

PERSPECTIVES

1975
1985

DEAN'S REPORT

UNIVERSITY OF MARYLAND
SCHOOL OF LAW

A DECADE LATER



I write this at the end of my 10th year as dean, a period twice as long as I had anticipated serving when I became dean in February of 1975. "Decade" seems a rather ponderous term for years of great satisfaction and pleasure for me, and exceptional growth and development for the school. Most of what I describe in this report is the product of the energies and excitement of faculty members, alumni and officials of the university and state government who have supported the school. So, I want at the outset to issue an author's disclaimer, gratefully acknowledging the help of so many individuals in moving the law school forward, and accepting blame for shortcomings and defects.

If I had to describe in brief what my goals for the school have been over

the past decade, and the way I hope the school will grow over the coming decade, I would say that I have sought to make the school more stimulating and challenging in terms of both the theoretical and practical dimensions of law. More theoretical, in the sense that a sophisticated and intellectually lively education must do more than impart legal doctrine and the techniques of analysis, research and legal writing. It needs to engage students and faculty alike in the larger issues of law in our society; participate in the debates over the relevance of economics, philosophy and political theory in the understanding of law; and be attentive to the role of ideals or models of the profession in the creation and enforcement of law.

When I allude to making the law school more practical, I refer to the importance of helping new lawyers emerge with some better understanding of the demands of practice and the range of performance skills they need to develop, and a sense of the understanding about people and institutions that are fundamental to successful practice. The practical and theoretical are not only compatible, but fundamentally complementary, if not symbiotic.

The place to begin examining the theory and practice of law at Maryland over the past 10 years is the formal

curriculum. Much of the first- and second-year curriculum would look familiar to any graduate of the last 30 years, especially our required courses in Torts, Contracts, Property, Civil Procedure, Criminal Law and Procedure, Legal Profession, Evidence, Constitutional Law and Income Tax. The range of elective offerings, however, has changed dramatically.

We offer 16 sections a year of practice skill courses in litigation, counseling and negotiation, mediation and arbitration and a clinical program in which over 50 students a semester actually practice law under the supervision of eight faculty practitioners. We now offer over 20 percent more electives than were available to students 10 years ago, reflecting both more practice-oriented specialized courses (e.g., Real Estate Negotiation and Drafting, Federal Tax Procedure, Employment Discrimination), as well as seminars akin to graduate school offerings (e.g., the Idea of Law in Western Culture, Law and Biomedical Sciences, Separation of Powers Seminar).

The curriculum developments are mirrored elsewhere in the school. The law school is a livelier, more active place than it was 10 years ago. The faculty participate in informal luncheon presentations on a variety of topics as well as more structured critical sessions on faculty work in progress. The productivity of the faculty has increased enormously, turning slow summers into times of secretarial overload.

