



# Florida Agricultural and Mechanical University

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OFFICE OF THE PRESIDENT

April 30, 2013

Mr. Barry A. Currier  
Managing Director of Accreditation & Legal Education  
Office of the Managing Director of Accreditation & Legal Education  
The American Bar Association  
321 N. Clark Street  
Chicago, IL 60654-6738

Dear Mr. Currier:

Florida A&M University is in receipt of your letter dated February 13, 2013, wherein you transmit the January 2013 Decision of the Accreditation Committee pertaining to Florida University College of Law ("The Decision"). The Decision requests that Florida A&M University College of Law ("the Law School") provide 19 responses to the Accreditation Committee by May 1, 2013. Each of the Accreditation Committee's requested responses are set out below in boldface, followed immediately by the University and Law School's response.

The Florida A&M University and the College of Law remain committed to the goals and standards of the American Bar Association and in continuing to produce graduates prepared to make a transformative difference.

Sincerely,

Larry Robinson, Ph.D.  
Interim University President

Sincerely,

LeRoy Pernell, Dean

- a) **With respect to Conclusion (1) (a), the Committee requests that the Law School demonstrate that it requires each student to receive substantial instruction in other professional skills generally regarded as necessary for effective and responsible participation in the legal profession by requiring students to take one or more courses having substantial professional skills components in which each student is engaged in skills performances that are assessed by the instructor.**

Conclusion 1(a) makes reference to Finding of Fact 13 which, in turn, concludes that the law school allows students to satisfy the “professional skills requirement” articulated in Standard 302(b)(2) by completing a clinic or by participating in 20 hours of non-credit generating pro bono activity under the supervision of a licensed attorney. With respect to that pro bono service, the Decision states, “the record does not demonstrate that 20 hours of pro bono service constitutes substantial instruction in other professional skills that engage each student in skills performances that are assessed by the instructor.” While the Law School is unable to produce record evidence that students participating in pre-approved pro bono service receive the instruction referred to in Standard 302(b) (2), it is reasonably confident that the licensed, supervising attorneys rendered such instruction in the vast majority of instances in which students selected the pro bono option as the vehicle by which to complete the professional skills requirement. Nevertheless, and to be absolutely certain that such instruction occurs, the Law School has amended its rules to require that students complete at least one clinic or two courses deemed by the faculty to invariably provide substantial instruction in professional skills generally regarded as necessary for effective and responsible participation in the legal profession. Appendix 1 provides a detailed description of the amended rules. Additionally, the course titles and descriptions are set out in Appendix 1 as well and include such offerings as Trial Advocacy, Interview, Counseling and Negotiation, Mediation, and Contract Drafting. For students matriculating in any semester after the date of the Decision, the Law School will not accept approved pro bono service in satisfaction of the professional skills requirement.

- b) **With respect to Conclusion (1) (b), the Committee requests that the Law School demonstrate that it does not admit applicants who do not appear capable of satisfactorily completing its educational program, and that the Law School's academic support program is sufficient to assure each student a satisfactory opportunity to complete the program, graduate, and become a member of the legal profession. In addition to other information in the response, the Committee requests the Law School to explain the high attrition rate of academically dismissed students who are readmitted and the percentage of its graduates who are non-persisters or have never attempted to take a bar exam. The Committee also requests that the response include an analysis of bar passage rate and employment calibrated to law student undergraduate GPA and LSAT in quartiles.**

The College of Law would like to update the Accreditation Committee with the most recent information regarding bar examination passage. On April 15, 2013, The Florida Board of Bar Examiners informed the College of Law that its first-time pass rate for the February 2013 Florida Bar Exam exceeded the state average. At 82.6 percent, the FAMU College of Law beat the state average of 80.2 percent, and also bested five of the eleven ABA approved Florida schools reported including Florida Coastal, Nova Southeastern and the University of Florida. The score also exceeded the combined passage rate of the non-Florida law schools.<sup>1</sup>

The mission of the Florida A&M University College of Law, as stated in the statute authorizing its existence is to increase the number of minorities, particularly African Americans, who become members of the practicing bar. According to the most recent data compiled by the Law School Admissions Council, only 4.3% of the practicing bar is African American as of 2010. Only 3.4% of the bar is Hispanic for the same period. The majority of new African American lawyers admitted to practice each year are graduates of Historically Black College and University Law Schools. A significant quantifiable credential gap has existed and continues to exist between White law school applicants and Non-White applicants – particularly African American and Hispanic

According to LSAC, which oversees and develops the LSAT, the scoring gap for 2010 and 2011 respectively is:

#### **LSAC – Median LSAT By Ethnicity**

	<b>2010 LSAT</b>	<b>2011 LSAT</b>
<b>White/Caucasian</b>	156	156
<b>Black/African American</b>	145	145
<b>Hispanic/Latino</b>	150	150

HBCU's committed to the mission and successfully contributing to new non-white lawyers annually, nonetheless and of necessity have lower quantifiable factors for their diverse student

<sup>1</sup> See Appendix 2



UGRAD GPA under 3.0	0.709135	0.369341	-0.66	0.509	0.255502	1.968171
1 PROBATION	0.357862	0.143898	-2.56	0.011	0.162721	0.787023
2 + PROBATIONS	0.198968	0.108599	-2.96	0.003	0.068263	0.579934
FEMALE	0.883344	0.312125	-0.35	0.726	0.441939	1.76562
WHITE	1.018843	0.415826	0.05	0.964	0.457828	2.267318
HISPANIC	0.579938	0.261814	-1.21	0.227	0.23939	1.404941
OTHER	1.26516	1.411964	0.21	0.833	0.141963	11.27501

**Table 3: Bar Exam Takers Only**

<b>Bar Passage Result for FAMU Law School Graduates Entering during the Fall 2007 Semester</b>					
<b>Undergrad GPA</b>	<b>Pass</b>		<b>Fail</b>		<b>Total</b>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	
2.49 or Less	7	5.3%	1	0.8%	8
2.5 to 2.99	35	26.7%	14	10.7%	49
3.0 to 3.49	47	35.9%	10	7.6%	57
3.5 or Higher	12	9.2%	3	2.3%	15
Unreported	2	1.5%	0	0.0%	2
<b>Total</b>	<b>103</b>	<b>78.63%</b>	<b>28</b>	<b>21.4%</b>	<b>131</b>

**Table Bar Exam Takers Only**

<b>Bar Passage Result for FAMU Law School Graduates Entering during the Fall 2008 Semester</b>					
<b>Undergrad GPA</b>	<b>Pass</b>		<b>Fail</b>		<b>Total</b>
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	
2.49 or Less	6	4.3%	3	2.1%	9
2.5 to 2.99	26	18.6%	8	5.7%	34
3.0 to 3.49	50	35.7%	12	8.6%	62
3.5 or Higher	26	18.6%	4	2.9%	30
Unreported	2	1.4%	3	2.1%	5

Understanding the credentials of our student body, the College of Law's responsibility is not just to educate students in law and ethics and inculcate them in professionalism, but also to strengthen their skills and abilities at every stage of their law school experience. Thus, the College of Law established an Academic Success and Bar Preparation Program (ASBP), which provides additional training in analytical skills geared to our student body makeup. As described in the self-study, the mission of the ASBP is to help students achieve Academic Success through critical skills training that will transcend the law school experience and directly impact upon their

preparedness to pass the bar and to become competent legal professionals. Since 2011 the College of Law has devoted more than .25 mil of its budget to academic and bar support services.

The Program is aimed at enhancing students' analytical and critical thinking skills and ability to pass the Bar Examination by strengthening students' reading comprehension, issue-spotting, legal analysis, test-taking, course outlining, time management, stress management, and study skills through comprehensive critical skills courses and bar preparation workshops. ASBP offers two courses; one designed specifically for first year law students while the other course is designed for upper level law students. Additionally, the ASBP faculty holds office hours to increase accessibility for students who desire one-on-one assistance with academic or bar preparation issues. Furthermore, supplemental reading materials and study aids are available at no charge to students in the Academic Success and Bar Preparation Supplement Library.

The College of Law has expanded the support of the Academic Support Program by adding two required courses (non-credit) to the first year devoted to academic skill development. In addition upper level academic support is required for any student readmitted or on probation. Academic support services are also available for all students. Below are detailed course descriptions for the new academic support courses:

**Introduction to Analytical Skills I (IAS I)**

This course is designed to teach first semester law students the critical skills necessary to successfully manage their time, prepare for class, participate in class, and effectively practice for exams. Students will learn the critical reading, writing, and thinking skills essential to excelling in law school, passing the bar exam, and succeeding as future legal practitioners. In addition, students will be taught test-taking strategies and protocols and a methodology for the evaluation of their work through the deconstruction of their multiple choice and essay practice exam answers.

**Introduction to Analytical Skills II (IAS II)**

This course is designed for first year law students in their second semester and is the successor course to Introduction to Analytical Skills I. Analogous to the purpose of IAS I, the general purpose of this course is to enhance the academic potential of first year law students. While reinforcing analytical skills, this class concentrates on the direct improvement of test-taking skills in both the essay and multiple-choice formats. Specifically, it promotes this improvement of critical skills by administering assessment exercises and by teaching students self-assessment techniques which allow them to recognize and cure deficiencies in their work.

**Advanced Analytical Skills Course**

This course is designed as an upper-level skills workshop series for upper-level students. The AAS course is voluntary for upper-level students with the exception of upper-level students who are on academic probation. Day and evening sessions are offered. AAS is designed to “bridge the gap” in skills for those students who continue to struggle with analytical skills. For students who have begun to develop issue-spotting, analytical writing and test taking skills in the first year, the Advanced Analytical Skills course allows them to master these skills in preparation for law school final exams and the bar exam.

