



Annual Departmental Assessment Report

Department or Program: School of Law

Academic Year of Report: August 2018-May 2019

Department Contact Person for Assessment: Adell Amos, Associate Dean for Academic Affairs

Adell Amos
Associate Dean for
Academic Affairs
aamos@uoregon.edu

Section 1: Learning Objectives Assessed for this Report

Learning Outcomes & Assessments

For AY 18-19, the main priority was to further our work on outcomes and assessments. In the JD program, our goal was to finish drafting and adopt performance indicators for our institutional learning outcomes. For the LL.M. and CRES Masters programs, the goal for this academic year was to develop program level learning outcomes.

Academic Success & Bar Passage

This fall, Dean Burke appointed Professor Megan McAlpin as the Director of the Academic Excellence Program,¹ and we have already received positive feedback from our students. The program provides support to 1Ls as they make the transition to law school. Through a combination of workshops, small-group study sessions, and individual meetings with Professor Megan McAlpin, students are introduced to and practice critical law school skills. These skills include critical reading, case briefing, outlining, rule synthesis, rule-based reasoning, and problem solving. Through the program, 3Ls also receive support for their transition to bar study. They are offered classes, workshops, and individual meetings to help them make the most of their bar preparation.

Section 2: Assessment Activities

Learning Outcomes & Assessments

In AY 18-19, the Assessments and Outcomes Committee worked diligently to draft performance indicators and measures for the remaining learning outcomes. The committee members produced multiple discussion drafts for each learning outcome. The drafts were circulated to key stakeholders based on the substantive area covered by the learning outcome. The drafts were also vetted through the Dean's Faculty Advisory Council (DFAC) and were approved at the May faculty meeting (See Appendix A).

The Assessments and Outcomes Committee collected data on Learning Outcome #8. After reviewing and discussing the data, the committee concluded that, "broadly, it would seem that a substantial portion of students in the building have some sort of at least minimal exposure to interdisciplinary

¹ "The Academic Excellence Program's central mission is to help all Oregon Law students to achieve their full academic potential both in law school and on the bar exam. In support of this mission, the Academic Excellence Program offers skill building workshops, academic advising, academic assistance and counseling, and bar preparation support." See https://mylaw.uoregon.edu/registrar/academic_excellence_program (last visited May 28, 2019).

Office of Academic Affairs

1515 Agate Hall

1221 University of Oregon, Eugene, OR 97403-1221

541-346-3826 | FAX 541-346-1564 law.uoregon.edu





ideas and concepts – through attending events organized across campus (about half of students), and because a critical mass of instructors cover some number of interdisciplinary concepts and content in their courses.” (See Appendix B).

The committee also reviewed the program level learning outcomes for our CRES Master’s Program and submitted them to the Provost’s Office (See Appendix C).

Academic Success & Bar Passage

Professor McAlpin, Director of the Academic Excellence Program, offered five opportunities in AY 18-19 – a series of 1L workshops, small skill building groups, Legal Writing for the Bar, Lawyering Skills and Bar Success, and a supplemental bar prep course for 3Ls. Lawyering Skills and Bar Success is a new course this year. This course was developed from curriculum provided by Barbri – one of the resources we have benefited from since contracting with Barbri as our sole provider for bar exam prep.

In November, Professor McAlpin circulated an “exam autopsy” to support students in using midterms and exams as an opportunity for reflection via email to both students and faculty. In December, she circulated an article to faculty on writing next year’s syllabus based on this year’s reflections. Professor McAlpin also compiled information on secondary sources and what faculty recommend to students. In January, she sent a resource – Second Semester Academic Plan - intended to help students become self-regulated learners to faculty and 1Ls. Also in January, Professor McAlpin hosted a bar prep meeting for 3L students and walked students through risk factors. The content for this meeting is responding to the Academic Success Committee’s AY16-17 recommendation to develop a strategy to distribute to the students the data in a way that would be most salient for them.

Section 3: Actions Taken Based on Assessment Analysis

Learning Outcomes & Assessments

Professor Tippett, Chair of Assessments and Outcomes Committee, launches curriculum mapping. Faculty are asked to develop course level learning outcomes and add them to a master spreadsheet or submit via a Qualtrics survey. The goal is to see how our course learning outcomes align with our institutional learning outcomes. Professor Tippett circulates information on writing learning outcomes along with sample learning outcomes.

Academic Success & Bar Passage

Professor McAlpin analyzed the Summer 2018 bar passage data and concluded that, in the upcoming academic year, she will offer Legal Writing for the Bar to 2L students which provides a longer runway for second year students to prepare for bar passage and reduces the demand from the 3L students for this course. We will continue to offer Legal Writing for the Bar and Lawyering Skills and Bar Passage aimed at 3L students.



