential agreement has allowed the law school to make significant strides, and it holds real promise for additional advances in the future. In addition, the University has provided support in the following ways:

• In 2001, the Law Dean and the Graduate School Dean entered into a creative “resource swap” that resulted, at the time, in a 46% increase in state-supported student scholarships.
• The Office of Academic Affairs allocated $245,000 in “Plus Budget” funding for technological enhancements at the law school. The Office also included the law school in a federal grant request, which resulted in a $250,000 congressional earmark for technology at the law school. This combined $495,000 allowed the College of Law to renovate two classrooms and improve instructional technology in three of its four principal classrooms.

• Academic Affairs made two permanent allocations, totaling $125,000, to fully fund the House/Arnold Professorship, which had been partially funded by a private endowment. These allocations have solidified the professorship and assured funding for the full salary and research support for the holder of the professorship.

• From a central “diversity” funding pool, Academic Affairs has provided significant research funding for new law faculty members of color.

• The College of Law generally has fared well in the University’s “centralized position management” (CPM) process, with faculty positions lost to retirement or resignation being returned to the College.

• The University has included the Law Library in legislative requests for funding of University Libraries. The success of these requests has led to two sizable, permanent increases to the Law Library acquisitions budget ($40,000 in 2002, at the time an 11% increase; $42,000 in 2006, a 10% increase). The 2006 legislative appropriation for the Libraries also included a $240,000 one-time allocation for the Law Library (in addition to the $42,000 permanent budget increase). A similar allocation may be forthcoming in the second year of the current biennium (2007-08).

• The University provided free office space and equipment in the “UW Annex” building for the College’s Legal Services clinics, alleviating a serious concern about cramped clinic space at the law building.

• The University and its Foundation have provided substantial funding for salary and other support for the College’s Director of Development.

• The University included the College’s principal fundraising project, a courtroom/classroom/auditorium addition, on the Trustees’ list of approved projects for state matching funds. The College is in the midst of its fundraising effort for the project, and the state matching program provides an attractive incentive for donors.

• The College of Law sometimes has received more than its proportional share of faculty salary increases, in recognition of its relative market position. (In general, law faculty salaries are further behind peer salaries than salaries in other academic disciplines on campus.)
All of the above instances indicate that University support for the College of Law in the last seven years has been very strong. Some issues still remain and are addressed in the Concerns and Strategies section. Among those issues are faculty salaries, support budgets, and support from the Graduate School for law students. On the whole, however, the College of Law has been quite pleased about the University’s consistent financial support.

E. Adequacy of Law School Resources

The College of Law’s overall budget remains small in comparison even to law schools of comparable size and mission. Nonetheless, the College does remarkably well in accomplishing its objectives with the resources it has. In its 1999 self-study, the College recognized several potential deficiencies, all related to funding. At the time, the self-study noted that the “Wyoming economy shows little sign of improvement in the near future.” Happily, we were wrong – the economy turned around in dramatic and unexpected ways, and the College of Law can report substantial improvement on all fronts mentioned in the 1999 self-study.

1. Curriculum Enhancement: The addition of four full-time, tenured or tenure-track faculty positions (the Housel/Arnold Professorship and the three positions funded from the tuition differential) has allowed the College of Law greater curricular flexibility. In recent years, the College has regularly offered courses that had been omitted from the curriculum, or at least neglected, at the time of the last site visit, including courses in employment law, health law, intellectual property, international business transactions, and legislation. Curricular flexibility also has permitted the addition of other enrichment
courses, such as Children & the Law, Electronic Payment Systems, International Human Rights, and Native American Natural Resources Law.

Another positive impact of the increase in faculty has been the opportunity to offer more skills courses by regular faculty rather than adjunct faculty, including alternative dispute resolution, appellate advocacy, legal writing, and trial practice. Moreover, the addition of tenured or tenure-track directors of the academic support, externship, and legal writing programs will strengthen those programs immensely.

2. Faculty Salaries: At the time of the 1999 self-study, faculty salaries had been stagnant for several years, and the College of Law had lost significant ground in relation to salaries at other ABA-approved law schools. While the University of Wyoming and the College of Law must remain vigilant in this area, major progress has been made in raising faculty salaries to a respectable level. As noted above, starting faculty salaries at the law school have increased 55% in the last seven years. During the same time period, the salaries of faculty members who were on the faculty in 1999 have increased an average of 59.6%.

Law faculty salaries remain low in relation to “comparator” salaries at other land-grant institutions, particularly at the full professor level. (In its salary determinations, the University of Wyoming uses NASULGC salary surveys to assess relative market position. Those surveys indicate that UW law faculty salaries must make up considerable ground to be competitive with law faculty salaries at other land-grant universities.) Nonetheless, the University of Wyoming College of Law has been remarkably successful in recent years in attracting a strong faculty. Since 1999, the College has hired 13
tenured or tenure-track faculty members. All are first-rate teachers and scholars, and all but one of these individuals remain at the College.

One problem expressed in the 1999 self-study was that low salaries would continue to hinder the College’s efforts to attract candidates of color to the faculty. Salary improvements, however, undoubtedly assisted the law school in its hiring of three tenure-track faculty members of color in the last four years.

3. Faculty Support: Other faculty support, such as research assistance, travel budgets, and equipment, is as important as salaries in attracting and retaining strong faculty. Again, the College has made substantial strides in this area since the last site visit. The Dean has continued to make resources available (often from private sources of support) for faculty development, including reasonable travel budgets and student research assistance. Faculty members are encouraged to attend and present at regional and national conferences, and to engage in meaningful service activities.

Perhaps most significant source of faculty support has been the building of a sizable endowment (currently at $1.6 million) to support faculty research. This endowment will ensure reasonable funding for summer research grants, particularly in combination with continuing efforts to attract funding for named professorship endowments, which carry with them substantial research support.