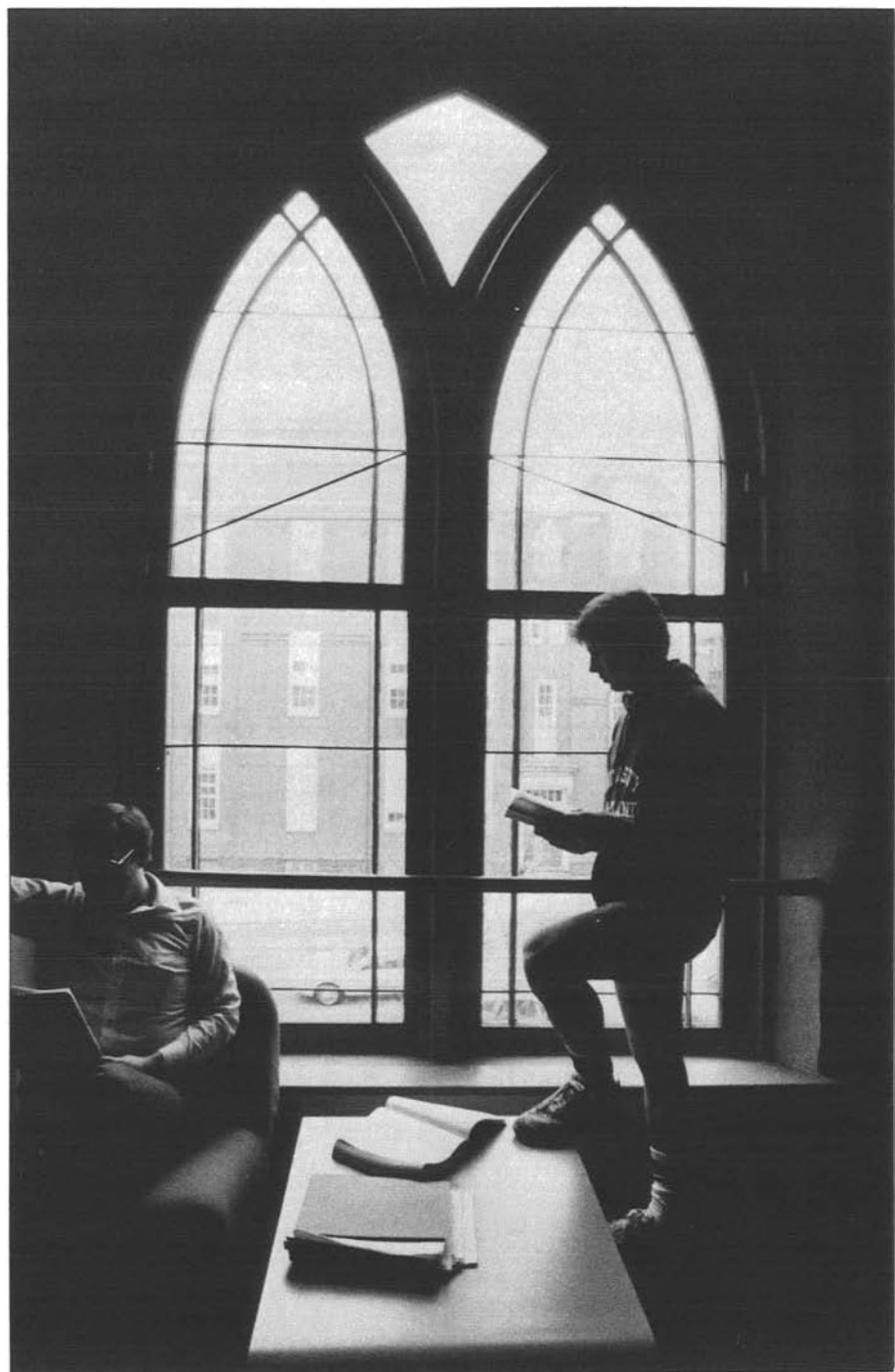
Within this year alone, our faculty has published books on the Chesapeake Bay, securities law, the first

amendment, legal history, Chinese law, conflicts of law, appellate advocacy and torts, as well as important law review articles. The scale of these accomplishments would have been unlikely a number of years ago. Under Clinton Bamberger's leadership, the clinic has undertaken a more activist and ambitious caseload which can become the

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subject for exploration in the classroom and discussion among faculty.

If a school can be measured in terms of energy—and that may be as good, if somewhat crude, a measure as any—energy committed to scholarship, teaching, service and practice connected to the educational mission of the school, then there is little doubt in my mind that Maryland is a superior institution today than it was 10 years ago. It is a more active, more intense place and I think our students and faculty are better off for that heightened engagement in the multitude of activities that constitute a living law school. 🍓



STUDENTS



Just how good are the students at Maryland? The faculty, I can say with some confidence, are generally pleased with Maryland students. Of course, like all faculty, they wish students worked harder and performed better. Most faculty who have been here for a number of years tell me that the intellectual quality of current Maryland students is, on the whole, superior to entering classes of 15, 20 or 25 years ago. While Maryland has always had its share of very bright students, the range between the top of the class and the bottom of the class has narrowed considerably over the past 10 to 15 years. To put this on a crude scale, the average Law School Aptitude Test (LSAT) score of our entering students in 1965 was just above the 43 percentile of all takers of the examination nationally. By 1975 it had risen to the 64th percentile and has been at the 80th percentile for the past three years.

Some years ago I came up with the idea that we should have a "merit"

full-tuition scholarship plan which we would use to entice students with high undergraduate grade point averages and LSAT scores. We abandoned that plan after about two years because we found that by and large it only helped prospective students obtain more attractive scholarship offers at other law schools. More important, we now, in 1985, *enroll* the same number of students who formed our entire pool of merit scholarship possibilities in 1980. Among the reasons for our popularity are the extraordinarily high costs of first-rate undergraduate education, which are leading many graduating students burdened with debts to explore more carefully the costs and benefits in tuition dollars of their legal education. There is no doubt that we are attracting promising out-of-state students to Maryland in numbers far exceeding those of 10 years ago. I give Mayor Schaefer great credit for the

