



RUTGERS

School of Law | Newark

A STAIRWAY TO PRIVATE PRACTICE
AND PUBLIC SERVICE

DAVID COHEN LAWYER COMPLEX
TRIAL ROOM
STRATEGIC PLAN 2015



RUTGERS SCHOOL OF LAW—NEWARK

A Stairway to Private Practice
and Public Service

STRATEGIC PLAN 2015

CONTENTS

From the Dean	i
INTRODUCTION	1
The Challenge	1
Overarching Principles and Goals	1
Strengths/Weaknesses	2
Establishing Strategic Priorities	2
STRATEGIC PRIORITIES	4
I. Financial Stability	4
II. The Advancement of Social Justice	5
III. Post-graduation Employment	8
IV. Research and Scholarship	12
V. Attracting Students	15
VI. Effective Teaching Techniques	16
VII. Improving the Reputation & Visibility	22
VIII. Enhance the Dynamic Environment	24
IX. Improve Marketing Capabilities	28

INTRODUCTION

The Challenge

In recent years there have been significant changes in the market place for the legal profession that will, or should, have an effect on law schools' approach to legal education. This ripple effect begins with the evolution of clients as they become more sophisticated and more demanding in terms of their need for legal services. Demands by clients create a more competitive environment for providers of legal services who respond by altering their business and hiring practices to remain viable. This paradigm shift, representing a "new normal" in the legal marketplace, finds law firms and other legal service providers focusing more on client development and retention than on associate development and retention.

The ripple effect of changes occurring within the legal profession is already being felt by law schools in the form of reduced enrollment pools and reduced rates of job placements for graduates. According to the National Association for Legal Professionals ("NALP"), the overall employment rate for the Class of 2013 (nationally) was 84.5%, a decrease of 7.4% since reaching a 24-year high of 91.9% in 2007.

Most observers agree that the 2008 recession was less the cause of the new normal than a wake-up call announcing a need for change that was decades in the making. The traditional business model based on an assumption that clients will insist upon the best legal talent is giving way to a business model based on the assumption that clients are seeking the best bargain for their legal services expenditures.

Competency-based business models impose pressure on law schools to provide law students with core competencies that will allow them to immediately provide added value to an employer's attempt to secure and maintain clients. The ABA has already responded to the new normal in the legal marketplace by requiring that no less than six hours of experiential learning be embedded within every law school curriculum.

Overarching Principles and Goals

In response to the formidable challenges facing law schools today, Rutgers School of Law-Newark strives to adhere to certain precepts that have distinguished this law school as among the nation's best. These would include encouraging faculty to produce high quality scholarship reflecting a wide range of viewpoints; providing an opportunity for a quality legal education to persons who have traditionally been excluded from this opportunity and who represent communities that have traditionally not received quality legal service; and being always aware of and responsive to the needs of society and the role lawyers can serve in addressing those needs. At the same time, we are keenly aware of the need to adopt certain other realistic goals and principles:

- To remain viable in an increasingly competitive legal education marketplace and to provide our students with the best possible chance at employment immediately following graduation, we must make certain adjustments to our operations and teaching methods.
- We must remain realistic about our position among competitor law schools in terms of the student population we will likely attract.
- We must establish a “brand” that distinguishes us from our most formidable competitors.
- We must imbue our faculty, students and staff with the importance of enthusiastically embracing the law school’s brand and to demonstrate that enthusiasm within and outside of the law school edifice.
- In order to attract the number and quality of applicants needed to remain viable and competitive we must find ways to enhance the law school’s image and to promote the law school as being among the finest law schools in the nation.
- While setting our goals and aspirations high, we must remain realistic in terms of the level of financial and other resources available to us.
- We must capitalize on our strengths and diminish or eliminate our weaknesses.

Strengths/Weaknesses

Rutgers Law School-Newark is strong in many areas, but each of these areas of strength can be lost if not carefully managed and maintained:

- We have an exceptional faculty in all areas of teaching: doctrinal, clinical, and research and writing instruction.
- Our faculty is prolific in the production of quality scholarship.
- We enjoy a location conducive to community engagement by faculty and students and future employment for students.
- We are an integral part of a world-class university.
- We have over a 100-year history of producing quality lawyers who have gone on to serve their communities, the state and the nation.
- We enjoy significant benefits associated with a highly diversified student population.
- Our cost of attendance when compared to that of our competitors remains extremely attractive.
- We have a large, diverse and well-situated alumni base.

Establishing Strategic Priorities

Two notable realities can contribute to recommendations for the Law School going forward by translating these realities into unique opportunities: 1) there is a stark misdistribution of available legal services throughout the nation, including within communities potentially impacted by the work of the Law School. In this regard, while there may be a glut of

available legal services for an increasingly stingy corporate America and for the well-to-do in society, there is an even starker paucity of legal services for the poor and diminishing middle class. With a focus on these populations, an expanded number of job opportunities within the legal marketplace will likely emerge; and 2) brands create value in any business environment and can be used as a promotional tool in every business context and beyond. Without the benefit of a strong brand, the fate of any commodity or service is determined by tangible characteristics that can easily be emulated or simulated by competitors. It has been shown that consumers are very often willing to pay a premium for certain brands even when there are less costly options with comparable performance characteristics. Combined with its existing cost advantage, a strong brand would likely propel Rutgers Law School-Newark far ahead of its most formidable competitors.

Our agenda for the future necessarily needs to resonate strongly with the future of the University as seen through the eyes of the President and the Chancellor of the Newark campus, and it does. Like President Barchi, we seek to cause Rutgers Law School-Newark to be recognized as among the nation's leading institutions for legal education: "preeminent in research, excellent in teaching, and committed to community." Like Chancellor Cantor, we believe that "excellence lies at the intersection of commitments to boundary-crossing scholarship, diverse talent cultivation, and engagement as an anchor institution in the world through collaboration." Our strategic priorities have been established accordingly:

- Achieve financial stability for the Law School, in part through enhanced fundraising and the pursuit of new sources of revenue.
- Maintain and build upon the law school's commitment to social justice through a wide range of law school activities, including classroom teaching, clinics, scholarship, guest lectures and conferences, admissions, and job placement.
- Support our students' efforts to find quality employment after graduation in a highly competitive and stagnant market, including through career services, classroom teaching, internship opportunities, and faculty support.
- Create an environment within the Law School that encourages the production of high quality and innovative scholarship that is recognized as such within the academy, including scholarship that is interdisciplinary and scholarship that furthers the goals of social justice.
- Enroll a student body composed of highly qualified candidates drawn from backgrounds that are diverse in terms of economic background, race and ethnicity, gender and sexual identity, educational focus, and life and work experience.
- Employ effective and innovative teaching techniques, including new means of distance learning.
- Publicize the Law School's achievements and promote its image among other academics, the bench and bar, prospective applicants, and the general public.
- Promote "esprit de corps" among faculty and students and create a more dynamic, intellectually vibrant, inspiring, and nurturing environment.

STRATEGIC PRIORITIES

I. Financial Stability

The chief revenue source for American law schools has historically been tuition. As long as there was a steady or increasing flow of qualified applicants, tuition income was plentiful and limited mostly by the capacity of the building to handle the student body. For the last few years, however, the number of qualified applicants has been in a relatively steep decline. For the 2014-15 AY, our applications were 50% of what they were at the peak. We have been relatively fortunate to keep the credentials of our entering class close to historic norms and only be down roughly one-third in terms of the number of students. But a one-third reduction in each entering class leaves our student body down about 200, which is a gross tuition reduction to the university of over five million dollars per year.

