

TEXAS SOUTHERN UNIVERSITY
THURGOOD MARSHALL SCHOOL OF LAW
STRATEGIC PLAN

2014-2015 TO 2019-2020

“Reflecting — Assessing the Present — Moving Forward”



SEPTEMBER 2014





**TEXAS SOUTHERN UNIVERSITY
THURGOOD MARSHALL SCHOOL OF LAW**

**TMSL Strategic Plan
2014-2015 to 2019-2020**

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THURGOOD MARSHALL SCHOOL OF LAW 2014 STRATEGIC PLAN

Dean's Summary



Preparing a Strategic Plan for an academic institution presents a great opportunity to reflect on the institution's history, evolution, and current status and to envision a future full of both opportunities and challenges. The preparation of the 2014 Thurgood Marshall School of Law Strategic Plan caused us to touch all of those bases. Most importantly, the Plan reflects our realization that intentional planning matters only when it embodies a commitment to accomplish what is planned. The 2014 Strategic Plan was adopted by the faculty on September 15, 2014.

Our 2014 Plan has the added perspective of being crafted at the same time we are completing a self study for the Law School's Sabbatical Review by the American Bar Association. We were keenly aware of their related purposes as we drafted both documents. We believe that both the 2014 Plan and the Self-Study Report appropriately reflect the common narrative of our unique history and our role in the legal academy. Our plan sustains the upward arc in the performance of our internal constituencies – our students, faculty, and staff. We are excited about their relationships to each other, to the University, to the legal profession, and to the greater community.

The 2014 Plan begins with the recitation of our important mission, our vision, and our values. The Plan next reflects on our history of progress despite tremendous challenges, and our longstanding major contribution to the legal profession. We have proudly served as an engine of important social change for sixty-five years.

Throughout our 2014 Plan, it is evident that our planning process and our Law School are student-centered. The first five of the eight strategic goals demonstrate that during the course of their matriculation we are dedicated to students, student learning, student life, and student careers. The 2014 Plan identifies the specific student-centered instruction, activities, programs, and support services we provide, beginning before students physically arrive at the law school and continuing until after they have literally left the building.

The 2014 Plan acknowledges that achieving this level of multi-dimensional support for our students will be challenging. It will require that the Law School facilitate students' taking ownership of their education as well as collaborate with them to forge effective partnerships with other parts of the academy, members of the legal profession, and the community at large. The 2014 Plan has over 60 action plans designed to achieve the five student-centered goals and the approximately 30 objectives related to these goals.

Dean's Summary



The action plans and performance indicators provided in the 2014 Plan specify the steps we will take and how we will measure whether our steps are advancing us toward our goals: recruit and retain capable students; student acquisition of competence and skills; experiential training of students to prepare them for practice; bar exam success; and professional employment opportunities.

The 2014 Plan also focuses on its architects, the outstanding faculty of Thurgood Marshall School of Law. It documents their dedication to innovative and effective teaching. The Plan also documents the significant increase in the quantity and quality of faculty publications and research and the faculty's influence inside and beyond the legal academy. It documents that as a by-product of their production, faculty members have been asked to participate and play significant leadership roles in national and regional scholarly forums.

The Plan also acknowledges the difficulty in achieving our progress and the challenges the Law School faces in sustaining that progress and moving forward. In today's changing multi-media world of communication, we strive to meet the challenges of telling the stories of the successes of our collective faculty and of individual faculty members.

The 2014 Plan proposes ways to perpetuate staying abreast of current best practices in teaching, scholarship, and evaluation of faculty performance. We identify objectives and action steps to further recognize individual and collective faculty achievement. We acknowledge the challenge of navigating changes in the legal academy, changes captured by such image-invoking terms as "cultural shift" and "sea change." The 2014 Plan also places the effort to assist our faculty in the context of declining enrollments, difficulties in defining "quality scholarship," "quality peer review," and "best practices." The 2014 Plan includes objectives designed to ensure that the faculty will have access to the best classroom technology, on-line course construction, and faculty training in conducting such courses.

The seventh goal of the 2014 Plan is crucial. It calls for more effective efforts to brand, raise funds, engage with communities, and tell the good news of the school, its students, faculty, staff, alumni, and other connected persons. There are action plans to fully develop a Law School "brand," and to aggressively market the accomplishments of the institution and our students, faculty, and others. The 2014 Plan also includes actions to improve collaborations between the faculty and the practicing bar, as well as to increase the frequency and dimension of recognition of those persons and entities in the legal and general community that help the law school further its mission.

The final goal of the Strategic Plan focuses on ensuring that our infrastructure, library, and technology facilitate, rather than hinder, reaching all our other goals and performing action plans related to them. The narrative of the final goal recognizes the multi-faceted challenges to keeping technology, library operations, and collection policies current. Action plans for the final goal include comprehensively assessing facility needs as well as producing a feasibility study on the need for a new law school building.

Overall the 2014 Strategic Plan strikes the appropriate balance between institutional timidity and aspirations that exceed our current circumstantial and fiscal reach. The proof of the soundness of the 2014 Plan ultimately lies with our collective will to implement its proposals and to fairly assess their



Dean's Summary

significance in helping the Law School and University, during the period 2014-2019, protect, improve, and pass on their great legacy.

Danye Holley
Dean and Professor
Thurgood Marshall School of Law





CHAPTER 1 – PREFACE

The 2014 Strategic Plan (2014 Plan or Plan) for the Thurgood Marshall School of Law (TMSL or Law School) represents our highest aspirations for advancing the Law School’s mission of preparing a diverse group of students to meet the demands of a modern legal profession. This 2014 Plan sets out the renewed goals, objectives, action plans, and key performance indicators consistent with TMSL’s mission. Our 2014 Plan is intended to fulfill the requirements of our accrediting bodies, including the American Bar Association (ABA), the Southern Association of Colleges and Schools (SACS), and, where applicable, the Association of American Law Schools (AALS). We also strive to ensure that the Law School’s goals and their related objectives remain compatible with those of Texas Southern University.

COMPONENTS OF THE 2014 PLAN

Our statement of the 2014 Plan begins with reaffirmation of the TMSL mission, vision, and values. Our mission directs our vision and values, which together represent the heart of our Law School. Next we present a profile of our University and the Law School. Then we present our strategic goals in the light of both past challenges and accomplishments and our plans to continue moving forward. Finally, we present our objectives, action plans, and key performance indicators.

- **Strategic Goals** - Our strategic goals are our broad statements of what is to be accomplished. Our strategic goals are consistent with our mission and values.
- **Objectives** - Our objectives are the specific actions and programs related to each goal which we will undertake to support the accomplishment of the respective goal.
- **Action Plans** - Action plans describe how the specific actions and programs of each objective are to be undertaken. The action plans identify (1) specific initiatives to be accomplished, (2) the person or office involved, and (3) the date the outcome should occur.
- **Key Performance Indicators (KPIs)** - KPIs state how progress on the objectives and action plans will be indicated and measured. A key performance indicator is a performance measurement utilized by TMSL to assess and evaluate the success of specific activities. The assessments often lead to the identification of further improvements; thus our performance indicators are typically associated with performance improvement initiatives. Choosing appropriate KPIs involves a thorough understanding of TMSL’s mission and vision.

IMPLEMENTING THE PLAN

The eight goals of the 2014 Strategic Plan are interrelated, as are their related objectives. Themes common to all goals are relevant curricular changes, faculty and student recruitment, space planning, and resource allocation. If TMSL is to fulfill its mission, we must be responsive and adaptable to the internal and external factors that change our environment and motivate us to navigate the changes as we take steps in furtherance of the goals.



ASSESSMENT OF PROGRESS

TMSL will use assessment plans and tools to facilitate monitoring, performance measurement, evaluation, and documentation of progress in achieving the objectives of the 2014 Plan. The Plan will be periodically reviewed for appropriate adjustments to objectives, action steps, and key performance indicators.



Chapter 2 – Mission, Vision, and Values

CHAPTER 2 – MISSION, VISION, AND VALUES

MISSION

Our Law School Mission:

The mission of Thurgood Marshall School of Law (“Law School”) is to prepare a diverse group of students for leadership roles in the legal profession, business, and government. In keeping with its rich tradition as an HBCU, the Law School continues to train and educate large numbers of African-American and Hispanic lawyers. At the same time, the Law School has opened its doors to students from all backgrounds, gaining recognition as one of the most diverse law schools in the country. As part of a special-purpose institution for urban programming, the Law School is also committed to making an impact on urban communities.

Our University Mission:

Texas Southern University is a comprehensive metropolitan university. Building on its legacy as a historically black institution, the University provides academic and research programs that address critical urban issues and prepares an ethnically diverse student population to become a force for positive change in a global society.

VISION

We enhance our preeminence as the Law School of inclusion and opportunity by continuing to rise on our standards of equality and excellence.

VALUES

The Law School’s core values are:

- Excellence
- Integrity
- Learning
- Cooperation
- Fairness





CHAPTER 3 – GOALS

During the next five years, TMSL will undertake special efforts to achieve eight important goals:

Goal 1 – *Student Recruitment and Retention*

Goal 2 – *Enhancement of Student Learning*

Goal 3 – *Student Enhancement - Experiential Learning Program*

Goal 4 – *Student Enhancement - Bar Passage*

Goal 5 – *Employment and Career Opportunities*

Goal 6 – *Faculty Enhancement and Marketing*

Goal 7 – *Global Marketing and Community Engagement*

Goal 8 – *Infrastructure - Law School Facility, Law Library, Technology, and Other Support Services*

The following pages present the goals, objectives, action plans, and key performance indicators (KPIs) of TMSL's 2014 Strategic Plan.





Goal 1. Student Recruitment and Retention

STRATEGIC PLAN GOAL 1: STUDENT RECRUITMENT AND RETENTION

Retain a diverse student body composed of students capable of taking advantage of TMSL’s legal education program and of acquiring the skills necessary for success on the bar exam and in the practice of law.

Thurgood Marshall School of Law is proud of its status as one of the country’s most diverse law schools, an intentional status which reflects our unique heritage as one of the few law schools in the American tradition of Historically Black Colleges and Universities (“HBCUs”).

A. REFLECTING

TMSL proudly serves as a school of opportunity. We have historically admitted a number of students not admitted by other law schools because of their traditional objective credentials. We have opened our doors to students whose admission credentials may include nontraditional factors such as life experience, maturity, and extraordinary dedication to their own future successes. We believe that we should consider providing those students the opportunity to join the legal profession. We recognize that considering their credentials may lead, in some cases, to admission decisions different from decisions based solely on the objective admissions indicators traditionally used by many law schools. We remain committed to a holistic model for our student body.

1. A Diverse Student Body – Commitment to Our Mission

TMSL believes that the diversity of our Law School community attracts many applicants to attend our institution. TMSL remains committed to continuing diversity in its admissions selections, as reflected by our student population in recent years and shown in **Table 1-1**.

**TABLE 1-1
TMSL STUDENT ENROLLMENT DIVERSITY**

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
American Indian	0%	2%	3%	1%
Asian/Pacific Islander	8%	8%	8%	4%
African-American	36%	46%	46%	47%
Caucasian	21%	16%	16%	13%
Hispanic	31%	26%	26%	33%
Unknown	4%	2%	1%	2%
Male	41%	52%	35%	45%
Female	59%	48%	65%	55%
Average Age of Student	27	27	27	28

Goal 1. Student Recruitment and Retention



2. Admissions Criteria – Standards and Innovation

In order to continue our excellent preparation of diverse attorneys to meet 21st century legal challenges, TMSL intends to recruit and retain more competitive applicants. We are committed to admit students who are likely to pass the bar and practice successfully without compromising our school's historic social mission or its continuing commitment to diversity.

TMSL considers a number of factors in addition to UGPA and LSAT scores, when reviewing an applicant's record. Among those factors are evidence of critical thinking ability, such as evidence drawn from personal statements, essays, and letters of recommendation. We also consider plausible bases for discounting either a comparatively low LSAT or low UGPA, especially when the applicant's UGPA, in the case of a low LSAT, or LSAT, in the case of a low UGPA, is comparatively strong. Among the bases are an applicant's significant improvement in grades earned over the course of undergraduate education, or LSAT performance, or an UGPA or LSAT that was earned in the distant past. We consider, if applicable, a post baccalaureate degree and the quality of the academic studies represented by the degree; and prior significant work within the legal profession, especially when the work is documented and commended. We also consider an applicant's "mission statement" to see if it reveals evidence of the applicant's motivation, independent learning skills, and external support systems.

Like most law schools across the country, TMSL uses the LSAC service to provide an admissions index score for each applicant. LSAC weighs the undergraduate grade point average and LSAT score to calculate that index. The faculty agreed to continue using the LSAC index as one of the factors in offering an applicant admission to the Law School. In an effort to identify who is likely to be among the top performing students, we continue to employ these indexes when reviewing applications and placing students in categories denoted 1, 2, or 3. Students who meet or exceed the 2.6 index are usually placed in a Category 1 – the admit category – and offered admission unless other factors in their files indicate they would not be successful matriculants or lawyers.

A second category, Category 2, is also created from the indexes. The applicants in the second category are placed on the wait-list for offers of admission. The Category 2 applicant files are also reviewed for other factors and are offered admission based on an informal ranking system that considers numerous factors. The third applicant category, Category 3, includes those applicants whose indexes would, taken alone, support rejection. Offerees are selected from Category 3 when they are found to present compelling reasons for consideration. In the past, successful Category 3 students have excelled during summer study at high ranking institutions, or have shown remarkable career or post graduate success, or have performed well in some other measure of achievement.

Through the work of its Admissions Committee, TMSL continues to review factors beyond the traditional UGPA and LSAT score which are important in predicting student success during and after law school.

As our ongoing assessment efforts continue to expand the body of evidence we use to guide application decisions, our hope is that we will be able to better document the impact of these other variables for assessing likelihood of success in law school and beyond.



Goal 1. Student Recruitment and Retention

We continue to collect and analyze a growing body of data about which measurable factors, in an admissions application, reliably predict actual success in law school and bar examination. As trends emerge from past analyses, we recognize the shortcomings of relying on only the traditional admissions indicators, such as LSAT scores and UGPAs, as predictors of actual success. Rather than simply rely on convention, TMSL proudly innovates and uses nontraditional predictors which our empirical studies have shown to be reliable. Our innovations and refined data from studies allow TMSL to admit some students whom we believe will not only thrive in our Law School community but will also succeed.

Student Recruitment – Sharing Our Message

American law schools must adapt to a changing admissions landscape as applications numbers drop nationwide. According to ABA data for Fall 2014, the number of total applicants to ABA law schools has dropped by 10.3% since 2013; total applications to all law schools have decreased 10.7% in that time. These data reflect the continuing trend of previous recent years. Dedicated to fulfilling its historic mission despite these challenges, TMSL looks for novel and effective ways to share its message with potential students.

Because TMSL believes that students nationwide can benefit from the TMSL environment, the Law School has adopted a multi-faceted recruitment program. Through online and national advertising efforts, TMSL continues to share its school's message with the broadest audience possible.

Table 1-2 shows the message in TMSL's marketing campaign, "Ten Reasons to Consider TMSL as Your Law School." The message communicates the unique advantages that TMSL affords its students and alumni. The campaign celebrates TMSL's core strengths – its mission, vision, values, and credo. The campaign also celebrates TMSL's diversity, academics, incentives, faculty, alumni, and collaborators.