Academic Affairs

In October, we offered a Faculty workshop, “Why aren’t we talking about it?: Building competency to engage constructively in difficult dialogues and hot button issues” with Dr. Tanya Williams on ways to intervene in challenging, tense, culturally-laden moments in the classroom.

Associate Dean Amos circulated the Law School Skills Survey – an LSAT survey aimed at understanding what skills law faculty deem most important for success in law school.

At the February faculty meeting, Associate Dean Amos walked the faculty through the current and ongoing work of the University Senate to revise the teaching evaluation system. See current information available on the Provost’s website here, <https://provost.uoregon.edu/revising-uos-teaching-evaluations>. Associate Dean Amos has now met with two instructors to conduct a peer evaluation and test a possible tool.

In March, Associate Dean Amos led our Diversity Action Plan 1L curricular review. She convened 1L faculty, connected the Diversity Action Plan to our institutional learning outcomes, facilitated discussion, and shared resources from library.

Section 4: Other Efforts to Improve the Student Educational Experience

Experiential Learning

This year we organized a Clinics and Externships Fair on March 18th to deliver information on our experiential learning opportunities to students in a new format. Assistant Dean Rebecca Ivanoff linked the fair to the 1L professional planning requirement. The 1L pro planning meeting was released early on that day so that students could attend the fair with the assignment of writing a brief reflection on the fair. The career services team introduced students to clinicians. The academic affairs team answered questions on clinic and externship eligibility and registration.

Frohnmayr Leadership Program

Associate Dean Jennifer Espinola pilots the Frohnmayr Leadership Program (FLP) which offers a certificate of completion by attending engaging and interactive events on leadership development. The monthly “Leader Ledger” newsletter offers resources and best practices. Workshops and retreats were offered on the following topics throughout the year: imposter syndrome, resilience, strengths-based leadership, practices of improv that advance leadership, and why inclusive leadership matters. TEDxUOregon was also hosted by the FLP where speakers addressed interdisciplinary topics such as linguistics, environmental protection, health, cultural appropriation, and technology.

Legal Studies Program

Regarding the work of our undergraduate Legal Studies program, in August 2018, Professor Musheno submitted an Assessment of the ARC for Social Activism 2017-18 to Dean Burke based on feedback collected from student participants in a baseline assessment at the start of the year and another final



assessment midway through the final term. The assessment concluded many students have expressed very positive views of their ARC experience and feel a strong sense of community, while other experiences give insights into the places the program can grow.

In addition, Professor Musheno and Program Manager Noah Glusman helped coach faculty through drafting and submitting updated course proposals to apply for the University's revised standards for General Education Core Requirements adopted in December.² LAW 102 and LAW 201 have been submitted to the UOCC for review. Four more legal studies courses are in process for submission in Fall 2019.

Section 5: Plans for Next Year

Learning Outcomes & Assessments

During Summer 2019, Associate Dean Amos will draft an assessment plan for the law school which includes all of our curricular programs. The plan will establish a schedule and process for data collection, analysis, and reporting. The draft assessment plan will be submitted to the Assessments and Outcomes Committee next fall for review, vetting, and finalizing.

In AY 19-20, the Assessments and Outcomes Committee will work on the overall assessment plan, review and finalize the program level learning outcomes for the LLM program, and review the data collected and figure out the next steps for curriculum mapping.

Academic Success & Bar Passage

In AY 19-20, Professor McAlpin will fold the ACE Tutor Program into the Academic Excellence Program to tie the 1L curriculum and our tutor offerings more closely together. She will also work to put sufficient structure and an effective data tracking system in place so that measuring the impact of these interventions is possible.

Academic Affairs

In AY 19-20, the Academic Affairs office will collect information from faculty regarding their efforts and initiatives on the DAP 1L curricular review. We also hope to complete the work of moving our standing curriculum to permanent approval.

² See <https://provost.uoregon.edu/changes-core-education-group-and-multicultural-requirements> (Last visited May 28, 2019).

Appendix A
University of Oregon School of Law
JD Learning Outcomes

Institutional Learning Outcome #1: Legal Knowledge

Learning Outcome

Graduates should be able to demonstrate the knowledge and ability necessary to practice substantive and procedural law and to understand the dynamic processes through which law is created, developed, and changed.

- 1.1 Understand, recall, and apply substantive law, including specialized terminology, fundamental principles and core legal concepts, appropriate doctrinal rules or framework, exceptions, and relevant defenses.
- 1.2 Understand, recall, and apply procedural law, including the structures and institutions of the legal system, applicable procedural rules or frameworks, and exceptions thereto.
- 1.3 Appreciate the dynamic processes through which law is created, developed and changed.