Finally, the University of Wyoming has continued to emphasize the importance of an attractive benefits package for both faculty and staff. The University has absorbed the cost of increasing health insurance premiums in recent years, in addition to maintaining a strong retirement program and other important benefits. A recent change in the group
health insurance policy, which now pays 85% of the cost of insurance for all family members, has resulted in a particularly attractive benefit to candidates with families.

4. Financial Aid: While tuition at the University of Wyoming College of Law is low in comparison to tuition at other ABA-approved law schools, it remains important to provide adequate financial assistance to students. The College’s scholarship budget has improved substantially due to three factors: (1) the agreement with the Graduate School mentioned previously, which has provided $46,000 in additional scholarship support annually; (2) the addition of approximately 15 privately supported scholarships; and (3) the tuition increases over the past two years. The revenues generated from an increase in the tuition differential have resulted in an $88,000 addition to the annual scholarship budget.

The College’s 1999 self-study expressed concern about a decline in law school applications. The report suggested that inadequate scholarship assistance may have played a role in the decline. Consistent with national trends, the College has experienced a strong increase in applications since that time, but scholarship assistance will continue to be an important factor in attracting applicants. Overall, 72% of students at the University of Wyoming College of Law receive some scholarship assistance, including 79% of the 2006 entering class.

5. Development Support: The statement in the 1999 self-study that “[a]dditional staff assistance in the development arena undoubtedly would pay dividends” was true. As noted previously, the College now has a full-time Development Director, funded in part by the University Foundation. The addition of this staff position has indeed paid dividends and will continue to do so in the years ahead. Moreover, the new staff member
funded by the tuition differential will provide valuable administrative support to the Director of Development.

6. Other Administrative Support: The 1999 self-study recognized that the small size of the College of Law staff made it difficult to keep pace with other schools, particularly in such areas as student recruitment and career services. Various initiatives have increased the size of the administrative staff by a third, including an administrative restructuring in 2002 that resulted in the addition of a staff member with primary responsibility for admissions and student recruitment. Other additions have included the full-time Development Director, an Information Technology Specialist, and a general administrative support staff member.

7. Library Acquisitions: In 1999, the library acquisitions budget was $335,033, a budget that had not changed in over a decade. The 2006-07 acquisitions budget is $500,000, about a 50% increase in seven years. The increase is a result of four actions: (1) a permanent commitment of $30,000 per year from the College of Law budget; (2) a legislative appropriation in 2002 of $40,000 annually; (3) a commitment of $53,000 in permanent annual support from the tuition differential increase; and (4) a legislative appropriation in 2006 of $42,000 in annual support. The 2006 legislative action also included a one-time allocation to the Law Library of $240,000.

There is likely to be more good news on the horizon. The 2006 allocations ($42,000 in permanent funding and $240,000 in one-time funding) are part of a legislative appropriation for the 2006-08 biennium. The College of Law will be requesting funding in 2007-08 at a level similar to that of the 2006-07 allocation. Moreover, the College anticipates another increase in its tuition differential for 2007-08.
If that increase is approved, an additional $27,000 in permanent annual support for the Law Library will be earmarked.

F. Concerns and Strategies

1. Concern: Hedging Against the State’s Economy. The University of Wyoming and the College of Law have made remarkable progress in the last seven years. This progress has been due primarily to two factors: (1) a robust state economy, which has led to record state budget surpluses and record state increases to the University budget; and (2) successes in private fundraising, fueled significantly by state matching programs.

The most obvious concern, of course, is that the State of Wyoming’s economy remains heavily dependent on the extractive industries. Just as the boom period of the last few years was unexpected (at the time of the 1999 self-study, the state was expecting budget deficits and considering various alternative means of revenue generation, including a state income tax), a bust cycle may be lurking in the shadows. Thus, neither the University nor the law school should count on a continuation of the state funding patterns of the last few years. Prudent academic planners will continue to focus on developing private funding sources as a hedge against the uncertainties of the mineral industry.

Strategies:

a. Enhanced Development Efforts: The College is well-positioned to enhance its development efforts. Jill Higham, the law school’s new Director of Development, has proven to be a talented and effective fundraiser, and she also has the benefit of additional administrative support, both from the law school and the University Foundation.
Foundation President Ben Blalock and Chris Spooner, the Foundation’s Director of Major Gifts, have been very supportive of the College’s fundraising efforts. The new Foundation Vice President, John Stark, is an attorney and member of the Wyoming State Bar; he, too, is a strong supporter of the law school.

In light of state budget uncertainties, an active private fundraising program will ensure that the College moves forward in the future. A focus on endowed professorships, for example, not only will help to retain strong senior faculty by providing salary stipends and research support, but also will ensure adequate research support for junior faculty from the College’s existing endowment. College efforts will include support for the continuation of the state’s matching programs, which provide very positive donor incentives.

b. *Tuition Increases:* The central administration and the University Trustees have expressed support for continued increases in the College’s tuition differential, provided that tuition levels remain relatively low among law schools generally and student debt burdens remain manageable. The tuition increases of the past two years have been received favorably by law students in light of the direct return to the law school of their investment. The College has made remarkable strides with the revenues generated by these first rounds of tuition increases, and it will continue to monitor tuition rates to take advantage of similar opportunities in the future.

c. *Library Support:* The College will continue to work closely with Maggie Farrell, Dean of the University Libraries, and the central administration to ensure that the Law Library is a beneficiary of legislative appropriations intended for the improvement
of University Libraries generally. This relationship has yielded very positive results in recent years and holds considerable promise for the future.

d. **CPM/Kepler Chair**: The University Foundation holds a $2.2 million endowment for the Kepler Chair in Law & Leadership. An initial gift of $759,000 (later doubled by the state matching program and supplemented with an additional $300,000) was made by a group of donors in January 2002, with the understanding that the University would “top off” a salary line for the Chair with state funding. Requests by the College for an allocation either from the general CPM pool or, in 2006, from the $70 million faculty excellence endowment, have been unsuccessful. The College believes that it is past time to honor the wishes of the donors and to fully fund the Kepler Chair, from whatever source the Office of Academic Affairs believes is appropriate. The College will continue its efforts to ensure the successful completion of the Chair.