Replacing lost tuition revenue is a challenge of the first magnitude. Grants to conduct research in law are scarce. More effective fund-raising has been the goal of each of our last three deans, but there are enormous structural obstacles in place. Potential donors recognize that we are the state university of New Jersey, and many assume that their tax dollars constitute their donation to the school. As a result, there is no tradition of Rutgers alumni making robust gifts.

There are also internal obstacles. In the past, there has been competition between our fund-raising efforts and those of the Rutgers Foundation. In some cases we have been told that we are not permitted to contact a potential donor because that donor has been reserved for the general university. These restrictions affect our ability to generate the kind of large gifts that other law schools, most recently Drexel, have obtained.

In conjunction with the undergraduate school, we have begun development of a legal studies concentration. Based on early enrollment, we believe our two courses for the spring will attract 150 students. We hope for continued cooperation from our partners in the undergraduate program.

Action Mode 1: Expand teaching in other schools.

We believe that we can offer four courses a year in the undergraduate school. We also hope to offer courses in the business school, as there are many areas of overlap between business and law. There are obvious overlaps between criminal justice and law that we hope to fill with our criminal law and procedure faculty. We have yet to explore teaching in the medical school complex, but there are areas of overlap here as well—e.g., ethics, insurance law, tort law.

Action Mode 2: Develop an LL.M. program in American Studies that is targeted to foreign lawyers who want to sit for the New York bar without taking three years of law school (New Jersey does not permit an LL.M. to suffice for taking the New Jersey bar).

New York law schools have embraced this revenue generator. New York University Law School offers nine LL.M. programs and claims that it enrolls foreign lawyers from 50 countries. New York Law School offers a program directed toward foreign lawyers. Fordham Law has seven different LL.M. programs; we were informed a few years ago by the faculty member directing the Fordham LL.M. programs that roughly 200 LL.M. students were in residence. Competing against established programs is, of course, a challenge, but our tuition is roughly half that of the New York schools that we just named. If we could attract a third of the number of LL.M. students that Fordham has, it would generate roughly two million dollars in annual tuition revenue.

Action Mode 3: Expand fund-raising efforts by involving faculty in coming up with lists of potential donors and then assisting in the contact.

The Budget and Planning Committee should meet on a regular basis with the development office to check on progress and brainstorm new ideas.

Action Mode 4: Investigate grants from foundations. While scarce, there are opportunities here. The Budget and Planning Committee will work closely with the Rutgers Foundation to develop a list of potential grants.

II. The Advancement of Social Justice

The Law School will continue to emphasize the advancement of social justice through explicit recognition of injustice in society affecting persons and communities under-represented and under-served in our legal and political systems. This aspect of the mission shall permeate many other of the school's strategic priorities such as teaching; student admissions/selection; post- graduation employment advancement; research/scholarship; promotion of the law school's reputation; and advancement of our "esprit de corps" or morale.

Action Mode 1: The Law School shall promote social justice through exposure of as many students as possible to the hands-on service of under-represented and underserved persons, groups and communities, participation in service-learning programs and educational opportunities, and direct community engagement.

A. Clinical Legal Education Program

The Clinical Legal Education Program and our ten clinics are positioned to be the centerpiece of the law school's commitment to service to the under-served through hands-on legal representation, service- learning and community engagement. The clinical programs will accomplish this action mode by providing direct service to under-served clients, communities and causes and imparting in law students the obligation for service to the underserved, information about how to engage in such public service representation and knowledge concerning the impact of the legal system on such clients, communities and causes. In that latter function, the clinics will provide a laboratory for exploration of the real-life impact of legal doctrine in different areas of law and for examining and critiquing the capacities and limitations of lawyers and the legal system in delivering justice to the underserved.

The clinics will also provide experiential instruction in lawyering skills, professional responsibility and the core values of the legal profession and develop in law students a sense of professional identity as lawyers to facilitate the transition from thinking like a lawyer in the classroom to performing as a lawyer in role in real cases with actual clients. This transition is valuable for all students and for their post-graduate legal careers; but particularly so for those seeking to serve underserved clients and communities where access to extended apprenticeships and mentoring will be less prevalent. Finally, while most of the clinics are primarily focused on the provision of direct individual client service in litigation or transactional representation , (together with some community legal education in various subject areas), they will continue to provide opportunities for law reform and impact litigation, appellate amicus work, legislation, administrative rulemaking and public policy advocacy experiences and instruction in these important mechanisms for larger-scale legal and social reform. The law school shall seek to expose as many students to clinical legal education experiences as possible/feasible.

B. Pro Bono Program:

The Pro Bono program and our new director and assistant director of public interest programs will provide organized opportunities for volunteer, non-credit bearing limited or unbundled legal services to unrepresented persons and groups in identified subject areas. Areas covered in the past have included preparation of and assistance using pro se packets in domestic violence/order of protection cases; and citizenship applications for eligible immigrants; and conduct of street law activities.

C. Low Bono Post-Graduate Programs: Merging Private Practice and the Public Interest

The paradigm shift in what appears to be a persistently contracted big law and related legal market place presents significant challenges for law graduates and for law schools seeking to attract students and assist graduates to obtain legal employment. If there is any silver lining in this “new normal,” it is that it has never been more timely or necessary for law schools to focus on helping their graduates to sustain economically viable, socially valuable and personally fulfilling alternative private practices to serve the large body of moderate and lower income persons unserved and underserved by the legal market who cannot afford market rate legal services but who are not destitute enough to qualify for free legal services for the poor and very poor.

The law school has commenced a fellowship program for a small number of recent graduates to work in a law school created law firm to participate as associates in the firm while providing low bono sliding scale representation to moderate income clients. The fellows receive some hands on supervision, instruction in various practice areas and supervision in the development of a business model for small and solo practices at the end of the one-year fellowships. This program should be evaluated and if successful, and financially viable, expanded to accommodate more graduates.

The law school and our new public interest program directors should also explore other models for facilitating viable small and solo community-based practices for a larger number of graduates in conjunction with or in addition to our fellowship program. For example, commencing 15 years ago, a small group of public interest-oriented law schools with support from George Soros’s Open Society Institute, commenced the development of Community Legal Resource Networks (CLRN) designed to leverage the law schools’ institutional, educational and intellectual resources into the community by fostering the creation of community-based small and solo practices by graduates to meet underserved legal needs. The CLRN program at each member school was designed to break down the private/public distinction in the delivery of legal services to traditionally underserved communities, to transform the relationship between law schools and their graduates in solo and small firm practices, and to use community-based practices as the concrete experiences from which to re-envision law and lawyering for this century. Included among the services and resources provided by these law schools were: faculty and practitioner mentors; access to library and web-based resources; discounted and relevant continuing legal education courses; training in law office management; joint purchasing discounts with other graduates to create economies of scale for solo and small practices available to large firms through networking and linking of these practices through the law school ; referral opportunities; education about and support for the use of technology to help make their practices more efficient; and opportunities to network with other community-based solo and small firm practitioners to avert isolation and enjoy the benefits of practice camaraderie.

D. Other Hands-On Public Service Initiatives

Other yet unrealized ideas for direct service for underserved clients and groups include an appellate court argument preparation center to help prepare counsel representing underserved client and community interests in public interest cases; and facilitation of amicus, legislative testimony and papers and administrative rulemaking comments by faculty in areas of faculty expertise on such issues.

Action Mode 2: The Law School shall promote diversity and inclusion of persons from groups historically subordinated in society and underrepresented in the legal profession and from others confronting significant socio-economic disadvantage. It shall do so through continued support of its historic MSP program and through the promotion of diversity and inclusion in faculty and administrative outreach and hiring.