Performance Indicators

Students will demonstrate achievement of this learning outcome by successfully doing the following:

- Completing degree requirements.
- Completing pre-graduation employment that involves substantive or procedural law.
- Completing a bar preparation course.
- Participating in or observing law or policy reform initiatives.
- Participating in student law journals.

Institutional efforts and opportunities to facilitate this learning outcome include the following:

- Providing a rigorous curriculum taught by knowledgeable faculty and practitioners.
- Academic Excellence Program.
- LRW and ACE Tutor Programs.
- Funding student bar preparation course through tuition.
- Supporting student law journals.
- Providing opportunities for students to observe or participate in law reform measures, through their classes, externships, and co-curricular opportunities.

What kinds of specific performance measures would tell us that students are achieving this outcome?

- Grades in law school courses.
- Performance on the bar exam.
- Employment in JD-required or JD-preferred positions.

Institutional Learning Outcome #2: Legal Reasoning

Learning Outcome

Graduates should be able to employ sound and articulate legal reasoning to identify, research, and analyze legal problems.

- 2.1. Identify Legal Problems: spotting issues.

2.2. Research Legal Problems: locating relevant primary and secondary authority; marshalling relevant evidence.

2.3. Analyze Legal Problems: carefully and critically reading primary and secondary authorities to ascertain and explain their relevance, validity, and meaning; identifying key facts that satisfy or undermine the elements of legal claims or defenses; evaluating the strengths and weaknesses of legal arguments; synthesizing, summarizing, questioning, and applying legal principles and policies.

Performance Indicators

Students will demonstrate achievement of this learning outcome by successfully doing the following:

- Completing law school examinations.
- Completing six credits of Legal Research and Writing.
- Completing a rigorous, faculty-supervised writing experience that demonstrates extensive research, analysis, original thought, organization, thorough editing, and a sound understanding of the topic.
- Engaging in class.
- Collaborating with peers in small groups inside and outside of class.
- Discussing course materials with professors and tutors outside of class.
- Supporting peers' analysis as tutors and peer research librarians.
- Participating in clinics and externships.
- Working as research assistants.

Institutional efforts and opportunities to facilitate this learning outcome include the following:

- Encouraging students to pursue voluntary legal research projects by writing research papers and publishable pieces; enrolling in advanced research courses; working as research assistants; and participating in moot court competitions.
- Creating opportunities for students to engage in such research and analysis.
- Incentivizing teaching methods that increase opportunities for all students to participate in classroom dialogue and to receive meaningful feedback regarding issue identification and analysis skills.
- Academic Excellence Program.
- LRW and ACE Tutor Programs.
- Law Library Peer Research Assistants Program.
- Supporting student law journals.

How will we assess this?

What kinds of specific performance measures would tell us that students are achieving this outcome?

- Bar passage rates.
- MPRE passage rates.
- Data from bar preparation providers (% of completion data and quality of performance).
- Grades.
- Participation in, and completion of, clinics and externships.
- Tracking performance on interim hypotheticals, quizzes, examinations, research projects, group projects, and drafting projects.
- Feedback from externship supervisors and employers.

Institutional Learning Outcome #3: Professional Responsibility

Learning Outcome

Graduates will engage in and appreciate the importance of their professional and ethical responsibilities towards clients, the local community, our nation, and the world.

Performance Indicators

Students will demonstrate achievement of this learning outcome by successfully doing the following:

- Completing Legal Profession, the law school's professional responsibility degree requirement.
- Passing the MPRE.
- Conducting legal research on issues related to legal ethics.
- Completing the upper-level writing requirement on ethics-related topics.
- Working as Research Assistant on projects involving legal ethics.
- Participating in clinics or externships that include instruction in legal ethics.
- Participating in professional responsibility aspects of law school orientation.

Institutional efforts and opportunities to facilitate this learning outcome includes the following:

- Discussing issues of legal ethics and professionalism in courses beyond the Legal Profession course, including the idea of lawyers as officers of the court, and their obligation to promote the rule of law.
- Supporting student groups in organizing and sponsoring events related to professional responsibility.
- Including professionalism in law school orientation.

How will we assess this?

What kinds of specific performance measures would tell us that students are achieving this outcome?

- Grades in the Legal Profession course.
- Successful passage rates of MPRE.
- Rates of participation in law school events discussing professional ethics.
- Graduates' discipline and disbarment rates.

Institutional Learning Outcome #4: Communication

Learning Outcome

Graduates should be able to communicate effectively with clients, decision makers, and other relevant stakeholders.