2. **Concern: Faculty Salaries.** While faculty salaries in the law school have improved substantially over the last few years, along with salaries generally across campus, law faculty salaries as a whole remain further behind “market” than the salaries of faculty in most other disciplines on campus. This is particularly true at the full professor rank, but an allocation of “senior faculty” salary increases in 2006-07 did little to address this disparity. The University’s central administration is aware of the disparity and is committed to working with the College of Law to ensure that market equity is taken into account in future raise exercises.

**Strategy**: The College will continue to monitor faculty salaries in relation to comparative salaries in the marketplace. Some help on staff salaries may come in fiscal year 2008 as a result of the University’s supplemental budget request to the 2007 state
legislature. The University’s highest priority in that budget request is for $4.6 million in market salary adjustments for classified staff.

3. Concern: Support Budgets. Support budgets for general operations (supplies, equipment, travel, part-time salaries, etc.) remain low, both at the law school and in most other academic programs on campus.

   Strategy: The Office of Academic Affairs has recognized the problem for years and has had some success recently (particularly with University President Tom Buchanan, a former department head and Vice President for Academic Affairs) in improving support budgets. The Academic Affairs formula for distributing increases, however, has been based on student enrollment. As a result, allocations to the College of Law, which has relatively few students in relation to other colleges on campus, have been modest at best ($4,906 in FY 2005 and $6,868 in FY 2006). This is an important area of improvement for the College of Law, but it is likely that the College will have to help itself in order to make meaningful progress, either through the tuition differential or through private fundraising.

4. Concern: Graduate Student Assistance. The level of financial assistance for law students from the University’s Graduate School has been an issue of long standing, as reflected in discussions in previous accreditation reports. (The 1999 ABA accreditation report noted that “a fiscal area of major and ongoing concern to the Law School continues to be the inequitable treatment of law students with regard to the allocation of graduate student benefits and scholarships,” largely because “law students are classified by the University as professional rather than graduate students.”) The site
team also noted that “this issue remains unresolved since the 1992 site visit.”) This remains a sticky issue.

**Strategy:** A former Graduate School dean, Steve Williams, agreed in 2001 to a creative “resource swap” that yielded $46,000 in additional annual scholarship support for law students. The College of Law was grateful for the additional resources, but it remains on the lookout for opportunities to enhance financial support for its students, particularly in light of (1) substantial boosts in support for graduate assistantships across campus, and (2) substantial boosts in law student tuition in the last two years.

The College of Law recognizes that law students traditionally do not fit the mold of graduate assistants, but numerous law students, including legal writing teaching assistants and student clinic directors, do have substantial teaching and research responsibilities that are analogous to those of some graduate assistants. Principal support for those students, together with faculty research assistants, comes directly from the College’s support budget, while other post-baccalaureate students on campus generally have opportunities for support from the Graduate School.

Dean Parkinson and Assistant Dean Burke met with Graduate School Dean Don Roth in January 2007 to discuss possible avenues for enhanced Graduate School support for law students, including tuition and fee waivers for law students engaged in substantial teaching or research efforts. While specific initiatives still need to be developed, the College of Law is heartened by Dean Roth’s positive attitude toward the subject and is confident that increased support will be forthcoming in the near future.

Another longstanding frustration for the College of Law has been the inability to award scholarship assistance from a sizable Ewing T. Kerr Scholarship Fund. The fund
appears monthly on the College’s endowment reports, but despite numerous College requests to spend from the account, the fund simply continues to accumulate, without any scholarship distributions. The reason appears to be that the fund initially was established to support students in any academic discipline, not just law students. The College acknowledges and accepts that fact, but believes that it is better to distribute scholarships to someone rather than to continue to build the endowment without any distributions. In light of major increases in undergraduate financial assistance through the Hathaway Scholarship program (for which graduate and professional students are ineligible), efforts to provide additional financial support to post-baccalaureate students would appear to be in order. The College will continue its efforts with the financial aid office to reach an appropriate resolution with respect to the Kerr Fund.

5. Concern: School of Energy Resources. The University has embarked on a major initiative to develop and fund a new School of Energy Resources. The College of Law should be, and is expected to be, a significant partner in the endeavor, perhaps with the addition of interdisciplinary faculty members.

Strategy: The School of Energy Resources is in its infancy at the current time, but the College will be vigilant in exploring meaningful opportunities to collaborate on this project.

6. Concern: Non-Tenure-Track Clinic Director. A final issue that relates to financial resources is the employment of Dona Playton as the director of two clinical programs affiliated with the law school, the domestic violence clinic and the student legal services clinic. Ms. Playton is not a tenure-track faculty member, nor does she have the benefit of a long-term contract as contemplated in Standard 405(c). Instead, her salary
and benefits have been paid from two-year federal grants for the domestic violence clinic and one-year grants from the student governing body of the University, ASUW (Associate Students of the University of Wyoming), for the student legal services clinic.

**Strategy:** The College believes that it would beneficial to provide stable state funding and a long-term contract for Ms. Playton’s position to ensure the continued viability of the clinical programs and to address issues related to Standard 405(c). There appears to be substantial support among key state policymakers for the domestic violence program in particular. The College intends to work with the University’s central administration to determine whether to continue the domestic violence and student legal services clinics, and, if so, how to stabilize funding for the programs.
X. SUMMARY OF GOALS, CONCERNS, AND STRATEGIES

The following is a compilation of the goals set out in each section of the self-study, along with a restatement of the concerns the faculty has about the College's ability to meet those goals and the strategies we have devised to deal with those concerns. By bringing together in one section the previously stated concerns and strategies, we hope to provide a convenient reprise of the planning portions of the self-study.