Goal 1. Student Recruitment and Retention



TABLE 1-2
TEN REASONS TO CONSIDER TMSL AS YOUR LAW SCHOOL

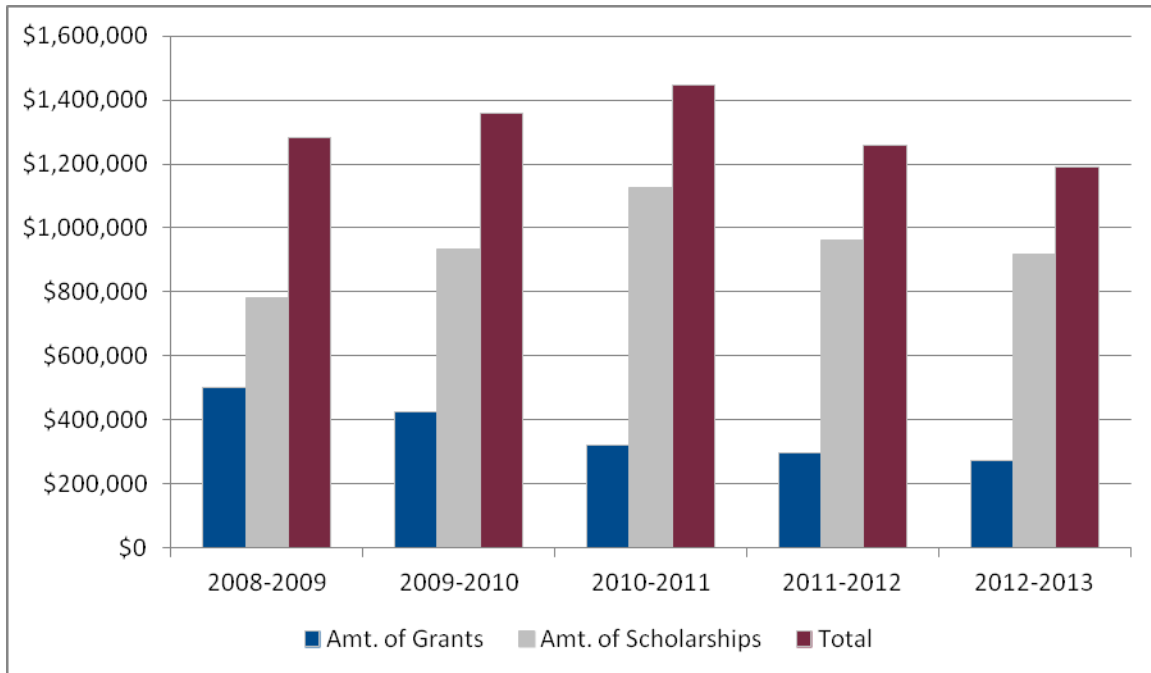
<i>Our Vision</i>	<i>To remain committed to Thurgood Marshall's legacy of excellence and equality for our diverse students</i>
<i>Our Mission</i>	<i>To prepare our students for leadership roles in the legal profession, business, and government</i>
<i>Our Values</i>	<i>Cooperation, excellence, fairness, integrity, and learning</i>
<i>Our Incentives</i>	<i>Modest tuition, generous scholarships, supportive career services</i>
<i>Our Diversity</i>	<i>One of the nation's most diverse law schools</i>
<i>Our Academics</i>	<i>Integrated and innovative academic programs that begin pre-enrollment and continue post-graduation</i>
<i>Our Alumni</i>	<i>Leadership in state and federal legislatures, judiciary, government agencies, and private practice</i>
<i>Our Faculty</i>	<i>Engaged scholars and dedicated teachers</i>
<i>Our Collaborators</i>	<i>Members of the profession, as well as scholars from other fields in our dual degree programs</i>
<i>Our Credo</i>	<i>Protect, improve, and pass on our legacy of changing the face of the legal profession in Texas and the nation</i>

After reaching out to potential matriculants, the TMSL Office of Admissions offers generous scholarship funding. In the 2011-12 academic year, the TMSL faculty committed to a new program of strategic allocation of our merit scholarship awards. In order to further grow a diverse and capable body of TMSL students, the new program awards a substantial percentage, 40%, of our total grant and scholarship funding specifically for the recruitment of first-year students. During the recruitment cycle for the Fall 2013 class, TMSL offered merit scholarships totaling \$494,915 to a total of 59 first-year students. Since 2009, we have awarded merit scholarships and grants that exceed one million dollars each year as shown in **Table 1-3**.



Goal 1. Student Recruitment and Retention

**TABLE 1-3
TMSL NEED BASED GRANTS AND MERIT SCHOLARSHIPS**



The Law School’s generous scholarship program is designed to attract high-performing students by providing them with significant financial support for their legal education. Especially in a national climate of rising tuition costs and uncertain post-graduation income, generous financial support attracts promising applicants for whom the opportunity of legal education might not otherwise be feasible.

3. Student Retention – A Student-Centered Law School Experience

With law-school enrollment figures declining nationwide, some law schools may invite transfer applications from TMSL’s most-successful students. TMSL acknowledges the importance of retaining our best students after their first year of study. The retention of top students requires continuing positive communication with current students about the tremendous resources available to them as members of the TMSL community.

Providing continuing merit-based financial support acknowledges the achievement of our top students and motivates them to continue striving for academic excellence through graduation. Our Law School currently awards a full-tuition scholarship to every student who completes his or her first year with a cumulative grade point average in the top ten percent of the first-year class. TMSL further celebrates the achievement of these outstanding students by hosting a First-Year Honors Award Dinner. TMSL students who continue to earn grades placing them in the top ten percent of their classes at the

Goal 1. Student Recruitment and Retention



conclusion of their second year of study currently receive half-tuition scholarships. While a student entering the third year of law school is unlikely to transfer to another institution, TMSL recognizes the possibility that many competitive students may be persuaded by scholarships for the full cost of their legal education when choosing whether to remain at TMSL.

When higher performing students transfer from the Law School, not only do those students themselves lose the advantages of remaining part of the TMSL community, but they also directly and negatively impact the school's overall performance on the bar examination. Therefore, awarding second- and third-year merit scholarships to our most highly-competitive students benefits the Law School as a whole.

B. MOVING FORWARD

Moving forward, TMSL will strengthen its commitment to track the effectiveness of our current plan for recruiting and retaining students. Partnering with TMSL's Office of Assessment, our Admissions and Financial Aid Department is engaged in a substantial effort to gather and analyze data to amend and improve our recruitment and retention efforts.

TMSL will also aggressively pursue additional marketing opportunities to share our message with potential applicants and current students. Employing an integrated approach with the Office of External Affairs and others, the Office of Admissions will expand its growing collection of promotional tools and programs.

TMSL will further strengthen its recruitment efforts by continuing to contact and aggressively recruit every potential student with LSAT, UGPA, and index profiles within our target range. Furthermore, TMSL will emphasize its current admissions pipeline programs with undergraduate institutions and generate new similar relationships with additional institutions.

TMSL's Admissions and Financial Aid Department will collaborate with the Admissions Committee to present a recruitment plan to the faculty. The creators will also share the recruitment plan with other relevant members of our Law School community in order to synthesize our outreach efforts. The recruitment plan will identify the projected size of the incoming class, the financial support for the plan, relevant timelines, and the marketing elements.

Finally, TMSL will develop new funding sources to continue providing financial incentives for competitive applicants and students.

The following objectives, action plans, and key performance indicators support TMSL's efforts to enhance student recruitment and retention.



Goal 1. Student Recruitment and Retention

STRATEGIC PLAN GOAL 1: STUDENT RECRUITMENT AND RETENTION

Retain a diverse student body composed of students capable of taking advantage of TMSL's legal education program and of acquiring the skills necessary for success on the bar exam and in the practice of law.

OBJECTIVES

- 1.1 Recruit and retain a student cohort capable of excelling in TMSL's academic programs and co-curricular activities and of passing the bar exam at a rate that satisfies an ABA Accreditation Standard.
- 1.2 Track the effectiveness of our current program for recruiting and retaining students through focused and innovative data collection and analysis.
- 1.3 Pursue additional opportunities to share TMSL's message with potential applicants and current students.
- 1.4 Enhance TMSL's current admissions pipeline programs with undergraduate institutions and develop similar programs with other institutions.
- 1.5 Develop new funding sources to underwrite substantial financial incentives for competitive applicants and students.

Goal 1. Student Recruitment and Retention



OBJECTIVE 1.1: Recruit and retain a student cohort capable of excelling in TMSL’s academic programs and co-curricular activities and of passing the bar exam at a rate that satisfies an ABA Accreditation Standard.

No.	Action Plans	Key Performance Indicators
1.1a	The Admissions and Financial Aid Department, in collaboration with the Admissions Committee, will present a recruitment plan to the faculty and the TMSL community that includes targeting students with strong qualifications. The plan will identify the projected desired size of the incoming class, the financial support for the plan, timelines, and the marketing elements of the plan.	Recruitment plan presented to the faculty and TMSL community by December 2014, and annually thereafter.
1.1b	The Office of Assessment will prepare a report at the end of each year that evaluates the implementation of the recruitment plan.	Office of Assessment report to be presented to the faculty by August 2015, and annually thereafter.

OBJECTIVE 1.2: Track the effectiveness of our current program for recruiting and retaining students through focused and innovative data collection and analysis.

No.	Action Plans	Key Performance Indicators
1.2a	The Office of Admissions will collaborate with the Office of Assessment to establish expanded recruitment criteria to improve recruitment and retention efforts. The criteria will be based on research conducted by the Office of Assessment on additional factors that predict our students’ success in law school. The Office of Assessment will present the preliminary research proposal to the faculty.	Preliminary research proposal to be presented to the faculty by Spring 2015.
1.2b	The Office of Assessment, in collaboration with the Admissions Committee, will conduct research in accordance with the research proposal. The findings will be reported to the faculty.	Research findings completed no later than Spring 2016 and submitted to the faculty.



Goal 1. Student Recruitment and Retention

OBJECTIVE 1.3: Pursue additional opportunities to share TMSL's message with potential applicants and current students.

No.	Action Plans	Key Performance Indicators
1.3a	The Office of Admissions will collaborate with the Office of External Affairs and other TMSL departments to expand its growing collection of promotional programs and tools.	By Spring 2015, produce one new updated marketing tool targeting prospective students, and another updated marketing tool to current students considering transfer. Review and revise promotional tools and programs annually thereafter.
1.3b	The Office of External Affairs and other TMSL departments will work with the Office of Admissions to create marketing programs using social media and new media methods of content delivery.	Create at least one new marketing campaign or tool using social media or new media by Spring 2016.
1.3c	The Office of Admissions will conduct a needs analysis to determine whether trained staff dedicated to marketing or web design is necessary for the realistic achievement of TMSL's recruitment and retention goals.	Report of findings to be submitted to the Admissions Committee by Spring 2015.

OBJECTIVE 1.4: Enhance TMSL's current admissions pipeline programs with undergraduate institutions and develop similar programs with other institutions.

No.	Action Plans	Key Performance Indicators
1.4a	TMSL will increase its current admissions pipeline programs by striving to establish additional 3+3 accelerated JD programs with undergraduate institutions.	Establish five or more 3+3 accelerated JD programs with undergraduate institutions by Fall 2019.

Goal 1. Student Recruitment and Retention



OBJECTIVE 1.5: Develop new funding sources to underwrite substantial financial incentives for competitive applicants and students.

No.	Action Plans	Key Performance Indicators
1.5a	The Office of the Dean will explore hosting an annual fundraising banquet with several law firms and large legal employers to raise funds for TMSL merit scholarship recipients.	Submit a proposal to the Admissions Committee for a Spring 2016 banquet by Fall 2015.
1.5b	The Office of the Dean will create endowed, named scholarships for students, supported by law firms or individual donors.	Letter inviting participation in the endowment of scholarships to be sent to the legal community by Fall 2015.



Goal 2. Enhancement of Student Learning

STRATEGIC PLAN GOAL 2: ENHANCEMENT OF STUDENT LEARNING

TMSL graduates have acquired the core lawyering skills and values to timely pass the bar exam and be competent, professionally responsible lawyers.

A. REFLECTING

1. The Current Environment of Legal Education

Today's law school graduates will enter a legal profession that is challenging, complex, and highly competitive. New models for delivering legal services, changes in law firm economics, advances in technology, globalization, and new forms of competition make it essential for graduates to possess the skills and competencies that will help them succeed in modern practice. Nowhere is this more important than at TMSL, which has as its mission the educating of a diverse group of students, many of whom will go on to effectuate social change in their roles as government lawyers, legislators, judges, public advocates, or members of solo or small firms.

A 2013 report by the New York Bar Association, entitled *New Lawyers in a Changing Profession*, found that "tomorrow's lawyers need more practical experience, skill development, and problem solving practice, in addition to analytical skills honed by more traditional methods of instruction." Similarly, a recent report by the ABA Task Force on the Future of Legal Education underscores the need for law schools to shift the balance between, on the one hand, doctrinal instruction and, on the other hand, preparation "still further" toward developing the competencies required of practicing attorneys. In addition to possessing legal knowledge, students will also need to be lifelong learners and excellent reflective thinkers. A groundbreaking 2007 report by the Carnegie Foundation for the Advancement of Teaching stated "the essential goal must be to form practitioners who are aware of what it takes to become competent in their chosen domain and to equip them with the reflective capacity and motivation to pursue genuine expertise."

The ABA's revised standards for accreditation of law schools also reflect recognition of the importance of teaching students the skills necessary for practice. The new standards will require law schools to identify student learning outcomes that encompass knowledge, skills, and professional values, and develop methods of assessing those outcomes. Going forward, outcomes assessment will be increasingly important in developing the framework around which practice related skills are identified, developed, and assessed.

2. TMSL Strengths

TMSL is currently well-positioned to take the lead among law schools striving to embody these values. TMSL has implemented a series of initiatives, programs, and interventions aimed at strengthening students' critical thinking and reasoning skills and their abilities to be self-reflective learners and competent practitioners. These programs reflect one of TMSL's priority goals—which is to prepare our



Goal 2. Enhancement of Student Learning

diverse group of students to successfully pass the bar exam and become successful lawyers. At the 2014 Law School retreat, faculty and administrators reaffirmed TMSL's commitment to continuing an enhanced level of support for students represented by our student-centered programs.

TMSL's Center for Legal Pedagogy, for example, uses principles from the cognitive sciences to study, implement, and evaluate what law schools teach and how law students learn. The aims of the Center are to investigate how legal knowledge becomes organized, how the cognitive processes that accompany legal knowledge develop with learning and experience, and how the acquisition of legal knowledge is measured and assessed.

TMSL has an integrated Academic Support Program that begins prior to enrollment, continues at every stage of a student's matriculation, and culminates with significant post-graduation support for preparation for the bar exam. The support program seeks to provide measurable enhancement of student knowledge, skills, and abilities to prevent and solve problems. Students with LSAT scores in the range of 147-150 have a real opportunity to excel. Students with LSAT scores of 150 or less are provided systematic bar exam training to increase their likelihood of passing Texas and other state bar exams.

3. Assessment of Student Learning Outcomes

Institutional assessment also helps TMSL measure its effectiveness in achieving its fundamental goal, which is to provide our students with a quality legal education. In 2010, TMSL created an Office of Assessment in an effort to create a "culture of evidence" to guide decision-making on matters ranging from admissions to changes in the curriculum. The Office of Assessment collects data, maintains a database of information that is used to conduct bar studies, and evaluates benefits from academic support interventions. The Assessment Office also measures student performance on the student learning outcomes that are part of the current TMSL Assessment Plan. The Office generates data from standardized testing, reviews of students' classroom work by practitioners, and the results of simulations that are used to evaluate our students' progress. These efforts are also part of the University-wide effort to assess student learning. The generation of testing data, the practitioners' review of classroom work, and evaluations using simulations are central to maintaining the University's accreditation by the Southern Association of Colleges and Schools (SACS).

In response to the changing landscape of the legal profession, TMSL continues to make a concerted effort to align legal education more intentionally with the demands of the legal profession in the 21st Century; to fine-tune a model of education that intentionally relates teaching and learning to professional competence, and to use reliable methods of assessment to measure adequacy of preparation for practice.