4.1 Producing written communication that is clear, concise, and appropriate to the audience and context:

- Making appropriate judgments with respect to tone, thoroughness, relevance and focus.
- Organizing the document in an order and format suitable to the audience and context.
- Applying correct rules of grammar and spelling.
- Using proper citation format in all documents.

4.2 Employing professional oral communication skills appropriate to various contexts such as interviewing, counseling, negotiation, mediation, arbitration, formal advocacy, and legal project management:

- Speaking in a manner appropriate to the audience and context.
- Practicing active listening and empathy to determine audience needs and them appropriate response.
- Employing self-awareness and management, social awareness, and relationship management when communicating with various audiences.

Performance Indicators

Students will demonstrate achievement of this learning outcome by successfully doing the following:

- Completing courses that teach interpersonal or communication skills.
- Completing the experiential learning requirement.
- Completing six credits of Legal Research and Writing.
- Completing the writing requirement.
- Participating in clinics and externships.
- Participating in events and groups that focus on developing communication skills.

Institutional efforts and opportunities to facilitate this learning outcome include the following:

- Providing a robust curriculum for teaching communication skills.
- Facilitating and coaching moot court competitions.
- Facilitating and coaching mediation and negotiation competitions.
- Providing classroom simulations and role plays.
- Providing guidance and feedback in classroom settings.
- Providing guidance and feedback through the Career Center.

What kinds of specific performance measures would tell us that students are achieving this outcome?

- Grades in experiential and writing courses.
- Grades in Legal Research and Writing.
- Enrollment and performance in upper level courses that teach interpersonal and communication skills.
- Feedback from the Career Center.
- Feedback from employers and prospective employers.
- Feedback from clinic and externship supervisors.
- Bar passage rate.

Institutional Learning Outcome #5: Leadership

Learning Outcome

Graduates should be able to recognize the responsibility of lawyers to serve as informed and professional leaders.

Performance Indicators

Students will demonstrate achievement of this learning outcome by successfully doing the following:

- Assuming a formal leadership position at the law school, on the wider campus, or in the community (e.g. student bar association, public interest, community board).
- Completing a course in leadership at the law school, or offered elsewhere on campus.
- Completing courses that examine and discuss the leadership-related roles and responsibilities of lawyers.
- Completing a course in professional responsibility.
- Researching and writing on a leadership-related topic for their writing requirement.
- Modeling professional behavior among peers and colleagues.
- Participating in externships and clinics.
- Membership in a civic organization.
- Participating in the Frohnmayer Leadership Program.

Institutional efforts and opportunities to facilitate this learning outcome include the following:

- Providing opportunities for students to receive mentoring by alumni and other lawyers in the community.
- Maintaining the Frohnmayer Leadership Program.
- Inviting students to participate or attend community events and educational programs where administrators, faculty, or attorneys serve a leadership role.
- Encouraging faculty to provide opportunities for students to make presentations, work in teams and groups, and facilitate discussions.

What kinds of specific performance measures would tell us that students are achieving this outcome?

- Number of students appointed or elected to leadership roles in campus or national organizations, as reported by students in the climate survey.
- Student participation in Frohnmayer Leadership Program.
- Enrollment in courses with leadership-related content.

Institutional Learning Outcome #6: Equity and Inclusion

Learning Outcome

Graduates should be able to understand and appreciate diversity, equity, and inclusion as components of their personal and professional success.

Dimensions of diversity, equity and inclusion include, without limitation, race, religion, national or ethnic origin, gender, sexual orientation, disability, age, socio-economic status, and political ideology.

6.1 Thoughtfully engage in discussions on legal questions that implicate socially contested issues, including the ability to:

- Listen and demonstrate understanding;
- Identify, articulate, and assess the strength of arguments;
- Challenge, correct, respond, or concur; and
- Provide and consider social and historical context.

6.2 Articulate the social and historical context that influence legal rules and contemporary debates, such as:

- the influence of cultural assumptions, cultural differences, and cultural rights on current and historical legal structures and disputes;
- the history of power, privilege and biases based on race, ethnicity, socio-economic class, nationality, religion, culture, gender, sexual orientation, age, mental or physical disability, immigration status, history of incarceration, or membership in a disadvantaged or underrepresented group; and
- current forms of discrimination, oppression or systemic bias.

6.3 Evaluate the ways in which the application of law achieves or fails to achieve equity, inclusion, or other aspects of social justice.

Performance Indicators

Students will demonstrate achievement of this learning outcome by successfully doing the following:

- Completing the law school's diversity course requirement.
- Enrolling in courses addressing diversity as a significant component of the covered materials.
- Completing the writing requirement on a diversity, equity or inclusion-related topic.
- Working as Research Assistant on projects examining equity-related issues.