PHYSICAL PLANT

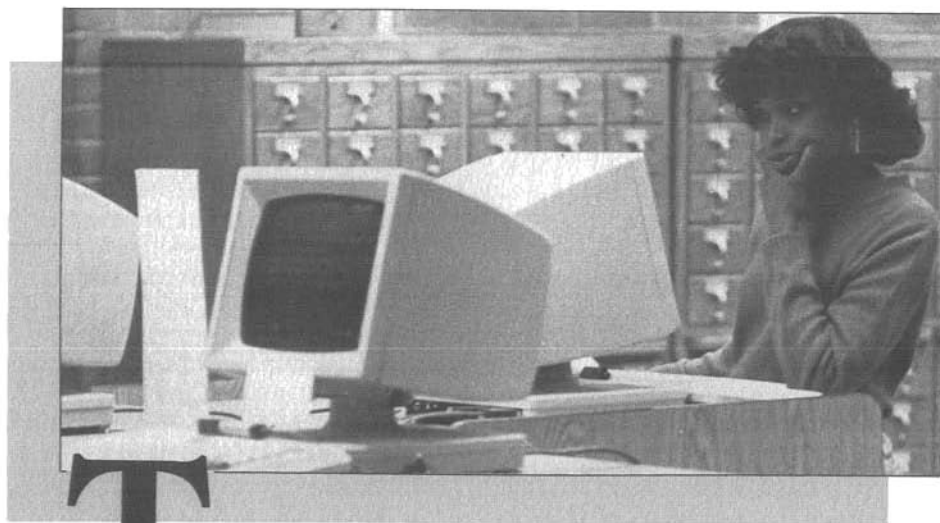
dramatic change in the perceptions of Baltimore which have made an enormous difference in the attractiveness of our law school for both out-of-state students and students who live in Maryland outside of the Baltimore metropolitan area.

The fundamental reason that we are attracting better quality students is that we are perceived as a better law school. We now have an elaborate information system through the Law School Admissions Council for comparing the students we lose to—and take from—other law schools. Of the students offered admission in 1984 by both University of Maryland and D.C. law schools, students choosing to enroll at the University of Maryland had as strong or stronger credentials as the students choosing to enroll at all of the D.C. schools. Although we do not have such statistics for the last 10 years, I think it is fair to say that such a result would have been unheard of 10 years ago.

I am convinced, as are most American law school deans, that students' choices of law schools (when there is not a strong geographical preference or romantic interest involved) come down to a perception of quality. Very few students will go to a lower quality law school for reasons of lower tuition cost. The lower tuition cost only makes a difference when the student perceives a comparable quality. I believe it is fair to say we are now viewed by students as comparable in quality to all but the very top-ranked national schools. ♡

Ten years ago we were located in two cramped buildings, with more classroom space than we could use, less library space than we needed to store books and to seat students, and such a shortage of office space that we were housing faculty in trailers and offices scattered throughout the area. Today we have a handsome and functional law library (the best law library in the state), ample offices for faculty, an elegant meeting and reading room and publications building in the Westminster Hall (the old Presbyterian church and guild hall which we restored) and a generally varied and attractive series of buildings surrounding two courtyards and covering an entire block, including our tourist attraction, the historically interesting and architecturally significant 19th century Old Western Burying Ground. We are pleased with the support of the university and the governor, the Board of Public Works and General Assembly in helping us triple our space and create an attractive and functional physical facility. ♡

AUTOMATION



The law school is engaged in a major automation project. Our current word processing equipment is tied to a mainframe computer across campus which is afflicted with downtime problems and uses a limited software system. We are about to invest in a system to provide up-to-date word processing, access to WESTLAW and LEXIS automated legal research systems, software assistance for law office management and case management in our clinical program, computer-assisted instruction and immediate access to our own automated library catalogue. After a lengthy bidding process, we have awarded a contract to AT&T, which will result in a system of 50 personal computers (including 10 IBM XT's which were generously donated to the university by the IBM Corporation) linked by a network centered around three AT&T 3B2 minicomputers. The

system will include printers and modems for communication outside the law school.

This is an extraordinarily important development for the law school, essential to teaching students how to manage modern law practices, responsive to students who now arrive at our doors sophisticated in the use of the computer, and supportive of faculty and staff productivity. One interesting example of the uses to which the new automation can be put is computer-assisted instruction in law. We are members of a consortium, located at the University of Minnesota, which provides a menu of programs designed to assist students in such areas as evidence, taxation, creditors' rights and the Code of Professional Responsibility. The Minnesota Center for Computer-Assisted Instruction also assists

our own faculty in developing instructional programs. Our Associate Librarian, Richard Ducey, for example, has been working with the center to develop a computerized teaching program for the "blue book," i.e., handling bibliographical citations and footnotes.