Action Mode 3: The law school shall promote "Scholarship in Action" (Chancellor Cantor's phrase)/Community Engaged Scholarship and Interdisciplinary Action Initiatives as well as other forms of Social Justice oriented scholarship. The law school should support and expand its current interdisciplinary scholarship and action initiatives including: (1) C.L.I.M.E. (Center on Law in Metropolitan Equity) (with the Law School, Graduate School Program, and the Bloustein School); (2) H.E.A.L. (Health, Education, Advocacy & Law) Collaborative (with the Law School's Educational and Health Law Clinic, and the Medical School and Social Work School); and (3) Institute on Education Law & Policy (Law School, School of Public Affairs, and faculty in Sociology, Economics, Political Science and Urban Education). Other interdisciplinary ideas have included an institute on wrongful convictions and creation of an overall Center on Social Justice to house, facilitate and nurture synergies among all of these activities. The law school should also support and promote other forms of social justice-oriented research and scholarship as described in the Research and Scholarship Section Draft, Action Mode 2.

III. Post-graduation Employment

Action Mode 1: Maintain the Office of Career Services ("OCS") at the highest possible level of output and efficiency.

The current OCS Staff of four maintains a wide range of services and programs to assist students and graduates in developing career goals and conducting an effective job search, including:

- Career Counseling – for students and alumni in-person, by phone and via email.
- Workshops/Panels – topics include: on job search, resources, the legal market practice areas, networking and interview skills.
- Mock Interview Program – 50–75 students participate in this program each year.
- Recruiting Programs – including, job postings, fall and spring on-campus interview programs, and job fairs.

- Judicial Clerkships – OCS assists students and alumni with applications to state and federal judges.
- Employer Outreach – intended to establish and build relationships and identify employment opportunities.
- Reciprocity Initiative – OCS makes requests on behalf of students to obtain access to the career services of other law schools.
- Resources – including, print and on-line library; blog, Facebook, Linkedin and Twitter.
- Loan Repayment Assistance Program - available to students who make a long-term commitment to public interest employment.

Looking forward, two principal themes emerge: 1) increase the number and diversity of opportunities for students to gain legal experience and 2) increase the number and diversity of opportunities for students to have contact with legal employers. Hand-in-hand with these overarching themes is the need to provide greater assistance to students in developing the marketing and professional development skills necessary to obtain and be successful in their placements. Toward these ends, the following initiatives should be emphasized:

- I. Conduct more effective employer outreach. Direct outreach would not only enable us to market the school and our students to legal firms, organizations and offices that have internship and attorney jobs to fill, but also to better understand the current needs and expectations of employers. A number of schools have added dedicated employer outreach/recruiting staff to their career services offices. The establishment of a Director of Employer Relations and Outreach would enable OCS to develop and manage an employer recruitment plan, working with their recruiting partners to provide career opportunities and programs for students and alumni.
- II. Enhance Alumni offerings. Through enhancement of alumni offerings OCS could meet the goals of increasing alumni engagement and fostering a culture of giving back to the law school.
- III. Skills Development. Given the current landscape and anticipated future legal market, a strong career services office will assist students in identifying opportunities to develop the skills expected of new hires when working in business, the non-profit sector, industry, law firms and the courts. In addition to the offerings currently available, the following are areas upon which the OCS can help build:
 - Externships and Field Placements
 - Professional Development Education
 - Post-graduate Fellowships
 - Judicial Internships and Clerkships
 - Interviewing and other skills – e.g., networking and professionalism - related to being an attractive candidate for employment.

IV. Additional Programming. Despite the quality and quantity of services currently provided by the OCS, there are projects that cannot be implemented under the office's current structure and budgeting and in light of the demands already being placed on it. Students would greatly benefit from additional on-campus opportunities to learn about the legal profession and meet practitioners. For example, a Small Firm/Public Sector Reception and a Practice Area Career Fair similar to the very successful New Jersey Law Firm Night hosted each year, would give students this opportunity. Other new services and resources might include:

- MBTI and other assessment tools – to provide a useful method for assisting students in conducting a self-assessment and career exploration.
- "Ask an Alum" Webinar Series – for information and advice from alumni on a variety of career topics.
- Print and on-line publications – addressing a range of practice areas and work settings.
- Financial support to attend recruiting programs – such as job fairs and conferences.

Action Mode 2: Emphasize the need for tutorials, internship placements and other teaching enhancements especially for students admitted to the law school with academic credentials that fall below a specified benchmark.

The law school pioneered affirmative action among law schools in the late 1960's and continues to lead the national law schools in the diversity of students it admits each year. In 1999, the faculty reaffirmed its commitment to diversity through its adoption of a unitary admissions process that preserves the law school's long-standing commitment to providing opportunities to groups historically excluded from the legal profession and to enrolling students who reflect the broad demographic diversity in society.

In recognition of both the importance of enrolling a class of high academic ability and the role diversity plays in the robust dialectic of the law school classroom, the admissions policy mandates that a broad range of factors be considered in the admissions decision-making process.

Going forward, programs need to be created, or continued, that are intended to assure that every admitted student can have success as a law student, success as a bar exam candidate and success in a job search after graduation. To these ends, emphasis should be placed on orientation programs; organized and supervised study groups; supervision of course selection for students with a grade point average that falls below 2.7; creation of a course designed to teach to the bar exam; internship placements; and other programs that will likely contribute to a student's present and future success. In addition, we need to continue efforts to reach out to and expand the number of employers and other contributors to our internship initiative. In this regard, a fundraising campaign should be initiated seeking donations from MSP alumni.

Action Mode 3: Explore ways to assure the sustainability of the law school's clinical program.

The clinical program represents the primary way in which the law school meets its obligation under ABA Accreditation Standard 302 (c)(1) to provide "adequate opportunities to all students for instruction in professional skills" as well as the obligation in ABA Standard 302 (c)(2) to offer students "live-client or other real-life practice experiences." In addition to assuring compliance with ABA standards, the clinical program is important to students' compliance with bar admission standards and with the law school's writing requirement. Additional reasons to explore ways to assure the financial stability of the clinical program include the following: 1) the importance of keeping pace with competitors and aspirational schools like Maryland, Brooklyn, and Fordham; 2) Unmet student demand for a clinic experience; and 3) Almost certain shrinkage in current external funding sources.

Efforts to stabilize the clinical program should include seeking to establish a clinical endowment with targeted contributions; continuing to move toward a unitary faculty; and seeking ways to monetize the clinical program as a law school asset.

Action Mode 4: Explore ways to engage the library faculty in the overall goal of preparing students for the "new normal" in the legal market place.

The law library has begun to meet the challenge of the new normal in the legal marketplace by offering a number of resources to assist graduates with legal research and skills development. For example, the library contributes to a continuing legal education initiative dedicated to recent graduates on skills development, where attendees are shown free and low-cost legal research platforms with a demonstration of their use. The library also offers alumni access to the collection through an "Alumni Card" program, which provides alums with borrowing privileges as well as access to the Rutgers University Libraries databases, including Westlaw Next Select Access and Hein Online. The Library recently struck a deal with the Alumni Association to provide alums with off-campus access to the Law journal library of Hein Online, which allows alums to browse the complete run of law journals from their own home office. Finally, alums are eagerly welcomed back to the law library as a resource for their professional development and practice. Initiatives like these need to be encouraged, supported and expanded in the future.

Action Mode 5: Encourage faculty to contribute to a student's future success in the job market, including exposing students to the faculty member's personal networks and including an experiential component in the faculty member's teaching methods.