- Participating in class discussions that involve socially contested issues or social, cultural and historical context.
- Participating in moot court competitions that involve socially contested issues or implicate social, cultural and historical context.
- Participating in clinics or externships whose primary concern involves social justice and equity.
- Completing the Legal Profession course.

Institutional efforts and opportunities to facilitate this learning outcome include the following:

- Implementing the law school's diversity course requirement.
- Developing robust course offerings that satisfy the diversity requirement.
- Facilitating class discussions that engage socially contested issues or provide social, cultural and historical context.
- Sponsoring and organizing events that engage socially contested issues or provide social and historical context.
- Supporting student affinity groups.
- Hiring and supporting a Director of Diversity, Inclusion and Leadership Development.

How will we assess this?

What kinds of specific performance measures would tell us that students are achieving this outcome?

- Grades in courses that satisfy the law school's diversity course requirement.
- Rates of participation in law school events that involve socially contested issues or implicate social, cultural and historical context.
- Responses to student climate survey.

Institutional Learning Outcome #7: Access to Justice

Learning Outcome

Graduates should be able to appreciate the critical role that lawyers play in ensuring meaningful access to the legal system, promoting the just application of its laws, and serving their clients and the community.

Performance Indicators

Students will demonstrate achievement of this learning outcome by successfully doing the following:

- Participating in 1L Orientation, which includes professionalism programming.
- Completing 1L professional planning program.
- Completing Legal Profession course during 2L or 3L year.
- Completing other doctrinal courses that incorporate this learning outcome, for example, by including information about the need, opportunities, and strategies for law reform; public interest attorneys and private attorney general; and client-centered lawyering.
- Participating in clinics, externships (including judicial externships), and simulation-based courses.
- Interacting with formal and informal mentors who are members of the bench and bar.
- Working or volunteering for legal services organizations.
- Attending extracurricular events on access to justice and related topics.

Institutional efforts and opportunities to facilitate this learning outcome include the following:

- Giving the Outstanding Pro Bono Service Awards.
- Giving the Nicole Richardson Outstanding Public Service Award.

- Inviting guest speakers and sponsoring or planning special events involving access to justice.
- Creating and facilitating formal mentor-matching programs.
- Promoting clinics and externships.
- Supporting student organizations, including Oregon Law Student Public Interest Fund.

How will we assess this?

What kinds of specific performance measures would tell us that students are achieving this outcome?

- Law student pro bono hours.
- Participation in mentoring programs.
- Grades in courses that incorporate this learning outcome.
- Enrollment and performance in clinics and externships.
- Applications for public interest professional opportunities.
- Attendance at events relating to access to justice and related topics.

Institutional Learning Outcome #8: Interdisciplinary Understanding

Learning Outcome

Graduates will demonstrate an understanding of the interdependence between legal practice and the natural and social sciences, the humanities, and the arts.

Performance Indicators

Students will demonstrate achievement of this learning outcome by doing the following:

- Completing dual degrees.
- Enrolling in relevant courses offered by other units at the university.
- Enrolling in law courses, clinics, or internships/externships in which a significant focus* of the covered materials consists of materials from other disciplines.
- Working on interdisciplinary research projects for at least twenty hours, including as a research assistant or a fellow.
- Writing interdisciplinary research papers.

Institutional efforts and opportunities to facilitate this learning outcome include:

- Encouraging participation in scholarly events organized by other university units.
- Encouraging participation in interdisciplinary scholarly events organized by the law school.

* The threshold for “significant focus” is defined as:

- One of more readings that explores a concept, theory, or framework from another discipline
- A course level learning outcome that explores a concept, theory, or framework from another discipline
- A portion of the student assessment is related to demonstrating understanding of a concept, theory, or framework from another discipline

How will we assess this?

What kinds of specific performance measures would tell us that students are achieving this outcome?

1. Calendar Mine

- Coding events?
- Use software (MyLaw/OrgSync) to track events relevant to X learning outcome

2. Data from Academic Affairs:

- Concurrent degree students

- Enrollment in courses in other units at UO or at another University

3. Annual Student Survey

- To what extent do you think law depends on other discipline?
- In which of your classes?
- Research papers?
- What did you attend? (Students track event attendance in Symplicity?)

4. Annual Faculty Survey (Add indication in FAR process that annual learning outcome has been completed)

- Do you teach any of your courses in a way that satisfies or approximates this learning outcome?
- Do you engage in interdisciplinary research and hire research assistants or fellows?
- What interdisciplinary events did you invite students to?
- What interdisciplinary opportunities did you make available to your students?