As indicated in the chart below, the College has not readmitted a high number of academically dismissed students. In academic year 2009-10, the College considered petitions for readmission from 24 academically disqualified students. Sixteen of those were denied and eight were granted readmission. In 2010-11, the College considered petitions for readmission from 25 academically

disqualified students. Fifteen petitions were denied and 10 were admitted. Finally, in academic year 2011-12, the College considered petitions from 14 students; four petitions were granted and ten were denied. In Fall 2012, 16 students were academically disqualified, one student petitioned for readmission. That one student was readmitted and is currently enrolled in spring 2013. Of the 23 petitions for readmission granted in the period 2009/10 through the first half of academic year 2012-13, four students subsequently graduated and seven students were subsequently disqualified for academic reasons, thus failing to graduate. The remaining 13 students remain currently enrolled. Of the four students who graduated, two are known to have taken a bar exam. Neither of those students participated in the College's free bar preparation program and neither student passed the bar exam.

### Academic Disqualifications and Readmissions

Academic Year	Student Body	# Petitions	Denied	Granted
Year 09/10	509	24	16	8
Year 10/11	583	25	15	10
Year 11/12	585	14	10	4
Fall 2012		1		1
<b>TOTAL</b>		64	41	23
<p><b>Beginning 11/12 standard for petition for readmissions changed to require at least 1.86 Cum. GPA.</b></p>				

As noted in the Self Study, the College has substantially revised its academic standards. Under those standards, students who fail to achieve a 2.0 CGPA at the end of their first year of enrollment (or the equivalent for part time students) are automatically excluded and may not petition for readmission unless they have at least a 1.85 cumulative grade point average. The change in the academic standards became effective for academic year 2011-12. In the first year since the change, petitions for readmission dropped from 24 and 25 in the 2009-10 and 2010-11, respectively, to 14 in 2011-12 and 1 petition in Fall 2012. None of the students who have been readmitted under the revised academic standards have failed out thus far.

Since the site visit the College of Law has continued to be vigilant in locating and tracking “non-persisters” (i.e., those who took a bar examination once and failed but did not take a bar examination again in *any* jurisdiction over the next two examination opportunities) and unknowns. Even with expanded efforts, it is still difficult to ascertain why a student doesn't take the bar exam or delays re-taking after an unsuccessful attempt. The College of Law strongly encourages students to take the bar exam immediately upon graduating and as soon as possible

after an unsuccessful attempt. As the report below reflects, the number of "non-persisters" has consistently decreased each year. However, the number of unknown takers has increased unpredictably. Informal conversations (information obtained by career development staff calling to solicit placement data) have provided the College of Law with a number of reasons. Some graduates have heeded the College of Law's warning – to take the bar exam only when they are prepared. Many have taken out-of-state bar exam which are not required to provide us with results. Given the lack of uniformity among states regarding reporting bar pass information to law schools, it is difficult to definitively and clearly ascertain whether non-Florida bar takers have passed/failed and or even taken the bar in another jurisdiction. Many have pursued careers which don't require bar passage. Recent career placement data has indicated that 14 graduates accepted employment in business and industry in 2010, 23 graduates accepted employment in business and industry in 2011, and 21 graduates accepted employment in business and industry in 2012.

### Bar Takers and Non-Persisters<sup>2</sup>

Year	Total Graduates	Non-Persisters	Unknown	Net Takers
2011	171	4	9	158
2010	144	4	10	130
2009	132	4	3	125
2008	141	5	8	128
2007	103	5	2	96

The Committee also conveyed some interest in an analysis of bar passage and employment in relations to undergraduate grade point average and LSAT. The data below provides information regarding the Class of 2012 as to those known as unemployed - including their bar pass status, as well as the undergraduate GPA and LSAT score used for admission. The University and College of Law are in the process of conducting a detailed longitudinal analysis that will further analyze this information over a longer period of time. The charts below contain information for all students in the Class of 2012<sup>3</sup> who classified themselves as "seeking work" or "not seeking work at this time". "Report 1" reveals that 13 of the 32 students who identified as "unemployed" passed a state bar. "Report 2" reveals the median LSAT and Undergraduate GPA for both students who passed the bar and students who failed the bar are literally indistinguishable and does not demonstrate any discernible pattern. "Report 3" reveals that of the seven students with the highest LSAT (which represent the 25 percentile of the entering class) 3 passed the bar and 4 failed the bar.

<sup>2</sup> A more detailed comprehensive report regarding the bar passage is available in Appendix 5.

<sup>3</sup> For recording purposes, NALP and ABA considers the Class of 2012 as all students graduating December of 2011, May 2012 and July 2012.

While passing the bar is a prerequisite for many traditional legal positions, it does not preclude students from otherwise finding satisfying employment in a broad range of non-legal positions as evidenced in the number of students each year who secure employment in the business and industry areas. The chart below also confirms that bar passage, like at many other ABA approved law schools across the country, does not guarantee you a job. While pre-employment bar exam failure may have an important impact on your chances of finding traditional legal employment, job market, geographic location, interview skills, or employer's needs are also significant factors.

### Report 1 - Class of 2012 - Bar Passage for Unemployed Graduates

Bar Passage Y/N	UGPA	LSAT	Anonymous Student ID	Graduation	Unemployed
1. Yes	146	3.50	35c1e9d898520ffa3c014957e2352632	May 01, 2012	Seeking Work
2. Yes	146	2.97	56663c26a7fbbd16a68e5dd0a920b080	May 01, 2012	Seeking Work
3. No	147	2.54	3cba715a0bfec4eb1fe27f40e922f6dc	May 01, 2012	NOT seeking work
4. No	142	2.98	flc1569feecfe546fbcd92bd98f6dbe	May 01, 2012	Seeking Work
5. No	145	2.59	a6aa0b790dd7a96f1fe1a980f91b832d	May 01, 2012	Seeking Work
6. No	151	3.39	dc6920d5ed2a5f26b7536a6c8f4194ea	May 01, 2012	Seeking Work
7. Yes	144		49514e9d7cbc119701370693fad8e0ed	May 01, 2012	Seeking Work
8. No	145	2.07	fb9160f4383d28f4dc86e107e509706	May 01, 2012	Seeking Work
9. Yes	143	2.99	a64d4f0e2cf12b5d8347d53b717edad7	May 01, 2012	Seeking Work
10. No	144	3.35	ac9dff1a7b7a42e482c6e3a46327a0a	May 01, 2012	Seeking Work
11. No	141	3.02	018c5169b6ca4e5a64795145670333ac	May 01, 2012	Seeking Work
12. No	145		89ee8a6629e3229fdd419fdf77cb11cf	December 01, 2011	Seeking Work
13. No	150	3.16	80b2d48224896f83b595dd9ef7670a92	December 01, 2011	Seeking Work
14. Yes	145	3.57	3d5df26e901a610156aa24d72f247d4f	May 01, 2012	Seeking Work
15. No	146	2.76	e95945d38c65b9d5ce2b7529483b0dc8	May 01, 2012	Seeking Work
16. Yes	154	2.92	ee28fe06a6dc143c83b908aadac3882a	May 01, 2012	Seeking Work
17. Yes	147	2.46	e651342d11fa12435c1c27200a28c1b7	May 01, 2012	Seeking Work
18. No	147	3.00	be84b8858191b69dd3fcfa3c15d168b7	May 01, 2012	Seeking Work
19. Yes	152	2.60	9851a6dee4e0ffbab1d46349bddd8456	May 01, 2012	Seeking Work
20. No	141	3.29	3ad6c97639dbf7fa45505ea2e5378ad8	May 01, 2012	Seeking Work
21. No	145	2.97	6dab02551fc6f53468cb7831115d36ff	May 01, 2012	Seeking Work
22. No	146	2.11	f97bce29c41319f407a37276e096e6e4	May 01, 2012	Seeking Work
23. Yes	147	3.66	5f223c80720a399d459aa94947dadd6c	May 01, 2012	Seeking Work
24. Yes	145	3.42	4774695201f5b9dbc3d30b016d7ee8df	May 01, 2012	Seeking Work
25. Yes	151	3.58	b2251ce9cd60ec7ff1417f7ce4f036b6	December 01, 2011	NOT seeking work
26. No	145	3.71	614d34d89498ab8a471db134df7cc425	May 01, 2012	Seeking Work
27. No	141	3.51	3dc2debefadb8e70559ba32b0557a287	December 01, 2011	Seeking Work
28. No	144	2.62	bfa5bfc50b57eac63e720382552e1eaa	May 01, 2012	Seeking Work
29. No	152	2.98	d5c8c55928c794f8010fef23aa45d2c7	May 01, 2012	Seeking Work
30. Yes	143	2.40	fb60aad2281a8062db06935174d15037	May 01, 2012	NOT seeking work

31.	Yes	142	3.03	4e8c5a6bcc2b1a038333800f5dfd3343	May 01, 2012	Seeking Work
32.	No	151	2.73	ab16449869a617d3bd77abdb9d146b0b	May 01, 2012	NOT seeking work

### Report 2 - Class of 2012 – Median LSAT and UGPA by Employment Status

Employment Status	# Graduates	LSAT	Undergraduate GPA
Passed the Bar	13	146	3.00
Failed the Bar	19	145	3.00

### Report 3 - Class of 2012 – By Highest LSAT

Bar Passage Y/N	UGPA	LSAT	Anonymous Student ID	Graduation	Unemployed
Yes	154	2.92	ee28fe06a6dc143c83b908aadac3882a	1-May-12	Seeking Work
No	152	2.98	d5c8c55928c794f8010fef23aa45d2c7	1-May-12	Seeking Work
Yes	152	2.60	9851a6dee4e0ffbab1d46349bddd8456	1-May-12	Seeking Work
Yes	151	3.58	b2251ce9cd60ec7ff1417f7ce4f036b6	1-Dec-11	NOT seeking work at this time
No	151	3.39	dc6920d5ed2a5f26b7536a6c8f4194ea	1-May-12	Seeking Work
No	151	2.73	ab16449869a617d3bd77abdb9d146b0b	1-May-12	NOT seeking work at this time
No	150	3.16	80b2d48224896f83b595dd9ef7670a92	1-Dec-11	Seeking Work

- c) **With respect to Conclusion (1)(c), the Committee requests that the Law School demonstrate that it does not list in its course offerings a substantial number of courses that have not been offered in the prior two academic years and that are not being offered in the current academic year.**

Conclusion 1(c) makes reference to finding of fact 16 which notes that seven of the 75 elective courses (9% of the elective courses offered during the current academic year) published on the Law School's website have not been offered during the past two academic years and were not offered during the current academic year. Subsequent to the Decision, and without regard to whether seven of 75 courses constitute a substantial number, the Law School removed all courses that have not been offered in the current or past two academic years from its website. See, <http://law.famu.edu/go.cfm/do/Page.View/pid/59/t/Elective-Coursesinsert link to website>. The Academic Dean will, concurrently with the preparation of each year's schedule of course offerings, remove any course listed in the law school's published catalog that is not being offered in the current academic year and has not been offered in two immediately prior academic years.