A. Program of Legal Education

The College of Law's mission is to provide a high-quality legal education that enables its students to enter the legal profession and to continue their professional development. The goal of the program of legal education is to ensure that all College of Law graduates gain the knowledge, skills, and values necessary for them to succeed in the professional world.

1. Concern: Curriculum Assessment. We have no comprehensive assessment of our current curriculum in terms of how individual courses help students attain one or more of our seven key learning outcomes. ABA standards require that law schools periodically conduct a general review of their curriculum to ensure adequate preparation of the school’s graduates to participate effectively and responsibly in the legal profession. (Interpretation 302-8).

   Strategy: We are completing a survey whereby faculty members identify learning outcomes addressed in each of their courses, and we will use the results of that survey to “map” our curriculum in relation to the seven key learning outcomes. The results of the curriculum map can in turn be used in connection with curriculum review.
2. **Concern: An Introductory Legal Reasoning/Process Course.** In their first semester of law school, our students are not adequately introduced to legal reasoning and to the procedures and structure of the legal system.

   **Strategy:** As part of a broader review of the curriculum, we will consider adding a new first-semester course that will provide an adequate foundation in these key areas.

3. **Concern: The Legal Writing Program.** Our legal writing program has not been as effective as we would like it to be.

   **Strategy:** We have brought an outstanding legal writing director onto the faculty, and he is working on significant revisions to strengthen our legal writing program both for first-year and upper-division students.

4. **Concern: Upper-Level Electives.** Students need more exposure to specialized courses, such as those focused on legal skills, international law, business law, and environmental/energy resources law, due to the increasing complexity of legal practice. Because the College of Law has a small student body and our students have a relatively large number of required credit hours, many of our upper-division electives have small enrollments, and we are therefore reluctant to add many new electives.

   **Strategy:** We are considering a number of options that may allow us to enrich our upper-division curriculum, such as offering more courses only in alternate years, reducing required hours, or increasing the size of the student body.

5. **Concern: The Externship Program.** Our externship program has suffered from a lack of resources and clear strategic direction.

   **Strategy:** We have brought on an experienced faculty member who has taken on the externship program as one-half of her teaching load, and we have created a committee
that will work with her to strengthen the externship program and to examine its relationship to existing clinical programs, such as Prosecution Assistance.

6. **Concern: Formal Grading Policy.** There may be some disparity among different courses and instructors regarding distribution of grades, which could lead to grade inflation and/or a sense among students that grades can be predicted depending on the course or instructor. At the present time, the College of Law has no formal policy on grading, relying mainly on peer pressure through the dissemination of grade distribution statistics to all faculty to keep grades within a certain norm. According to an AALS study published in April 2005, about 80% of law schools have a formal grading policy, and of those that do, 70% are mandatory.

**Strategy:** We will refer the issue of developing a formal grading policy to the Academic Policies and Procedures Committee for further discussion.

7. **Concern: Pro Bono Activities.** The College of Law has no established pro bono program, and the pro bono opportunities available to our students currently are somewhat limited.

**Strategy:** We are working to expand our students’ opportunities to engage in pro bono work through a variety of means, ranging from supporting student efforts to adding a volunteer service component to first-year orientation, and we will continue to explore new approaches in this area. We also are working to improve communication about available service opportunities and about the significant service efforts already engaged in by our faculty, staff, and students.
8. **Concern: Specialized Expertise.** Our students who want to gain some measure of expertise in a particular area of law have limited opportunities to do so, in part because we offer fewer specialized courses than most law schools.

**Strategy:** The Academic Policies & Procedures Committee is looking at two possible strategies that may be attractive to students who want to focus on a particular area of law: (1) expanding joint degree programs, and (2) establishing one or more specialized certificate programs for students who fulfill certain requirements beyond those needed for a J.D.

### B. Faculty

The College aims to recruit and retain a highly qualified and diverse faculty who possess a high degree of competence as demonstrated by their education, experience in teaching or practice, teaching effectiveness, and scholarly research and writing. The College seeks to encourage appropriate individual contributions in teaching, scholarship, and service and to recognize competence and excellence through its promotion and tenure policies and practices, through greater communication of its faculty's accomplishments, and through institutional recognition and incentives. The College also aspires to continue having a highly collegial faculty that participates in meaningful faculty self-governance.

1. **Concern: Faculty Recruitment.** The College aims to continue to recruit and retain a highly qualified and diverse faculty who possess a high degree of competence as demonstrated by their education, experience in teaching or practice, teaching effectiveness, and scholarly research and writing.

**Strategy:** We will continue to recruit high-quality faculty members when we either have a line to fill or a new line is created. We also seek to create an institutional
environment and a salary structure that encourages outstanding faculty members to stay at the College long term. The College also aims to recruit established faculty of national or international stature in areas of interest to the future of the College to fill one or more endowed positions.

2. **Concern: Teaching Effectiveness.** The College aims to maintain and advance the teaching effectiveness of the faculty.

   **Strategy:** Teaching effectiveness can be developed through annual performance evaluations, in which the dean takes into account student course evaluations and classroom visits by peers. The dean will also continue to support and encourage faculty members who attend teaching workshops and otherwise attempt to enhance their teaching effectiveness. Moreover, the College will always need to rely to some extent on adjuncts and visitors to enrich the curriculum and teach courses that otherwise could not be provided. The College will continue to strive to improve the orientation, training, and evaluation of adjuncts and visitors.

3. **Concern: Faculty Scholarship.** The faculty seeks to maintain the high quality and quantity of its diverse scholarship. We seek especially to encourage and support non-tenured faculty in their research projects so that they can become permanent, productive faculty members. We also wish to encourage, assist, and reinvigorate senior faculty engagement in scholarship.

   **Strategy:** Cooperation and communication among the faculty about their scholarly efforts are needed to enhance our collective scholarly output. Faculty seminars, workshops, presentations, and simple information sharing could help us to achieve these goals. We will continue to encourage faculty members to share works-in-progress with colleagues, as many have done at noontime colloquies. We also hope to increase the visibility of faculty scholarship by communications via the law school website, press releases, mailings, and email regarding faculty scholarship.
4. **Concern: Faculty Service.** The College should seek to encourage public service and pro bono work by its faculty members, both as part of its service mission and to serve as positive role models to our students and future graduates.