The Law School currently requires each student to enroll in at least one skills course from an approved list of courses that satisfies the requirement of ABA Standard 302(a)(4). Efforts should be made in the future to broaden the number and variety of legal skills courses offered. In addition, skills training should be broadened by expanding the use of field placements and externships – as opposed to scheduled courses – and to encourage faculty to provide the needed oversight for the same. As further support for expanding our students'

opportunity for job placements, faculty should be encouraged to provide introductions to persons capable of assisting students in this regard that are part of a faculty member's active or renewed network. A system for assigning faculty advisors to incoming students should be expanded and faculty should make an effort to maintain an understanding of the legal marketplace with assistance from the career services office.

IV. Research and Scholarship

Action Mode 1: Create financial incentives for faculty to continue producing quality scholarship even after they have obtained tenure.

The production of scholarship has traditionally been a factor in determining faculty members' salaries. This approach has its limitations, however. First, there has been little money available in recent years to fund merit pay raises; most recent pay increases have been the result of union-negotiated lock-step cost-of-living raises. Second, faculty members who were relatively productive early in their careers are locked into higher salaries even if they do not maintain a high level of productivity in later

To counteract this dynamic, we should find ways to incentivize scholarly production on a more ad hoc or annual basis. One way we can do this is in connection with summer stipends. Unlike almost every other law school in our region, Rutgers-Newark has an extremely limited program of summer stipends. In recent years, only untenured faculty members have received them. We think it is obvious that more faculty members would be more likely to use their summers to produce scholarship if summer payments were available and made contingent on scholarly production. Our inability to make available summer research money not only deprives us of a means to encourage faculty productivity, it also puts the Law School at a serious competitive disadvantage with other schools for purposes of faculty recruitment and retention. The pot could be sweetened even more by offering incentive payments for "exemplary placement" of scholarly work in leading journals or with leading publishers, as some of our competitor schools have done.

We should also consider the possibility of more clearly separating the grant of tenure from promotion to full professor. In recent years, almost every faculty member who has been granted tenure has simultaneously been promoted to full professor. By conflating the two decisions, we miss an opportunity to provide economic incentives for faculty to continue producing scholarship in the years immediately following the award of tenure. Going forward, we think this policy should be reexamined.

Action Mode 2: Encourage and facilitate both interdisciplinary research and scholarship that promotes the goal of social justice.

Rutgers Law faculty members produce scholarship in a wide range of subjects, using a wide range of methodologies, and reflecting a wide range of viewpoints. Recent work by our

faculty members has sought to infuse legal scholarship with insights gained from disciplines such as history, philosophy, psychology, sociology, criminology, and economics. Some faculty members have also collaborated with scholars from other academic fields. We could do a better job, however, of facilitating direct contact between faculty from the Law School and faculty from other departments at Rutgers and other local universities. Events held at the Law School should be publicized to interested faculty members elsewhere on campus, and we should ensure that we are invited to their events as well. In addition, we should consider inviting Rutgers faculty from other departments to offer faculty colloquia on subjects of mutual interest, collaborate with us on research projects, and contribute to our journals.

Faculty scholarship can also play an important role in furthering the goals of social justice that are described elsewhere in this strategic plan. Many members of our faculty are producing scholarship, pursuing social justice litigation, and engaging in public advocacy that is on the cutting edge of developments in civil and constitutional rights, international human rights, immigrant and youth rights, and a wide range of other social justice issues. Supporting and publicizing this work can serve the dual and often complementary purposes of furthering law as an intellectual pursuit and as an agent of social change.

Action Mode 3: Find new, more effective ways to publicize the scholarship our faculty produces.

We could do a much better job of publicizing the impressive scholarship that our faculty does produce, including a steady flow of well-placed books and law review articles. Last year, for the first time in many years, the Law School distributed a glossy alumni magazine that included coverage of faculty scholarship, among many other topics. We should do this on at least an annual basis and distribute it not only to our alumni but also widely within the academy. The scholarly reputation of faculty is one of the most important elements in our *U.S. News* ranking. We need to get the word out about the important scholarly work our faculty is producing.

We could also do a better job of featuring faculty publications on our website (which would benefit from a general upgrade). Part of the problem is that the Law School lacks the staff to do an adequate job of public relations, web promotions, and promotions. We currently have one very dedicated and hard-working staff member who is responsible for virtually all Law School public relations and event planning. We need to have a bigger staff of people who can get the word out about the scholarly work and other important activities our faculty are engaged in.

Action Mode 4: Expand and enhance our program of faculty colloquia and workshops.

Rutgers Law already has a stimulating series of faculty colloquia, but we could do better. We currently have a program that features mainly our own faculty presenting works-in-progress, with occasional presentations by visiting scholars. We should aim to have at least one, and possibly two, colloquia every week, and we should consider expanding the program to

include significantly more visiting scholars. This need not involve spending a lot of money. Hundreds of scholars in law and related disciplines work in the New York area, and countless more pass through our area visiting from around the world. The cost of bringing them to Newark to present their work should be relatively modest.

Attendance at faculty colloquia varies, but generally includes substantially less than half the faculty. There are at least three ways in which we can encourage more faculty members to attend and participate in these events. First, we can start by providing food, as almost every other law school does for its faculty colloquia. Second, we can modify our daily schedule to allow more “open blocks” during which no classes are being taught – something that most other schools also do. (This is an issue that a separate ad hoc committee is currently investigating.) Third, we should strive to create a culture in which attendance and participation at faculty colloquia are regarded as both an important faculty obligation and a rewarding experience in itself.

In recent years, junior faculty members, on their own initiative, have been holding an informal paper incubator program that convenes several times a semester and is open only to untenured members of the faculty. This program allows junior faculty to share paper ideas and early drafts in an informal setting, without the added pressure of having their work critiqued by more senior members of the faculty. The senior should emulate the junior faculty in holding such informal, pressure-free brown bag and brainstorming meetings. More generally, we should find new ways to encourage faculty members to talk about and read each other’s works-in-progress.

Action Mode 5: Expand and enhance faculty conference hosting and attendance.

Rutgers currently hosts a range of conferences and panel discussions throughout the academic year. Most of these events are sponsored by student organizations or are part of our extensive program of continuing legal education. Faculty-organized events are relatively rare. Sometimes these events lead to conference books and journal issues. Both faculty- and student-organized conferences should be encouraged and adequately funded. At present, there is simply too much competition for limited funds.

We also need to ensure that there is adequate funding for our faculty to attend conferences at other institutions. Conference hosting and attendance are crucial to exposing our own faculty to faculty from other schools, and exposing faculty from other schools to us. At present, both tenured and untenured faculty members have access to relatively modest stipends that must be used not only for travel, but also for research assistants and research fees, and the purchase of books and journal articles. The process for obtaining reimbursement of travel and research expenses from the Rutgers bureaucracy can be lengthy, arbitrary, and opaque. Claims are made and not paid for many months, and parts of claims are denied without any explanation. We need to make this process more efficient, timely, and transparent.

V. Attracting Students

Action Mode 1: Implement the action modes of the other strategic priorities we have identified and communicate that to the outside world.

Success in attracting students will depend to a great extent on both our success in the other strategic priorities and our effectiveness in communicating that success to the outside world.

Action Mode 2: Identify, pursue and market our brand and goals

To attract students, we need to be clear on who we are, what makes us special, and what kind of students we want to attract. We need a brand that would make us THE law school to go to pursue whatever that brand represents, and we need to market ourselves accordingly. One suggestion for a brand that seems to reflect the strengths of our faculty is social justice in the broader sense, but other ideas should be considered as well. Whatever brand we choose, we need to be clear that we do not neglect substantive areas that that brand does not directly reflect when taken in its narrower sense. For example, if we decide to brand ourselves as the social justice law school, we would need to make it clear that we do not neglect substantive areas such as business. In fact, business courses and scholarship could be taught or written at the highest levels emphasizing policy aspects of social justice.