**d) With respect to Conclusion (2)(a), provide information that demonstrates that the Law School has present and anticipated financial resources that are adequate to sustain a sound program of legal education and accomplish its mission, including how resources available to the Law School are being used to address issues such as sound admission policies and a program of legal education that attracts and retains students capable of satisfactorily completing its educational program and being admitted to the bar, and effective career counseling to support students' search for employment.**

The University has and will continue to provide the law school with sufficient resources to deliver a sound program of legal education to its students. As articulated in the self-study, the College of Law is funded through a University allocation that is derived from a combination of state appropriations and tuition and fees. From 2001 to 2008, the law school's funding was separately considered and appropriated by the legislature, rather than being included in the appropriation to the University for its overall budget. Beginning with the 2008-09 academic year, however, the College's budget was no longer a separate line item appropriation, but became a part of the legislative appropriation to the University.

The following table lists the annual appropriated budget of the College of Law for each year since the school was reestablished. It is important to mention, in 2009 the College of Law began to personally incur a \$500,000.00 expense for facilities maintenance, which had previously been absorbed by the University.

2001-02	\$4,668,412
2002-03	\$7,512,224
2003-04	\$8,812,224
2004-05	\$9,812,224
2005-06	\$13,815,197
2006-07	\$15,509,292
2007-08	\$15,660,105
2008-09	\$14,162,775
2009-10	<b>\$12,760,226<sup>4</sup></b>
2010-11	<b>\$12,729,989<sup>5</sup></b>
2011-12	<b>\$11,688,655<sup>6</sup></b>
2012-13	<b>\$12,455,583<sup>7</sup></b>

As the Committee's Finding and Conclusions indicate, the law school operating cost has consistently been near \$13,000,000 (thirteen million dollars). Since the site team's visit, those operating cost have remained the same. Although beginning budget allocations have been short of the actual expenditures for past two years, the University has been responsive in supplementing

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<sup>4</sup> The number includes a \$500,000.00 facilities maintenance cost (a cost that was previously not paid by College of Law) that is taken at the beginning of the fiscal year.

<sup>5</sup> The number includes a \$500,000.00 facilities maintenance cost that is taken at the beginning of the fiscal year.

<sup>6</sup> The number includes a \$500,000.00 facilities maintenance cost that is taken at the beginning of the fiscal year.

<sup>7</sup> The number includes a \$500,000.00 facilities maintenance cost that is taken at the beginning of the fiscal year.

the Law School's budget with cash infusions as needs arise and continues to be committed to ensuring that the law school instructional, administrative and operational obligations are met.

The following chart reflects the recent financial commitment provided by the College of Law.

**Reallocation of Financial Resources 2010-2013**

<b>Admissions:</b>	Added an additional counselor	\$50,000.00
	Expanded recruiting budget	\$25,000.00
<b>Career Planning:</b>	Re-established the Director position	\$80,000.00
	An additional counselor	\$55,000.00
	Added an additional administrative support person	\$30,000.00
<b>Academic Success:</b>	Added four academic success counselors (since 2010)	\$320,000.00
	Added an academic success library	\$20,000.00
	Approval of a bar preparation fee	

The University has and continues to provide the law school with resources to attract and retain a diverse and competent student body, to achieve academic success during every phase of their legal education including admission to the bar and to find rewarding employment opportunities during and after law school.

Effective recruitment of qualified candidates is vital to furthering the mission and vision of the College of Law. Since the site visit, and in furtherance of our goals, the College of Law has hired an Assistant Dean for Admissions and committed over \$75,000.00 in funding for additional staff and travel budget. Recently the law school hired an additional recruiter and increased the admissions recruitment budget in an effort to expand recruitment outreach and to enroll and retain more qualified and competitive students. The additional recruiter, along with the current staff and increased financial resources, are strategically focused on identifying and gaining exposure to a broader range of qualified applicants who understand and desire the Florida A&M experience. As a result of this hire, we have expanded recruitment efforts to the northeast (Massachusetts and New York) and the south (Louisiana, Mississippi, Alabama and North Carolina). The additional staff has also help streamline admission application review and processing and improve overall office efficiency.

Over \$350,000.00 has been added to enhance the academic success and bar preparation program since 2010. Two instructors have been hired since the site visit to teach the mandatory critical skills courses for first year law students and assist in the bar exam success program (BEST). The course is designed to teach first semester law students the critical skills necessary to successfully manage their time, prepare for class, participate in class, and effectively practice for exams and to reinforce analytical skills for second semester law student and assist them improve their test-taking skills in both the essay and multiple-choice formats.

Additionally, in 2012 the University approved and implemented a Law School Bar Review Preparation Fee that is charged to all third year law students. The fee covers enhanced courses

and counseling through Academic Success, the access to the BEST Program and a fee reduction for a commercial bar review course. The result of these cumulative efforts is that the bar passage rate for the College of Law has consistently increased over four administrations, culminating in the recent February 2013 first time Florida bar pass rate of 82.6% - above the state average, above the average of all out-of state law schools and higher than the pass rate of four ABA approved Florida law schools.

As detailed below, the College of Law currently provides significant student support regarding both career planning and counseling. However, the College of Law has allocated additional resources to ensure that all students have even more effective career counseling and to support an active and productive job search process. As a result of the conclusion of the current search for a Director of Career Planning, Associate Dean Green will be relinquishing the interim Director's responsibilities. The position has been posted and interviews are being scheduled. The new director will have primary responsibility to oversee all aspects of a thriving career office centered on student preparation, career exposure and individual responsibility. An additional counselor has been hired who focuses on governmental and judicial internships. A staff person has also been hired to assist with the administrative support functions of the office and to provide immediate access to students who have non-counseling needs. The result to date of these cumulative efforts is a 71% placement rate which represented a 9% increase from the previous year.

The University and the College of Law recognize that the 2011-2012 fiscal year was a challenge. The College of Law's 2011-2012 Educational and General Operating Budget allocation was \$11,688,655 versus \$12,729,989 for the 2010-2011. The budget in 2011-2012 was reduced by nearly \$1,041,334, which represented a 9% decrease from the 2010-2011 budget allocation due to several years of state budget cuts that affected all state universities in Florida due to several years of state budget cuts that affected all state universities in Florida. As the University Educational and General Operating Report reflect on page 7, the actual expenditures for 2011-2012 totaled \$13,170,082 which required \$1,481,427 of additional support from the University.

Shortly after the budget allocation, senior administrators from the University and the College of Law met to address concerns regarding the fiscal condition of the College of Law. As a result of the meeting, the University returned \$500,000.00, which was removed for facilities maintenance cost to the College's budget, committed \$500,000.00 for OPS positions and committed to an additional allocation of a little over \$400,000.00 (which were one-time cash infusions) to assist with general operating expenses.

The University's assistance provided the College with resources to meet the following unfunded financial obligations incurred in 2011-2012:

\$473,010.00	Dean Expenses (General Operating Expenses)
\$64,616.00	OPS (Contract Staff)
\$100,000.00	OPS (Fall and Spring Adjunct Faculty)
\$17,584.00	Faculty Expense (Travel)
\$22,169.00	OPS (Library Staff)
\$15,000.00	Library Expense (Library)
\$225,000.00	OPS (Summer School)
\$500,000.00	Mandatory (Facilities Maintenance)

This academic year the College of Law is again on pace to spend nearly \$13,000,000.00. Year-to-date, the specific expenditures have been \$10,200,707.00 in salaries; \$484,946.00 in OPS salaries; \$417,575.00 in operating expenses; \$500,000.00 in mandatory expenses and \$755,289.00 in library book expenses. The College of Law expects to spend another \$300,000.00 in operating cost for the remainder of the academic year. The College of Law and the University are continuing, as they have done in the past, to work together to meet the programmatic needs of the College of Law for this fiscal year.

The University has assured the College of Law that it will receive a financial assessment hearing prior to the 2013-2014 Budget Allocation consistent with ABA Standard 210 (d). This opportunity to present recommendations on budgetary matters will focus on current and long-term mechanisms, including funding and cost reductions, designed to avoid the need for future significant cash infusions while maintaining the ability of the College of Law to receive financial resources "adequate to sustain a sound program of legal education and accomplish its missions" (ABA Standard 201 (a)). This opportunity will become an annual event and should provide the University with a detailed explanation of the College of Law needs and proposed expenditures and provide the College of Law with a greater insight in the financial planning of the University as a whole.