**Strategy:** The College will consider ways by which it can provide rewards, incentives, support, and recognition in tangible ways for the public service and pro bono work of the faculty.

5. **Concern: Law School Governance.** An expanding faculty and staff may lead to the need for more efforts to sustain collegiality and to achieve greater efficiency in self-governance.

**Strategy:** The College plans to engage in more activities designed to promote a collegial working environment, such as faculty colloquies, and to encourage faculty members to participate in social events associated with law school activities. The College will also consider delegating some self-governance functions to committees, in order for the faculty as a whole to be able to focus on broader policy questions regarding the mission of the law school.

6. **Concern: Tenure & Promotion.** The College aims to continue carrying out the Tenure and Promotion process in a way that is fair and transparent and has sufficiently high standards to assure that all tenured faculty members will be highly qualified scholars, teachers, and leaders in their fields.

**Strategy:** The College will continue its efforts to provide an environment in which untenured faculty members will have sufficient support and opportunities to achieve tenured status, with full knowledge of and acquiescence in the standards and expectations for tenured status. Better communication and mentoring efforts by senior faculty members and the provision of reduced teaching loads to support research may be helpful in this regard. The recent revision of the Tenure and Promotion policy was meant to clarify the standards and to contribute to fairness and transparency.
C. Students

“The College aims to provide a high quality, low cost legal education with all the benefits of a small school and a highly favorable faculty-student ratio. We are committed to maintaining our high academic standards, and to continuing to admit women and men of varying backgrounds and experiences who will respect and learn from each other and adhere to the highest professional standards.” [University of Wyoming College of Law Admissions Policy Statement].

1. Concern: Admissions. The College has experienced a substantial increase in applications during the last seven years. However, the vast majority of the increase is attributable to non-resident applications. The College has maintained a quality student body; however, the College simply is not as selective as it wishes it to be, particularly among resident applications.

Strategy: The College is working on increased marketing through brochures, advertising, and an enhanced Web page; increased student recruitment through activities and events involving alumni, current students, and faculty; increased early admissions; and increased financial aid targeted at applicants.

2. Concern: Financial Aid. The College has made substantial increases in scholarship assistance for its students, yet financial assistance remains relatively low. A portion of the tuition differential has been earmarked for financial awards, but with tuition and fee increases, the net benefit to students has not been as great as anticipated. Tuition and fees are still relatively low in comparison to other U.S. law schools, but they have increased substantially over the years. Over the last 7 years, the College has significantly increased the total scholarship award pool and the total number of students
receiving awards, but the average and median awards have remained relatively unchanged during the same time period. Our students’ average debt load upon graduation is among the lowest in the country, but average starting salaries are low as well.

**Strategy:** The College will continue to focus development efforts on scholarships, targeting law firms and individual alumni who may have been the beneficiaries of law school scholarships when they attended school. The College also will continue to press for a more equitable allocation of financial assistance from the university, particularly regarding graduate assistantships. Currently, the College receives two graduate assistantships that are divided among 3 clinic directors and 4 legal research and writing teaching assistants.

3. **Concern: Placement.** The College of Law generally has had success in placing its graduates, particularly in Wyoming. About 85% of our graduates stay in the Rocky Mountain region; however, we need to expand our employment contacts in urban areas, including Denver. Our Career Services Office is still quite small in comparison to other law schools. Until recently, the Career Services Director was a one-person office.

**Strategy:** In May 2006, the College added a support staff position to assist with career services and development. Over the last five years, the College has added career services resources including additional computer data bases and a free-standing career services library. The College has begun an annual law school career fair that features law firms, governmental entities, and businesses seeking to hire law graduates either for summer internships or full-time post graduation employment. The College plans to develop closer work between the Career Services Director and the Director of Development so that alumni contacts and resources may open additional employment
opportunities. The College plans to expand its resources and materials for students seeking public interest or non-traditional law employment.

4. **Concern: Opportunities for Minorities.** The College recognizes the value of diversity in the law school community. Significant strides have been made in the diversity among faculty members. While the percentage of minority students has improved, the College is not content with the current racial makeup of its student body. If the College is to compete effectively with other law schools for outstanding minority students, it will require active recruiting and increased scholarship aid.

**Strategy:** The College will continue to evaluate its admissions policies and practices to ensure that they enhance the College’s efforts to enroll a well-qualified and diverse student body. The Admissions and Scholarships Committee will continue to ensure that all viable minority applicants receive full consideration while at the same time maintaining the College’s favorable graduation rate for all students, including minority students. Under its current review procedures, the Admissions Committee does admit some minority, and non-minority, applicants who would not be admitted based only on LSAT and GPA. The College will continue its current minority student recruiting efforts as well as its efforts to establish stronger connections with non-law minority student groups on campus. In addition, the College will seek opportunities to enhance and improve admission of qualified minority students.

5. **Concern: Academic Support Program.** The College believes it is an integral part of the College’s mission to provide the academic support necessary to assure each student a satisfactory opportunity to complete the College’s program, to graduate, and to become a member of the legal profession.
**Strategy:** The College hired a full time faculty member to direct a redesigned and expanded Academic Support Program (ASP). The new program continues components of the prior program, but also expands ways to improve the academic support for all students.

6. **Concern: Students with Disabilities.** The College of Law has enrolled a number of students with disabilities. Those who have enrolled have been provided reasonable accommodations when necessary.

**Strategy:** The College will continue to be sensitive to the needs of disabled students and to be open-minded about newly emerging strategies for accommodating those needs; for example, the College is exploring use of real time captioning rather than sign language interpretation for hearing impaired students.

7. **Concern: Pro Bono Opportunities.** The College recognizes the need to provide opportunities for its students to engage in pro bono activities.