The potential for this kind of instruction is enormous, particularly if it is linked to video technology. For example, a student can watch a video trial, make objections and argue questions of evidence using the computer terminal. The technology is approaching the point where effective or ineffective arguments might alter the course of the videodisc trial.

Obviously, computer-assisted instruction will never replace the aggressive dialogue of the traditional law school classroom, but it can be helpful in the understanding of complicated statutes or negotiations, and may emerge as a significant supplement to the classroom experience.

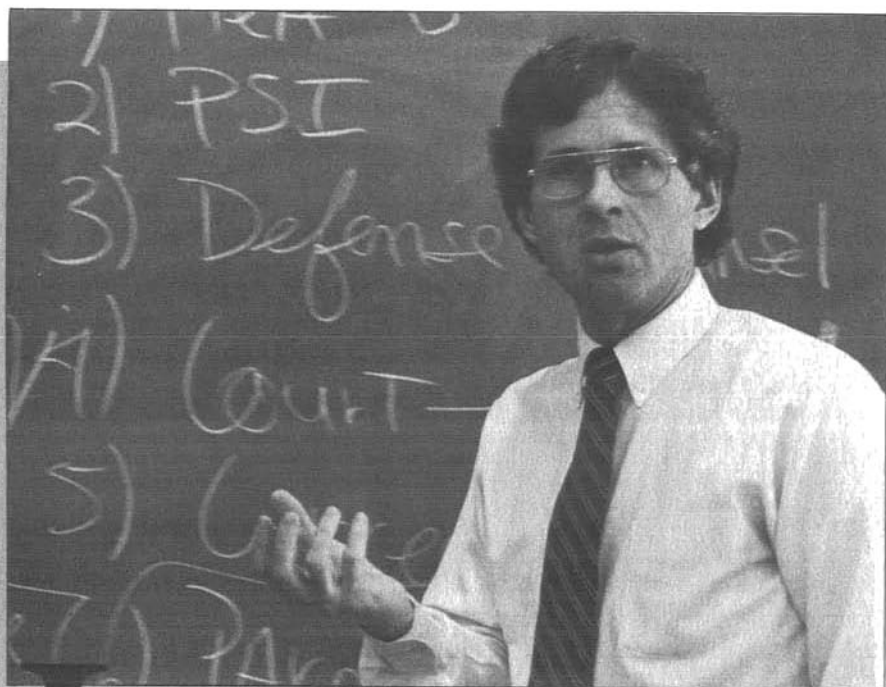
Access of students to word processing has one enormous advantage, namely that faculty can now feel free to require more substantial rewriting of student work without fear of imposing significant economic burdens or time constraints on students.

I should mention—with applause and gratitude—that virtually all of the automation I have described is financed by our Law School Fund annual giving money, without the use of state funds. ♡

Perhaps no single factor about the law school has changed so dramatically as the support and involvement of the alumni. Ten years ago, when I became dean, I was given a report listing the annual giving to the law school from alumni as \$630. Last year we have raised just short of \$200,000 in annual support alone, not including substantial endowment contributions to the school of over \$5 million since 1980.

The generosity of the alumni is only part of the story. Westminster Hall has become a magnificent site for our alumni receptions, programs and dinners. The Alumni Association takes a deep interest in the life of the school. It is a vastly more active and supportive organization than was the case in the early 1970s. The attitude of alumni toward the school has changed from skepticism and standoffishness in the early 1970s to enthusiasm and support in the mid-1980s. From the point of view of the faculty, I cannot underscore enough how dramatic a turn-around this has been, how different a spirit it generates within the school to know that there is a cadre of graduates who care about the place and wish to help. ♡

CURRICULUM



I mentioned early in this report the dramatic change in the nature of the curriculum since 1975 in terms of practice-oriented courses and theoretical seminars. We have under way perhaps an even more important change in the curriculum, a change less reflected in course titles and subjects than in the way of going about our teaching.