Action Mode 3: Create specialization or certificate programs ("tracks of study"/ "concentrations")

Many students go to law school with a desire to specialize in a particular field. The portion of those students is increasing especially when law school is no longer a default safe haven. Those students are more likely to be drawn to schools where certain specializations are available. The availability of a variety of specializations is also likely to attract applicants who have no set specialization desires by giving them some level of comfort that we can guide them in identifying and developing their desired field of specialty.

For either group of students, having tracks of study could be very attractive as it would help them to focus their studies in a way that they find personally enriching but also in a way that could eventually help them to better market themselves to employers. Specialization programs are also a strong marketing signal about the strength and breadth of our faculty and curriculum, our intra-faculty collaboration and our scholarly and interdisciplinary capabilities. This would also clearly help us to attract students from the diverse backgrounds we identified.

Another potential marketing aspect is that specialization programs could help us demonstrate that the degree and specialization certificate is a pathway to desirable work, JD-required or otherwise. Such a structure would be also tremendously beneficial for the law school in general as it would stimulate intra-faculty collaboration, encourage us to coordinate and strengthen our respective offerings and to engage more with one another's scholarship,

and help us to develop our interdisciplinary goals and enhance our communication with other parts of the university.

Action Mode 4: Improve short-term employment outcomes

Attracting the kind of students we want depends heavily on short-term employment outcomes. We need to be able to brag about our track record placing students with good clerkships, internships, and jobs. To do that we all need to be more engaged in networking with the legal community in New Jersey where most of our students will be employed. We need to get to know more judges, too. Seton Hall currently does a much better job placing judicial clerks and there is no reason that should be the case.

Action Mode 5: Direct more resources to marketing

To attract better students we need to market the law school effectively by implementing the action modes we adopt and identifying the best ways to communicate that to the outside world.

One very strong aspect of our law school that is not emphasized enough, or at all, is our strong and diverse faculty. There are very few law schools with faculty from such diverse backgrounds as ours and we should brag about that in marketing ourselves. This would also help in attracting the type of diverse students we want.

These are only examples for our marketing potential and to do better on that we need more marketing resources.

Action Mode 6: Direct more resources to student scholarships

We need more resources for student scholarships.

Action Mode 7: Improve our website

We must improve our website, in terms of looks and content.

VI. Effective and innovative teaching techniques, including new means of distance learning.

Teaching our students is a core function of the Law School, its original *raison d'être*, and ultimately the source of most revenue that supports the School's scholarly and service missions. Achieving and maintaining outstanding performance in teaching will directly support the Law School's other strategic priorities. Great teaching can help promote the Law School's image, make it easier for the Law School to enroll a highly qualified and diverse student body, promote an inspiring and nurturing environment for enrolled students, and improve graduated students'

employment prospects, which will further raise the Law School's profile and improve its image. This virtuous circle would aid in ensuring the Law School's financial stability.

We envision students as a vital constituency with which faculty and staff form a partnership to achieve the Law School's goals. This vision incorporates but goes beyond the currently vogueish conception of students as "customers," although of course students are customers paying for a service and for a degree that they hope will lead to a job justifying the expense. We acknowledge a minimum obligation to prepare students for practice but we aspire to do much more: to position students for success and prominence in practice; to provide students with the opportunity to sample a broad range of legal subjects and to study a subject of interest in depth; to give students a foundation solid enough to facilitate professional flexibility as individual careers and the legal marketplace change over time; to excite and nurture intellectual curiosity about law, legal institutions, the interaction of law and society, and the possibility of law reform. This strategic priority recognizes that the Law School and its students have a mutual interest in each other's success. Outstanding teaching is both the first step in making students understand that mutual interest and in furthering it.

A challenge of declining demand confronts legal education generally and creates challenges for our Law School in particular. Because teaching – especially in the Socratic style that is the signature pedagogy of legal education – depends on students as well as instructors, achieving this strategic priority can be more difficult if either the number or quality of students declines substantially. Furthermore, this law school like all others must confront calls from prospective students, the bar, and the public at large to make legal education simultaneously more practice-oriented and less expensive: dual but dueling demands. These challenges, however, also present the Law School with the opportunity to build upon its strengths: a long and rich tradition of clinical education, experiential education, and service learning; a faculty committed to success of a diverse student body that includes many students without a family history of legal and professional practice; and a situation within a strong research university in an urban setting.

Action Mode 1: Take practical steps to make innovative, high-quality teaching a priority for faculty.

Without denigrating the importance of its scholarly and service missions, the Law School should take steps to increase the priority placed on innovative, high-quality teaching. The Law School has already taken some measures. The Associate Deans for Faculty Development have hosted discussions and colloquia devoted to education theory and teaching practices. The Law School should continue such efforts, and explore other ways to promote excellent teaching. Financial incentives are easy to advocate and difficult to fund. One option is to emphasize teaching, explicitly, in the criteria for any merit increases that become available. The Law School should provide financial support for faculty participation in conferences focused on pedagogy as well as scholarly conferences. The Law School should endorse sabbatical and leave applications featuring curriculum development projects (both new subjects and new techniques). The Law School should consider providing faculty with time to develop curricular

innovations by short-term reductions in teaching load or service obligations. Finally, the Law School should consider other means of recognizing outstanding teaching (e.g. "Teacher of the Year" program).

Action Mode 2: Update existing educational technology and introduce new teaching technologies.

The Law School's lecture halls have projectors, speakers, video/CD players, and computer connections (and one room's technology was recently overhauled and updated). Other rooms make do with limited and cumbersome portable equipment. Videotaping for clinical and skills training is available in some classrooms. Overall, the Law School's teaching technology is outdated, unreliable, and underutilized. Some technologies used at other schools, e.g. clickers for instant polling or quizzing, are absent. The Law School should upgrade its teaching technology, ensure that the equipment is adequately maintained, and train faculty in its use.

Action Mode 3: Design and implement appropriate tools for evaluation of the teaching program and individual courses.

The Law School should develop a systematic approach for determining the objectives of the curriculum as a whole and for measuring whether the objectives have been met. Few metrics are available now. Students' academic performance and recent graduates' first-time bar passage rates are perhaps the most widely referenced, but their validity as measures of teaching effectiveness is contested. Enrollment data provide some indication whether we are optimizing our course offerings to our student body's wants, but say nothing about teaching effectiveness.

For individual courses, evaluation is limited student evaluation forms and observation by other faculty members during tenure, promotion, and periodic post-tenure reviews. Consideration should be given to conducting periodic live reviews of tenured faculty. The Law School recently began an informal system of low-stakes classroom observations for pre-tenured faculty, which and should be expanded to tenured faculty as well; both the observer and the observed can learn from the experience. To encourage continual improvement in teaching (and to satisfy revised accreditation requirements) the Law School should develop teaching evaluation tools based on learning outcomes, and should use the output of those tools, and published research on law school teaching, to develop a tailored set of best practices for teaching at the Law School.

Action Mode 4: Ensure that the Law School program prepares students to pass the bar exam.

Bar admission is the professional credential the overwhelming majority of our students seek, and a critical step in their professional development and future success. The Law School must, and does, serve other pedagogical goals as well, but providing instruction that prepares diligent students to pass the bar exam is the school's irreducible duty to those who attend.