**Strategy:** The College will continue to explore viable pro bono opportunities, including service learning and alternative spring breaks.

**D. Administration**

The administration of the College of Law aims to fairly and efficiently (1) support the teaching, research and service activities of the faculty, and (2) provide appropriate student support services. In addition, the administration strives to provide leadership in establishing positive law school relations with alumni, the state bar, the judiciary and the university.
1. **Concern: Increasing Efficiency and Coordination of Administration.** The administrative staff of the College has been expanded and restructured since the last site visit, raising concerns about how to use these personnel effectively. Also, the College’s events, lectures, symposia, programs, etc. are currently scheduled on an ad hoc basis, and publicity is handled by each sponsoring entity within the College.

**Strategy:** We will increase the efficiency and coordination of these various administrative positions by memorializing procedures for recurring events and by using technology to improve the alumni data base, the career services online job posting data base, and the law school website. We are working on moving to fully electronic, online admissions applications with the use of the Admit-M software, as well as working to use the application data to form the basis of our own student and alumni data bases by coordinating the Admit-M program with the Banner student information system. We will explore the possibility of converting our current paper files on all current students and graduates (which go back to 1923) to an electronic data base. Such a conversion would also go hand-in-hand with the development and implementation of a record-retention policy.

We aim to have a coordinated plan for College events that would provide for centralized publicity and planning and that would include mailings and other types of outreach to a broader audience around the region.

2. **Concern: Class and Exam Scheduling.** The Associate Dean’s duties include developing a class and exam schedule and administering the College’s policy on exam rescheduling by students. The faculty is mostly satisfied with the system, although there
are some concerns about balancing student and faculty needs in scheduling and about the number of rescheduled exams.

**Strategy:** The Associate Dean has suggested that this process should be re-examined and will bring this to the attention of the Academic Policies and Procedures Committee.

3. **Concern: College/University Relationship.** One source of tension in this area at the present time is the issue of external review letters for promotion and tenure.

**Strategy:** As discussed above, the Dean and the Vice President for Academic Affairs appear to have worked out a reasonable solution regarding the external reviews, but the situation will be tested as the College’s relatively large number of currently untenured faculty come up for promotion and tenure in the coming years.

4. **Concern: External Constituencies.** The support of College alumni and the State Bar will remain an important factor in the College’s success.

**Strategy:** The Dean and the Assistant Dean (as well as the rest of the faculty) will continue to work closely with these groups. The Dean’s Advisory Board of alumni and friends will need to be continued to help provide financial support particularly for capital projects such as the planned Moot Courtroom renovation. The College will also continue to work with the Bar on the bar examination process, with a goal of ensuring that the process is fair and transparent, and to provide the necessary support to our students who are seeking to prepare themselves for this gateway to the legal profession.
E. Information Resources: Library & Technology

The law library seeks to support the teaching and research functions of the College of Law by: (1) providing access to legal information in a variety of formats; (2) offering support services, such as reference assistance and research instruction; and (3) providing facilities for a range of activities, including quiet study, group study, and Internet access. The College as a whole, in conjunction with the law library, seeks to support the teaching and research functions through the provision and maintenance of up-to-date technology.

1. Concern: Collection. The library’s acquisitions budget is healthy at present. However, there is every reason to believe that the extraordinary rate of price increases for law books will continue. This increase in expense will require continuing both increases in the library’s acquisitions budget and efforts to reduce the effect of price increases on the library.

   Strategy: The library is pursuing two strategies for reducing the costs of expanding its collection: (1) eliminating expensive print products and relying more heavily for the same information on electronic sources that are either free or for which we already pay; and (2) entering into cooperative ventures with similarly situated law libraries. The library already is implementing the first course and is looking into the second.

2. Concern: Technology. Again, the law library’s current ability to use technology effectively is satisfactory. However, as access to information becomes increasingly technology-dependent, the library may need to enhance its capabilities, in terms of the facilities, equipment, and human support it provides it users.
Strategy: The creation of a College technology budget that all units could draw on, as prioritized by the school’s Technology Group, would at least partially address this need. The Dean has taken this matter under consideration.

3. Concern: Services. The most pressing problem in this area is the need to offer users as simple a means as possible to find all of the resources the library has that are relevant to their research needs. This problem is shared by all libraries and awaits a common solution.

Strategy: In the interim, the law library is working towards this goal by making more of its electronic resources visible through its online catalog.

4. Concern: Facilities. The law library has the opportunity to transform some of its space to better serve the needs of its patrons. However, this cannot be done until adequate storage space for its lesser-used materials is found both on and off-site. Some space in the new UW main library facility may be made available to the law library, but that is not a certainty, and that building’s completion date is several years in the future.

Strategy: The library has begun to look for permanent off-site storage space and to investigate the feasibility of installing compact shelving in its basement. While there are costs associated with both of these options, such costs undoubtedly will be less than that of new construction.

5. Concern: Technology. The College successfully addressed the most serious technology concerns set out in its last self-study. The following are the chief immediate concerns at present: (1) establishing operating guidelines for the new computer support specialist and making the best possible use of his skills in advancing the use of technology in the College; (2) creating stable funding for technology; and (3) using the
existing technology to enhance the College’s curriculum through cooperative ventures with other law schools and to provide CLE to the Wyoming Bar.

**Strategy:** The Technology Group is working on the first issue by looking at models at other institutions and getting feedback from the College community as issues arise. The second issue may require additional funding, perhaps through additional tuition revenues. At this point, a specific mechanism to achieve the third goal has not been identified. The Tandberg conferencing unit has been used by the Defender Aid Clinic to share a training session with a similar clinic at the University of Missouri at Kansas City, but the College has yet to succeed in sharing a course with another law school.

**G. Facilities**

The College “shall have physical facilities that are adequate both for its current program of legal education and for growth anticipated in the immediate future.” [ABA Standard 701].