For the past year the faculty have been discussing the peculiar phenomenon of the second and third years—a problem the University of Maryland shares with most law schools around the country. What happens is this. After the special pressures

and anxieties of the first-year curriculum, law students tend to “drop out” of the second- and third-year curricula, to disengage from their studies due either to the repetitiveness of that curriculum in relation to their first year, the distraction of clerkship jobs, boredom, or lack of faculty demands. The faculty, it is fair to say, disagree deeply about the causes for the second- and third-year letdown. Some causes, no doubt, are external to the law school. Some are within our control. There is, however, a general agreement among the faculty that we

THE MARYLAND BAR CENTER

need to do something about the diminution of the educational experience in the second and third years.

We held the first faculty retreat in the history of the school in January of this year to explore these issues in some depth. One of the side effects of an increase in research and scholarship by the faculty is a decrease in collegial interest in the curriculum. The retreat was designed to restimulate some of those energies.

Out of the retreat came a proposal (subsequently approved by the faculty in its formal role of Faculty Council) which is, to my knowledge, unique in American graduate education: a formal visitation program in which faculty of all ranks have obligated themselves to visit each other's classrooms to exchange ideas and reactions. The purpose of the program is to stimulate discussion among faculty about teaching and to underscore the importance of teaching and the collaborative support and interchange needed to stimulate, maintain and refresh good teaching at Maryland.

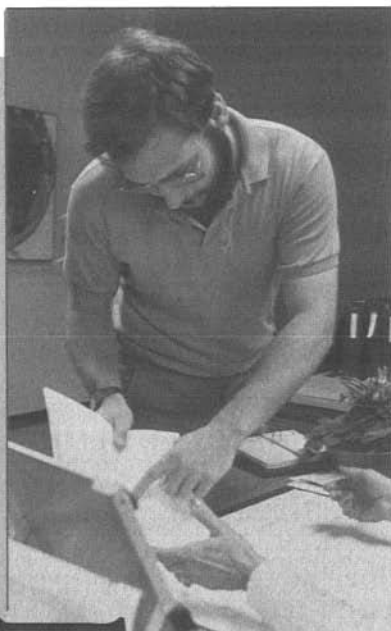
The program will not transform poor teachers into excellent ones in the course of a semester, but it will serve to break down some of the isolation that characterizes the intellectual work of the classroom. I think it is a modest but encouraging sign that we remain committed to our fundamental goal of being a first-rate teaching institution. ☘

In 1983, our clinical program moved into the superbly renovated space of the old law library and left behind its old quarters, the cavernous "Male Grammar School Number One" or "Edgar Allan Poe School" at the northeast corner of Fayette and Greene Streets immediately across the street from the law school's Westminster Hall. The 1880 school is a unique Victorian building purchased by the university from the City of Baltimore a number of years ago. The law school conceived of a plan to create something quite remarkable out of the old schoolhouse—an office building to house practicing lawyers who could enrich our curriculum in a manner similar to the contribution physicians make to medical education.

With strong support from the university, the old school is now under transformation. It bears a new name—The Maryland Bar Center. The \$1.7 million renovation is expected to be completed in November of this year. Our major tenants include the Maryland State Bar Association and MICPEL, as well as over a dozen fine lawyers who will variously teach courses and work with the law school teaching program, including supervising students within the structure of our clinical program.

The Maryland Bar Center is an exciting venture for the law school. It represents a partnership with the organized bar in the state that is a uniquely important experiment in American legal education. Stay tuned. ☘

CAREER SERVICES & PLACEMENT



The recent major changes and accomplishments of our Career Services & Placement Office are as noteworthy as the current challenges facing this office. The office has two full-time professional staff members, an assistant dean and a director of placement, plus a support staff of two, and law student assistants. We maintain extensive job listings for students and graduates, a career library of over 150 volumes, an alumni advisor network, extensive individual and group career counseling services for students, a speaker series on career planning, a bi-weekly newsletter for students, annual spring career fairs and a growing on-campus interviewing service.

We are a founding member of the Mid-Atlantic Consortium for Law Placement, which held a recruiting conference in Washington, D.C., in March 1985 as a service to students and to small and medium-size firms and agencies seeking more efficient hiring mechanisms. We also provide career counseling services to alumni, including a bi-weekly employment opportunities newsletter and special career-related seminars each year.

These services are designed to meet the challenges facing law students and graduates as they enter the profession. The job market for our graduates, and all law graduates, is tightening with cutbacks in government and public sector openings, and the impact on private law firms of increasing individual consumer and corporate resistance to spiraling legal fees.