In 2013, TMSL began a process of updating the list of professional skills and competencies lawyers will need to be successful lawyers. The updating involved obtaining comment from our alumni survey and from members of our Blue Ribbon Committee. We also reviewed national reports and studies on lawyering competencies, such as the National Conference of bar examiners Study of the Newly Licensed Lawyer. From these efforts, TMSL developed an expanded list of lawyering competencies that were used to create a faculty survey. Faculty members were asked to rank the competencies they believed were



Goal 2. Enhancement of Student Learning

most important for TMSL students to develop. Based on survey responses, the TMSL Curriculum Committee developed, and the faculty approved, an expanded list of lawyering competencies. These competencies will shape the development of TMSL's institutional learning outcomes.

MOVING FORWARD

Moving forward, one of our challenges will be to continue to refine our efforts to measure student progress on each of the listed outcomes. For example, TMSL recognizes the imperative need to map our curriculum in order to assess which course competencies are currently being taught, and whether curricular reform is needed. We began mapping in 2013-14. We surveyed and reported to the faculty, based on their course syllabi, which faculty members purported to teach key skills and learning outcomes, and whether and how they measured the achievement of those skills and outcomes.

Another challenge is developing effective competency measurement, both in the classroom and throughout the institution. TMSL is currently investigating the use of new classroom technologies, such as ExamSoft, which we believe has promise as a tool for assessing our institutional efforts. We are also working to develop more effective measurement of competencies such as critical thinking and life-long learning, which are hard to measure. Some of the major questions we deal with are:

- If the life-blood of effective lawyering is sharpened critical thinking, then how is critical thinking defined and taught?
- If a key institutional challenge is to close a critical thinking gap, then how do we structure our curriculum and academic innovations, intentionally, to close the gap?
- If learning outcomes are the true measure of the quality of individual and collective teaching, then how do we establish no thumb-on-the-scale metrics to determine whether such outcomes were achieved?

Finally, we will investigate measuring effectively our students' progress in developing these learning competencies from the first year of law school through graduation and beyond, and to measure the degree to which TMSL is adding value to our students' experience.

We describe in the next section the objectives, action plans, and key performance indicators related to helping our students develop the core lawyering skills they need to become competent, professionally responsible lawyers.



STRATEGIC PLAN GOAL 2: ENHANCEMENT OF STUDENT LEARNING

TMSL graduates have acquired the core lawyering skills and values to timely pass the bar exam and be competent, professionally responsible lawyers.

OBJECTIVES

- 2.1 Continue to implement programs that enable students to develop the skills and competencies required to become effective practitioners.
- 2.2 Systematically measure and document that our students have made substantial academic progress from entry through exit.
- 2.3 Assist each student to develop a strong professional legal identity and document the results of our efforts. "Professional legal identity" is the assumption by the student of the role of knowledgeable, ethical, service-oriented legal counsel.



Goal 2. Enhancement of Student Learning

OBJECTIVE 2.1: Continue to implement programs that enable students to develop the skills and competencies required to become effective practitioners.

No.	Action Plans	Key Performance Indicators
2.1a	The Office of Assessment will target for initial development a select number of core competencies from the faculty-approved list of institutional competencies to develop, track, and assess student progress throughout the three years of law school.	Report to Curriculum Committee by Fall 2014.
2.1b	The Center for Legal Pedagogy, Curriculum Committee, and Office of Assessment will continue to collaborate to map curriculum to ensure core competencies are intentionally taught throughout the three years of law school.	Report containing results of curriculum mapping project to be submitted to the faculty by Spring 2015.
2.1c	The Curriculum Committee will continue to develop innovative programs and curricular initiatives that target the development of important student competencies.	Planning session to identify new programs and curricular initiatives by Spring 2015, and biannually thereafter.
2.1d	Experiential Learning faculty and the Office of External Affairs will strengthen collaborations between practitioners and faculty to identify in-demand skills and future trends in the delivery of legal services in order to enhance classroom instruction.	Report documenting outreach efforts and results to be submitted to the faculty by Spring 2015 and each semester thereafter.
2.1e	The Associate Dean for Faculty Development will send notices of professional development opportunities and encourage faculty to engage in practice-focused sessions such as CLEs and other legal conferences.	Notice of professional development opportunities and survey faculty participation by Spring 2015 and each semester thereafter.

Goal 2. Enhancement of Student Learning



OBJECTIVE 2.2: Systematically measure and document that our students have made substantial academic progress from entry through exit.

No.	Action Plans	Key Performance Indicators
2.2a	The Office of Assessment and the Center for Legal Pedagogy collect and report diagnostic data on entering students during orientation.	Report of diagnostic data by Spring 2015 and annually thereafter.
2.2b	The Office of Assessment, in collaboration with the Center for Legal Pedagogy and faculty, investigates and adopts testing protocols that support our goal of monitoring and evaluating student learning outcomes.	Testing protocols for institutional student learning outcomes by Spring 2015.
2.2c	The Office of Assessment collects institutional and classroom data on law school student learning outcomes.	Report to faculty on assessment results by Spring 2015 and each semester thereafter.
2.2d	The Office of Assessment further develops collaborations and partnership among faculty, staff, and students to support the collection of reliable institutional data on student learning.	Document small group meetings with faculty at the end of each semester beginning Spring 2015.
2.2e	The Office of Assessment collaborates with faculty and other TMSL departments to discuss findings from collected data which will be used to inform policy and curricular decisions.	Meetings to discuss assessment findings beginning Spring 2015 and each semester thereafter.



Goal 2. Enhancement of Student Learning

OBJECTIVE 2.3: Assist each student to develop a strong professional legal identity and document the results of our efforts. “Professional legal identity” is the assumption by the student of the role of knowledgeable, ethical, service-oriented legal counsel.

No.	Action Plans	Key Performance Indicators
2.3a	The Office of the Dean will appoint an <i>ad hoc</i> committee of faculty members and alumni to discuss policies, initiatives, and programs that further support the development of students’ professional legal identity.	<i>Ad hoc</i> committee created by Spring 2015 to spearhead initiatives and programs to further the development of students’ professional legal identity.
2.3b	The Office of the Dean and other TMSL departments will, in addition to curriculum mapping, survey faculty, staff, and alumni to determine whether professionalism, ethics, and development of professional legal identity are satisfactorily incorporated into classroom activities and programs.	Prepare survey and report results to the faculty by Fall 2015.
2.3c	<i>Ad hoc</i> committee reviews survey and prepares recommendations.	Recommendations reported to faculty by Spring 2016.
2.3d	The Center for Legal Pedagogy and Office of Assessment will explore the creation of student profiles to track— for each student in each entering class—the points at which they received intentional instruction and the experiences designed to foster professional legal identity.	Report on the progress of professional identity assessment protocols to be submitted to the faculty by Spring 2015, and each semester thereafter.





Goal 3. Student Enhancement - Experiential Learning Program

STRATEGIC PLAN GOAL 3: STUDENT ENHANCEMENT EXPERIENTIAL LEARNING PROGRAM

TMSL graduates are prepared by a robust experiential learning program for modern legal practice.

A. REFLECTING

1. Why Experiential Learning

TMSL recognizes that helping students develop the habits of mind and attributes of competent, ethical lawyers requires a robust program of experiential learning. By learning in context and through carefully-structured experiences, students can develop complex skills in settings that help them gain professional expertise. The 2007 Carnegie Foundation report, for example, emphasized that educational experiences oriented toward preparation for practice can provide students with a much-needed bridge between the formal skills of legal analysis “and the more fluid expertise needed in much professional work.” Skills such as self-reflective learning, fact-gathering, and advocacy, and values such as fairness and integrity are developed in programs that bridge the gap between law school and practice. Moreover, the moral and ethical dimensions of practicing law are sometimes more readily taught through experiences that require students to evaluate situations, and make important value-laden decisions.

There is a national consensus that law schools should do more to help students hone the important skills lawyers must have. Recently, the ABA recommended the approval of a 6-credit hour experiential learning requirement. This new and important requirement, along with TMSL’s institutional commitment to providing a “path to practice” for its graduates, drives the current experiential learning component of this strategic planning.

2. TMSL’s Philosophy

The Experiential Learning Program at TMSL is based on a holistic model of the learning process that emphasizes careful planning, conscious decision-making, and critical reflection. The program is designed to teach students professional judgment, shape and nurture professional values, and to help students develop the habit of effective lifelong learning.

TMSL recognizes that currently, and in all probability for the remainder of this decade, a significant majority of our graduates will commence their professional careers in small firms or as solo practitioners. Many of our students will graduate without the mentoring opportunities that typically are available in large firm settings. More importantly and historically, many TMSL lawyers often develop sustainable legal practices that serve low-and moderate-income clients with significant legal needs and limited resources. This matching of a cohort of excellent, well-prepared, and committed lawyers to serve a recognized unmet legal need is an integral part of our Strategic Planning effort.

Goal 3. Student Enhancement - Experiential Learning Program



Therefore, an overarching goal of the program is to immerse each student in experiences that encourage them to learn by observing; learn by self-assessing; learn by evaluating; learn by experiencing; and learn by doing. Our hope is that moving forward each student is consciously guided through the process of developing a professional identity that continues to evolve beyond law school. By building the experiential learning curriculum upon doctrinal foundations, the experiential learning program bridges the gap between law school and practice.

3. Current Program

The Law School recently hired its first Director of Experiential Learning Programs to ensure coordination among TMSL's experiential learning programs and activities, and the doctrinal curriculum. The programs consist of five clinics that are consolidated within the clinical legal studies program, including the Innocence Project. In addition, there are two certificate programs - Government Law Certificate and International and Immigration Law Certificate, and the Earl Carl Institute for Legal and Social Policy (ECI) clinical internship program. The ECI clinical program recently achieved national recognition for its outstanding work in juvenile justice.

Experiential Learning also includes externship programs, including the well-regarded Texas Legislative Internship Program (TLIP), which provides students opportunities to experience the legislative process by working closely with state legislators and members of the judiciary. Other externship placements include federal and state district and appellate courts, district attorney's offices, public defender's office, as well as national placements in the Innocence Project. TMSL also sponsors robust mock trial and moot court programs. For the past three years, the mock trial program has amassed a distinguished record, achieving honors in national and regional competitions. TMSL's moot court teams have a long history of advancing in several regional competitions, and teams have reached the semi-final rounds in recent competitions.

Table 3-1 consists of the 2013-14 list of courses and programs at TMSL that qualify as experiential learning.

TABLE 3-1
EXPERIENTIAL PROGRAMS AT TMSL

Appellate Litigation – Bridge to Practice	Law Practice Management (Aspirational)
Classroom Simulations	Lawyer Processing
Clinical Programs	Mediation Certification Course
Client Counseling	Mock Trial
Earl Carl Institute for Legal and Social Policy Clinical Internships	Moot Court
Externship Programs	Texas Legislative Internship Program
	Trial Simulation



Goal 3. Student Enhancement - Experiential Learning Program

B. MOVING FORWARD

The national emphasis on experiential learning, including the newly adopted proposed ABA Accreditation Standards, provides unique opportunities for TMSL to continue to build upon its commitment to experiential learning. We recognize that the commitment requires that we address several challenges and tasks. The challenges range from defining the programs, courses, and experiences that fit within the experiential learning model to providing better coordination for the programs as they grow and evolve. Two of the most important tasks include continuing to “map” the curriculum” to identify the courses and experiences that qualify as experiential, and charting a curricular path for each student that ensures meaningful exposure to these courses and training. The tasks also include identifying ways to better coordinate experiential learning programs, including reorganizing all programs in one department; integrating clinic programs and doctrinal courses; utilizing best practices to develop methods of assessing clinic outputs and student learning outcomes; identifying appropriate leadership models; and developing appropriate levels of staffing support.

TMSL will continue to review and update its curriculum to meet the changing needs of the profession and provide its newly licensed attorneys with practice-ready education. Our commitment to excellence and to equipping our students for the practical world calls for further innovation in our curriculum, the identification of new programs, and applying additional resources to help our graduates find jobs or launch their own practices. Moving forward, one of our challenges will be to continue to commit funds and resources to experiment with innovative curricula and projects suited to train our diverse group of students so they can succeed in their future career opportunities.

Furthermore, we will continue to ensure adequate personnel and financial resources needed to plan for, incorporate, sustain, and grow new programs. We will continue to address concerns about tenure and scholarship expectations of experiential Law School faculty members. Finally, we will continue to identify best practices to enhance the support we offer students in developing their identities as professionals. This effort will include enlisting the support of the practicing bar to provide mentoring.

The objectives, action plans, and key performance indicators which support TMSL’s goal are described in the next sections. The plan is for TMSL to build a robust experiential learning program to prepare each student for modern legal practice.



STRATEGIC PLAN GOAL 3: STUDENT ENHANCEMENT – EXPERIENTIAL LEARNING PROGRAM

TMSL graduates are prepared by a robust experiential learning program for modern legal practice.

OBJECTIVES

- 3.1 Develop a comprehensive definition of experiential learning consistent with ABA Accreditation Standards.
- 3.2 Complete the curriculum survey to identify courses that instruct the knowledge and skills in the context of the experiential learning program as defined by the ABA Accreditation Standards.
- 3.3 Ensure the curriculum requires students to enroll in experiential courses that, at a minimum, meet with ABA minimal experiential requirements.
- 3.4 Integrate doctrinal and experiential learning by exploring the feasibility of developing a capstone course that blends theory and practice in the third year.
- 3.5 Increase experiential learning opportunities.
- 3.6 Encourage scholarship that focuses on the role of experiential learning and promotes TMSL as a national leader in the area.
- 3.7 Continue to further collaborations with the practicing bar to increase our understanding of the competencies needed in modern day practice, and to identify current practice fundamentals and trends.
- 3.8 Ensure that the experiential learning opportunities help the students' development as professionals, and prepare them for the modern law practice.



Goal 3. Student Enhancement - Experiential Learning Program

OBJECTIVE 3.1: Develop a comprehensive definition of experiential learning consistent with ABA Accreditation Standards.

No.	Action Plans	Key Performance Indicators
3.1a	The Office of the Dean, in collaboration with the Clinic Director, and the Director of the Experiential Learning Program, will draft the broad consensus definition by Spring 2015 and present it to the faculty for review and approval in Fall 2015.	Report to faculty for review and approval by Fall 2015.

OBJECTIVE 3.2: Complete the curriculum survey to identify the courses that teach the knowledge and skills in the context of the experiential learning program, as defined by the ABA Accreditation Standards.

No.	Action Plans	Key Performance Indicators
3.2a	The Curriculum Committee completes audit of courses to identify the courses that satisfy the new ABA experiential learning requirements by the Spring 2015.	Completed course audit and report to be submitted to the faculty by Spring 2015, and annually thereafter.

Goal 3. Student Enhancement - Experiential Learning Program



OBJECTIVE 3.3: Ensure the curriculum requires students to enroll in experiential courses that, at a minimum, meet with ABA minimal experiential requirements.

No.	Action Plans	Key Performance Indicators
3.3a	The Office of the Dean will request that the Curriculum Committee prepare a proposal recommending the structure of the experiential program—including a mission statement, an organizational chart, and staffing.	Proposal to be submitted to faculty by Fall 2015.
3.3b	The Office of Student Affairs develops course of study plan based on Curriculum Committee Report identifying courses that satisfy the ABA accreditation requirements.	Study plan to be presented to faculty by Fall 2015, and reviewed and possibly revised annually thereafter.
3.3c	The Office of Assessment computes the percentage of students in the graduating class of 2015 who have completed at least 6 hours of experiential learning by graduation date.	Report to faculty by Spring 2015 and annually thereafter.

OBJECTIVE 3.4: Integrate doctrinal and experiential learning by exploring the feasibility of developing a capstone course that blends theory and practice in the third year.

No.	Action Plans	Key Performance Indicators
3.4a	The Curriculum Committee will explore the feasibility of developing a capstone course that integrates doctrine and skills. This study will explore the impact of a new capstone course on the curriculum, assess whether this would be an elective course, and how the course would differ from Texas Practice.	Report to the faculty by Spring 2015 regarding the feasibility of creating a capstone course and its impact on the curriculum.