1. **Concern: Dysfunctional Courtroom.** The physical facilities of the College of Law generally are quite satisfactory. Although much of the building is nearly 30 years old, it is in good shape. It was soundly constructed and has been well-maintained by the University and the College. There is one principal area of concern, however, which is being addressed by a current capital campaign: The current courtroom space is dysfunctional, unattractive, and lacking in technological capabilities.

**Strategy:** As noted previously, the College is seeking to raise $4 million for a substantial renovation of, and addition to, the instructional wing of the building. The principal motivating factor for the project was the inadequacy of the current courtroom
space. In its facilities planning, however, the College expanded the project beyond the original goal of creating a new courtroom. The plans also include new classroom, seminar, and auditorium space, in addition to ADA accessibility to existing classrooms.

The University Foundation and the College of Law Dean’s Advisory Board have provided considerable assistance in fundraising efforts. In addition, the University Trustees have approved the College’s courtroom/classroom project for eligibility for state matching funds. (The state legislature in 2006 appropriated $9 million in state matching funds for academic capital construction projects. The university is seeking an additional $25 million in matching funds from the 2007 legislature.) This development essentially has transformed a $4 million fundraising effort into a $2 million effort. The College is optimistic that it will have commitments in hand for the full $4 million project by the time of the March 2007 site visit.

2. **Concern: Office Space.** Finally, the law building ideally would have additional office space for faculty, staff, and student organizations. At the present time, the facility has adequate, but just enough, office space to accommodate its current personnel and programs. Program expansion, however, would strain office capacity.

*Strategy:* The College will consider two primary possibilities in the event it needs additional office space in the future – renovation of part of the library or construction of a new addition to the law building.

**H. Financial**

The College should have “present and anticipated financial resources . . . adequate to sustain a sound program of legal education and accomplish its mission.” [ABA
Standard 201].

1. Concern: Hedging Against the State’s Economy. The University of Wyoming and the College of Law have made remarkable progress in the last seven years. This progress has been due primarily to two factors: (1) a robust state economy, which has led to record state budget surpluses and record state increases to the University budget; and (2) successes in private fundraising, fueled significantly by state matching programs.

The most obvious concern, of course, is that the State of Wyoming’s economy remains heavily dependent on the extractive industries. Just as the boom period of the last few years was unexpected (at the time of the 1999 self-study, the state was expecting budget deficits and considering various alternative means of revenue generation, including a state income tax), a bust cycle may be lurking in the shadows. Thus, neither the University nor the law school should count on a continuation of the state funding patterns of the last few years. Prudent academic planners will continue to focus on developing private funding sources as a hedge against the uncertainties of the mineral industry.

Strategies:

  a. Enhanced Development Efforts: The College is well-positioned to enhance its development efforts. Jill Higham, the law school’s new Director of Development, has proven to be a talented and effective fundraiser, and she also has the benefit of additional administrative support, both from the law school and the University Foundation. Foundation President Ben Blalock and Chris Spooner, the Foundation’s Director of Major Gifts, have been very supportive of the College’s fundraising efforts. The new
Foundation Vice President, John Stark, is an attorney and member of the Wyoming State Bar; he, too, is a strong supporter of the law school.

In light of state budget uncertainties, an active private fundraising program will ensure that the College moves forward in the future. A focus on endowed professorships, for example, not only will help to retain strong senior faculty by providing salary stipends and research support, but also will ensure adequate research support for junior faculty from the College’s existing endowment. College efforts will include support for the continuation of the state’s matching programs, which provide very positive donor incentives.

b. *Tuition Increases*: The central administration and the University Trustees have expressed support for continued increases in the College’s tuition differential, provided that tuition levels remain relatively low among law schools generally and student debt burdens remain manageable. The tuition increases of the past two years have been received favorably by law students in light of the direct return to the law school of their investment. The College has made remarkable strides with the revenues generated by these first rounds of tuition increases, and it will continue to monitor tuition rates to take advantage of similar opportunities in the future.

c. *Library Support*: The College will continue to work closely with Maggie Farrell, Dean of the University Libraries, and the central administration to ensure that the Law Library is a beneficiary of legislative appropriations intended for the improvement of University Libraries generally. This relationship has yielded very positive results in recent years and holds considerable promise for the future.
d. **CPM/Kepler Chair**: The University Foundation holds a $2.2 million endowment for the Kepler Chair in Law & Leadership. An initial gift of $759,000 (later doubled by the state matching program and supplemented with an additional $300,000) was made by a group of donors in January 2002, with the understanding that the University would “top off” a salary line for the Chair with state funding. Requests by the College for an allocation either from the general CPM pool or, in 2006, from the $70 million faculty excellence endowment, have been unsuccessful. The College believes that it is past time to honor the wishes of the donors and to fully fund the Kepler Chair, from whatever source the Office of Academic Affairs believes is appropriate. The College will continue its efforts to ensure the successful completion of the Chair.

2. **Concern: Faculty Salaries**. While faculty salaries in the law school have improved substantially over the last few years, along with salaries generally across campus, law faculty salaries as a whole remain further behind “market” than the salaries of faculty in most other disciplines on campus. This is particularly true at the full professor rank, but an allocation of “senior faculty” salary increases in 2006-07 did little to address this disparity. The University’s central administration is aware of the disparity and is committed to working with the College of Law to ensure that market equity is taken into account in future raise exercises.

**Strategy**: The College will continue to monitor faculty salaries in relation to comparative salaries in the marketplace. Some help on staff salaries may come in fiscal year 2008 as a result of the University’s supplemental budget request to the 2007 state legislature. The University’s highest priority in that budget request is for $4.6 million in market salary adjustments for classified staff.
3. **Concern: Support Budgets.** Support budgets for general operations (supplies, equipment, travel, part-time salaries, etc.) remain low, both at the law school and in most other academic programs on campus.