- e) **With respect to Conclusion (2)(b), provide information that identifies the number of credits available each year or each semester for students participating in law review or trial team and establishes how each student's academic achievement on law review, moot court, and trial team is evaluated by a faculty member.**

With respect to Law Review, the Editor-in-Chief is eligible to receive 2 credits per academic year in that capacity; all other members of Law Review receive 1 credit per year. Hence, an Editor may receive a maximum of 3 credits; all other members may receive a maximum of 2 credits. An Editor or member who does not complete the entire year receives no credit. Every Law Review member, except the Editor in Chief, is assigned to an editorial team tasked with reviewing submitted articles and editing accepted articles. Each editorial team reports to and is overseen by the Editor in Chief who, in turn, is supervised and evaluated by a full time faculty member (the "Faculty Advisor"). The Faculty Advisor also supervises and evaluates the work of each member of the Law Review, including the Editor in Chief. Article selection and editing is an ongoing process throughout the academic year. In addition, each member of the Law Review must write at least one shorter article each year, which article is posted on the Law Review website. The Faculty Advisor evaluates every member's article. The Law Review Manual is attached as Appendix 6.

In addition to Law Review, the College of Law traditionally sponsors a number of practice skills competitions. Associate Professor William Henslee serves as the faculty advisor for the Practice Skills Board. Each year students who wish to serve on the Board apply for the position. After reviewing their resumes and conducting interviews, Professor Henslee chooses ten students to serve on the Board. The Practice Skills Board organizes and administers all internal competitions and coordinates logistics for the FAMU competition teams.

Each academic year, the Practice Skills Board solicits and seeks to identify and develop talent for trial advocacy from among the second-year and third-year classes. Interested students selected through open tryouts become members of the Mock Trial Team, the Moot Court Team or the Skills Teams. From among the team members, Professor Henslee and designated coaches then select the groups that will represent the school at each competition.

The College of Law believes participation in these competitions satisfy the "instruction in professional skills" standard provided for in ABA Standard 302(a) (4). Each team participant is receiving extensive experience in *"trial and appellate advocacy, alternative methods of dispute resolution, counseling, interviewing, negotiating, problem solving, factual investigation, organization and management of legal work, and drafting"* for which the College grants them one credit per semester.

One or more full-time or part-time faculty who has the responsibility to gauge the student's efforts, understanding and mastery of the material coaches each team.

- f) **With respect to Conclusion (2)(c), provide information to explain the structure of the International Law Externship Program for placements at which students earn academic credit, including information that establishes: the statement of goals and methods and a demonstrated relationship between those goals and methods to the program in operation; the number of credits awarded; the instructional resources; the method of evaluating each student's academic performance; the method for selecting, training, evaluating, and communicating with field placement supervisors; whether there are on-visits or their equivalent by a faculty member if the field placement program awards four or more credits for field work; and whether students are engaged in guided reflection communicating with faculty at the Law School on a regular basis while in their externships.**

Conclusion 2(c) refers to finding of fact 19 and is based on Standard 305(e) (1)-(7). The College of Law adheres to a detailed written policy with respect to its International field placement program, without regard to whether a field placement is referred to as “Internship” or “Externship.” The Policy was adopted in February 2009 and is attached hereto as Appendix 7. The Policy addresses and demonstrates the College’s compliance with the requirements listed in Standard 305(e) (1)-(7). This response quotes extensively from the International Law Internship Policy currently in effect.

The Florida A&M University College of Law adopted an international law internship course and policy in 2009 to ensure a clear statement of goals and methods that have a demonstrated relationship between such goals and methods and the International Law Internship Program. The International Law Internship course provides students with the opportunity to earn academic credit for internationally-focused legal and policy field placement work conducted overseas, or within the United States, but outside of the State of Florida. The International Law Internship policy is applicable to all international law internships irrespective of the number of credits earned. The Director of the Center for International Law and Justice (CILJ) manages the international law internship program and may delegate supervisory duties to full-time tenured or tenure earning members of the faculty.

The International Law Internship course has five major objectives. See Appendix 7. It provides the student intern with:

1. The knowledge, skills and perspectives involved in the work of international lawyers;
2. The opportunity to work with experienced lawyers, administrators and diplomats on matters of international law and policy;
3. Greater understanding and insight into the international legal system and international lawyering as a profession;
4. Sensitivity to issues of professional responsibility and ethics that arise in the context of international lawyering and advocacy; and
5. The opportunity to reflect upon and learn from a practical professional legal experience.

The International Law Internship course complements the University’s international mission as well as the College of Law’s global and public service orientated mission, curriculum and focus.

It will enhance and reinforce knowledge and skills acquired in law school, provide the intern with the ability to apply such knowledge and skills in a professional work environment, and allow them the opportunity to acquire new knowledge and skills relevant to the practice of law and/or the development and implementation of policy in an international setting.

The International Law Internship course is non-paid credit-based practical work experience that enables a student intern to gain advanced legal knowledge and skills within an organization, industry, or functional area that reflects the student's academic and professional interests. Ideally, internships are designed primarily for the benefit of the student intern, rather than the placement site. It is intended to provide law students with first-hand experience in government, international organizations, international-orientated law firms, nonprofit organizations, and other globally-focused areas of interest relevant to legal education. Students will be awarded up to six academic credits. Nearly all FAMU students have been awarded six credit hours. The International Law Internship course will involve full-time work for 8 to 12 weeks (totaling a minimum of 40 hours of work for each credit earned). Students may not simultaneously earn credit and be paid.

Students must take the Public International Law course or its equivalent, as determined by the Director of the Center for International Law and Justice (CILJ), with a grade of B or higher and must have a minimum cumulative GPA of 2.6 to participate in the International Law Internship course for academic credit. Pass/Fail, provided the following requirements are fulfilled.

The Director of the Center for International Law and Justice (CILJ) and or his/her faculty supervisor evaluates all students on a Pass/Fail basis for the course. Grades are based on satisfactory completion of the internship requirements; written work produced during the internship; two written evaluations of the student intern by the Placement Supervisor; a written reflection paper; and a written student evaluation of the internship. Appendix 7 comprises a sample of one student's complete field placement work product on the basis of which the student was assigned a final grade and awarded academic credit.

The course requirements and method of evaluating each student's academic performance is as follows:

1. Each student must obtain prior approval from the Director of the Center for International Law and Justice (CILJ) before registering and receiving academic credit for the International Law Internship course.
2. The International Law Internship course is available to students who have completed their first year of law school, provided the student has completed a minimum of 22 credit hours of study and taken the Public International Law course or its equivalent subject to the discretion of the Director of the Center for International Law and Justice (CILJ).
3. Students must have a cumulative minimum GPA of 2.6 to participate in the International Law Internship for academic credit.
4. Students must attend a mandatory internship orientation conducted by the Director of the Center for International Law and Justice (CILJ) or his/her designee.

5. Students must intern for a minimum of 8 weeks at their field placement to earn any academic credit. Students must keep time records using weekly timesheets that must be signed by their Placement Supervisor.
6. The host institution may not charge or collect any fees associated with the interns work. An interns work may not be considered billable time by the host institution.
7. Interns must submit a minimum of twenty pages of written work (i.e. work product) from the field placement. Written work must reflect substantial legal analysis and be comparable to the work of a first-year law associate. This should be substantially the student's work and may consist of a portfolio of numerous shorter writings. Note that this is in addition to the required reflection paper (see below). The Director of the Center for International Law and Justice (CILJ) or his/her designee must review all written work product.
8. Reflection on the internship experience will occur through a required written reflection of at least ten pages, completed and submitted to the Director of the Center for International Law and Justice (CILJ) and or the faculty supervisor at the end of the internship.
9. Students are encourage to keep a journal or use the comments section on their weekly timesheets to record progress, which has proven extremely useful when writing reflection papers. Reflection papers are taken into consideration in assigning a final grade. They are separate from the required student intern evaluation of the experience.
10. If more than four academic credits are earned in the internship the Director of the Center for International Law and Justice (CILJ) or the faculty advisor are required to have bi-weekly communications about the nature and substance of the students work as it applies to the field placement in addition to the written reflection paper.
11. Students are also required to submit and completion a Student Evaluation Form.
12. Placement Supervisors are provided with the Placement Supervisor Evaluation Form by the Director of the Center for International Law and Justice (CILJ) or faculty advisor and must return the form directly to the Director of the Center for International Law and Justice (CILJ). The Placement Supervisor must conduct at least two evaluations during the internship.

From this background, students are evaluated based on the submission of work product, a reflection paper, placement supervisor evaluations and bi-weekly communications with the Director of CILJ or the faculty advisor, who also review supervisor evaluations as well as the students' evaluation of the placement site with the Field Placement Supervisor during and at the conclusion of the internship. For an example of student work product in satisfaction of items 7 through 12, above, see Appendix 7. The bi-weekly communications are typically conducted via telephone and email. It is customary to utilize both modes of communication when students are posted in the developing world to monitor their physical and mental well-being. Skype is also another mode of communication that has been used when Internet connectivity is viable.