Goal 3. Student Enhancement - Experiential Learning Program

OBJECTIVE 3.5: Increase experiential learning opportunities.

No.	Action Plans	Key Performance Indicators
3.5a	The Director of Experiential Learning to work with the Clinic Director, faculty at-large, alumni, members of the bar, and judiciary to create experiential learning opportunities for students.	Report of experiential learning opportunities by Spring 2015 and annually thereafter.

OBJECTIVE 3.6: Encourage scholarship that focuses on the role of experiential learning and promotes TMSL as a national leader in the area.

No.	Action Plans	Key Performance Indicators
3.6a	The Office of the Dean will support attendance at experiential conferences, and membership in national experiential organizations.	Participation in experiential conferences and memberships in national organization increase significantly.

OBJECTIVE 3.7: Continue to further collaborations with the practicing bar to increase our understanding of the competencies needed in modern day practice and to identify current practice fundamentals and trends.

No.	Action Plans	Key Performance Indicators
3.7a	Experiential Learning networks with professionals, associations, individuals, and agencies and enlist their cooperation in training, mentoring, and hiring our students.	List of documented networking opportunities by Spring 2015 and annually thereafter.
3.7b	Survey comments and feedback from partners about the effectiveness of the collaborations. Have a retreat every two years that includes partners in an effort to assist us in the evaluation of the effectiveness of our programs.	Survey Results reported to the faculty by Fall 2015 and first retreat held during the 2015-16 academic year.

Goal 3. Student Enhancement - Experiential Learning Program



No.	Action Plans	Key Performance Indicators
3.7c	Invite qualified members of the bar, including the Blue Ribbon Committee and alumni board, to serve on <i>ad hoc</i> committee related to the enhancement of the experiential learning program.	<i>Ad hoc</i> committee created by Spring 2015.
3.7d	Invite qualified members of the bar and judiciary to serve as advocacy coaches and adjuncts, thereby forging networks with students and members of the profession that can serve to ease the transition from law school graduate to new professional. Invite qualified members of the bar and other stakeholders to draft initiatives that support students post-graduation and post-bar.	List of participants and networking opportunities by Spring 2015 and annually thereafter.

OBJECTIVE 3.8: Ensure that the experiential learning opportunities help the students' development as professionals and prepare them for the modern law practice.

No.	Action Plans	Key Performance Indicators
3.8a	The Director of Experiential Learning annually surveys recent graduates regarding their perspectives on how effectively their experiential learning opportunities helped to develop their professional identities and taught them the beginning competencies of the legal profession. Annually survey employers regarding their perspectives of the client- and practice-readiness of our graduates and their perspectives of the preparation of our graduates.	Annual survey results by Spring 2015 and annually thereafter.



Goal 4. Student Enhancement - Bar Passage

STRATEGIC PLAN GOAL 4: STUDENT ENHANCEMENT - BAR PASSAGE

TMSL graduates will pass bar exams at a rate that satisfies an ABA Accreditation Standard, and our emphasis will be on satisfying an accreditation standard applicable to first-time takers.

A. REFLECTING

The Law School must achieve a specific bar-passage rate in order to satisfy at least one of the alternative accreditation standards of the American Bar Association. Meeting or exceeding the ABA standard demonstrates that the Law School is meeting its charter objective of promoting diversity in legal education and in the legal profession by producing graduates who meet or exceed the minimum standards to practice law.

In addition, bar outcomes significantly affect the reputation of the TMSL, the placement of its graduates, and the support of alumni. Input from a 2013 Alumni Survey, TMSL's Blue Ribbon Committee, and the legal community confirms the bar-passage rate affects the academic reputation of the Law School and should be addressed as an integrated part of our curriculum objectives. As such, the Law School has identified bar passage as a stand-alone strategic goal and will take an aggressive and proactive stance on the issue of bar exam performance.

1. Recent Improvements in Bar Passage

In recent years, the Law School has shown an encouraging upward trend toward of our bar-passage rate for first-time takers. In July 2013, we reached a milestone 79.23% pass rate for first-time takers on the Texas Bar Exam. **Table 4-1** shows the Law School's first-time pass rate for the past four years. The Law School has a four-year combined average first-time pass rate of 70.15%.

**TABLE 4-1
BAR PASSAGE RATES**

Year	Month	Rate	Number of First Time Takers	Number Passed	Number Failed	Yearly Pass Rate
2013	July	79.2	130	103	27	77.5
	Feb	66.7	21	14	7	

Goal 4. Student Enhancement - Bar Passage



**TABLE 4-1
BAR PASSAGE RATES (Cont'd)**

Year	Month	Rate	Number of First Time Takers	Number Passed	Number Failed	Yearly Pass Rate
2012	July	64.8	142	92	50	62.5
	Feb	44.4	18	8	10	
2011	July	66.7	114	76	38	67.9
	Feb	76.5	17	13	4	
2010	July	75.8	99	75	24	72.7
	Feb	62.1	29	18	11	
Total/Average						70.15

In addition, statistics submitted to the Texas Legislative Budget Board for TMSL's annual ABEST¹ report show that, on average, between 80-90% of TMSL graduates who sit for the Texas Bar pass the exam within one year of their graduation. **Tables 4-2** and **4-3** present the bar-passage rates for one year out from graduation for the entering classes from 2007 through 2009.

**TABLE 4-2
TEXAS LEGISLATIVE BUDGET BOARD ABEST REPORT
TMSL GRADUATES' TEXAS BAR-PASSAGE RATES: ONE YEAR OUT FROM GRADUATION**

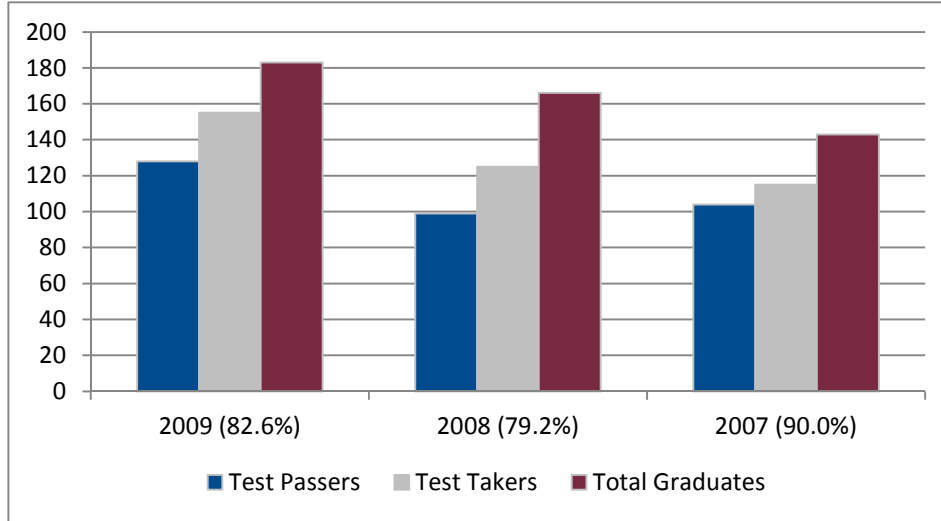
Entering Class	Test Passers	Test Takers	Total Graduates
2009	128	155	183
2008	99	125	166
2007	104	115	143

¹ ABEST report.



Goal 4. Student Enhancement - Bar Passage

TABLE 4-3
TEXAS LEGISLATIVE BUDGET BOARD ABEST REPORT
TMSL GRADUATES' TEXAS BAR-PASSAGE RATES: ONE YEAR OUT FROM GRADUATION



These data indicate that the Law School’s significant efforts over the past seven years towards improving bar passage are beginning to yield positive results.

2. Resources and Initiatives

Currently, the Law School allocates approximately 25% of its total discretionary annual revenue, which ranges from \$1,000,000 to \$1,200,000, to maintain strong curriculum and academic support programs. The Academic Support department offers learning interventions and skills training throughout the TMSL curriculum. In the last six years, the program has grown considerably. The current program includes an Assistant Dean and three instructors who teach courses in the elective bar-readiness curriculum, facilitate skills training sessions, and work closely with the students as bar coaches.

TMSL’s integrated approach to prepare students for the bar exam involves frequent collaborations between the Office of Academic Support, the Center for Legal Pedagogy, and the Office of Assessment. Academic Support works closely with these departments, commercial vendors, and the faculty to ensure that students are developing the skills, competencies, and content knowledge required for successful performance on the bar.

These efforts notwithstanding, the Law School recognizes that it faces some formidable challenges to reach and sustain its bar-passage goals.



3. Historical Challenges with Bar Passage

The most significant challenge in reaching our bar-passage goal relates to our mission as reflected in our retention and recruitment strategies. The majority of our students have LSAT scores in the last quartile compared to the approximately 2,000 students who annually enter other Texas law schools. The literature suggests a strong correlation between LSAT score and law school GPA and bar passage. In view of the composition of our entering classes, we face substantial difficulties in sustaining a 75% bar-passage-rate for first-time takers, even with our offering academic remediation and skills training.

The Law School's historical bar-passage rate has ranked in the bottom percentile when compared to other Texas Schools. For the reporting period 2000-2014, the Law School's annual bar-passage rate was 11 percentage points below the state average pass rate for Texas law schools. This ranking must be viewed through the lens of comparative entry data that might forecast an even greater difference in bar-passage outcomes. Viewed from this perspective and the contribution we make in diversifying the profession and reaching underserved populations, TMSL graduates do exceedingly well. TMSL is committed to fostering an environment of heightened intellectual challenge and excellence, while continuing its all-out effort to increase and sustain its bar passage.

In connection with our Charter and mission, the Law School faces the challenge of identifying the best predictors for success on a state bar exam. As compared to other ABA law schools, our students are concentrated in a generally homogeneous LSAT score percentile and admission index.

Accordingly, we continue to investigate, whether there are other useful factors that alone, or in combination with LSAT or UGPA, or both, can serve as reliable predictors of bar exam success. We must also continue to find ways to teach substantive knowledge to develop the skills of students who we determine from the identified predictors are at-risk of not passing the bar. The implications of meeting a challenge of this magnitude extend beyond the bar outcomes for the Law School, and carve a unique opportunity for the Law School's scholars to contribute to the current scholarship on the predictors for bar exam success.

Another challenge to meeting our bar-passage goal relates to our current policy which allows students who complete summer academic courses to accelerate their coursework and sit for the bar exam in less than three years. The acceleration policy is consistent with Texas policy that allows students, who have completed 86 of the 90 hours required for graduation from any Texas law school to register and sit for the February exam. Traditionally, the bar-passage rate for all Texas law schools is substantially lower in February. TMSL data also shows that the cohort of TMSL graduates who accelerate graduation are statistically less likely to pass the bar in February. We do not have in place policies to deter at-risk students with law school GPA's below 2.9 from accelerating their graduation. Every failure on the February bar exam—by an accelerated graduate—runs the risk of disproportionately impacting the Law School's first-time bar-passage rate.



Goal 4. Student Enhancement - Bar Passage

B. MOVING FORWARD

We continue to devote resources and expertise to developing policies and programs that support our efforts to achieve a consistently high bar-passage rate. We accordingly have placed improved bar passage as a goal in our Strategic Plan. In the following sections are the objectives, action plans, and key performance indicators we will implement to meet our bar-passage goal.



STRATEGIC PLAN GOAL 4: STUDENT ENHANCEMENT – BAR PASSAGE

TMSL graduates will pass the bar exams at a rate that satisfies an ABA Accreditation Standard, and our emphasis will be on satisfying an accreditation standard applicable to first-time takers.

OBJECTIVES

- 4.1 Continue to identify the legal knowledge, analytical skills, and core competencies tested on state licensing examinations, and evaluate the degree to which the knowledge, skills, and competencies are being taught in the legal education program.
- 4.2 Based on the findings of the report of bar-exam competencies described in Objective 4.1, Academic Support, and the Center for Legal Pedagogy in collaboration with the Curriculum Committee will develop programs and interventions addressing the skills and competencies not fully covered in the core curriculum.
- 4.3 Review current graduation requirements and current academic policies and procedures and formulate a policy that will deter early graduation for at-risk students.
- 4.4 Provide early counseling for rising 2Ls and 3Ls on bar readiness.
- 4.5 Continue to monitor the academic performance of at-risk students.



Goal 4. Student Enhancement - Bar Passage

OBJECTIVE 4.1: Continue to identify the legal knowledge, analytical skills, and core competencies tested on state licensing examinations, and evaluate the degree to which the knowledge, skills, and competencies are being taught in the legal education program.

No.	Action Plans	Key Performance Indicators
4.1a	The Office of the Dean conducts a review of the format and content of the Texas Bar-exam. Examine released questions and identify frequently tested areas.	Bar-exam core competencies and content knowledge identified by no later than December 2014.
4.1b	The Office of the Dean cross references bar-exam competencies tested in Texas with the learning outcomes of the required core courses.	Report that compares bar-exam core competencies with the learning outcomes of the required core courses submitted to the Curriculum Committee by the end of May 2015. Curriculum Committee recommendations to the Faculty by Fall 2015, and reviewed annually thereafter.
4.1c	Based on the report of the bar-exam competencies, the Center for Legal Pedagogy will work with the Curriculum Committee and the Office of Assessment to develop and implement preliminary tools to identify how these competencies are currently covered in the program of legal education. The preliminary tools could include faculty self-audits and faculty and student surveys.	Development and implementation of preliminary tools by Fall 2015.
4.1d	The Curriculum Committee will make recommendations to the faculty by the end of the Fall 2015.	Recommendations prepared by Committee by Fall 2015.
4.1e	Advanced Bar, Bar Essay, MPT, and Texas Practice courses will be updated, as necessary, to add or emphasize areas of required bar-exam competency not sufficiently captured in the program of legal education.	Modified syllabi to be submitted to Associate Dean for Academic Affairs by Spring 2016.

Goal 4. Student Enhancement - Bar Passage



OBJECTIVE 4.2: Based on the findings of the report of bar-exam competencies described in Objective 4.1, Academic Support and the Center for Legal Pedagogy in collaboration with the Curriculum Committee will develop programs and interventions addressing the skills and competencies not fully covered in the core curriculum.

No.	Action Plans	Key Performance Indicators
4.2a	Academic Support and Center for Legal Pedagogy will analyze the findings of the report and prepare recommendations to implement additional programs and interventions.	Report with recommendations to be submitted to the Curriculum Committee by Spring 2016.

OBJECTIVE 4.3: Review current graduation requirements and current academic policies and procedures and formulate a policy that will deter early graduation for at-risk students.

No.	Action Plans	Key Performance Indicators
4.3a	Academic Standards Committee and the Office of the Dean will develop a policy that deters early graduation for at-risk students, absent convincing proof of bar exam and practice readiness.	Report of the policy and procedures that deter early graduation for at-risk students to be presented to the faculty in Spring 2015.

OBJECTIVE 4.4: Provide early counseling for rising 2Ls and 3Ls on Bar Readiness.

No.	Action Plans	Key Performance Indicators
4.4a	Academic Support, in collaboration with Career Services and Financial Aid, will offer to the Class of 2016, a trial "2L Bar-Readiness Orientation." The orientation will provide students with registration information on registration for the state bar exams, financial options to pay for a commercial bar-exam preparation course, and options available to pay for living expenses during the bridge period between graduation and taking a bar examination.	"2L Bar-Readiness Orientation" implemented by Fall 2015.



Goal 4. Student Enhancement - Bar Passage

No.	Action Plans	Key Performance Indicators
4.4b	Academic Support in collaboration with Admissions and Financial Aid will offer to the Class of 2015, at the beginning of the Fall Semester in 2015, a trial "3L Orientation Program," consisting of Bar-exam Practice Readiness assessment for each 3L student and information on financial options available to pay for a commercial bar exam preparation course and living expense during the bridge period between graduation and taking a bar examination. Thereafter, and upon review of its effectiveness, the program will be offered to 3L students, 2015-18.	Trial "3L Orientation Program" offered in the Fall of 2014. Thereafter, the Office of Assessment will create a survey and a protocol for measuring the effectiveness of the orientation.