Specifically, the Law School should strive to maximize the percentage of graduates who pass the bar exam on the first try. A graduate who passes on a second or subsequent attempt, it is true, will still be licensed to practice law, but in the meantime that student will be delayed in beginning professional practice, may lose a job or be hampered in obtaining one, and will have to cope with the emotional fallout of failure. Moreover, first-time rather than ultimate bar passage is by far the more visible metric to prospective students, employers, and ranking systems.

The Law School is implementing newly-developed courses designed to improve first-time bar passage rates, especially among students whose academic performance indicates they could benefit from added training in analytical skills and subject matters vital to bar passage. The Law School should monitor the results of these efforts and should change or add to them as needed.

The Law School's objectives are to exceed the New Jersey statewide average first-time bar passage rate and to obtain the highest first-time bar passage rate among New Jersey law schools. If these objectives are not reached, the Law School should consider undertaking a comprehensive study to determine the contributing factors and how to address them.

Action Mode 5: Guarantee a high level of intellectual opportunity for students.

The Law School strives to provide a rigorous, stimulating academic environment. To that end the Law School should continue to ensure a curriculum with ample opportunity for students to pursue their intellectual interests beyond preparation for practice, with seminars and other courses addressing legal theory, philosophy and history of law, the intersection of law and society, and other subjects. The Law School should also provide opportunities for students to pursue sophisticated practice-oriented courses covering, for example, complex commercial transactions, international practice, compliance with detailed government regulatory programs, electronic discovery, multi-party litigation, etc. The Law School should regularly review its curriculum to ensure that it provides both the breadth to allow students opportunities to explore diverse areas of the law and the depth to allow students to pursue topics of interest in detail.

Action Mode 6: Use distance learning technology and opportunities to enrich the curriculum.

Of late our students seem to prefer courses that offer perceived advantage in the job market. These choices can result in low enrollments for courses of substantial pedagogical value. Although a smaller class size may lead to a richer learning experience, a very low enrollment may make it difficult to justify offering a course. Distance learning technology, particularly if wisely used with our partners in Camden, may provide at least a partial solution. Distance learning can offer students the opportunity to pursue a wider range of course options and can offer faculty the prospect of achieving a critical mass of students in more courses.

Action Mode 7: Expand experiential education opportunities and ensure financial stability for the clinical program.

Revised accreditation standards demand that law schools require students to complete at least six credit hours of “experiential” courses: simulation courses, law clinics, or field placements that engage students in professional skills performance. The Law School should expand experiential education opportunities, so defined, to facilitate meeting the accreditation standard, to improve the overall education of our students, and to demonstrate to both prospective students and to prospective employers of our graduates that the Law School is committed to practical education.

This Law School has historically been a leader in clinical legal education. The (recently reconfigured) clinics are staffed by tenured, tenure-track and non-tenure track faculty members with deep experience in their practice areas and in clinical teaching. Most non-tenure-track clinical faculty have sought and earned appointment in the Clinical Scholar Series, which has contributed to greater integration of clinical and non-clinical faculty and has enhanced the Law School’s scholarly output.

Despite the clinical education program’s success, challenges remain. The Law School’s clinical teaching resources are insufficient to provide every student with access to a clinical experience of choice. Overall, about half of the Law School’s students enroll in a clinical course. Several clinics are funded by grants that are vulnerable to economic downturns. The Law School should place high priority on ensuring financial stability for the clinical program.

The Law School complements clinical offerings with an aggressive program of off-site experiential learning opportunities. This includes a program of regularly-offered externship opportunities as well as *ad hoc* externships arranged by students in areas of their choice. Students in all externships enroll in a classroom component that emphasizes professionalism, ethical practice, and self-reflection. The Law School should expand this program as needed.

The Law School also offers simulation courses that satisfy the accreditation standard’s requirements. Unrealized opportunities exist for additional skills courses. The Law School should encourage development of such courses. *See Action Mode 1.*

Law schools increasingly recognize that the sharp divide between “doctrinal” and “skills” education is artificial. Our student evaluations, for example, ask students to assess professors’ “emphasis on professional responsibility” even in doctrinal courses. The Law School should encourage faculty to infuse doctrinal courses, especially in the second and third year, with legal practice education whenever practicable. Faculty should develop examples, exercises, problems, and performance opportunities to provide this infusion. *See Action Mode 1.*

Action Mode 8: Develop “concentrations” to be selected by every student to assist individual focus on curriculum planning and development.

Legal education traditionally has focused on providing the skills and knowledge necessary for “general practice” of law and has eschewed the concept of a “major” or a field of concentration during pursuit of the J.D. degree. Specialty training, when obtained, has awaited a subsequent LL.M. degree. The Law School could distinguish itself by requiring each student to select an area of concentration that would entail the completion of specific requirements.

The development of concentrations would not require addition of large numbers of courses equivalent to the departmental offerings in arts and sciences programs. Because all law students require a broad base, the distinctions between concentrations would be based on a limited number of elections of specifically focused courses and supporting course work, following the principle that law students should become good lawyers first and good legal specialists second.

Ideally, the Law School would make available a wide range of concentrations based on a variety of schema. Concentrations could focus a student on a particular area of law (*e.g.* environmental law, tax law, business law), type of practice (*e.g.* litigation, individual representation, transactional law), or emphasis of study (*e.g.* philosophy, jurisprudence, legal history).

The development of a program of concentrations would offer several advantages. To prospective students, it would signal that the Law School had considered legal education from the student’s point of view, thinking about courses as preparation for career paths. For enrolled students, it would require thought about one’s interests and goals and design of a coherent educational program while still allowing a large degree of choice and exploration. For prospective employers of our graduates, it would provide some assurance of adequate training in a particular field and show that our students (even if pursuing a job in a field outside their concentration) had committed to mastery of a particular sub-discipline within law.

Action Mode 9: Facilitate and encourage interdisciplinary study by law students and interdisciplinary teaching by law faculty.

Increasingly, lawyers are viewed as problem-solvers who must supplement their hard-won ability to “think like a lawyer” with the ability to “think like a client” using other analytical modes. Many practicing lawyers need some familiarity with the sciences, social sciences, engineering, accounting, or other fields. Interdisciplinary study is thus of great value to law students. The Law School permits students to obtain a limited number of credits through courses in other disciplines, but should consider increasing the number of interdisciplinary credits allowed and should counsel students to pursue those opportunities whenever appropriate. Interdisciplinary study could even be required for certain concentrations (see Action Mode 8).

At the same time, law is increasingly relevant to professionals in other fields, either because the field is subject to legal regulation (e.g., banking law or antitrust law for business students) or because the field's work has legal implications (e.g. legal responses to climate change or the role of risk assessment in law). The expertise of Law School faculty teaching courses or parts of courses could benefit students planning careers in business, scientific research, information technology, medical practice, and more. The Law School should encourage such interdisciplinary teaching and the development of truly interdisciplinary courses co-taught by Law School faculty and faculty in another discipline.

Action Mode 10: Connect the classroom to the community.

The Law School has a long tradition of service to and involvement in the local community and the larger community of the State. The Law School should encourage faculty to emphasize these connections in their teaching. Methods include using examples from the local community, inviting community members to share their experiences in relevant legal areas, and creating service learning opportunities in Law School courses. The clinical and externship programs do this purpose, but underexploited opportunities exist throughout the Law School curriculum.

VII. Improving the Reputation and Visibility of the Law School

Action Mode 1: Raise the US News & World Report ranking by improving:

- (i) Peer assessment score (0.25) and assessment score by lawyers/judges (0.15);
- (ii) Bar passage rate (0.02);
- (iii) Placement success (weighted by 0.20); and by encouraging faculty to pursue leadership roles with the Association of American Law Schools ("AALS") and its various specialized sections.