   **Strategy:** The Office of Academic Affairs has recognized the problem for years and has had some success recently (particularly with University President Tom Buchanan, a former department head and Vice President for Academic Affairs) in improving support budgets. The Academic Affairs formula for distributing increases, however, has been based on student enrollment. As a result, allocations to the College of Law, which has relatively few students in relation to other colleges on campus, have been modest at best ($4,906 in FY 2005 and $6,868 in FY 2006). This is an important area of improvement for the College of Law, but it is likely that the College will have to help itself in order to make meaningful progress, either through the tuition differential or through private fundraising.

4. **Concern: Graduate Student Assistance.** The level of financial assistance for law students from the University’s Graduate School has been an issue of long standing, as reflected in discussions in previous accreditation reports. (The 1999 ABA accreditation report noted that “a fiscal area of major and ongoing concern to the Law School continues to be the inequitable treatment of law students with regard to the allocation of graduate student benefits and scholarships,” largely because “law students are classified by the University as professional rather than graduate students.”) The site team also noted that “this issue remains unresolved since the 1992 site visit.” This remains a sticky issue.
Strategy: A former Graduate School dean, Steve Williams, agreed in 2001 to a creative “resource swap” that yielded $46,000 in additional annual scholarship support for law students. The College of Law was grateful for the additional resources, but it remains on the lookout for opportunities to enhance financial support for its students, particularly in light of (1) substantial boosts in support for graduate assistantships across campus, and (2) substantial boosts in law student tuition in the last two years.

The College of Law recognizes that law students traditionally do not fit the mold of graduate assistants, but numerous law students, including legal writing teaching assistants and student clinic directors, do have substantial teaching and research responsibilities that are analogous to those of some graduate assistants. Principal support for those students, together with faculty research assistants, comes directly from the College’s support budget, while other post-baccalaureate students on campus generally have opportunities for support from the Graduate School.

Dean Parkinson and Assistant Dean Burke met with Graduate School Dean Don Roth in January 2007 to discuss possible avenues for enhanced Graduate School support for law students, including tuition and fee waivers for law students engaged in substantial teaching or research efforts. While specific initiatives still need to be developed, the College of Law is heartened by Dean Roth’s positive attitude toward the subject and is confident that increased support will be forthcoming in the near future.

Another longstanding frustration for the College of Law has been the inability to award scholarship assistance from a sizable Ewing T. Kerr Scholarship Fund. The fund appears monthly on the College’s endowment reports, but despite numerous College requests to spend from the account, the fund simply continues to accumulate, without any
scholarship distributions. The reason appears to be that the fund initially was established to support students in any academic discipline, not just law students. The College acknowledges and accepts that fact, but believes that it is better to distribute scholarships to someone rather than to continue to build the endowment without any distributions. In light of major increases in undergraduate financial assistance through the Hathaway Scholarship program (for which graduate and professional students are ineligible), efforts to provide additional financial support to post-baccalaureate students would appear to be in order. The College will continue its efforts with the financial aid office to reach an appropriate resolution with respect to the Kerr Fund.

5. **Concern: School of Energy Resources.** The University has embarked on a major initiative to develop and fund a new School of Energy Resources. The College of Law should be, and is expected to be, a significant partner in the endeavor, perhaps with the addition of interdisciplinary faculty members.

   **Strategy:** The School of Energy Resources is in its infancy at the current time, but the College will be vigilant in exploring meaningful opportunities to collaborate on this project.

6. **Concern: Non-Tenure-Track Clinic Director.** A final issue that relates to financial resources is the employment of Dona Playton as the director of two clinical programs affiliated with the law school, the domestic violence clinic and the student legal services clinic. Ms. Playton is not a tenure-track faculty member, nor does she have the benefit of a long-term contract as contemplated in Standard 405(c). Instead, her salary and benefits have been paid from two-year federal grants for the domestic violence clinic
and one-year grants from the student governing body of the University, ASUW (Associate Students of the University of Wyoming), for the student legal services clinic.

**Strategy:** The College believes that it would beneficial to provide stable state funding and a long-term contract for Ms. Playton’s position to ensure the continued viability of the clinical programs and to address issues related to Standard 405(c). There appears to be substantial support among key state policymakers for the domestic violence program in particular. The College intends to work with the University’s central administration to determine whether to continue the domestic violence and student legal services clinics, and, if so, how to stabilize funding for the programs.

**CONCLUSION**

The Self-Study process has revealed the University of Wyoming College of Law to be in a much better situation in almost every way since the last site inspection. The College is enjoying an influx of resources, an expanded and more diverse faculty, better technology, an excellent and diverse student body, more information resources, a larger and more professional administration, and improved facilities. The College is in a position to tackle the long range challenges of improving the program of legal education due to these developments. The College is poised to emerge from the current upturn in the state’s economy not only as the leader in legal education in the state, but also as a strong contributor to the legal profession in the entire Rocky Mountain region. The College needs to continue to pursue its goals so that this opportunity is not wasted.

In each of the preceding sections, some unifying themes emerge. For the Program of Legal Education, the College aims to shape the curriculum to ensure that all
graduates can succeed in the professional world. The faculty has been strengthened in many respects – the emphasis here will be on rewarding and communicating about teaching effectiveness, scholarship, and public service activities. As for the student sector, the College will strive to continue improving the admissions process through better and more efficient procedures, will encourage diversity and public service among students, will nurture its recently launched academic support program, and will enhance career services. The College has gone from being extremely lean in administration to attaining an expanded, more functional and more professional administration, due to the addition and upgrading of several positions. The main goal in this area is to take the new larger administration to a higher level of productivity through better team work.

Information resources have been expanded through changes in electronic/print resources and through increased budgets, particularly in information technology. The Library is now in a position to plan for growth. The College facilities have been renovated in some respects but more renovation and expansion are planned, with funding to come in large part from the private sector through a major capital campaign. The financial resources of the College and the University have improved due to increases in tuition and private donations and grants, as well as increased support from the state legislature during a state energy boom. The College as well as the University will need to hedge against future downturns in the state economy even as we try to make the most of the current state surpluses.