All internships are designed around student interests. Each placement site retains ultimate authority to select or reject student applicants. This remains the practice with partner institutions and those that have concluded memorandums of understanding with the Center for International Law and Justice. Notwithstanding, International Law Internship work sites are approved for placement of College of Law students based on their ability to provide experiences that:

1. Provide local and international law, policy or diplomacy field work dimensions.
2. Provide the ability to acquire expertise in specific areas of international law, diplomacy and policy.
3. Provide exposure to the ethical and practical complexities of international law, diplomacy, advocacy or representation.
4. Incorporate practical grass roots dimensions:
  - i. When appropriate meet with local actors and decision-makers, and liaison with target audiences on relevant international or policy-related law topics.
5. Offer professional practical experiences that include the opportunity to:
  - i. Engage in effective and efficient research on issues of law and policy;
  - ii. Generate, collect and analyze general and comparative international information and data;
  - iii. Draft commentary and analysis of legislation, treaties, policies, rules and similar documents;
  - iv. Engage in advocacy;
  - v. Participate in negotiations and consultations;
  - vi. Conduct investigations; and
  - vii. Provide technical assistance on the implementation of specific international law programs or the realization of, for example, specific human rights such as the development of a truth commission's methodology, the establishment and implementation of a democracy program or the preparation of human rights complaints.

In addition, each Placement Supervisor must have a law degree or equivalent legal and diplomatic training; the field supervisor must agree and be capable of fully implementing applicable policies of the International Internship Program. The Director of the Center for International Law and Justice (CILJ) is responsible for assessing the suitability of Placement Supervisors. The Director of the Center for International Law and Justice (CILJ) or faculty advisor is responsible for maintaining regular communication with the student and Placement Supervisor throughout the internship. According to the International Law Internship policy whenever four or more academic credits are awarded in any academic term there must be:

- a) Periodic on-site visits (meaning, not for each internship field placement but periodically in the event of successive student placements in the same location); or
- b) Their equivalent as necessary and appropriate (e.g. regular telephone, internet and Skype or (video conferencing mode communication); or
- c) Supervision by a faculty member at any law school to supervise or assist in the management or review of a field placement program.

Over the past two academic years, (2011-12 and 2010-11), the College of Law has placed students in a wide range of significant locations. A representative list of the locations is shown in the following table:

**Selected International Law Internships 2010-2012**

Ghana Supreme Court	Accra, Ghana
Africa Legal Aid (AFLA)	The Hague, Netherlands
Caribbean Court of Justice	Republic of Trinidad and Tobago
Robert F. Kennedy Memorial Center for Human Rights	Washington, D.C.
Greenaction for Health & Environmental Justice	San Francisco, CA
International Fund for Agricultural Development (IFAD)	The Hague, Netherlands
The Natural Conservancy - Worldwide Office	Arlington, VA
Center for Biological Diversity	St. Petersburg, FL

Consistent with Standard 305(e) (5), the College of Law conducts periodic visits to all sites, placement at which results in the award of four or more credits. To date, the College has visited placement sites in the Republic of Ghana in 2011 (regarding the Ghanaian Supreme Court field placement), Trinidad and Tobago in 2011 (regarding the Caribbean Court of Justice field placement), San Francisco in 2011 (regarding the Greenaction for Health & Environmental Justice field placement) and Washington, DC in 2011 (regarding Robert F. Kennedy Memorial Center Human Rights (RFK) field placement). Many other international law field placements were one-time opportunities and will be subject to periodic site visitations if future placements occur. Finally and as previously noted, all interns irrespective of the number of credit hours awarded or enrolled in contemporaneous with the placement must participate in a course-based guided reflection exercise and communicate with the Director of CILJ or faculty supervisor regularly. (See appendix 7)

- g) With respect to Conclusion (2)(d), provide information that establishes that the Law School ensures effective teaching by all persons providing instruction to students, including the efforts the Law School has in place: to provide orientation, guidance, mentoring, and periodic evaluation of new full-time and adjunct faculty; whether there is a committee on effective teaching and, if so, the work of that committee during the 2012-13 academic year; how the Law School is assessing teaching effectiveness; and other steps the Law School takes to ensure teaching effectiveness.**

The College of Law has revamped the Associate Dean for Teaching and Faculty Development position. Through this position, the College of Law is taking a systems approach by which standards and processes the Law School already has in place are streamlined and coordinated for increased utilization and institutional effectiveness.

The Associate Dean for Teaching and Faculty Development, in conjunction with the College of Law Retention, Promotion and Tenure Committee, provide an orientation for new tenure-track faculty during the Fall of the academic year regarding University and College of Law expectations on teaching, scholarship, and service. These expectations are delineated in the University and College of Law faculty handbooks and made available to professors during the orientation. There were no new tenure-track faculty members brought in during the 2012-13 academic year.

The Associate Dean for Teaching and Faculty Development is coordinating with the Retention, Promotion and Tenure Committee on the revision of the evaluation system and the promotion and tenure standards. The standards for evaluating teaching are currently undergoing revision in the forthcoming revision of the Faculty Handbook. The current draft of the proposed standards for evaluating teaching by RPT includes the following:

- Teaching. The relevant materials include reports of classroom observations, student evaluations, teaching materials that would typically be included in a teaching portfolio, and other items that can assist the committee in evaluating the quality of teaching. ...
- Elements of Highly Competent and Effective Teaching -- Highly competent and effective teaching is usually correlated with the following traits and abilities:
  - (1) Command of the subject matter;
  - (2) Familiarity with advances and developments in the areas taught;
  - (3) Ability to organize materials and present them with force and logic;
  - (4) Ability to capture the students' attention;
  - (5) Ability to arouse curiosity in the students towards further and more independent learning;
  - (6) Ability to stimulate students in creative work;
  - (7) Ability to prepare a sound and effective examination or other instruments to measure student comprehension and achievement;
  - (8) Sound judgment in grading, and maintaining a high standard of achievement and fairness....

- [Standards for tenure and advancement of rank] Teaching -- Candidates shall be highly competent and effective teachers.

Members of the Retention, Promotion and Tenure Committee observe classes of all tenure-track faculty members during their first and second year of teaching providing constructive critiques on teaching performance as well as collegial advice on scholarship and service. During the tenure-track faculty member's third year, the Retention, Promotion and Tenure Committee conducts an intensive review of the instructor's teaching, scholarship, and service, resulting in a report to the Dean of the College of Law indicating whether the instructor is making satisfactory progress towards tenure. This peer-driven assessment of a faculty member's progress in teaching, scholarship, and service was reinstated by the College of Law this year.

Parallel to this evaluation process for tenure-track faculty, a similar process is afforded the legal methods, academic support, and clinical non tenure-track faculty. During Spring semester 2013, the faculty voted on a proposal for multi-year contracts for these non tenure-track faculty positions. (See response (j) with respect to Conclusion (2)(g)). Instructors in these positions will have their classes reviewed by the Retention, Promotion and Tenure Committee for the first two years and a critical review in the third year. Assuming the University approves multi-year contracts for these non tenure-track faculty positions, subject non tenure-track instructors have the opportunity to be considered for recommendation of a three-year contract by the Dean after the Dean's independent review and a finding of satisfactory performance in service and teaching (including clinical performance for clinical instructors) by the Retention, Promotion and Tenure Committee. In the non tenure-track faculty member's sixth year (the last year of the three-year contract), the instructor will be evaluated by the Retention, Promotion and Tenure Committee and will have opportunity to be considered for recommendation of a five-year contract by the Dean after the Dean's independent review and a finding of satisfactory performance in service and teaching by the Retention, Promotion, and Tenure Committee. Evaluation after signing the five-year contract would be by the Dean.

Adjunct faculty are under the purview of the Associate Dean for Academic Affairs. Typically, an orientation for adjuncts is given at the beginning of the academic year and an adjunct faculty handbook is provided during this time. This process has been revised and now the Associate Dean for Academic Affairs and the Associate Dean for Teaching and Faculty Development will meet with adjuncts and visitors at the beginning of the academic year for an orientation session. At this orientation, a packet will be given explaining obligations of faculty, resources for faculty, classroom and grading procedure, building hours, and security. Both of the Associate Deans will have responsibility for observing classroom performance of adjuncts and non look-see visitors.

Both Associate Deans are active members of the Retention, Promotion and Tenure Committee, observing class performance of the tenure-track and non tenure-track faculty. The Associate Dean for Academic Affairs further provides guidance and support regarding scholarship and research and the Associate Dean for Teaching and Faculty Development works with faculty regarding teaching effectiveness, personal development, and institutional governance. The Associate Deans as well as the Retention, Promotion and Tenure Committee provide information

regarding teaching, scholarship, and service to the Dean who carries out his independent review and evaluation of faculty.

The revamping of the position of Associate Dean for Teaching and Faculty Development has resulted in the College of Law developing a system for evaluation archival and distribution to faculty. A longitudinal analysis of teaching at the law school is being prepared, looking at teaching evaluation scores, load, scholarship, and service of faculty. This analysis is to be used as a resource to support the Dean in his independent review and evaluation of faculty. Aggregate longitudinal information will be provided to faculty for the development and implementation of teaching best practices and the creation and scheduling of tailored workshops and brownbag sessions.

During the 2012-13 academic year, faculty began the conversation looking towards the development of best practices. During the Fall semester, faculty attended monthly "Faccolades"-- an opportunity for faculty to celebrate the accomplishments of colleagues in the areas of scholarship, service, and teaching. Recognition was given to those who published or received an offer of publication of scholarship. Scholarship accolades were also given to those presenting at a conference. Faculty members who participated in service to the law school, university, or local community were recognized for their efforts in keeping the College of Law relevant and engaged in what matters to its constituents. It was also a time for faculty who were introducing novel, nontraditional, or interesting techniques or materials into their classroom to talk about what worked and what did not work in the classroom. Faculty also attended sessions on the future of legal education and had brown bags on scholarship.