OBJECTIVE 4.5: Continue to monitor the academic performance of at-risk students.

No.	Action Plans	Key Performance Indicators
4.5a	The Office of the Dean and the Academic Standards Committee will evaluate alternatives and summer interventions for rising 2L students who are at-risk for academic dismissal.	Report and recommendations to be submitted to the faculty by Spring 2015.





Goal 5. Student Enhancement - Employment and Career Opportunities

STRATEGIC PLAN GOAL 5: STUDENT ENHANCEMENT - EMPLOYMENT AND CAREER OPPORTUNITIES

Work in partnership with students, graduates, and the profession to assist students in attaining their preferred career opportunity within a reasonable time after graduation.

The Thurgood Marshall School of Law acknowledges its role in assisting graduates' attainment of meaningful legal employment opportunities. We remain committed to enhancing our students' employment options through continuing relevant data collection and reporting; responsiveness to the strengths and needs of our student body; and partnership with members of the profession. We will continue to develop programs to provide us a data-driven picture of what our graduates do after graduation; what skills our graduates need most for career success; who are our most promising prospective employers within the legal community; and what those employers most want from new lawyers.

A. REFLECTING

1. Collecting Meaningful Employment Data

Currently the ABA, in the exercise of its accreditation authority, requires law schools to provide detailed initial employment data. Moreover, in 2014, the ABA updated its Protocol for Reviewing Law Graduate Employment Data and Statement of Procedures for Collecting, Maintaining, and Reporting Law Graduate Employment Data. The updates increase the scrutiny all law schools face when providing useful, accurate, accessible information about their student employment outcomes. The ABA focuses on the percentage of a law school's graduates who are employed long term—nine months after graduation—in a job which requires both a law degree and bar admission.

TMSL has lagged approximately three percentage points behind the national average for the most current three years (2011-13). The 2013 data found, for example, a 57% national employment rate based on these criteria, while our rate was 54%.

The ABA, however, does not currently require law schools to track, long-term, the employment rates of its graduates, and there is scant long-term data on employment rates. The "After the JD Study" is the current best national study of long-term employment patterns of law school graduates; however, the study excludes self-employed graduates from a school's reported employment outcomes. In part, the exclusion is because verifying the reports of graduates who describe themselves as self-employed is difficult, and it is also difficult to distinguish among the wide range of objective outcomes associated with self-employment in law.

Goal 5. Student Enhancement - Employment and Career Opportunities



Historically, a substantial percentage of TMSL graduates move almost immediately to solo practice or small firms, arrangements conventionally characterized as "self-employment." Thus, standard employment metrics fail to fairly capture the career outcomes of TMSL's graduates.

According to our CSO data, students who enter small firm arrangements have not been characterized as self-employed when reporting employment outcomes. TMSL conducts exit surveys to identify those entering solo practice upon graduation. Follow-up is conducted approximately eight months from graduation to update student employment profiles.

The Law School has agreed to participate in a national longitudinal study of employment of its graduates. The Study will be conducted by NALP, and will focus on collecting data on graduates' employment three years after leaving law school. The Study will begin with a survey of our 2011 graduates.

In addition to TMSL's participation in NALP's survey, it will continue to develop data collection and reporting methods tailored to the specific career opportunities and outcomes most relevant to our unique student body. Accordingly, TMSL intends to be at the forefront of law schools that are developing innovative ways to objectively measure career outcomes of self-employed attorneys.

2. Creating Profiles of Current Student Career Interests

Most students enter law school with specific professional goals. TMSL recognizes that many of its students pursue career paths not likely to lead to traditional, large-firm practice. Enhancing employment resources therefore requires a detailed picture of the career goals of current TMSL students.

Recent accomplishments in our career services area include use of Symplicity Career Services Management System to identify students' interests in various practice areas. Symplicity is a software database for tracking student employment data. We are currently beginning to develop an individualized profile on each TMSL student to track the student's interests prior to entering the first year of law school and again later after post-graduation.

Moving forward, TMSL will expand its efforts to develop accurate profiles of students' career interests. Determining what percentage of our student body aims for post-graduation employment in particular, areas and modes of practice will guide curriculum choices throughout the Law School. In the years ahead, TMSL also aims to match detailed practice-area profiles with the profiles of individual students, aligning student strengths and goals with TMSL's available curriculum and program elements, connecting them to potential employers in their practice areas of interest.

3. Identifying Employer Partners

Recent data indicate that large law firms are not hiring diversity candidates at a rate that would warrant optimism that a significant number of our graduating classes would be hired by such employers in the foreseeable future. Nevertheless, we continue to participate in programs designed to increase the likelihood of hiring by such firms, such as in the national Leadership Council on Diversity's First Year



Goal 5. Student Enhancement - Employment and Career Opportunities

Mentoring Program. These budding relationships, however, have not produced employment opportunities for a significant number of our students. As such, we continue to seek additional ways of advancing the careers of our graduates.

TMSL's improved bar-passage rate will likely provide opportunities to market our graduates to a wider range of prospective employers. We will design, execute, and assess a marketing campaign to capitalize on our growing bar-passage success.

Moving forward, TMSL will continue to expand our contacts with those firms and attorneys most likely to hire our graduates. We will identify prospective employers in our city, region, state, and nation that demonstrate an interest in our Law School and in hiring our graduates. By analyzing and tracking data on the factors we find correlate with our committed employer partners, TMSL will develop a list of predictive criteria for reaching out to future employers.

4. Identifying In-Demand Skills

A fiercely competitive legal market demands job candidates who are prepared to add value for employers and clients the moment they arrive on the job. In order to place TMSL graduates in desirable employment positions, the Law School must respond directly to the hiring needs of legal employers, particularly those identified as employer partners.

Recently, TMSL has sought to define what potential employers of TMSL graduates want most from new lawyers. The Law School has recently completed an alumni skills survey, and has evaluated similar surveys from the NCBE study, as well as from the "After the JD Study."

Moving forward, TMSL will continue assisting students find employment by generating a detailed profile of the knowledge and skills necessary to be a successful solo practitioner or small-firm lawyer—currently and in the years to come. The profiles will allow the Law School to assess whether its curriculum, experiential training, and collaborations with practicing attorneys will produce graduates who fit the job profiles.

5. Current and Former Student Information and Engagement

Institutional efforts to enlarge job prospects are effective only when students and alumni are engaged in the available programs and resources. Current students, occupied by the daily demands of law school life, often do not seek available career development assistance prior to graduation. Alumni, often at some distance from the Law School's campus, do not always take advantage of the career development support TMSL offers its graduates.

TMSL has addressed the utilization of job placement services in recent years by reaching out to TMSL graduates through the Symplicity Career Services Management System. With Symplicity, TMSL graduates can review job postings after graduation. TMSL graduates are encouraged to participate in resume review and career counseling, post-graduation, by telephone or email.

Goal 5. Student Enhancement - Employment and Career Opportunities



Moving forward, TMSL will further develop initiatives to better inform and engage its current and former students in the Law School's career development resources. The TMSL Office of Career Services, partnering with others in the TMSL community, will generate additional informational and promotional tools profiling particular legal practice areas and marketing the Office's many programs.

B. MOVING FORWARD

TMSL graduates, along with the graduates of most law schools, have recently faced a tough job market. Now more than ever, TMSL must equip its students with skills, knowledge, and experience that enable them to establish fulfilling, productive, and meaningful careers in the law. By pursuing the objectives, action items, and key performance indicators described in this section, TMSL will demonstrate its ongoing commitment to this important goal.



Goal 5. Student Enhancement - Employment and Career Opportunities

STRATEGIC PLAN GOAL 5: STUDENT ENHANCEMENT – EMPLOYMENT AND CAREER OPPORTUNITIES

Work in partnership with students, graduates, and the profession to assist students in attaining their preferred career opportunity within a reasonable time after graduation.

OBJECTIVES

- 5.1 Track and document the progress of students and recent graduates seeking and securing employment.
- 5.2 Create an *ad hoc* Career Services Committee to assist with and monitor the attainment of strategic plan goal.
- 5.3 Increase the quality and quantity of institutional contacts with prospective employers.
- 5.4 Assist students in evaluating the full range of career options based on their knowledge, skills, and experiences.
- 5.5 Identify in-demand skills.
- 5.6 Develop additional initiatives to inform current students and alumni in the Law School's career development resources, and engage them in using those resources.
- 5.7 Address collaboration between Career Services and faculty to prepare students for solo or private practice, or both.

Goal 5. Student Enhancement - Employment and Career Opportunities



OBJECTIVE 5.1: Track and document the progress of students and recent graduates seeking and securing employment.

No.	Action Plans	Key Performance Indicators
5.1a	The Law School will participate in the national longitudinal study of employment of its graduates conducted by NALP. The Study will begin with a survey of our 2011 graduates.	Study by Fall 2015.
5.1b	At the end of each academic year, Career Services, in collaboration with the Office of the Dean, will collect data and prepare a report to the Law School community on the employment of students and recent graduates during that year. Employment data will include descriptions of the nature of the employment secured by our students and recent graduates. Primary methods to capture data will include periodic face-to-face follow-ups with students and recent graduates and software database tracking through Symplicity.	Data reported to the Law School community for: 90% of current students and recent graduates, beginning with the class of 2014. Fifty percent of the three previous classes (2011, 2012, 2013).
5.1c	The Office of Assessment will establish templates and protocols to review underlying data, and confirm the accuracy of the reports.	Annual report to validate the accuracy of the data.

OBJECTIVE 5.2: Create an *ad hoc* Career Services Committee to assist with and monitor the attainment of strategic plan goal.

No.	Action Plans	Key Performance Indicators
5.2a	By the end of Spring 2015, the Dean will appoint and task an <i>ad hoc</i> Career Services Committee to review the study, draft a list of predictive criteria, useful for targeting future employer outreach, and to make recommendations.	<i>Ad hoc</i> committee will issue annual report with recommendations in Spring 2015 and annually thereafter.



Goal 5. Student Enhancement - Employment and Career Opportunities

OBJECTIVE 5.3: Increase the quality and quantity of institutional contacts with prospective employers.

No.	Action Plans	Key Performance Indicators
5.3a	By Spring 2015, Career Services and the Office of The Dean will draft a baseline study of the quantity and quality of the 2013-14 institutional contacts with prospective employers. We will: (a) Define criteria to evaluate quality of relationships with prospective employers; and (b) Organize existing data as of 2013-14 and establish systems for additional data collection.	Draft of baseline study developed by August 2015.
5.3b	By the end of Spring 2015, the Dean will task the <i>ad hoc</i> Career Services committee to review the study, draft a list of predictive criteria useful for targeting future employer outreach, and make recommendations.	List of predictive criteria and recommendations by August 2015 and annually thereafter.
5.3c	Career Services implements the initial recommendations based on predictive criteria and tracks whether students' quantitative and qualitative contacts with prospective employers have improved.	Report documenting implementation of the recommendations based on predictive criteria by Fall 2015, and annually thereafter.
5.3d	Assessment will review the implementation of the recommendations to determine whether there was an increase in the quality and quantity of institutional contacts, and the quality and quantity of employer engagements with our students and recent graduates	First annual implementation report to be submitted by August 2016 and yearly thereafter.

Goal 5. Student Enhancement - Employment and Career Opportunities



OBJECTIVE 5.4: Assist students in evaluating the full range of career options based on their knowledge, skills, and experiences.

No.	Action Plans	Key Performance Indicators
5.4a	Identify Career Services Office (CSO) personnel and resources needed to effectively implement the student profile program and provide qualified staff to counsel students based upon their interest in specified practice areas such as Public Interest Law, Corporate Law, and Judicial Clerkships.	Needs assessment report submitted by Spring 2015.
5.4b	Career Services Office works with students to expand current efforts to develop individual student profiles (in Symplicity) that will be used for various purposes such as to track student's progress towards meeting career goals. Data includes, but is not limited to, practice areas of interest, goals, resumes, reflections on professional development, and potential employer feedback.	Comprehensive tool to evaluate whether students make appropriate curricular choices given their stated professional goal by Spring 2015.
5.4c	Task the <i>ad hoc</i> Career Services Office committee, in collaboration with the CSO, to determine software application capabilities and reports required to confirm the appropriate data needed for full implementation.	A report that describes how the student profiles will be used, data and reporting requirements and maintenance of systems and files to be submitted by Spring 2015.
5.4d	In accordance with the Committee's report, Career Services Office (CSO) implements the requirements to maintain student profiles.	Documentation showing that profiles are executed and maintained to be submitted by Spring 2016.
5.4e	CSO in collaboration with Office of Student Affairs, and <i>ad hoc</i> Career Services Committee creates sessions wherein students would obtain guided practice in enhancing their ability to successfully conduct an electronic job search using tools such as Lexis-Nexis Martindale Hubble, Law Crossing, Indeed, and other electronic search engines.	Report on schedule of mandatory sessions by Spring 2015, and annually thereafter.
5.4f	CSO educates students on the requirements for a successful solo or private practice, or both, using results from the NALP study, creating a resource library, and conducting workshops.	Report on initiatives to assist students beginning Spring 2015, annually thereafter.



Goal 5. Student Enhancement - Employment and Career Opportunities

OBJECTIVE 5.5: Identify in-demand skills.

No.	Action Plans	Key Performance Indicators
5.5a	CSO continues to cultivate relationships with employers and diversity coordinators. The <i>ad hoc</i> Career Services Committee establishes an advisory group of law firm recruiters to mentor students and inform the Career Services Office of current hiring practices and priorities (in-demand skills).	Report by <i>ad hoc</i> committee on results of firm networking initiatives to be submitted by Spring 2015, and annually thereafter.
5.5b	Create a library of resources containing national reports and studies on current trends and practices in the legal profession.	Library of resources to be created by Fall 2015, and annually thereafter.

OBJECTIVE 5.6: Develop additional initiatives to current students and alumni in the Law School's career development resources, and engage them in using those resources.

No.	Action Plans	Key Performance Indicators
5.6a	CSO enhances marketing initiatives to connect students seeking law school internships, and graduates seeking employment with alumni working at the firms where career opportunities are being sought.	Report on marketing initiatives, both from alumni and firms, by Spring 2015, and annually thereafter.

Goal 5. Student Enhancement - Employment and Career Opportunities



OBJECTIVE 5.7: Address collaboration between Career Services and faculty to prepare students for solo or private practice, or both.

No.	Action Plans	Key Performance Indicators
5.7a	CSO, in collaboration with the Dean of Faculty Development, to identify courses in the curriculum that faculty can educate students regarding issues in solo and private practice.	Identification of interested faculty to collaborate with CSO each semester to identify possible curriculum approaches to better support students pursuing solo/private practice, beginning Spring 2015.



Goal 6. Faculty Enhancement and Marketing

STRATEGIC PLAN GOAL 6: FACULTY ENHANCEMENT AND MARKETING

TMSL faculty achieve measurable and critical learning outcomes with students; earn an excellent reputation for the quality, quantity, and influence on their research and scholarship; and engage in an array of community services.

A. REFLECTING

1. The Law School's Commitment to Teaching Excellence

TMSL acknowledges the immeasurable value of its faculty. Faculty members are committed not only to teaching but also to advancing the mission of the Law School through their scholarship and service in the community. The Law School historically has had committed teachers who have devoted their careers to preparing thousands of students from underserved and underrepresented communities for careers in the legal profession, ensuring that they are well-equipped to represent clients effectively.

In keeping with its historical mission, the Law School values an inclusive community and embraces and supports diversity among its students, faculty, and staff.

Also consistent with its mission, the Law School devotes significant institutional resources to enhance and assess teaching effectiveness, and to develop innovative teaching methods that take into account the evolving needs of the legal profession.

The Law School's commitment to teaching is also evident in faculty engagement with students. Teaching effectiveness and student learning through formative and summative assessments continues to be of paramount importance to the Law School's faculty, who collectively strive to bring innovative teaching techniques into the classroom.