Reports of job dissatisfaction among increasing numbers of recent graduates are troubling. Students seem to lack information and understanding of what law practice entails, the job market, the importance of professional contacts and ways to build credentials. One of our goals is to provide more services to students early in their legal training and more links in the curriculum to the world of practice to promote better career decision making and long-run career satisfaction. We strongly encourage

students to explore career options, enroll in the clinical law program and in legal skills courses, and to participate in internships and volunteer programs to learn directly what client representation entails.

Graduates are also confronted with salary and job function realities that frequently differ from their expectations when they began law school. For students beginning second careers and/or for those who have incurred substantial debt in order to attend law school, job choices are often affected by salary considerations. Salaries for most beginning attorneys range from \$13,000 to \$40,000 with an average beginning salary of \$25,000.

As I mentioned earlier, changing perceptions about Baltimore as a place to live and work positively affect our admissions, but they also increase the competition within the local legal marketplace. As the reputation of our law school spreads, opportunities for our graduates are expanding outside the Baltimore area. Currently, too few of our students are willing to make the effort or take the risk to look beyond Baltimore. As the number of national employers eager to recruit Maryland students increases, perhaps the number of students' career opportunities outside the Baltimore area will also grow.

Another area of concern is barriers to minorities in obtaining traditional legal jobs. Recent studies have shown that most blacks in private practice in Maryland are either practicing on their own or in a few all-black firms. Traditional law firms either are not actively, or not effectively, recruiting blacks. Most black law students

have the perception that there are few opportunities for them in the corporate or private law firm world. Thus, few black students pursue traditional legal positions. We are working with an active Black Law Student Association, local bar associations, and area law firms and corporations to implement new internship, clerkship, career planning and alumni networking programs to enhance the employment opportunities for minorities.

Opportunities for our graduates are expanding outside the Baltimore area.

Many of our students are also concerned about how to balance career and family. Some legal employers are offering flexible work situations; however, there are far too few opportunities for graduates to work part-time or on job-sharing bases. We are exploring this issue along with professional groups in the community such as the Maryland and District of Columbia Women's Bar Associations.

Overall, we are optimistic that as we are able to provide more information and practical training to students and as we have better links between the law school and the legal community, opportunities will expand and long-term satisfaction with legal careers will increase. ♡



THE LIBRARY

October 1985 will mark the fifth anniversary of the opening of the new Thurgood Marshall Law Library building. The significant improvement in physical facilities may be the least important of the changes in our law library. We are committed to an active public services department, automation of library functions and state-of-the-art access to legal and other research data bases, and the expansion of the traditional concept of library services to include an extensive teaching role and an active audiovisual department.

The library's reference department has substantial teaching responsibilities, both in the legal bibliography program and in training for computerized research services. During the fall semester of 1984, the library conducted approximately 300 hours of instruction in legal bibliography and research strategies. A program of advanced research methods for upper-class courses is under way. For example, two hours of class time in Evidence is devoted to a research presentation by library staff, emphasizing legislative and regulatory materials and specialized services. The staff has also produced a videotape on research in communications law which students taking that seminar are required to view. The taxation courses are next on the agenda, followed by other upper level courses according to faculty interest.

The law library's automated library system includes an on-line catalog (which has replaced the traditional

card catalog) and an automated circulation system. Acquisitions and serials control will be added to the system within the next two years. We have received national recognition for these automation efforts and have been selected as host for a national institute on "Computerization of Law Libraries" in July 1986. The possibilities opened up by automation are extraordinary. We will shortly be experimenting with services for faculty who can

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submit reference, photocopy and interlibrary loan requests from the personal computer in his or her office. Automation is also having an impact on collection development, increasing the number of materials available online in full text, and permitting improvement in the availability of holdings information and interlibrary loan systems.

The law school faces a significant problem in the area of collection development. We have had a long history of inadequate funding for the library. While every possible avenue of cooperative acquisitions and interlibrary loan activities is being utilized, there are still several subject areas which lack even a basic core collection. Labor law

and securities regulation are just two examples of subjects where faculty members, recently hired to teach them, were appalled at the lack of basic materials.

At a time when the law school is stressing the importance of scholarly research, the library collection needs substantial upgrading. One area in desperate need of resources is the looseleaf collection, a type of material not available for loan from other libraries. The continuing expansion of the clinical program requires practice-oriented materials, and the growing orientation of our faculty toward instructional methods using video materials generates needs for commercially produced videotapes, an expensive item to collect. Despite new and welcome trends for resource sharing among law libraries, there are still significant gaps in our main collection. By necessity, the budgets of the last few years have seen trade-offs between books and materials and automation.