- h) With respect to Conclusion (2)(e), provide information that establishes that full-time clinical faculty not on the tenure track participate in faculty meetings, committees, and other aspects of Law School governance in a manner reasonably similar to other full-time faculty members.**

The faculty has voted to revise its handbook and rules regarding faculty governance responsibilities for certain non-tenure track faculty, i.e., legal methods, clinical, and academic success instructors. The faculty handbook currently has rules regarding governance for full-time clinical faculty and these rules were revised to make them applicable to legal methods, clinical, and academic success instructors. These rules as revised and approved by faculty at its April 24, 2013 faculty meeting are as follows<sup>8</sup>:

#### Participation of Non-Tenure-Track Faculty in Law School Governance

##### A. Eligibility to Serve and Vote at Faculty and Committee meetings

Upon beginning of the second full year of service, non tenure-track faculty shall be eligible to serve and vote in faculty meetings and committees with the limitations and restrictions set out below related to Recruitment and RPT.

##### B. Restrictions with Respect to Promotion or Tenure of Tenure-Track Faculty.

Non-tenure-track faculty shall not be eligible to participate in discussion sessions concerning, or vote on the promotion or tenure of tenure-track faculty members.

##### C. Restrictions with Respect to Appointment of Tenure-Track Faculty

Non-tenure track faculty shall be eligible to participate in the discussion of, but shall not be eligible to vote on the appointment of tenure track faculty.

##### D. Participation with Respect to Hiring and Retention of Non-Tenure-Track Faculty

Non-tenure-track faculty shall be eligible to vote on recommendations to the RPT Committee with respect to the hiring of non-tenure-track faculty and with respect to contract renewal of a non-tenure-track faculty member employed under a shorter-term contract than that of the voting faculty member.

##### E. Eligibility of Non-Tenure-Track Faculty to Serve on Committees

Non-tenure-track faculty shall be eligible to serve on all law school committees except Retention, Promotion, and Tenure.

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<sup>8</sup> The changes approved by the faculty on April 24, 2013 may be subject to university senate approval. The College of Law and the university will work together to obtain any necessary additional approvals.

These rules regarding job-security and governance do not apply to Adjunct Professors, Visiting Professors, and non-tenure-track faculty not hired as Legal Methods, Clinical, and Academic Support instructors.

- i) With respect to Conclusion (2) (f), provide information that establishes that full-time clinical faculty on the tenure track are evaluated in terms of standards for competence in the areas of teaching and scholarly research and writing in terms of their responsibilities as clinical faculty, in light of their teaching loads relative to other tenure-track faculty who do not teach in the clinic.**

Conclusion (2)(f) requested information that establishes that full-time tenure-tracked clinical faculty are evaluated with consideration of their teaching load relative to other tenure-tracked faculty who do not teach in the clinic. In response, the Dean has reviewed the clinical faculty and found one faculty member, though not designated as a clinical faculty as typically seen in some ABA approved law schools, who meets this criterion. This faculty member is a tenure tracked faculty whose designation as such is indistinguishable from other tenure tracked faculty of identical rank. Her responsibilities include teaching the Guardian Ad Litem Clinic (an in-house clinical offering) and a doctrinal course, as well as producing scholarship. As originally envisioned, an additional instructor, who is a non tenure track faculty member, was designated to provide direct supervision of the student and attend court cases and hearings and the tenure track faculty was designated to teach the seminar associated with the clinic. Primarily because of issues arising from court-required designation of responsibilities for Guardian Ad Litem services, this did not happen. Additionally, issues related to this clinic were complicated by a lack of a clear delineation between the instructional and supervisory/case management roles occasioned by, among other things, the inclusion of both aspects of the program under one course number.

In response, this clinic is now divided into two separate courses, Guardian Ad Litem Seminar LAW 6980 and Guardian Ad Litem Clinic LAW 6981. The tenure- tracked faculty is now responsible for the seminar and the non tenure track faculty member is responsible for supervision and oversight of the students enrolled in the clinical course. By dividing the courses, it is clearer to third party agencies which attorney is designated as the attorney of record for the cases. In the future, all tenure track faculty teaching “in house” clinics will have the seminar separated from the clinic. As a result this tenure-tracked faculty member’s responsibilities are in parity with other tenure-tracked faculty.

Of note, this faculty member has been favorably recommended by the faculty and the Dean for tenure. The RPT Committee will evaluate non-tenure track faculty teaching in clinic as discussed elsewhere in this response.

- j) With respect to Conclusion (2)(g), provide information that establishes that the Law School affords such security of position and other rights and privileges of faculty membership to legal writing teachers sufficient to attract and retain a faculty that is well qualified to provide legal writing instruction.**

Faculty has approved a proposal for multi-year contracts for those non-tenure track faculty members who are legal methods, clinical, and academic success instructors. This proposal has been submitted to the President for submission to the Board of Trustees seeking to establish a progressive multi-year contract system for non-tenure tracked full-time teaching faculty consistent with ABA Standard 405.

#### Job Security for Certain Non-Tenure-Track Faculty

Unless otherwise stated herein, these provisions apply only to those non-tenure track faculty members who are appointed to non-visitor positions as full-time instructors for Legal Methods, Academic Support, and the Clinic.

##### A. Length of Contracts for Non-Tenure-Track Faculty

###### 1. Contract for Newly Hired Non-Tenure-Track Faculty

A new non-tenure-track faculty member shall receive a one-year appointment, renewable annually for up to four years based on a satisfactory performance review each year.

###### 2. Contract Opportunity After Three Years of Teaching

In his or her third year of teaching, a non-tenure-track faculty member shall be subject to a performance review.

(a) If performance is deemed satisfactory, the non-tenure-track faculty member shall be provided with the opportunity to sign a 3-year contract with the Law School, to begin at the start of the individual's fourth year of teaching.

(b) If performance is deemed not satisfactory, the non-tenure-track faculty member shall have the opportunity to remain in place for one more academic year, that is, for his or her fourth academic year. Upon completion of that fourth academic year the contract shall not be renewed.

###### 3. Contract Opportunity After Six Years of Teaching

In the sixth year of teaching (and thus the last year of his or her three-year contract), a non-tenured faculty member shall be subject to a performance review.

(a) If performance is deemed satisfactory, the non-tenure-track faculty shall be

provided the opportunity to sign a five-year contract with the Law School, to begin at the start of the individual's seventh year of teaching.

(b) If performance is deemed not satisfactory, the non-tenure-track faculty member shall have the opportunity to remain in place for one more academic year, that is, for his or her seventh year of teaching. Upon completion of that seventh academic year, the contract shall not be renewed.

#### 4. Contract Opportunity After Eleven Years of Teaching

(a) In the eleventh year of teaching (and thus the last year of his or her five-year contract) and at the expiration of any 5-year contract thereafter, so long as performance is satisfactory, a non-tenure-track faculty member shall be eligible for an additional 5-year contract. There shall be no limit to the number of 5-year contracts a non-tenure-track faculty member may sign.

(b) If performance is deemed not satisfactory, the non-tenure-track faculty member shall have the opportunity to remain in place for one more academic year, that is, for his or her sixth year following the expiration of the 5-year contract term associated with the unsatisfactory performance. Upon completion of that sixth academic year, the contract shall not be renewed.

#### 5. Cause of Termination

All contracts referred to herein shall contain the provision that a non-tenure-track faculty member may not be terminated during the life of a current contract except for good cause shown, financial necessity, or unless necessitated by a substantial modification of the Law School's programs.

#### 6. Non-Accrual toward Tenure

Under no circumstances shall time spent as a non-tenure-track faculty member accrue toward tenure.

#### 7. Dean's Ability to Recognize Teaching or Other Employment Experience.

If the Dean chooses to recognize previous teaching or other appropriate employment experience, the Dean will recommend to the faculty a contract of three or five years length or reduce the required number of years to be eligible for a three year contract for a new non-tenure track faculty member.

### B. Hire and Retention of Non-Tenure-Track Faculty

#### 1. Process for Hiring Non-Tenure-Track Faculty

Hiring for full-time non-tenure track faculty is subject to approval of the faculty.

## 2. Committee for Review and Retention

The faculty Retention, Promotion, and Tenure Committee (hereinafter, the RPT Committee) shall have the responsibility for review and recommendation for retention of non-tenure track faculty members.

## 3. Process of Review Before Granting Renewal Under a Three-Year Contract

If a non-tenure-track faculty member is eligible to be considered for renewal under a three-year contract, there shall be a formal review of his or her performance. This review shall begin with an evaluation conducted by the RPT Committee. At the conclusion of its evaluation, the Committee shall make appropriate recommendations to the faculty.

## 4. Criteria for Granting Renewal Under a Three-Year Contract

The criteria upon which non-tenure-track faculty shall be evaluated for contract renewal shall include teaching and service. If such individuals engage in the practice of law (Clinical Program) as part of their law school employment, they shall be evaluated on this criterion as well. A recommendation for renewal shall be based upon satisfactory performance in each applicable category.

## 5. Process of Review Before Granting Renewal of Five-Year Contract

If a non-tenure-track faculty member is teaching under a five-year contract and is eligible to be considered for renewal, the authority to recommend renewal of the contract of the non-tenure-track faculty member shall rest with the Dean without the requirement of a formal review. In making these contract renewal recommendations, the Dean may choose to consult with the RPT Committee. Recommendations for contract renewal shall be based upon the Dean's determination that a non-tenure-track faculty member's performance has been satisfactory.

## 6. Status of Inaugural Faculty

A non-tenured faculty member whose contract preceded the beginning of classes on August 26, 2002, will, as an inaugural faculty member, be considered a five-year contract non-tenured faculty member and will retain the title designation used in his or her employment contract for the 2002-03 academic year.

**k) With respect to Conclusion (2)(h), provide information that establishes that the Law School publicly discloses on its website attrition/graduation rates.**

ABA Standard 509(d) requires law schools to publicly disclose on their websites a broad range of consumer information including attrition/graduation rates. Previously, the disclosure requirement could be met through the publication of the information in the *ABA-LSAC Official Guide to ABA-Approved Law Schools*. This data and additional consumer information is required to be posted by March 1, 2013. Subsequently, this information must be posted by February 1 of each year.