The Law School is committed to continue its concerted efforts to maintain a faculty of excellent teachers dedicated to helping students develop the competencies needed to pass the bar and to succeed in the practice of law. The Law School will continue its efforts to hire candidates who embrace pioneering innovative and academically rigorous teaching methods, and who are excellent scholars.

To this end, the Law School is committed to ensuring that its faculty governance policy, standards for faculty hiring, retention, and incentives conform to national benchmarks and best practices.

2. Current Support and Promotion of Research and Scholarship Excellence

The Law School has made substantial progress towards building an infrastructure and culture of scholarship to attract scholars with local, regional, and national reputations. We have placed greater emphasis on financial incentives, programs and intellectual support for research and publication. For

Goal 6. Faculty Enhancement and Marketing



example, in 2006, the Law School established the TMSL Lecture Series, an internal scholarly forum for tenured faculty. That same year, the Law School resurrected the Quodlibet, an internal scholarly workshop for non-tenured faculty. These series have become the foundation for testing new scholarly forms and subsequent scholarly innovations.

Thereafter, the Law School began sponsoring internal forums for presenting and critiquing works in progress and celebrating scholarly accomplishments. Another support project, The New Scholars Writing Workshop was launched in 2012-13. The Writing Workshop is a program aimed at supporting Law School faculty with less than four years on the tenure track in their research and scholarship.

The Law School is emerging as a regional leader in scholarly engagement, nurturing scholarly production, particularly by scholars of color. In 2011, the Law School hosted the Lutie A. Lytle Writing Workshop for Black Women Law Faculty; and in 2014, the Southeast/Southwest People of Color Legal Scholarship Conference.

3. Highlighting Faculty Accomplishments and Fostering Collaborations and Community Engagement

TMSL has made significant strides in establish collaborations with other law schools. Faculty members have led and participated in seminars, symposia, and professional meetings across the country. For example, the Law School has engaged in a scholarly exchange with its sister law schools in Houston, spearheaded the formation of a new scholarly regional consortium—the Southern Central Association of Law Schools (SCALS); and established Scholars in Residence, establishing the Law School as a platform for solid scholarly contributions and as a launching pad for new scholarship by new and emerging scholars.

In addition, in recent years, the Law School's many faculty members have led and served on committees, delivered papers, and served as panelists in national and international legal academic organizations and institutions. Faculty also serves in leadership positions in regional and national legal academic organizations such as AALS executive committees, SEALS, and the board of the Legal Writing Institute; hence, the Law School has made tremendous progress in building a sustainable, organic, and innovative, and entrepreneurial scholarly culture.

TMSL and the University recognize these important faculty accomplishments. The University sponsors an annual event that profiles faculty achievements. In addition, in Spring 2011, TMSL published a scholarship brochure highlighting the faculty's achievements. The brochure was published and disseminated to external supporters. An electronic update of faculty scholarship was completed in 2014 and is posted on the TMSL's web page.

B. MOVING FORWARD

Moving forward, TMSL recognizes that in order to fully support the faculty in achieving the faculty excellence goal, a number of challenges must be addressed. One of the most important challenges



Goal 6. Faculty Enhancement and Marketing

relates to declining enrollment and its fiscal impact on the Law School's ability to laterally hire senior faculty. Challenges also remain with respect to satisfying the concerns of some faculty regarding teaching assignments and requiring that faculty members teach in an area outside of their preferred area of interest or expertise. For example, Lawyering Process professors hired to teach in that program because of their legal writing expertise have subsequently expressed interest in teaching in doctrinal areas. The Dean has reviewed a number of such requests over the last two years, and several of the requests have been honored. Allowing the legal writing professors to teach other courses has created the need to fill the vacant writing positions. TMSL has moved from relying on adjuncts to fill these vacancies to relying on permanent instructors with expertise in legal writing. Moving forward, TMSL will continue to explore viable alternatives to resolve this ongoing challenge.

Historically, TMSL faculty have been in the vanguard of student-focused teaching while producing cutting-edge scholarship. Today, more than ever, the school recognizes that classroom teaching is enhanced by the production of quality scholarship. Given the national explosion of experiential programs and the school's recent admission into the AALS, TMSL recognizes that it must sustain its current scholarly and pedagogical upward arc—and even extend it. Some faculty members, however, find it difficult to effectively meet the triple demands of teaching, scholarship, and service. These demands are increased by the teaching-intensive focus of the Law School, and in particular, by teaching a student population that possesses somewhat lower academic indicators.

Despite these challenges, TMSL has in recent years made impressive strides in cutting-edge scholarly production. Moving forward, the Law School will continue to ensure that the production of excellent scholarship remains as a predominant goal so that the current level of scholarly production is sustained. The Law School, however, recognizes that there are distinct challenges—not only in sustaining the current level, but also in encouraging greater production of “quality” scholarship, as defined under the Law School's Rank and Tenure rules. In the recent past, faculty has not reached a consensus on appropriate methods for determining whether scholarship has satisfied one or more of the institutional measures of “quality.” To sustain the upward momentum in the throes of sea changes in both the legal profession and legal academy, while maintaining its historical emphasis on cutting-edge, student-centered teaching, requires a careful evaluation and implementation of the strategic goal related to student learning. The Law School is mindful that periods of rapid change and transition are bound to cause challenges, but the school remains committed to meet these head-on.

One additional challenge is establishing a fair and systematic process of peer review. The Law School has lagged in effectively marketing the scholarly and teaching accomplishments of its faculty. Moving forward, it is fully committed to enhance marketing.

Another challenge is the greater production and recognition of faculty production of interdisciplinary research and scholarship.

Still another challenge is how to keep current on classroom technology innovations. We need to encourage use of technology by large numbers of the faculty. The technology challenge also includes creating and conducting classes online. Moving forward, the Law School will commit resources to advancing technology and exploring online and distance education.



STRATEGIC PLAN GOAL 6: FACULTY ENHANCEMENT AND MARKETING

TMSL faculty enjoy a well-deserved regional and national reputation for excellence in both teaching and scholarship.

OBJECTIVES

- 6.1 Continue to emphasize best practices in faculty hiring, including recruiting and competing nationally, while remaining mindful of TMSL's mission to maintain diversity, and the educational needs of students in the rapidly changing legal marketplace.
- 6.2 Create at least five new named Professorships in recognition of candidates who have demonstrated a history of continuing and noteworthy scholarship, as well as teaching excellence.
- 6.3 Conduct a benchmarking study to review TMSL's standards for faculty governance, criteria for faculty hiring, retention, incentives, and evaluation and determine whether current policies and rules are consistent with national best practices.
- 6.4 Prepare a curriculum map that identifies places in the curriculum where institutional outcomes are being taught and identifies gaps in the curriculum.
- 6.5 Collaborate to ensure that classroom teaching is in alignment with national best practices.
- 6.6 Continue to identify, evaluate, and provide faculty training on state of the art classroom technology.
- 6.7 Assess and adopt, where appropriate, the delivery of a trial number of JD degree courses online, and employ online courses for any LL.M program instituted.
- 6.8 Commit sufficient resources to assess annually the alignment between teaching assignments and the research and scholarly agendas of tenure-track faculty members.
- 6.9 Commit sufficient resources to meet agreed-upon level of "quality" research and scholarship that reflect national best practices and benchmarks.
- 6.10 Commit sufficient resources to encourage production of interdisciplinary research and scholarship.
- 6.11 Implement fair processes of peer review for both teaching and scholarship.



Goal 6. Faculty Enhancement and Marketing

OBJECTIVE 6.1: Continue to emphasize best practices in faculty hiring, including recruiting and competing nationally, while remaining mindful of the TMSL's mission to maintain diversity, and the educational needs of students in the rapidly changing legal marketplace.

No.	Action Plans	Key Performance Indicators
6.1a	The Office of The Dean, Faculty Appointments Committee, and faculty will annually assess faculty hiring needs and will institute, when warranted, a national recruiting campaign, that reflects best practices, while remaining mindful of our mission to maintain diversity and the specific educational needs of our students.	A report to be submitted by Spring 2015, and annually thereafter, by the Office of the Dean and Faculty Appointments Committee to the faculty describing efforts to implement the objective.

OBJECTIVE 6.2: Create at least five new named Professorships in recognition of candidates who have demonstrated a history of continuing and noteworthy scholarship, as well as teaching excellence.

No.	Action Plans	Key Performance Indicators
6.2a	The Office of The Dean, in collaboration with the Faculty Development Committee, and the Rank and Tenure Committee, will annually propose to the faculty at least one new named professorship for a candidate who meets the criteria.	At least one new named professorship will be instituted by 2015-16, and thereafter, until at least five new named professorships are instituted.

Goal 6. Faculty Enhancement and Marketing



OBJECTIVE 6.3: Conduct a benchmarking study to review TMSL’s standards for faculty governance, criteria for faculty hiring, retention, incentives, and evaluation, and determine whether or not current policies and rules are consistent with national best practices.

No.	Action Plans	Key Performance Indicators
6.3a	The Rank and Tenure Committee will consider outsourcing the preparation of the study to an outside consultant, such as Hanover Research.	Study to be completed by Fall 2015. Report to be submitted by Spring 2016.

OBJECTIVE 6.4: Prepare a curriculum map that identifies places in the curriculum where institutional outcomes are being taught and identifies gaps in the curriculum.

No.	Action Plans	Key Performance Indicators
6.4a	See Strategic Plan Objective 2.1, action plan 2.1.b. and accompanying KPI.	Report containing results of curriculum mapping project to be submitted to the faculty by Spring 2015.

OBJECTIVE 6.5: Collaborate to ensure that classroom teaching is in alignment with national best practices.

No.	Action Plans	Key Performance Indicators
6.5a	The Office of the Dean, in partnership with the Faculty Scholarship and Development Committee, Curriculum Committee, and Center for Pedagogy, will explore instituting peer teaching evaluations to foster teaching excellence. The pilot initiative will involve faculty volunteers.	Proposal for volunteer peer teaching evaluation project submitted by Spring 2015.
6.5b	The Office of the Dean and the Curriculum Committee will prepare a report for approval by the faculty that identifies teaching best practices utilizing the resources available	Report by Spring 2015.



Goal 6. Faculty Enhancement and Marketing

No.	Action Plans	Key Performance Indicators
	through our membership in the Educating Tomorrow's Lawyer consortium.	

OBJECTIVE 6.6: Continue to identify, evaluate, and provide faculty training on state-of-the-art classroom technology.

No.	Action Plans	Key Performance Indicators
6.6a	At the beginning of each academic year the Office of The Dean will prepare a proposal to the faculty of a technology plan that identifies the hardware, software, and training for that year.	Proposal to the faculty Fall 2015, and annually thereafter.

OBJECTIVE 6.7: Assess and adopt, where appropriate, the delivery of a trial number of JD degree courses on-line, and employ online courses for any LL.M. program instituted.

No.	Action Plans	Key Performance Indicators
6.7a	The Office of The Dean will annually prepare, at the beginning of the academic year, a proposal to the faculty, on current trends and best practices for use of online courses in legal education. The proposal may include one or more recommendations on the deployment of one or more online courses in the JD program, or in the recently approved LL.M program.	<p>A report to the faculty on best practices with respect to online courses to be submitted by Fall 2015, and annually thereafter.</p> <p>A report to the faculty describing the implementation of any online course and the effectiveness of that project to be submitted by Fall 2015, and annually thereafter.</p>

Goal 6. Faculty Enhancement and Marketing



OBJECTIVE 6.8: Commit sufficient resources to assess annually the alignment between teaching assignments and the research and scholarly agendas of tenure-track faculty members.

No.	Action Plans	Key Performance Indicators
6.8a	The Office of The Dean will meet, at the beginning of each academic year, with each member of the tenure-track faculty to reach consensus on the alignment between the faculty member's teaching assignments and the research and scholarly agendas of that person.	A record of the meeting with each faculty member to be submitted each Fall, beginning in 2014.

OBJECTIVE 6.9: Commit sufficient resources to meet agreed-upon level of "quality" research and scholarship that reflect national best practices and benchmarks.

No.	Action Plans	Key Performance Indicators
6.9a	The Office of The Dean and the Faculty Development Committee of the Law School will present in each Fall Semester a plan identifying the research and scholarship projects planned for the following year and the attendant support.	Report submitted beginning in Fall 2015, and annually thereafter evaluating scholarly production and whether the production improved over the last three years.

OBJECTIVE 6.10: Commit sufficient resources to encourage production of interdisciplinary research and scholarship.

No.	Action Plans	Key Performance Indicators
6.10a	The Faculty Development Committee and Earl Carl Institute will present in each Fall Semester a plan identifying the interdisciplinary research and scholarly projects planned for the following year and the attendant support.	Reports to be submitted each Fall, beginning 2014.



Goal 6. Faculty Enhancement and Marketing

OBJECTIVE 6.11: Implement fair processes of peer review for both teaching and scholarship.

No.	Action Plans	Key Performance Indicators
6.11a	Twice annually, the Office of The Dean, in collaboration with the Faculty Development Committee, will conduct workshops or forums to focus on developing a faculty consensus on what satisfies an institutional measurement of “quality” scholarship and excellent teaching.	Hold two annual workshops beginning Fall 2015.
6.11b	The Office of The Dean, in collaboration with the Rank and Tenure Committee, will report annually on peer review best practices, and peer review undertaken by the Committee.	Report on peer review best practices to be submitted each Fall, beginning in 2015.





Goal 7. Global Marketing and Community Engagement

STRATEGIC PLAN GOAL 7: GLOBAL MARKETING AND COMMUNITY ENGAGEMENT

Establish a widely respected TMSL brand.

A. REFLECTING

The Law School was established over six decades ago during a crucial period in American civil rights history. During this time, the school was the focal point of a legal challenge that resulted in a major Supreme Court decision involving equal protection and the quality of legal education. We proudly bear the name of Thurgood Marshall, whose distinguished career as a civil rights attorney, during turbulent times, was followed by his appointment to the United States Supreme Court.

In light of its beginning—steeped in segregation, it is ironic that for more than a decade, the Law School has been one of the most integrated in the country, and has significantly impacted the diversity of the nation's legal community. We are firmly established as one of the nation's most diverse law schools, ranking in each of the last 10 years among the top three law schools on a national index of diversity published by U.S. News and World Report. Today, TMSL ranks in the top five for law schools graduating African-American attorneys, as well as in the top 25 for the number of Hispanic graduates.

With increased legislative support and mission-driven programming, the Law School currently boasts an average annual enrollment of about 550 students and 41 faculty members from varied racial, ethnic, and cultural backgrounds.

TMSL continues to maintain its rich heritage as an institution of opportunity and inclusion for a diverse student population. With a multitude of success stories to our merit, TMSL continues to rise on standards of equality and excellence:

Our Reputation

The Law School has transformed the lives of many students throughout the United States and abroad. According to a recent report by Hanover Research, we are one of 15 law schools nationwide that has notably improved its reputation with lawyers and judges since 2012.

Our Mission. Our Vision. Our Values

TMSL is a law school of opportunity that attracts a diverse student body and faculty. The Law School continues to make an impact on urban communities. Our data show that many TMSL lawyers have developed legal practices that serve low-income clients and persons of moderate means.

Goal 7. Global Marketing and Community Engagement



Our Alumni

With only 5% of the total Texas law school enrollment, TMSL in the last five years has produced 43% of all of the newly-licensed African American attorneys graduating from Texas law schools. In 2011, we graduated our 1000th Hispanic-American. Our persistence in producing a substantial number of attorneys, judges, and public servants is an important achievement.

Our National Recognition

TMSL was admitted into the Association of American Law Schools (AALS) in January 2014. Admission to AALS signifies a national vote of confidence in the Law School's achievements.

Our Continued Success With Legal Services to Urban and Disenfranchised Communities

TMSL's Earl Carl Institute for Legal and Social Policy, Inc., offers solutions to issues that affect urban and disenfranchised communities. ECI has received national recognition for its success in leadership, research, and advocacy that addresses the problems of underserved communities.