Improving academic ranking is an important goal for the Law School. Some components of the US N&WR score are not easy to change without significant financial input or without compromising other values and commitments (e.g., selectivity; median LSAT scores; median undergrad GPA; and acceptance rate). That makes it particularly important to improve those factors that are within our reach and which we would want to improve anyway, independently of the US N&WR ranking.

The steps listed below (in Action Modes 2-6) should help improving communication with our peers as well as lawyers and judges.

We should develop and promote an upper level review course that would cover major Law School subjects, particularly those tested at the bar exam. We should also encourage students to take bar preparation courses, and to the extent possible, provide need-based stipends that would help students pay for these courses.

We should work with the placement office to ensure that students receive sufficient information, advice and support in their job search and clerkship application process.

Action Mode 2: Publicize academic and clinical achievements of the Law School faculty through our website, specialty blogs and social media.

We should better publicize our publications, success stories and interesting events. To that end, we should have our webpage redesigned to be more user-friendly and informative. To measure the successfulness of our webpage as a communicative tool, it may be helpful to obtain software that would allow us to monitor the number of visits to the site.

We should develop one or more Law School blogs on our webpage and on Facebook. Faculty members should be encouraged to post interesting materials and opinions on those blogs. We may consider offering teaching credit or other benefits to the faculty for hosting a blog and regularly updating it. We should also encourage faculty to post their publications on SSRN and Bepress and publicize them among colleagues at other Law Schools as well as through the AALS section newsletters.

Action Mode 3: Encourage students to blog about their academic and clinical experience.

As part of class participation, students should be encouraged to participate in the discussions on the Law School, specialty or class/clinic blogs. We may want to use the stipends offered by the placement office to our recent alumni to hire people to blog about the Law School.

Action Mode 4: Invite faculty from other law schools to speak at faculty colloquia and visit classes. Present at faculty colloquia and visit classes at other law schools.

To improve communication with other law schools, we should make regular efforts to invite guest speakers from other schools and guest speak at other schools.

Action Mode 5: Offer seminars and workshops for NJ judges and their law clerks.

Judges are an important constituency for improving the Law School's visibility and reputation. Not only do they influence the Law School's reputation through US N&WR but, more importantly, they provide valuable clerkships for our students. We may want to put together a set of seminars for judges and their law clerks in which we will review recent developments in various areas of law. If successful, these seminars will (i) give the Law School additional respect in the eyes of the judges; and (ii) provide a new avenue of communication between the Law School and NJ judiciary.

Action Mode 6: Encourage organizing and hosting of conferences and symposia by the faculty.

Conferences and symposia provide a lot of respect and visibility to the hosting institutions. We should encourage the faculty to put together academic events at the Law School and publicize them through our website, blogs and social media.

Action Mode 7: Continue developing and promoting the CLE program among NJ lawyers.

The CLE program is already quite successful. Continued improvement and growth would provide income to the Law School and strengthen its reputation among practicing lawyers. It would also help us maintain close relationship with our alumni. In particular, we should contact our recent graduates and recommend to them that they satisfy their CLE requirement through the Law School's CLE program.

Action Mode 8: Develop international exchange programs.

We should continue developing relationships with foreign Law Schools and work on implementing exchange programs and visiting opportunities for faculty and students.

VIII. Enhance the Law School's Dynamic and Nurturing Environment

"Knowledge emerges only through invention and reinvention, the restless, impatient, continuing, hopeful inquiry beings pursue with the world and with others."¹

Legal education is experiencing a sea change. The academy, local communities, students, and the bar are demanding an ever increasing relevance of legal education to preparing students to practice law and to embracing the historic obligation of the profession to advocate for the under-represented and under-served. As educators, we strive to ignite a passion within our students to engage in the critical debates of our time. We seek to leverage our existing strengths, which already contribute to a dynamic learning environment, in order to generate even greater excitement among our students and the desire to immerse themselves in the intensive and inspiring intellectual efforts and experiential enterprises the Law School provides.

The Law School already presents numerous and varied learning opportunities for students, such as an expansive curriculum and innovative pedagogy, an extensive clinical program, internships and externships, independent studies, centers for concentrated study of and action on critical societal issues, journals, moot court, conferences, and symposia. We want to expose our students to an even wider range of exciting programs, activities, and professional experiences. However, to achieve these goals fully, we need to find ways to attract more students to spend more time at the law school. Obviously, the more students are present, the

¹ Paulo Freire, *Pedagogy of the Oppressed*.

more vibrant the atmosphere, and the greater the interaction both between students, and among students and faculty (assuming, of course, that greater faculty presence is also encouraged and achieved). Increasing the presence of both students and faculty at the Law School is also likely to lead to greater participation in the many activities the Law School offers, as well as encouraging greater collaboration in students' academic work – an essential experience for learning law.

We face a number of challenges, however, that we must overcome to achieve these goals. It is imperative, for example, to change the longstanding commuter culture of the Law School. Relatively few students, or faculty members, live nearby and many students tend to leave the school as soon as their classes have concluded for the day. Many students hold part time legal jobs because of financial necessity and because it helps them secure a permanent position after graduation; outside employment can also provide a rich educational experience. Economic forces have made it more difficult for law graduates to find full time employment, undermining our students' comradery and morale. We need to help students connect to the faculty, to each other, and to the cultural and professional opportunities Newark and the RU-N campus offer; we need to make the Law School itself a more inviting place to spend time, and we want to raise student morale and revitalize the education we deliver with the energy that characterized the "People's Electric Law School" of an earlier era. This is essential not only to provide the highest quality of education to our current students but also to attract new applicants in the face of increasing competition to enroll the best students. Finally, making our students' law school experience more gratifying will engender stronger bonds between them and the school, hopefully increasing alumni financial support as well.

Action Mode 1: Make the educational experience more expansive and more exhilarating.

Although we already provide a diversified and exciting curriculum with limited resources, we could do better. With modest financial support, we could easily expand some of our most exciting educational opportunities as well as create new ones. For example, students in our moot court program only participate in one internal appellate and one trial competition each year, with the appellate competition winners going on to represent the Law School in a national competition. This pales in comparison to the many law schools that fund students' participation in multiple competitions across the country and at international venues, such as The Hague. As well as offering exceptional training in analysis and advocacy, and boosting students' employability, a great number of students find these competitions to be among their most motivating and rewarding law school experiences. Similarly, the Law School offers several international endeavors, such as courses at Leiden University in the Netherlands, an annual week-long seminar in Cuba to examine its legal system, and a biannual trip to Israel to educate law and social work students about the legal, social and political issues affecting children in the Negev. The ongoing globalization of the legal profession and students' enormous interest in international law demand that we do more.

Still another possible area for expansion, among numerous others, are several Centers at the Law School that focus on important and intractable societal issues within the context of

various areas of law, such as education law, structural inequality, institutional dynamics, and corporate governance. These Centers offer students exciting opportunities to collaborate with interdisciplinary experts and engage with local and broader communities in concentrated project based learning, original research, and public scholarship about issues that, for many of them, were motivating factors in choosing law as a career. The Centers can also help to establish the Rutgers Law School brand and attract future students. However, to operate at their full potential, and to encourage faculty to create new centers, these enterprises need additional financial and other kinds of support.

Action Mode 2: Organize additional events on issues of particular interest to students.