The required information is publicly disclosed on the College's "**Consumer Information**" page at <http://law.famu.edu/go.cfm/do/Page.View/pid/317/t/Consumer-Information>. The information was posted by March 1, 2013.

**Florida A&M University College of Law**

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**JD Attrition (from prior year)**

	<b>Academic<sup>9</sup></b>	<b>Other</b>	<b>Total</b>	<b>Total</b>
	<b>#</b>	<b>#</b>	<b>#</b>	<b>%</b>
1st year	37	37	74	25.7
2nd year	4	4	8	4.4
3rd year	0	1	1	0.6
4th year	0	0	0	0.0

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<sup>9</sup> The ABA-LSAC Official Guide to ABA-Approved Law Schools, © 2012 Law School Admission Council, Inc. All rights reserved. **Academic** refers to students who were dismissed for not meeting academic standards as prescribed in the Student Handbook.

**1) With respect to Conclusion (2) (i), provide information that establishes that the Law School publicly discloses on its website bar passage data.**

ABA Standard 509(d) requires law schools to publicly disclose on their websites a broad range of consumer information including bar passage data. Previously, the disclosure requirement could be met through the publication of the information in the *ABA-LSAC Official Guide to ABA-Approved Law Schools*. This data and additional consumer information is required to be posted by March 1, 2013. Subsequently, this information must be posted by February 1 of each year.

The required information is publicly disclosed on the College's "**Consumer Information**" page at <http://law.famu.edu/go.cfm/do/Page.View/pid/317/t/Consumer-Information>. The information was posted by March 1, 2013.

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**Bar Passage Rates**

First-time takers	145
Reporting %	74.48
Average school %	61.11
Average state %	77.63
Average pass difference	-16.52

<b>Jurisdiction</b>	<b>Takers</b>	<b>Passers</b>	<b>Pass %</b>	<b>State %</b>	<b>Diff %</b>
145	74.48	66	61.11	77.63	-16.52

**m) With respect to Conclusion (2)(j), provide information regarding the Law School's compliance with Standards 509(b)(8) and 509(d) and Interpretation 509-3. which states:**

**Standard 509. CONSUMER INFORMATION**

ABA Standard 509(d) requires law schools to post their employment outcomes on the law school website. The new employment outcomes disclosure requirements that call for posting three years of data, was expected to be phased in. As of October 5, 2012, all schools were required to have posted their class of 2011 employment outcomes. Going forward, the required date for posting employment data is March 31 of each year for the graduating class of the prior year. For the March 31, 2013 posting, data for the 2012 and 2011 classes are required. Thereafter, schools are required to publish three years of data.”

The required information is publicly disclosed on the College's "**Consumer Information**" page at <http://law.famu.edu/go.cfm/do/Page.View/pid/317/t/Consumer-Information>. The College of Law's employment data for the Classes of 2009, 2010, 2011 and 2012 are currently posted.

- n) **With respect to Conclusion (2)(k), complete the chart below and provide information regarding the Law School's compliance with Standards 509(b)(2) and 509(e) and Interpretation 509-4 which states:**

**Standard 509. CONSUMER INFORMATION**

ABA Standard 509(e) requires the posting of conditional scholarship retention data. This disclosure requirement will also be phased in. As of October 5, 2012, schools were required to post data for the 2011 entering class. By October 5, 2013, schools must post data for the 2011 and 2012 classes. Subsequently, schools are required to publish three years of data.”

The required information is publicly disclosed on the College's "**Consumer Information**" page at <http://law.famu.edu/go.cfm/do/Page.View/pid/317/t/Consumer-Information>. The College of Law's scholarship retention data for the Classes of 2009, 2010 and 2011 are currently posted and the Class of 2012 will be posted before the October 5, 2013 deadline.

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**Merit Scholarship & Scholarship Retention**

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Students Matriculating in	# Entering with Conditional Scholarships	#Whose Conditional Scholarships have since Been Reduced or Eliminated
2011-2012	5	3
2010-2011	4	2
2009-2010	9	5

- o) With respect to Conclusion (2)(1), provide information that establishes that the Law School takes reasonable steps to minimize student default rates, including information known by the Law School and the University concerning the student loan default rates of the Law School's graduates, if the Law School default rates can be identified. In addition to other information provided, the Committee requests the Law School to provide information on the counseling provided to law students concerning loan defaults.**

ABA Standard 510 requires law schools to take reasonable steps to minimize student default rates and provide debt counseling to all students at the inception of a student's loan obligations and prior to graduation.

Law school default rates are not extrapolated from the overall default rate of the University, as the college does not process student loans under its own Office of Postsecondary Education Identification (OPEID) code. All student loan records are processed using the University's OPEID code of 001480. Effective for the 2012 calendar year, the cohort default rate calculation is a three-year calculation. Currently, the 2010 two-year cohort default rate for Florida Agricultural and Mechanical University is 13.6 percent, whereas the 2009 three-year cohort default rate is 18.3 percent. The U.S. Department of Education recognizes the default rate will increase for most institutions as a result of the additional year included in the calculation. Beginning in fiscal year 2012, the cohort default rate threshold for sanctions from the U.S. Department of Education was raised to 30 percent.

Though the current cohort default rate does not pose a threat of sanctions by the U.S. Department of Education, Florida A&M University has taken a vigilant approach to reducing the student loan default rate. In accordance with federal regulations, all federal student loan borrowers are required to complete online entrance interview counseling via the U.S. Department of Education's student loan website: [www.studentloans.gov](http://www.studentloans.gov). Entrance counseling outlines the rights and responsibilities of being a student borrower. This requirement must be fulfilled prior to the disbursement of federally funded student loans. Additionally, all federal student loan borrowers who fall below the equivalent of half-time enrollment receive notification of the federal requirement to complete exit counseling. Similar to entrance counseling, exit counseling recapitulates the borrower's rights and responsibilities. Exit counseling is completed online via [www.NSLDS.ed.gov](http://www.NSLDS.ed.gov). In addition to these requirements, the Office of Financial Aid at the main campus provides workshops on debt management. To enhance debt management and default prevention strategies, the Office of Retention at the main campus has hired two Debt Managers to provide outreach and default prevention for the university.

In addition to the default aversion strategies at the main campus, the Office of Financial Aid at the College of Law provides information on avoiding student loan default in a variety of ways. The Office of Financial Aid meets with entering students during orientation with the goal of empowering students to make informed decisions about financial aid, money management and future debt. Also, since the fall of 2009, the Office of Financial Aid at the College of Law hosts a loan repayment session each semester that provide students with information on a variety of student loan repayment options as well as resources available to assist borrowers with avoiding

default. Additionally, a section of the College of Law website dedicated to providing students with information on financial literacy, including information on accessing the National Student Loan Data System (NSLDS), the consequences of defaulting on a student loan, and links to loan repayment information was added in 2011:

<http://law.famu.edu/go.cfm/do/Page.View/pid/218/t/Money-Matters>.

The Office of Financial Aid at the College of Law also meets with certain students individually to discuss loan repayment and default prevention. All College of Law students on academic probation are informed that they must meet with the Assistant Director of Financial Aid. Also, students who withdraw from the College of Law are instructed to meet with a Financial Aid representative. These efforts are made to ensure students are aware of loan repayment obligations and default prevention resources available to them. In the fall of 2012, the Office of Financial Aid at the College of Law launched a new initiative in which graduating students received an email from Assistant Director of Financial Aid offering individualized loan repayment counseling sessions. The optional counseling sessions are intended to supplement the online exit-interview requirement.

The Office of Financial Aid at the College of Law continuously evaluates debt counseling and default prevention methods. Hence, the variety of approaches being utilized to address the student body regarding loan repayment. The College of Law Office of Financial Aid will continue to work with the main campus financial aid office to ensure students continue to receive debt counseling as the university attempts to reduce the cohort default rates.

- p) **With respect to Conclusion (2)(m), provide information that establishes that the Law School provides an active career counseling service to assist students in making sound career choices and obtaining employment, including steps to identify the employment status of all graduates.**

Since the Site Visit, the office has reorganized in a manner that is more structured and effective for individual counseling, student-friendly, informative and more active with other law school departments.

**Career Counseling:** To provide effective counseling to over 600 law students and to constantly and effectively market our law school to the legal community, it is imperative the College have an organized and well-prepared career services staff. The primary objective is to counsel every student. Each entering class now has their own career counselor. One counselor handles first-year counseling with an emphasis students programming responsibilities (career exploration, resume and cover letter drafting and interview skills). Another counselor handles second-year counseling with an emphasis on recruiting programs (preparation, interviews, and opportunity identification). The Assistant Director concentrates primarily on counseling third year students and developing aggressive personalized job search strategies for their unique needs. An office assistant has also been added to handling all job listings and data responsibilities.

As the College of Law continues its search for a Director, Associate Dean Reginald Green continues to assumed the role of Interim Director. Dean Green primarily counsels alumni. Assistant Director Elizabeth Dorworth manages the day to day activities and counsels third year students and alumni. In addition to counseling, both Dean Green and Assistant Director Elizabeth Dorworth now have more time to increase their face-to-face contact with employers and become more active in outside professional organizations, such as National Association for Law Placement, the Florida Bar Association, Florida Young Lawyers Association, Orange County Bar Association, Seminole County Bar Association, Central Florida Association of Women Lawyers, Central Florida Association for Law Placement and Federal Bar Association.

The College of Law posted the Director position which is a more accurate title designation than previously posted. The Office of Human Resources have received a number of competitive applications. The College of Law should have the position filled before the conclusion of the academic year.

A detailed description of each staff member is listed below.