Our Student Accomplishments

Our students continue to receive recognition for their participation and performance in legal writing competitions and other scholarly activities. In the last three years, our Mock Trial and Moot Court Teams have gained national recognition for the quality of their preparation and performance.

1. Challenges

TMSL's continual growth and astounding achievements over the years are a testament to its vision and leadership and the commitment of its faculty and staff. Despite its many accomplishments, however, the Law School has yet to achieve broad national visibility. We believe that not having broad national recognition is due in part to the fact that TMSL has yet to build a brand that proudly promotes its identity. A strong positive identity leads to a strong professional reputation among national institutions, the practicing bar, and the business community.

Developing a national reputation is even more important now because of the current environment in legal education. As law school applications continue to drop, competition among law schools for top students and faculty is becoming more intense.

TMSL's Blue Ribbon Committee and Alumni Board have made the following recommendations for strengthening the Law School's efforts in this area:

- Improve TMSL's image and reputation;
- Adopt more aggressive marketing strategies;
- Create better relationships with the legal community; and
- Energize the alumni base.



Goal 7. Global Marketing and Community Engagement

The Law School places tremendous importance on the input of its stakeholders. While it has yet to fully commit resources to meet the goal of successful branding, the school has the infrastructure in place to aggressively pursue that goal.

2. Office of Institutional Advancement

TMSL recently created the Office for Institutional Advancement (OIA) and hired a new assistant dean. The mission of this office is to collaborate with all members of the TMSL community, to promote the school's mission and cultivate strategic relationships, communicate the Law School's achievements and developments, and engage with the broader community to increase fundraising.

OIA has created a quarterly action plan that promotes the Law School's initiatives and programs. This action plan includes targeting major gift donors, crafting a prospective donor portfolio, and promoting the Law School through radio and TV broadcasts and print publications.

In collaboration with the Office of External Affairs, OIA is making significant progress in enhancing TMSL's visibility in the legal community.

The Law School is also aware that its brand will be significantly strengthened through its relationships with alumni. Alumni provide support to the Law School in funding, mentorships, and enhancing the profile of the Law School in the local and national community. To this end, the Law School will continue its collaborations with alumni by increasing outreach efforts and building stronger relationships. The Law School's commitment to alumni collaborations is reflected in its continuing support to the Office of External Affairs (OEA).

3. Office of External Affairs

The Office of External Affairs (OEA) plays a vital role in increasing the visibility of the Law School through its connections with alumni, friends, and the greater community. OEA produces TMSL's monthly publication *Thurgood Today*, provides continuing legal education through its Center for CLE, engages with alumni, and solicits annual giving. Its primary strategic goal is to promote alumni engagement and support the Law School's fundraising efforts.

The CLE programs offered through the Center for Continuing Legal Education strengthen collaborations between the Law School, TMSL alumni, and the greater Houston community. The CLE programs also educate the greater community on critical legal issues—particularly those issues that impact underserved communities. CLE programs also provide an opportunity for additional law school community outreach. Furthermore, OEA participates in advancing the mission of the Law School through its fundraising and efforts to ensure that alumni are recognized nationally for their accomplishments.

Goal 7. Global Marketing and Community Engagement



B. MOVING FORWARD

Moving forward, the Law School will continue to build on the marketing efforts and commit substantial resources to develop and promote its brand and identity. The Law School also intends to strengthen its relationships with the local community. OIA and OEA will continue to collaborate with other TMSL departments, the University, alumni, and all TMSL constituents to maximize the Law School's exposure and to establish its brand.

Among key targeted projects is the creation of media resources to better profile the faculty, promote faculty scholarship, and broaden and deepen the involvement of the faculty with members of the community. The Law School will also commit resources to an aggressive fundraising campaign that includes outreach to potential donors, cultivating its relationship with current donors, and increasing the Law School's visibility through its fundraising efforts.

OEA will also continue to expand its outreach to alumni and increase alumni fundraising efforts. OEA will also continue to sponsor CLEs that provide resources for those who work with underserved populations and thereby advance our mission. The Law School recognizes that an increase in gifts to establish endowed scholarships and professorships is essential for attracting high-quality students and excellent faculty. OEA will step up its fundraising efforts towards the "*Foundation for the Future Endowment Fund.*"

The following objectives, action plans and key performance indicators support the Law School's effort to strengthen its brand and enhance its relationships with the community.



Goal 7. Global Marketing and Community Engagement

STRATEGIC PLAN GOAL 7: GLOBAL MARKETING AND COMMUNITY ENGAGEMENT

Establish a widely respected TMSL brand.

OBJECTIVES

- 7.1 Develop the TMSL brand to promote our mission, values, and programs so that we can attract and retain the best and brightest students and faculty from across the city, state, and nation.
- 7.2 Work to promote and publicize the scholarship, expertise, and achievements of TMSL faculty and students.
- 7.3 Increase the involvement of TMSL faculty and students with TMSL's external community.
- 7.4 Expand fundraising initiatives targeted at community partners, government entities, and grant funding sources.
- 7.5 Encourage alumni support for and participation in TMSL programs.
- 7.6 Increase community outreach by providing professional development for TMSL alumni and the greater legal community.
- 7.7 Increase financial support to TMSL students and programs.
- 7.8 Promote the profile of TMSL by engaging our alumni and advertising our successes.

Goal 7. Global Marketing and Community Engagement



OBJECTIVE 7.1: Develop the TMSL brand to promote our mission, values, and programs so that we can attract and retain the best and brightest students and faculty from across the city, state, and nation.

No.	Action Plans	Key Performance Indicators
7.1a	The Office of Institutional Advancement and the Office of the Dean will create a plan for branding the Law School with terms emphasizing the institution's history and strengths. We will work with an outside consultant to develop a consensus on the Law School's "brand."	Consultant to be identified by Spring 2015.
7.1b	The Office of Institutional Advancement, the Office of Admissions, and the Office of the Dean will develop the current "10 Top Reasons Plan" marketing materials into a comprehensive marketing campaign, including TMSL weblinks and webpages, brochures, flyers for campaign solicitations, electronic and hard-copy mail distribution (via email and postal service mail), event displays, and fund proposal inserts.	Plan with dates for various aspects of marketing campaign to be developed by Fall 2015.

OBJECTIVE 7.2: Work to promote and publicize the scholarship, expertise, and achievements of TMSL faculty and students.

No.	Action Plans	Key Performance Indicators
7.2a	The Office of Institutional Advancement will work to update TMSL's website to reflect the new TMSL brand and provide additional websites and links for TMSL's departments and organizations.	Updated website will be operational by Fall 2015.
7.2b	The Office of Institutional Advancement will collaborate with faculty and student organizations to produce media kits that contain information on scholarship, expertise, and achievements.	Media kits project completed by Fall 2015.
7.2c	The Office of Institutional Advancement will research local and national media outlets to identify venues in which to promote media participation by TMSL faculty, students, and alumni.	A report on media outlets by Fall 2014.



Goal 7. Global Marketing and Community Engagement

No.	Action Plans	Key Performance Indicators
7.2d	The Office of Institutional Advancement, using the report on media outlets, will develop a plan to inform academic and broader audiences about faculty scholarship. The plan will support increases both in the number of invited presentations by TMSL faculty at other institutions and in the number of visitors to the Law School to make scholarly presentations	Written plan with goals and objectives to be developed by Spring 2015.
7.2e	The Office of Institutional Advancement will collaborate with TMSL technology department to increase TMSL's online web presence. The online presence will include a single online "TMSL Multimedia" website portal that houses a Media Spotlight section and has a "TMSL YouTube Channel" (link) to provide ready access to the academic life of the Law School.	Website portal and YouTube channel in place by Fall 2016.
7.2f	The Office of Institutional Advancement will provide media training and coaching so that TMSL faculty and staff are prepared for media interviews.	Quarterly coaching sessions beginning Spring 2015.

OBJECTIVE 7.3: Increase the involvement of TMSL faculty and students with TMSL's external community.

No.	Action Plans	Key Performance Indicators
7.3a	The Office of Institutional Advancement and the Office of External Affairs will work to increase participation by faculty in alumni-sponsored events, Law School sponsored CLEs, and pro bono volunteer services for nonprofit and civic groups.	Plan for enhancing involvement to be developed by Fall 2014.
7.3b	The Office of Institutional Advancement will assess the effectiveness of our programs for improving faculty and student outreach and create evaluation forms and surveys to be completed by external partners at the close of each event or program.	Office of Assessment will establish protocols for assessing community outreach efforts by Spring 2015, or after written plan has been completed.

Goal 7. Global Marketing and Community Engagement



No.	Action Plans	Key Performance Indicators
7.3c	The Office of Institutional Advancement will recognize the contributions of our community partners by naming them on posters at events, by sending letters of acknowledgment and appreciations, and by hosting annual receptions for major contributors and sponsors of the Law School programs.	Protocols for letter-writing project to be in place by Spring 2015. One reception held annually beginning Spring 2015, and annually thereafter.

OBJECTIVE 7.4: Expand fundraising initiatives targeted at community partners, government entities, and grant funding sources.

No.	Action Plans	Key Performance Indicators
7.4a	The Office of Institutional Advancement will collaborate with the Office of the Dean and the TSU Government Affairs Office to work with local, state, and federal elected officials to pursue additional funding for TMSL and the law school's programs.	Proposal to secure government sponsored funding to be submitted by Spring 2015.
7.4b	In collaboration with the Office of the Dean and the Office of Alumni and External Affairs, The Office of Institutional Advancement will expand the fundraising travel so that visits may be made to cultivate relationships with existing and potential donors.	Proposal and budget for travel to be submitted to Office of the Dean by Fall 2014.

OBJECTIVE 7.5: Encourage alumni support for and participation in TMSL programs.

No.	Action Plans	Key Performance Indicators
7.5a	The Office of External Affairs will assist alumni in establishing additional regional clubs (two clubs).	The number of newly active alumni participating in our programs increases by 5% by Fall 2015.



Goal 7. Global Marketing and Community Engagement

No.	Action Plans	Key Performance Indicators
7.5b	The Office of External Affairs will work to increase active participation by alumni in TMSL programs.	List of additional opportunities for active participation created by Spring 2015, and annually thereafter.
7.5c	The Office of External Affairs will work to increase alumni participation in Class Reunion and Homecoming events.	Annual list of alumni participants at TMSL's events indicating percentage of increase in participation.

OBJECTIVE 7.6: Increase community outreach by providing professional development for TMSL alumni and the greater legal community.

No.	Action Plans	Key Performance Indicators
7.6a	The Office of External Affairs will work to increase attendance in CLE programs.	List of alumni participants, and assessment of survey outcomes prepared each Spring, beginning 2015.
7.6b	The Office of External Affairs will work to increase revenues generated by CLE courses.	Report on increased revenues each Spring beginning 2015.
7.6c	The Office of External Affairs will work to provide additional CLE course methods (i.e. video and online courses). Offer all courses via videotape and three courses online.	Report on additional course methods provided each Spring beginning 2015.

Goal 7. Global Marketing and Community Engagement



OBJECTIVE 7.7: Increase financial support to TMSL students and programs.

No.	Action Plans	Key Performance Indicators
7.7a	The Office of External Affairs will partner with TMSL alumni to generate increased annual giving.	Report on increased fundraising goal by Spring 2015, and annually thereafter.
7.7b	The Office of External Affairs will work to increase the number of personal visitations to at least two alumni per month.	Report on increased number of visits by alumni by Spring 2015, and annually thereafter.
7.7c	The Office of External Affairs will work to increase Annual Fund Campaign marketing.	Report on increased annual fund marketing campaign by Spring 2015, and annually thereafter.



Goal 7. Global Marketing and Community Engagement

OBJECTIVE 7.8: Promote the profile of TMSL by engaging our alumni and advertising our successes.

No.	Action Plans	Key Performance Indicators
7.8a	The Office of External Affairs will increase TMSL visibility by forming collaborations with legal organizations.	Report indicating an increase of at least 5% of activity and followers on TMSL social media annually beginning Spring 2015, and thereafter.
7.8b	The Office of External Affairs, in collaboration with the IT Department, will create improved web presence by making pages more appealing and the site more user friendly.	Enhanced web presence by Fall 2015.
7.8c	The Office of External Affairs will increase positive media coverage about TMSL, faculty, students, and alumni on its monthly publication <i>Thurgood Today</i> , and through other announcements.	Report showing Increased positive media coverage about TMSL, TMSL Alumni, faculty, and students by Spring 2015, and annually thereafter.
7.8d	The Office of External Affairs will work to increase alumni communications and will publish current alumni directories.	Report by Spring 2015, and annually thereafter.
7.8e	The Office of External Affairs will create and publish an alumni magazine.	Alumni magazine by Fall 2015.





Goal 8. Infrastructure - Law School Facility, Law Library, Technology, Other Support Services

STRATEGIC PLAN GOAL 8: INFRASTRUCTURE – LAW SCHOOL FACILITY, LAW LIBRARY, TECHNOLOGY, AND OTHER SUPPORT SERVICES

TMSL infrastructure and support systems enable the school to fulfill the objectives in the Strategic Plan.

The Law School will innovate and commit resources to new curricular activities and programs to fully prepare students for 21st Century lawyering. The new curricular programs, however, require state-of-the-art technology, adequate facilities, and a library that can serve as the center for learning for the Law School and the community.

A. REFLECTING

During the past ten years, the Law School has made great progress in expanding and remodeling its facility, growing its technology, and maintaining a library that can fully support the needs of the Law School. Challenges remain, but the Law School is committed to having a state-of-the-art facility to support its program of legal education.

1. Law School Facility

Since 1976, the Law School building has undergone a series of renovations. The most recent renovation in 2004 resulted in 10,000 square feet of additional classroom space. A first floor clinic suite was added for more efficient client access. The infrastructure was updated, allowing the installation of technological instructional aids in classrooms and throughout the building. The Law Library was enlarged by more than 5,617 square feet, more administration and faculty offices were added, and additional restrooms were installed. As a result of all these innovations, the Law School's instructional technology was substantially improved.

Most recently, during the last two years the Law School has completed remodeling and installations, as follows:

- Signage –Directional signs, photographs of significant individuals with motivational adages; and TSU logos with color to match the main campus (increasing connection to University);
- Television monitors;
- Upgrades to classrooms with items such as, podium monitors and touch screens;
- Overflow rooms (202 and 203) to accommodate more individuals than rooms 105, 106, 107 can accommodate and equipped to provide real-time communication;
- New furniture;

Goal 8. Infrastructure - Law School Facility, Law Library, Technology, Other Support Services



- New student commons equipped with a secured entrance, four meeting rooms, eight televisions, Apple and Comcast TV, tables, and comfortable seating.
- Updated security, including more cameras and surveillance; and
- Clinic renovations, including a multipurpose conference room, six workstations for students, storage and file space, and exterior windows to ensure clients' confidentiality.

As the Law School continues to grow, and despite the renovations and installations, even more space is necessary. Ample space is needed to meet the demands of a student-focused program of legal education and to accommodate the demands of the experiential learning program.

2. Law Library

The mission of the Library is to promote excellence in academic achievement. The library helps strengthen the academic and professional skills of students and faculty by supporting the Law School curriculum, programs, and organizations through the integration of technology. The law library creates a supportive environment of learning, scholarship, and exposure to innovative research products and techniques.

The primary objective of TMSL's Collection Development Policy is to grow and maintain the library collection to support the direction of the law school curriculum and the research interests of faculty and other users. The library policy provides guidelines for developing, maintaining, and monitoring the major components of the current core collection, subject concentrations, and the special collection. One of the key principles of this policy is to ensure that the collection supports teaching, scholarship, and research needs of the faculty and student body. The policy also reflects review of and compliance with collection requirements promulgated by the American Bar Association's Standards for Approval of Law Schools and the Association of American Law School's Executive Committee Regulations.