The law library handled approximately 1,300 hours of videotaping of law school classes during the 1984/1985 school year. Taping is no longer an option which a few faculty select, but is a routine procedure in all skills-related courses. Moot Court arguments are videotaped and the

clinical program uses this medium extensively. There are two closed-circuit systems in the law school, one in the Moot Court Room and another in the clinic area. The library employs technicians trained at local universities with video technology programs. Steps have been taken to start a program making audiovisual services available for a fee to law firms, the bar association and others regularly using our services. Eventually we expect to acquire editing capability and more sophisticated equipment as our needs change and usage expands.

The library faces a severe shortage of staff because no additional positions have been funded over the past seven years during the same time when major expansion of the physical plant and service programs have occurred. The need for improved staffing is a compelling case which we will continue to present to the university. The law library is the only understaffed component of the University of Maryland library system. ♡



I am often asked how Maryland ranks in the national pecking order of legal education. This is a question that inevitably rankles me because the ranking systems are so capricious or so superficial that judgments of quality approach the preposterous. For example, a year or two ago a scholar at a western law school calculated the number of footnotes and total number of pages of faculty publications as a major indicator of law school excellence. His

school, not coincidentally, ranked rather high on this scale of values.

My own view of scholarship is that it is better to emphasize quality—to write not as often if it means a more serious undertaking. I encourage our faculty to engage in ambitious writing projects that may take a number of years to bring to fruition. A faculty member's work is enhanced by taking on projects that are difficult and stretch the imagination.

Some ranking systems measure schools by faculty salaries, size of libraries, or other so-called "input" figures. While I think there may be some rough validity to the idea that the schools which pay the most for their faculty tend to get the best faculty, I can assure you, based on the figures collected by the ABA, that the relationship between salaries and quality of faculty is often not close, at least if one is talking about average faculty salaries. The statistics about size of

*How do we build
on or consolidate
progress?*

library, which were considered exceedingly important about five years ago, have grown much less important as deans become aware of the games librarians play with these figures, and the ridiculous expense of building up the size of a library, rather than making it functional for the program of the law school.

We were recently pleased to be listed by the *National Law Journal* as one of the 15 best bargains in American legal education. This ranking was apparently a cross between the cost of tuition for a Maryland resident and the average test scores required for

admission. The point of the ranking was to illustrate the extraordinarily high cost of many private law schools, where tuitions have begun to break the \$10,000 a year barrier. But even a "best bargain" rating does not really focus on what makes a law school first rate.

Some law schools have a handful of original thinkers who express themselves in outstanding research and scholarship. I have some skepticism of ratings based on research quality when a school which would certainly have been on my list of top schools a few years ago was listing almost a third of its faculty on leave. Some schools with outstanding names on the faculty have policies that are so generous to outside practice that the practical effect is only a "phantom" faculty presence in the institution itself.

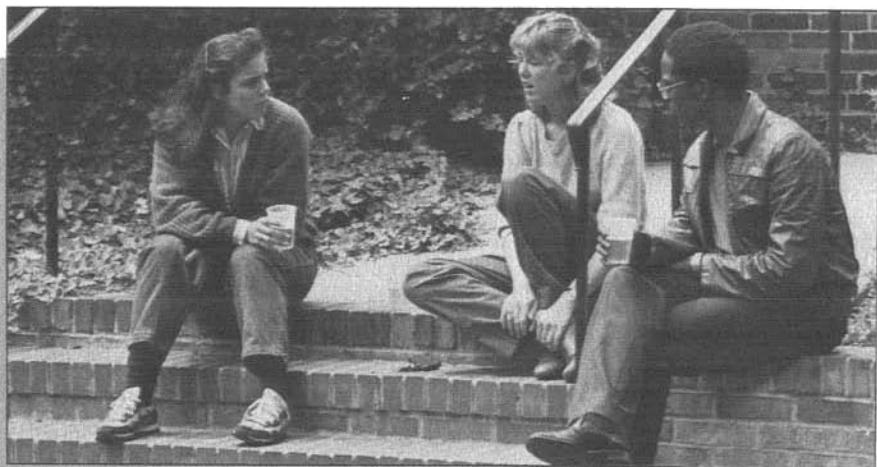
One of the figures I like to cite about the University of Maryland is that among schools of similar size (750 students), we have a full-time faculty as large as any law school in the country. In fact, our ratio of full-time faculty members to students is the best in the nation for schools of over 700 students. For schools with over 500 students, only Yale, Stanford, Northwestern, Iowa and New York University have lower ratios. Of course, this figure is meaningless unless there is an ethos in the institution which values faculty availability for students.