Appendix B

Memorandum

TO: File

FROM: Liz Tippett, Chair, on behalf of the Assessments and Outcomes Committee

RE: Measurement regarding Interdisciplinary Learning Outcome AY 17-18

Date: May 3, 2019

I. Introduction

The University's Learning Outcomes and Assessment Plan contemplates that the Committee will measure and assess Learning Outcome #8 during AY 18-19. This memo serves to summarize the data gathered by the Committee to date and our assessment of that data.

For reference, Learning Outcome #8 provides:

The University of Oregon School of Law expects that our graduates should be able to understand the interrelationship between the creation, development, reform, and practice of law, the natural and social sciences, the humanities, and the arts.

The Law School has operationalized this learning outcome and performance indicators as follows:

Performance Indicators

Students will demonstrate achievement of this learning outcome by doing the following:

- Completing dual degrees.
- Enrolling in relevant courses offered by other units at the university.
- Enrolling in law courses, clinics, or internships/externships in which a significant focus* of the covered materials consist of materials from other disciplines.
- Working on interdisciplinary research projects for at least twenty hours, including as a research assistant or a fellow.
- Writing interdisciplinary research papers.

Institutional efforts and opportunities to facilitate this learning outcome include:

- Encouraging participation in scholarly events organized by other university units.
- Encouraging participation in interdisciplinary scholarly events organized by the law school.

* The threshold for significant is defined as:

- One or more readings that explores a concept, theory, or framework from another discipline;
- A course level learning outcome that explores a concept, theory, or framework from another discipline; and
- A portion of the student assessment is related to demonstrating understanding of a concept, theory, or framework from another discipline.

II. Metrics Regarding the Completion of Dual Degrees and Enrollment in Courses Across Campus

A small number of students complete concurrent degrees. In AY 16-17, 5 students were awarded concurrent degrees. In AY 17-18, 9 students were awarded concurrent degrees (1 in Fall 2017, 7 in Spring 2018, and 1 in

Summer 2018). In response to the AY 16-17 Student Climate Survey, 15 students reported having “complete[d] or ma[d]e progress in, any part of a dual-degree program.”

Our review of the data also indicated that it is extremely uncommon for students to take courses at other Departments in the University. In AY 16-17, the only who students took a graduate level course outside of the law school were concurrent degree students. None of the other law students took a course from another department.

In AY17-18, only 3 non-concurrent students took courses outside of the law school. These consisted of Work Environment Impact Assessment (PPPM 508), Intro to Public Law (PPPM 518) Found Disability I (SPED 511), and Research Discrimination (EDLD 601).³

III. Enrollment in law courses, clinics, or internships/externships in which a significant focus* of the covered materials consist of materials from other disciplines.

The law school does not currently have a system for tracking the number of courses that meet the requirements of this learning outcome. The same challenge will likely present itself for other learning outcomes.

In AY 16-17 Professor Andrea Coles-Bjerre sent an email to faculty asking whether their courses satisfied Learning Outcome #8 and providing the relevant standard.

The email asked:

Do you teach any of your courses in a way that satisfies, or approximates, this learning outcome and its related performance indicators? (See below for the committee’s current draft of the outcome and performance indicators. See attached for an example of a course that would satisfy them.)

The email attached the then-current versions of the interdisciplinary learning outcome and corresponding performance indicators, along with a copy of a syllabus for Erik Girvan’s Race, Gender, Bias & Law as an example of a course that would satisfy the learning outcome.

At that time, the Committee’s standard for the learning outcome required that “20% of the covered materials consist of materials from other disciplines.”

Eight faculty members responded. Most of those who answered indicated that their work involved some level of interdisciplinarity, though perhaps not at the thresholds we had then set. Only two faculty members expressed a high degree of confidence that one or more courses exceeded the 20% threshold for course materials – Michael Fakri (Food Studies, International Studies) and Merle Weiner (Family Law Policy). Susan Gary believed that the non-profit clinic satisfied the requirement but advised confirming with the current instructor, Beatrice Dorhn. The Committee also used Erik Girvan’s “Race, Gender Bias, and the Law” course as an example of a course that would satisfy the requirements.

A handful of other instructors described courses with some level of interdisciplinarity, but perhaps not at the 20% threshold – Stuart Chinn (Constitutional Law, Legislation), Leslie Harris (Children and the Law, Family Law), Rob Illig (Business Associations), and Roberta Mann (Tax Policy).

³ The law school’s Climate Survey also asked about enrollment in other departments. 10 students answered that they enrolled in 3 or more courses across campus, which may represent joint degree students. Only 7 students reported taking one or two courses across campus, and some of those students may have been joint degree students as well.