The Law School should organize more law-related events that thrill and inspire our students, such as the live discussion the school hosted with Supreme Court Justice Breyer, and Prof. Charles Ogletree's recent talk about the arrest of Harvard Prof. Henry Louis Gates. The faculty should work more closely with the Student Bar Association to identify and host speakers and programs that the students and faculty would like to see. Representative examples might include staging a reading of the play, "The Exonerated;" a presentation by the filmmakers who produced the documentary on the Central Park 5 along with some of the defendants themselves; a discussion with the producers of the current NPR radio series about a murder case, "Serial;" or presentations about alternative legal careers. The faculty's numerous connections to luminaries in law, politics and related fields, as well as our proximity to New York City, where many of them visit regularly, give us access to a virtually unlimited selection of these people.

Action Mode 3: Allow students to be more involved in events, presentations, and the intellectual life of the faculty.

Students would be more invested in many aspects of life at the Law School if we gave them a larger role to play. For example, select students might be invited to sit on symposia panels, make presentations about their own journal articles or papers, attend faculty colloquia, attend appellate arguments made by faculty members, etc.

Action Mode 4: Take greater advantage of our proximity and connections to the University, the local legal community, government agencies, cultural organizations, the courts, and the bar.

The Law School should exploit available resources more aggressively. Both the Law School as an institution and individual members of the faculty have longstanding ties with resources throughout the state and around the country that could benefit our mission and our students. Students hunger for and are invigorated by exposure to the professional practices in which they will engage as attorneys, and connection to the individuals and organizations involved. Our close proximity to state and federal courts, for example, would allow us to bring students to observe arguments and trials. Many attorneys and judges would welcome the chance to meet with students afterward to discuss the cases. Faculty members could tie the

briefs and oral arguments in appellate cases heard at the Law School to the content of their courses. RU-N colleagues from multiple disciplines, such as business, neuroscience, psychology and economics could enrich class discussions and collaborate with students on clinic cases. Executives and attorneys from Prudential, NJPAC, and other Newark institutions would be happy to meet with students to discuss the roles of in-house counsel. A number of faculty members are intimately involved in the work of the United Nations, the ACLU, the Center for Constitutional Rights, and many other landmark institutions. Lawyers from the national office of the ACLU and the New Jersey ACLU could talk to students about the cutting edge constitutional cases they are litigating and the strategic considerations involved in formulating a public interest agenda or framing legal theories and arguments. Students might also participate in the work of the United Nations. There are countless other ways in which we can connect students to a broader range of enriching and thought-provoking experiences.

Action Mode 5: Improve the quality of life for students, faculty, and administrators.

Our students used to have more fun at the Law School, which fostered comradery, counteracted stress, and made the students want to spend more time in the building. We should encourage students to bring back traditions such as the talent show and student-faculty softball game, and create new ones – perhaps a competition with Seton Hall Law School or RU-Camden Law School, or student-faculty concert.

We want our students to feel cared for. Providing amenities, such as a ping pong table, pool table, and dart board (perhaps spawning a dart team – “Points of Law” – and generating an endless stream of fact patterns for torts classes) would make the Law School more of a home for our students. Even small gestures, such as giving the students coffee and cookies during the exam period, would raise their morale and strengthen their sense of connection to the institution.

We could also make greater efforts to make students aware of and encourage them to attend the many lectures, events and performances on the rest of the RU-N campus, the Newark Art Museum, NJPAC, and other venues around our community. Although there are a number of terrific spaces in the Law School for students in various organizations, such as the clinics, journals, and Moot Court Board, to congregate, collaborate, and socialize, the remainder share only a couple of large open areas. Within the limits of our physical facility, carving out a few additional intimate spaces for small groups of students to get together will promote a greater sense of connection to their classmates and the school. Finally, the Law School and University need to do a better job attending to building and parking lot maintenance, parking, updating technology, and providing security.

Action Mode 6: Encourage greater individual contact between students and faculty.

Students want and need more contact with the faculty outside of the classroom and we should try to find ways to meet their desire. The recent effort to provide faculty advisors to admitted students was an important step in that direction. In addition, faculty members serve

as advisors and mentors to many of our students throughout their law school career. We should make a concerted effort, however, to ensure that every student has the opportunity to meet from time to time with a faculty member for advice, support, and mentoring. In addition, faculty and administrators can find many additional ways to connect to groups of students regularly, such as showing a greater presence at student-initiated events, occasionally attending cultural events with students, or organizing brown bag lunches to discuss our work, different career paths, or recent court decisions and current events raising important legal and societal issues.

Action Mode 7: Find ways to reach and involve every student.

The Law School recognizes most of our students, either individually or collectively for various activities, accomplishments, or associations. Moreover, we are generally successful in engaging most of our students in their studies as well as in many of the other rich experiences the school offers. But we should also make sure that students aren't falling through the cracks. The other action modes supporting the instant strategic priority should assist in this goal and in acknowledging that the Law School appreciates and values all of our students. We should also make greater effort and adopt additional practices to identify passive, disenchanted, or uninvolved students and encourage them to become more engaged.

IX. Enhance and Improve the Law School's Marketing Capabilities (building on Strategic Priority 5 Action Mode 5)

As currently constituted, the marketing efforts of the Law School comprise the following: 1) print, electronic, and to a very limited extent video communication; 2) media relations; and 3) special events. The objective of all three is to help shape and communicate positive messages about the strengths and values of the Law School that support recruitment (of both faculty and students), placement, development, and overall reputational advancement efforts. Additional resources, both in terms of personnel and a committed budget should be considered to make each of these activities, in particular the first two, a more robust effort than can be accomplished by one person.

Action Mode 1: Add advertising to the three activities enumerated above.

Action Mode 2: Produce an alumni magazine on an annual basis.

Until 2014, when a donor made an issue possible, the Law School had not published an alumni magazine since 2005. In addition to 10,000+ alumni, the vast majority of whom had not received much information from the school in nine years, the magazine was mailed to deans of ABA-accredited law schools, federal and state judges, hiring partners, RU administrators, donors and prospective donors. While an electronic magazine represents a cheaper alternative, it would still have to be designed and would have the disadvantage of not attracting the attention of those who prefer reading a print magazine.

Action Mode 3: Produce other print materials for target audiences.

Other than an alumni magazine, most print marketing materials produced by law schools promote the school's faculty – new hires, books and journal articles; specific programs – clinical, moot court, public interest; or events – conferences, endowed lectures and the like. Postcards are a relatively inexpensive and very visible marketing tool. Brochures, though more expensive, provide more information and often have a longer shelf life.

Some print materials, with a common design element to reinforce brand recognition and a targeted theme/audience, should be planned each year for constituents (e.g., judges and older practicing attorneys) drawn in more by print than, for example, a website story, and as a “leave-behind” piece on advancement visits.

Action Mode 4: Develop a technologically robust website with content that reflects the point of view of current students.

An important corollary need to improving the website is the need to provide adequate IT staff to support it. Our website is now more than six years old and in critical need of both fixes of problems that are obvious to external audiences, and therefore a detriment to the image of the Law School, as well as the addition of features that most law school websites now have, our lack of which also harms our school and its image.

Action Mode 5: Consideration should be given to allocating resources toward a part-time or freelance person to handle videography and photography.

Professional-quality video that highlights our faculty and students is critical to engaging potential students and other constituents. While our current website does not enable the embedding of video (video has to reside on an external site, such as You Tube, with a text link to it), any redesign of the website will have that feature.

Action Mode 6: There should be regular group discussions among senior administrators to identify achievements and activities that best reflect the Law School's strengths and values.



Rutgers School of Law–Newark
Budget and Planning Committee

Robert C. Holmes, *Chair*
Vera Bergelson
Jon C. Dubin
Steve C. Gold
Stuart P. Green
Louis Raveson
Fadi Shaheen
George C. Thomas III



OFFICE OF THE DEAN

Center for Law and Justice
123 Washington Street
Newark, New Jersey