The Law Library has a strong record of effective use of its resources. The Library has initiated and sustains support programs for the faculty's teaching and research efforts. The August 2012 leadership retreat identified the quality of the collection as being one of the Library's strengths; the Law School nonetheless plans to expand the Law Library's collection of basic materials and increase its collection of more specialized and advanced materials. The Law Library also maintains, and will expand, its collection of scholarly non-legal titles related to subject matter concentrations. It will continue to expand the availability of resources which best fit the Law School's research needs. The Library will, for example, expand its resources on Immigration Law to support the Law School's proposed LLM program.



Goal 8. Infrastructure - Law School Facility, Law Library, Technology, Other Support Services

Table 8-1 presents the expenditures for library materials and salaries.

**TABLE 8-1
LIBRARY EXPENDITURES**

FY	Total Expended on Library Materials	% Change from previous year	\$ Change from previous year	Salaries	Total Expended	% Change from previous year	\$ Change from previous year
2008	\$ 1,003,155.00	--	--	\$ 1,099,477.00	\$ 2,102,632.00	--	--
2009	\$ 1,264,660.00	26.07%	\$ 261,505.00	\$ 1,110,804.00	\$ 2,375,464.00	12.98%	\$ 272,832.00
2010	\$ 1,140,513.00	(9.82%)	\$(124,147.00)	\$ 1,096,091.00	\$ 2,236,604.00	(5.85%)	\$(138,860.00)
2011	\$ 1,160,154.00	1.72%	\$ 19,641.00	\$ 1,119,025.00	\$ 2,279,179.00	1.90%	\$ 42,575.00
2012	\$ 1,113,865.00	(3.99%)	\$(46,289.00)	\$ 1,093,959.00	\$ 2,207,824.00	(3.13%)	\$(71,355.00)
2013	\$ 989,889.00	(11.13%)	\$(123,976.00)	\$ 818,438.00	\$ 1,808,327.00	(18.09%)	\$(399,497.00)
2014	\$ 1,033,641.21	4.42%	\$ 43,752.21	\$ 768,518.23	\$ 1,802,159.44	(0.34%)	\$ (6,167.56)

Note: The "--" in the Table above indicates that the percentage and dollar change from year to year have been omitted since 2008 was the base year.

The Law Library supports and contributes to the program of legal education and the professional development of students, faculty, and staff with integrated technology, innovative research products, and efficient research assistance. In addition to its many services, the library staff prepares instructional and informational publications, and present classroom library lectures at the request of faculty members.

Goal 8. Infrastructure - Law School Facility, Law Library, Technology, Other Support Services



3. Technology

In recent years, technology has had a profound impact on traditional law school teaching. The routine use of PowerPoint presentations, easy access to the internet, web-enabled platforms, and online education have transformed the way professors teach and students participate in class. Faculty, students, and staff all require the hardware and software necessary to stay at the cutting edge in scholarship, teaching, learning, and administration.

In the practice of law, technology has significantly affected the delivery of legal services. Following is a list of current technological trends and digital tools used in the legal profession:

1. Virtual law practice;
2. Electronic storage;
3. EDiscovery;
4. eLawyering;
5. Cloud computing;
6. Legal process outsourcing;
7. Online legal services;
8. Globalization;
9. Alternative legal services delivery models;
10. Alternative billing models; and,
11. Social networks and media technology that helps individual connect virtually.

TMSL has embraced the changes in technology and recognizes that to keep up with the fast pace of innovations, the school must remain vigilant

During 2013-14, the Law School made a number of significant improvements, including upgrading digital signage infrastructure; and installing new computers in the classrooms, the legal clinic, and the Earl Carl Institute. In addition, as a pilot project, the school has installed smart monitors in two classroom podiums.

The Law School has already committed resources to a number of new projects for 2014-15, including smart monitors in all classroom podiums, video distribution among all classrooms, upgraded TVs in all the classrooms, upgraded computers in the computer labs, and creation of a TMSL App. The school has also committed to develop IT training for faculty, staff, and students and video conferencing with remote client control. In addition, the Law School will upgrade IT in the Moot Courtroom, and it will enhance TMSL's website with news, events, and livestream spotlighting students, faculty, and staff.



Goal 8. Infrastructure - Law School Facility, Law Library, Technology, Other Support Services

Despite the completion of recent revisions and the projects already planned for the coming term, the Law School recognizes that it has difficulty keeping up with the fast pace of innovative technology. The demand for more technology in the classroom, the expectations that the classrooms should be state-of-the-art and the need for more innovative online administrative services require a continuous rigorous needs assessment.

B. MOVING FORWARD

Moving forward, the Law School plans to continue to update its facilities and infrastructure. To this end, the Law School will conduct a needs assessment to evaluate space requirements over the next five years and simultaneously continue to plan for a new building.

The Library Review Committee will continue to work with Library leadership to review the collection policy for currency and accuracy and to ensure full compliance with its underlying principles. The Committee will commit resources to continue to grow and maintain its collection in a manner that supports the current direction of the Law School curriculum and research interests of faculty and other patrons. The Law Library will also seek to further develop the special collection in Civil Rights Law.

The Law Library will continue to expand the availability of electronic resources to better support the law school research needs. The Library staff will review and evaluate the adequacy of future acquisitions to ensure that each potential data source has the capacity for full-text searching, remote access, and simultaneous access. Furthermore, the Law School will continue to evaluate its purchasing priorities as it shifts from paper acquisitions to electronic resources. The Library will continue to evaluate the technology infrastructure to ensure compatibility with updated electronic resources. Finally, the Library will continue to investigate the adequacy of resources to support curricular innovations such as the Law School's proposed LL.M. in Immigration Law.

The Library will review and assess the need for additional staffing and related concerns with respect to the retention of qualified individuals to fill key positions.

The Law School will continue to increase and improve its technological infrastructure. In addition; the Law School will increase the amount and types of technology trainings provided to faculty, staff, and students. Moreover, TMSL will strengthen its commitment to equipping our students with the knowledge they need to be technology-savvy lawyers.

Goal 8. Infrastructure - Law School Facility, Law Library, Technology, Other Support Services



STRATEGIC PLAN GOAL 8: INFRASTRUCTURE – LAW SCHOOL FACILITY, LAW LIBRARY, TECHNOLOGY, AND OTHER SUPPORT SERVICES

TMSL infrastructure and support systems enable the school to fulfill the objectives in the Strategic Plan.

OBJECTIVES

- 8.1 Evaluate and assess facility needs.
- 8.2 Review TMSL's Collection Development Policy for currency and accuracy, and to ensure that the collection fully reflects the curriculum and scholarship needs of the Law School in keeping with American Bar Association requirements and Association of Research Libraries guidelines.
- 8.3 Provide library services to support the Law School program of legal education, as well as the research and teaching needs of its faculty, students and staff.
- 8.4 Continue to create a library environment that is conducive to studying and conducting research, as well as functional to meet the current needs of the Law School and accommodate future growth.
- 8.5 Promote law library services through outreach to the Law School, the University, and the extended legal community.
- 8.6 Enhance the technology and infrastructure of the Library.
- 8.7 Continue to assess and enhance technology to ensure the Law School stays current with cutting-edge technology.



Goal 8. Infrastructure - Law School Facility, Law Library, Technology, Other Support Services

OBJECTIVE 8.1: Evaluate and assess facility needs.

No.	Action Plans	Key Performance Indicators
8.1a	The Office of the Dean will conduct a facility needs assessment.	Facility needs assessment, including a space utilization assessment, completed by Spring 2015, and annually thereafter.
8.1b	The Office of the Dean will conduct a feasibility study to build a new Law School facility.	Feasibility study and proposal completed by Fall 2016.

OBJECTIVE 8.2: Review TMSL's Collection Development Policy for currency and accuracy, and to ensure that the collection fully reflects the curriculum and scholarship needs of the Law School in keeping with American Bar Association requirements and Association of Research Libraries.

No.	Action Plans	Key Performance Indicators
8.2a	The Law Library and the Library Review Committee will continue to review the Collection Development Policy for accuracy and currency, and to ensure compliance with the fundamental principles outlined in the policy.	Library Review Committee report in Spring 2015, and annually thereafter, as mandated by the Collection Development Policy.
8.2b	The Law Library in collaboration with the Office of Institutional Compliance, and the Office of External Affairs will investigate potential grant and other funding sources to increase the library's budget and to enhance specific collections.	Report on potential grant and other funding sources submitted by Spring 2015.

Goal 8. Infrastructure - Law School Facility, Law Library, Technology, Other Support Services



OBJECTIVE 8.3: Provide library services to support the Law School program of legal education, as well as the research and teaching needs of its faculty, students and staff.

No.	Action Plans	Key Performance Indicators
8.3a	The Law Library will continue to develop and improve the faculty liaison program to facilitate more efficient faculty research services.	Report on new initiatives by Spring 2015, and annually thereafter.
8.3b	The Law Library will continue to develop the database of faculty research profiles to ensure the availability of resources and staff to support faculty research.	Updated database by Spring 2015, and annually thereafter.
8.3c	The Law Library will develop procedures for tracking faculty requests through use of Microsoft Access to enable staff to document and quantify the level of library assistance for faculty research.	Procedures for tracking faculty requests through Microsoft Access developed by Spring 2015, and annually thereafter.

OBJECTIVE 8.4: Continue to create a library environment that is conducive to studying and conducting research, as well as functional to meet the current needs of the Law School and accommodate future growth.

No.	Action Plans	Key Performance Indicators
8.4a	In collaboration with the Director of Administration, the Law Library will monitor the adequacy of the current facility to ensure that it accommodates growth.	Annual reports to the Office of the Dean beginning Fall 2015.



Goal 8. Infrastructure - Law School Facility, Law Library, Technology, Other Support Services

OBJECTIVE 8.5: Promote law library services through outreach to the Law School, the University, and the extended legal community.

No.	Action Plans	Key Performance Indicators
8.5a	Promote law library services through outreach to the Law School, the University, and the extended legal community.	List of outreach services and programs developed by Spring 2015, and annually thereafter.

OBJECTIVE 8.6: Enhance the technology and infrastructure of the Library.

No.	Action Plans	Key Performance Indicators
8.6a	The Law Library, in collaboration with the Director of Administration and TMSL's Information Technology department, will develop a proposal to improve access to the library's electronic resources.	Proposal developed by Fall 2015.
8.6b	Continue to expand the law library's staff and service.	Annual survey of the effectiveness of law library services by Spring 2015.

OBJECTIVE 8.7: Continue to assess and enhance technology to ensure the Law School stays current with cutting-edge technology.

No.	Action Plans	Key Performance Indicators
8.7a	The Office of the Dean and the Department of Information Technology will conduct a technology needs assessment.	Technology needs assessment by Spring 2015, and annually thereafter.

Goal 8. Infrastructure - Law School Facility, Law Library, Technology, Other Support Services



No.	Action Plans	Key Performance Indicators
8.7b	The Office of the Dean and the Department of Information Technology will continue to enhance the use of technology, including the use of clickers, smart boards, and other instructional technology aids in the classroom.	One new innovative type of technology implemented by Spring 2015, and annually thereafter.
8.7c	The Office of the Dean, Center for Legal Pedagogy, and the Department of Information Technology will provide routine training to faculty, staff, and students to enhance the use of instructional technology and new technological developments.	Schedule of training sessions and workshops by Spring 2015, and annually thereafter.
8.7d	The Office of Administrative Services and the Department of Technology will create the capacity for technological real-time overflow to the classrooms.	Report on this initiative to be submitted by Spring 2015.
8.7e	The Office of Administrative Services will continue to develop adequate signage.	Report on new signage throughout the building to be submitted by Spring 2015.
8.7f	The Office of Administrative Services will continue to enhance security surveillance in the building.	Report on security surveillance by Spring 2015, and annually thereafter.



ATTACHMENT A – ALIGNMENT OF TMSL GOALS WITH UNIVERSITY GOALS

University Strategic Plan	TMSL Strategic Plan
Goal 1: Provide High Quality Instruction (Objectives 1.1-1.7)	Goal 2: Enhancement of Student Learning (Objectives 2.1-2.3) Goal 3: Student Enhancement Experiential Learning Program (Objectives 3.1-3.8) Goal 4: Student Enhancement – Bar Passage (Objectives 4.1-4.5)
Goal 2: Provide basic and applied research (Objectives 2.1-2.6)	Goal 6: Faculty Enhancement (Objectives 6.1-6.11)
Goal 3: Provide public service (Objectives 3.1-3.3)	Goal 6: Faculty Enhancement (Objectives 6.1-6.11)
Goal 4: Optimize enrollment of college ready students to sustain Texas Southern as a high quality University (Objectives 4.1-4.8)	Goal 1: Student Recruitment and Retention (Objectives 1.1-1.5)
Goal 5: Ensure steady and significant increases in philanthropy, alumni gifts and participation, as well as private sector donations	Goal 7: Global Marketing and Community Engagement (Objectives 7.1-7.8)
Goal 6: Ensure that each administrative unit effectively supports the University mission	Goal 8: Infrastructure – Law School Facility, Law Library, Technology, and Other Support Services (Objectives 8.1-8.7)





ATTACHMENT B – SWOT ANALYSIS RESULTS ADMINISTRATIVE STAFF MEETING, JANUARY 16, 2014

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • AALS Scholarship admission • Faculty • Students • Academic program (certain) • Enhance development • Procedural rules for students • Enhance the law library collection • Add new titles, electronic titles and e-books • Diversity • Affordable • Updated structure • Scholarships • Diversity and character • Willingness to help students • Operational knowledge of key systems within the department • Knowledgeable personnel in prospective departments • Attempts to fix funding • Organization among internal staff • Namesake of the law school • Knowledge of issues • Staff expertise • Leadership – support of dean (conceptual and financial) • Infrastructure in place 	<ul style="list-style-type: none"> • Publication rates Pre-tenure faculty • Students • Low bar scores • Morale • Team • Dedicated space office • Reduce the number of titles not needed in the collection • Affordability • Lack of resources • Brand name not weak but reputation • Application trends in relationship to quality of applicant school • Lack of professionalism • Infrastructure • Living in past politics • Understaffed • Student/Staff ratio • Rivalry between departments • Lack of cohesive voice • Lack of buy-in into vision of school • Weak brand-name or customer service • Prevent overloads • Assessment as a process is still new to legal academy – gaining faculty to buy-in • Publicizing efforts 	<ul style="list-style-type: none"> • Lack of name recognition – great chance to fill in the details • Alumni • Donors • Expand • Collaboration (departments) • Recruitment (open house) • Team building • Retention • Continuous communication with others who are over positions at other law schools • Expand the electronic database collection • Marketing • Update technology • New building resources • Strong academic programs to promote student success • Move forward without forgetting history • Earn population • Succeed • Clerkship • Internships • Unfulfilled student expectations for practical experience • Strengthening the resource development • Excel with training • Increased emphasis on accountability: Leverage provided by SACS and ABA accreditation standards • Cohorts with weaker indicators provide opportunity for enhanced role for assessment 	<ul style="list-style-type: none"> • Lack of name recognition/visible media profile • Bar passage • ABA/Accreditation bodies • Peer schools • Low bar scores • Weird students • Those with problems not detected by usual admissions standard (i.e. drugs, emotionally challenged) • Avoid overspending on late payments • New law schools opening • Negative publicity • Lack of jobs in legal field • Misreporting of law school data • State mandate on percentage bar-passage rate • Reduced funding from State • History • Low bar passage • Population • Negative public interest from top law firms/employers • Student participation • New ABA guidelines • Lack of practical skills requirements • Reductions in funding • Dwindling applications and interest in law school as career





ATTACHMENT C – GLOSSARY

OFFICE NAMES AND ABBREVIATIONS

- Office for Academic Support and Bar Readiness (ASP)
- Career Services Office (CSO)
- Admissions and Financial Aid (Office for Admissions or Admissions)
- Office for External Affairs (OEA)
- Office for Institutional Advancement (OIA)
- Office for Student Affairs (OSA)