This suggests a relatively limited pool of courses through which students would be exposed to substantial interdisciplinary material (6 courses), although a broader range of courses expose students to some level of interdisciplinarity (an additional 6 courses). It is possible that other instructors (including clinical instructors, who did not respond to the email), also include interdisciplinary content but did not respond to the email survey.

However, since the original email was circulated, the Committee developed a different test for courses that cover interdisciplinary material. The Committee replaced the 20% threshold with a “significant focus” requirement, defined as:

- One of more readings that explores a concept, theory, or framework from another discipline
- A course level learning outcome that explores a concept, theory, or framework from another discipline *and*
- A portion of the student assessment is related to demonstrating understanding of a concept, theory, or framework from another discipline

It is unclear whether this modified standard would embrace a larger or smaller number of courses. On the one hand, it removes a numerical threshold for course materials, but also adds a course-level learning outcome requirement, and an assessment requirement.

IV. Working as a Research Assistant on Interdisciplinary Research Projects

The AY 16-17 Student Climate survey asked students whether they had “Work with a faculty member on an interdisciplinary research project for at least 20 hours, including as a research assistant or a fellow.” 34 out of 218 (15%) respondents answered “Yes.”

Similarly, several faculty members responded affirmatively to Andrea Coles-Bjerre’s email asking about their employment of research assistants on interdisciplinary projects. These included Stuart Chinn, Michael Fakri, Susan Gary, Leslie Harris, Rob Illig and Merle Weiner. Given the large number of students who reported having performed interdisciplinary research, this response underestimates the number of faculty using RAs to perform interdisciplinary research.

V. Student Interdisciplinary Research

The AY 16-17 Student Climate Survey asked students whether they had written “an interdisciplinary research paper, including a law review note or writing requirement paper.” Of these, 37 responded “yes.”

VI. Participation in Scholarly Events Across Campus, or Interdisciplinary Scholarly Events organized by the Law School

The law school does not currently implement an event coding system for tracking interdisciplinary events organized or promoted at the law school. However, the law school is implementing new software that includes a code for interdisciplinary events. The plan is for the code to be entered by event organizers when they submit an application to schedule or promote an event. Although the law school does not have data for AY16-17 or AY17-18, we expect to have data to report for AY 18-19.

However, the AY 16-17 Student Climate Survey included a question that asked students “How many academic events, such as a talk by a visiting speaker, that were sponsored by an academic department other than the law school did you attend this academic year, if any? This includes events at other universities.” 55 students (25%) responded that they attended between one and three events. And 54 students (25%) responded that

they attended four or more events. In other words, half of respondents had participated in some form of interdisciplinary event during their career.

VII. Discussion Regarding Data Collection

Broadly, the committee is satisfied with the metrics used for measuring interdisciplinarity, in the sense that the metrics proved feasible for data collection.

The Student Climate survey can be repeated each year, allowing the Committee to assess results year over year. However, the Committee recommends a broader and more systemic approach to gathering data from faculty about whether their courses meet relevant learning outcomes, not just for Learning Outcomes #8 but other Learning Outcomes defined by the Committee over time.

VIII. Assessment Regarding Progress and Achievement of Learning Objectives.

Broadly, it would seem that a substantial portion of students in the building have some sort of at least minimal exposure to interdisciplinary ideas and concepts – through attending events organized across campus (about half of students), and because a critical mass of instructors cover some number of interdisciplinary concepts and content in their courses.

However, it seems that a smaller number of students have substantial exposure to material from other courses through a joint degree (10-15 students); enrolling in one or more course across campus (<5 non-dual degree students); performing interdisciplinary research for a faculty member (34 students); or writing their own interdisciplinary paper (37 students).

The Committee discussed the meaning and significance of these numbers, and their effect on the drafting of Learning Outcome 8 and other Learning Outcomes.

**Appendix C
CRES Program
Assessment Plan**

The Conflict & Dispute Resolution Program expects that our graduates should be able to:

Outcome No.	Learning Outcomes	Performance Indicators
1	Integrate and apply a broad range of theoretical concepts, processes, skills, and strategies to analyze, prevent, manage, and resolve conflicts.	<p><i>Students will demonstrate achievement of this learning outcome by doing the following:</i></p> <ul style="list-style-type: none"> • Successfully completing a course in: <ul style="list-style-type: none"> ○ Negotiation ○ Mediation ○ Perspectives on Conflict ○ Psychology of Conflict ○ Philosophy of Conflict ○ Cross Cultural Dynamics in Conflict Resolution • Completing an experiential learning opportunity in which a significant focus includes conflict management theory and skills. “Experiential learning opportunities” include internships, clinics, seminars, workshops, professional conferences, volunteer opportunities, etc. <p><i>Institutional efforts and opportunities to facilitate this learning outcome include:</i></p> <ul style="list-style-type: none"> • Opportunities for the practice of negotiation through internship developments • Co-curricular observation opportunities, volunteering opportunities and outside speakers. • Non-credit bearing skill-building workshops. • Engagement and support of student groups (e.g., Students Engaged in Dialogue & Discourse)
	<i>How will we assess this?</i>	<p><i>What kinds of specific performance measures would tell us that students are achieving this outcome?</i></p> <ul style="list-style-type: none"> • Satisfactory completion of core, electives, and internships • Successfully apply theoretical concepts in final exams and written work product. • Feedback from internship supervisors on skill level. • Instructor observation and feedback on absolute skill level, and skill progression. • Number of student writing awards, competitions, or other professional accolades. • Acceptance rate in PhD Programs (among the small subset of students interested in pursuing a PhD). • Alumni survey.
2	Understand the contexts in which conflicts occur and apply to them the appropriate conflict and dispute resolution theory and skills.	<p><i>Students will demonstrate achievement of this learning outcome by doing the following:</i></p> <ul style="list-style-type: none"> • Completion of course papers • Successful completion of final projects (thesis, terminal project, course concentration) • Journaling through internships • Completion of cross-cultural dynamics in conflict resolution course <p><i>Institutional efforts and opportunities to facilitate this learning outcome include:</i></p> <ul style="list-style-type: none"> • Visiting speakers • Specialized skill-building workshops • Engagement and support of student groups

		<ul style="list-style-type: none"> • Support of participation and engagement in professional conferences • Coordination with other departments to facilitate cross-registration in other departments
	<i>How will we assess this?</i>	<p><i>What kinds of specific performance measures would tell us that students are achieving this outcome?</i></p> <ul style="list-style-type: none"> • Participation and performance in courses offered outside the department. • Participation level in co-curricular opportunities described above. • Feedback from internship supervisors • Feedback from thesis advisors.
3	Facilitate, lead, and engage in constructive communication and collaborative problem-solving in a variety of interpersonal, cross-cultural, and intra-and inter-institutional settings.	<p><i>Students will demonstrate achievement of this learning outcome by doing the following:</i></p> <ul style="list-style-type: none"> • Completion of skill-building simulation courses • Completion of internships & extracurricular activities that include application of skills <p><i>Institutional efforts and opportunities to facilitate this learning outcome include:</i></p> <ul style="list-style-type: none"> • Facilitate internship opportunities • Facilitate and support collective program evaluation through forums such as town hall meetings, etc. • Support skill building activities (e.g., negotiation and mediation competitions, etc.) • Frohnmayer Leadership Program • Coordination with other departments to facilitate cross-registration in other departments
	<i>How will we assess this?</i>	<p><i>What kinds of specific performance measures would tell us that students are achieving this outcome?</i></p> <ul style="list-style-type: none"> • Strong post-graduate employment levels • Student selection for leadership roles on and outside of campus • Participation level in skill building activities • Employment rate • Alumni survey • Number of students participating in Frohnmayer Leadership Program
4	Recognize, understand, acknowledge, and address the role of power, difference, and inequity in conflict.	<p><i>Students will demonstrate achievement of this learning outcome by doing the following:</i></p> <ul style="list-style-type: none"> • Engaging with the School of Law's Diversity Action Plan where appropriate • Exploring and applying these concepts through research, writing, and internships <p><i>Institutional efforts and opportunities to facilitate this learning outcome include:</i></p> <ul style="list-style-type: none"> • Frohnmayer Leadership Program • Leweicki award for service to underserved populations
	<i>How will we assess this?</i>	<p><i>What kinds of specific performance measures would tell us that students are achieving this outcome?</i></p> <ul style="list-style-type: none"> • Performance in Psychology of Conflict, Perspectives on Conflict, Cross-Cultural Perspectives in Conflict • Student participation in co-curricular opportunities at the law school relating to the diversity action plan • Student climate survey

5	Demonstrate deepened and self-reflective skills in critical thinking, research, writing, ethics, and the craft of conflict management.	<p><i>Students will demonstrate achievement of this learning outcome by doing the following:</i></p> <ul style="list-style-type: none"> • Completion of internships, including the associated self-reflection writing requirement • Completion of written final projects <p><i>Institutional efforts and opportunities to facilitate this learning outcome include:</i></p> <ul style="list-style-type: none"> • Internship counseling • Advising for final projects
	<i>How will we assess this?</i>	<p><i>What kinds of specific performance measures would tell us that students are achieving this outcome?</i></p> <ul style="list-style-type: none"> • Completion of final project • Reviewing midterm evaluations for internships • Alumni survey