**Reginald Green, Interim Director.**

He serves as the head administrator of the Career Planning Center. He helps formulate the Office's long-term and short-term objectives. He also provides career counseling to alumni. Dean Green has over 15 years of career planning experience.

**Elizabeth Dorworth, Assistant Director.**

She is responsible for the day-to-day administration of the Career Planning Center. She helps

formulate the CRC's long-term and short-term objectives, oversees the Fall Recruiting Program and job fairs, and develops contacts with legal employers. She also provides career counseling to 3L students and alumni. Ms. Dorworth, a graduate of Florida A&M College of Law, has been in the OCPP since 2011.

**Beverly Perry is a Career Counselor/Internship Coordinator.**

She coordinates with the Assistant Director to develop the OCPP programs and handles the administrative aspects of such programs. Ms. Perry is responsible for preparing students to pursue a broad range of judicial, governmental, and public service internship opportunities. Beverly is a graduate of Temple University, Beasley School of Law and has over 25 years of practical law experience.

**Yhonsha Rue is a Program Assistant/Recruiting Administrator.**

Ms. Rue provides career counseling to second year law students and coordinates and administers the On-Campus Interview Program. She and Ms. Perry both organize and attend job fairs in which the law school participates individually and as a sponsor. She also assists the Assistant Director in targeting legal and non-legal employers for potential employment opportunities for all law students. Ms. Rue is a graduate of Florida A&M University and has been with the Career Placement Office since 2008.

**Nicole Long is the Program Assistant.**

Ms. Long serves as the initial contact person for the OCPP and schedules all appointments between the students and counselors. Nicole also updates resource materials for students and alumni seeking employment and prepares and maintains all posted job information for both law clerk and attorney positions. This is done through a web-based system that requires daily updates. Additionally, she manages the computer-related information gathering and record keeping aspects of the On-Campus Interview Program.

Although the Placement Office continues to evolve, it has already begun to see significant success as a result of the additional staff and the expanded services. Some successes are listed below:

1. **Increased Number of Legal Employers** - One metric by the Office of Career Planning and Placement gauge its success is the number of employers who recruit on campus each year. In Fall 2011, 16 employers interviewed on campus. In Fall 2012, 21 employers interviewed on campus. We anticipate with the hire of a new director we can expect to see an increase for Fall 2013.
2. **Increased Placement Percentages** – At the time of the site visit, the placement percentage was 62%. The percentage rose this year to 71% in 2012 despite the national downturn in the legal employment market. The Office of Career Planning and Placement attributes the increase to an active counseling and programming schedule, more effective utilization of Symplicity and an expanded focus on small firms and non-traditional employment opportunities. The placement percentages for all Florida law school are listed below.

	<b>Overall Placement %</b>
<b>Florida A&amp;M University College of Law</b>	71.2
<b>University of Florida Fredric G. Levin College of Law</b>	84.9
<b>Florida State University College of Law</b>	92.3
<b>Barry University Dwayne O. Andreas School of Law</b>	70.5
<b>Florida Coastal School of Law</b>	79.6
<b>Nova Southeastern University Law School</b>	83.8
<b>Saint Thomas University School of Law</b>	68.9
<b>Stetson University College of Law</b>	88.2
<b>University of Miami School of Law</b>	89.8
<b>Florida International University College of Law</b>	88.5
<b>Ava Marie School of Law</b>	68.0

3. **Increased Response Rate for Graduation Survey** – Encouraging students to return employment and salary information after graduation has always been a challenge for the Office of Career Planning and Placement. Through various methods the Office has managed to increase the response rate from 72 % in 2011 to 94% in 2012. The Office has experimented with various methods ranging from attending bar luncheons to an aggressive phone campaign.
4. **Development of a New Career Planning Manual** – The Office of Career Planning and Placement is well aware that early access and career information is important to prepare students to find legal employment. At the same time, the OCPP is aware that not every student will use our services and for those who do time is a precious commodity. Therefore, goals of the OCPP include communicating valuable information, giving personalized attention to each student and providing effective mediums to get students that information.

To achieve these goals the Office is creating a more comprehensive “Career Planning Manual” this summer. This manual will contain an enormous amount of information and should be used as a guide to addressing many of the questions students may have about the job search process and developing their own job search. It will be available for the Fall 2013 Entering Student Orientation.

5. **Added More Career Programming** – The Office of Career Planning and Placement understands we have to upgrade our programming; to keep students informed and interested. Starting fall semester we will be initiating “**Our OCPP Mini-Series**”. In the past the programs have been centered on general job search skills and exposure to different legal employers and opportunities. Now, our goal is to expand that to practical application.

Examples of the Mini-Series are provided below:

- How To Negotiate Salary
- How To Start Your Own Law Practice
- Applying and Getting Judicial Clerkships
- So You Didn’t Get An Offer From Your Employer
- Finding in Jobs With Small Law Firms
- Professionalism

7. **Production of an Employer Recruiting Brochure** – We understand that to continue to effectively market our law school to the legal community, we should resume producing the Employer Recruiting Brochure. The new brochure will be available in the fall of 2013. The success of the brochure can better be made after the 2013 fall recruiting season.
8. **Increased Placement in Large Law Firms** – The ability to gain employment in large law firms (50 attorneys or more) continues to be a concern for many of our students. Contrary to many rumors, the College and our graduates have done a great job in obtaining those employment opportunities. Placement has increased from 4 graduates in 2011 to 11 graduates in 2012.
9. **First Year Career Orientation**- The Office of Career Planning and Placement holds a general orientation for law students during their first semester of law school. The orientation is entitled *A First Year Focus* and the purpose of the meeting is to inform students about OCPP services, programs and resources, provide a job search timetable and strategies, and present an overview of the current legal employment market. The orientation to Career Placement provides each student with valuable resources including the Career Planning Manual.
10. **Increase Access to Out-of-State Employers** – The Office of Career Planning and Placement has to expand employment opportunities to states other than Florida. The Florida legal market is becoming saturated. The OCPP has already begun to:
  - Encourage students to seek opportunities outside the state
  - Participate in job fairs and recruiting events with out-of-state employers
  - Actively targeting more out-of state employers, especially those with Florida offices.

**q) With respect to Conclusion (2) (n), provide information that establishes that the Interim Director of the law library has a sound knowledge of and experience in administration, including her educational background and work experience, whether she has a faculty appointment with security of faculty position, and, if the Law School is seeking to fill this position with a permanent library director, the status of that search.**

The College of Law has posted the position of Library Director. Resumes have been received, reviewed and two finalists have completed on-campus interviews. Linda Barrette currently serves as the Interim Director of the Library (Resume is attached as Appendix 8).

Ms. Linda Barrette holds a law degree and a Master's in Library and Information Science from ABA and ALA accredited institutions, respectively. She has been licensed and has practiced law in two states (though licenses are not currently active). Ms. Barrette has worked at FAMU College of Law since 2005. During this time she has had responsibility for maintaining the book and materials budgets for both the Law Library and the Orange County Law Collection, been the primary selector of library resources in all formats, negotiated vendor contracts and license agreements, participated in the Faculty Liaison program, taught in the Legal Methods program, served as a backup Reference Librarian, and performed numerous administrative tasks. Active in library, campus, and professional activities, Ms. Barrette chaired the Collection Development Policy Committee that revised the policy in 2011, Co-chaired the Library Strategic Planning Committee with the Library Director, was on the Collection Planning Committee for the Florida Council of State University Libraries (CSUL) and chaired the state-wide Task Force on Valuation of Library Collections for Insurance Purposes for CSUL, has served on an American Association of Law Libraries' (AALL) awards committee and is currently on AALL's Price Index for Legal Publications Committee, consulted with a Multi-county Library Co-operative as the Library Director's representative, and served as Staff Ambassador to the Annual Campus-wide Fundraising Campaign. Ms. Barrette enjoys writing and had her article *Technical Services IS Public Service* published in AALL Spectrum, Fall, 2011.

- (r) With respect to Conclusion (2) (o), provide information that establishes that the Law School has technological capabilities that are adequate for both its current program of legal education and for program changes anticipated in the immediate future, including sufficient server space for student computing and email use and sufficient wireless access, or other means of accessing the Internet, throughout the Law School and the library.**

Since the site team visit, the College of Law has a renewed commitment to research, develop and maintain new technology offerings and continue to provide a high level of service to the faculty, students, and staff of Florida A&M. As discussed during the visit, the Information Technology Department (IT) provides all technology support for the College of Law and serves as the law school's technical liaison to the law school community and to Enterprise Information Technology (EIT), which is the central IT organization for the University.

The IT unit has adopted a two-pronged approach to supporting the technology requirements of the College of Law. IT relies heavily on central campus EIT to provide critical basic services, such as the law school's network infrastructure, the security of the networks, communications via email, hosting of virtual servers, and housing of physical servers. This permits the IT staff to focus on providing a high level of user support to the College of Law community and develop applications and programs that meets the College's unique needs and operational demands.

Since the site team visit, the College of Law has implemented a number of upgrades to address the server space demands and wireless access deficiency. Below is an overview of the upgrades and a memorandum from the Interim Director of EIT is attached to as Appendix 9 to address the University's attention to the committee's concerns.

Server Space:

By the end of May 2013, the office of Enterprise Information Technology will complete a University wide upgrade to Exchange 2013. As part of this upgrade, all law student email accounts will be migrated to a cloud based messaging system that will increase individual mailbox sizes from 250 Megabytes to 25 Gigabytes respectively.

Wireless Access:

In August 2012, the wireless network was upgraded to add additional access points and replace malfunctioning access points throughout the building. In addition, all wireless switches were upgraded in each communication closet to increase total overall capacity and bandwidth for laptops, smart phones, and tablets. The network now covers an estimated 95% of the law school building, including an outside courtyard area.