Maryland has happily avoided one of the major pitfalls of many law schools located in urban settings where faculty members are so busy practicing law that they have little time to attend to their educational functions. We are a teaching institution, and both our hiring and promotion criteria underscore the critical importance of teaching in the life of our institution. That commitment does not show up in any quantifiable rankings, but I am convinced that it makes an enormous difference in the quality of the institution.

Similarly, I think the scholarly productivity and activity in our faculty over the last several years have made us a better place, but I cannot honestly quantify the extent to which the intellectual reputation and faculty collegiality of Maryland or any other law school creates a more stimulating environment for students. There are

some great scholarly institutions where the scholars labor by and large alone. How does one measure the effect of the active mind of a first-rate scholar in the classroom and in the thinking and work of other faculty?

I certainly will not engage in the nonsense that because the *National Law Journal* ranked us among the 15 best bargains in American legal education that we are therefore in the "top 15" public law schools or some similar claim. All I can say is that we are an excellent law school, whether or not the public or professional perception of us agrees with that description. We work at becoming better, in both our teaching and research missions. We are not a complacent institution. We offer as full a measure of quality legal education as the best law schools in the country. ♡



WHERE DO WE GO FROM HERE?



My fundamental goal is to build the law school into an institution that is vital to the public life and legal profession of Maryland. Such an institution must play many roles: through its teaching program, setting high standards for future lawyers; through the activities of its faculty, teaching by example about law reform and the obligation of the profession to work toward jus-

tice; and through its scholarship, demonstrating the intellectual dimensions of law and serving as an intellectual resource to the state.

The fascination of the law comes, at least in part, from the way it comprehends the extraordinary range of human experience, from the most immediate and agonizing problems to

the most sublime values of our culture. Earlier I spoke of that range in terms of the practical and the theoretical, which hardly does justice to the richness and diversity of the experience of the law. Holmes described it with characteristic hyperbole: "Your business as lawyers is to see the relation between your particular fact and the whole frame of the universe." A jurisprudence which fails to account for this quality of the law—and quality of its best practitioners—is inherently defective. The day has long since passed when law schools could be content with parsing appellate decisions in the classrooms.

The most important immediate challenge facing our law school concerns how we are to explore this breaking down of the traditional distinction between theory and practice which has so confined the traditional jurisprudence and teaching mission of legal education. We have, by any account, experienced a decade of enrichment of the curriculum. It is now time to consolidate or evaluate the extraordinary number of changes that have occurred at the University of Maryland. We have strengthened an already strong traditional teaching program and added several important new components. The Clinical Law Office, a teaching law firm composed of our

own faculty and students, is not only a major addition to the elective curriculum, but also a substantial investment in law reform activities by the school. Performance skills courses now form a major part of the elective curriculum. The curriculum is further enhanced by advanced seminars in special subjects, opportunities for independent writing, interdisciplinary joint degree programs much along the line of traditional graduate disciplines, and by new teaching and practicing faculty through the development of the Maryland Bar Center. The cumulative effect of these initiatives amounts to a substantial change in the teaching of law at Maryland, a change that is largely unrecognized by the practicing bar. But it also represents a challenge to the faculty of the law school to answer three general sets of questions about these developments:

1. How do these different modes of teaching about law fit together? Is there an overall coherence that can be fashioned out of these different pedagogies or subject matters that should be reflected in changes in the required curriculum of the school?

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2. Should we be devoting more attention or resources to one or more of these developments? For example, should we focus our efforts on graduate-type centers of research in areas such as environmental regulation or legal issues in biomedical sciences, or should we develop more trial advocacy and dispute resolution training within the curriculum?
 3. Should there be an effort to break down the distinctiveness of these different modes of teaching? For example, should we include in classroom courses more performance skills activities, or use cases from the clinical law program for study in traditional courses? To what extent can we merge these different teaching methods and subjects?

The faculty of the school needs to examine what we should be offering our students—a task that is a natural outgrowth of the extraordinary progress and innovation that has characterized the past decade. How do we build on or consolidate progress?

Whatever direction we take, I expect we will be cautious, for our fundamental concern is the quality of the student experience, not the fashionability of a given subject matter. Maryland has changed greatly during the past decade, and if we have learned one thing from this experience, it is to be confident in the continuation of change and growth in the coming decade. ♡

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