

UNLV William S. Boyd School of Law

A Strategic Vision

Introduction

The William S. Boyd School of Law (Boyd) at the University of Nevada, Las Vegas (UNLV), Nevada's only law school, offers students educational opportunities for growth and achievement in a supportive and inclusive educational environment. Service, teaching, and scholarship form the heart and soul of what we do. Boyd is a close-knit, collaborative community, dedicated to equality and inclusion, and focused on teaching students to be professional, ethical, problem-solving lawyers. These values are reflected in our culture, curriculum, and service, as well as in our aspirations to maintain and strive for excellence in everything we do; they also are what make Boyd special, the reason students and faculty come and stay. While many changes have taken place in legal academia, the national economy, the state of Nevada, and law school personnel since Boyd was founded in 1998, our unique model of legal education still serves these values well. Amid many changes, we have maintained and enhanced the core features of our identity and aim to preserve these core features in the future.

Integral to Boyd's mission is creating an intentional community within a rich ecosystem of connected communities: the diverse UNLV campus; the ethnically and economically dynamic Las Vegas Valley; and Nevada, a mostly rural state with fast-growing urban areas. Boyd is situated in the heart of the main campus of UNLV, which has been recognized as one of the nation's most diverse universities and also a top research university. UNLV has over 30,000 students, an Honors College for top undergraduates, a new medical school, and colleges and departments devoted to the arts, social and hard sciences, journalism, and hospitality. Those who may think only of gaming or entertainment when they think of Las Vegas are missing a great deal. Still young, but growing rapidly in size and sophistication, the Las Vegas Valley is a thriving urban center with a robust economy and professional legal market. Boyd enjoys excellent relationships across Nevada in business, law practice, and all levels of government.

Boyd plays a critically important role in Nevada by providing access to legal education and opportunity, by offering community service, and by supplying leadership on key policy issues. Over the past twenty-two years, three deans and one interim dean have helped create an institution that is respected, special, and innovative. Each successive dean has played an important role in helping us fulfill our goals and position Boyd for further advancement. Founding Dean Richard Morgan (1997-2007) guided the law school through its creation, accreditation (provisional in 2000, full in 2003), and membership in the American Association of Law Schools in 2004. Dean John Valery White (2007-2012) maintained financial and programmatic stability after the 2008 recession and helped us make key hires, before he was promoted to UNLV Provost and Executive Vice President in 2012. Interim Dean Nancy Rapoport (2012-2013) oversaw the last site visit and dean search before being tapped to serve as assistant to the president of UNLV. Dean Daniel W. Hamilton (2013 through the present) has been instrumental in raising the profile of the Law School within Nevada, nationally, and internationally.

One of the Law School's premier accomplishments since the last site visit has been creating an LL.M. in Gaming Law and Regulation. As the only LL.M. available in the field of gaming law, the program attracts students from across the nation and the globe. In its

fifth year, the LL.M. program has graduated forty-six students who have gone on to work for the Nevada Gaming Control Board, the New Jersey Division of Gaming Enforcement, William Hill (the world's largest bookmaker), and other prestigious law firms and gaming organizations. With roughly fourteen students per year, the LL.M. complements the J.D. program by attracting a diverse group of mid-career professionals while generating additional revenue for the law school. The program has lifted Boyd's profile and has provided new opportunities for J.D. students and mid-career professionals alike looking to enhance their professional opportunities.

In addition to creating a Gaming LL.M., we have recently enhanced our already robust program of academic talks, guest speakers, events, and conferences. We have also supplemented our strong faculty by hiring Distinguished Fellows: former Senator Harry Reid; former Nevada Governor Brian Sandoval; and Anthony Cabot, who practiced gaming law for thirty-seven years at a major Las Vegas firm and plays a key role in our Gaming LL.M. We also host Senior Fellows now including Nancy Brune (Executive Director Kenny Guinn Center for Policy Priorities), Jay Bybee (Ninth Circuit Judge), Frank Fritz (environmental law and climate change expert), and Patricia Mulroy (former head of Southern Nevada Water Authority). Boyd has become a critical venue on campus and statewide for discussion and dialogue on issues of scholarly, legal, and public importance.

As Boyd enters its third decade, we seek to navigate new challenges and make important choices while remaining true to our core mission and values. Boyd's key goals for its educational program are to (1) maintain exceptional quality in existing programs, including the legal writing, dispute resolution, gaming, health, and clinical programs; (2) continue to develop new programming with the same hallmarks of excellence; (3) raise the law school's profile regionally, nationally, and internationally; and (4) generate revenue and limit expenditure on student scholarships while maintaining a strong commitment to quality and diversity.

I. Mission

The Law School's mission statement emphasizes creating a "model community" devoted to service, scholarship and teaching:

The mission of the Boyd School of Law is to serve the State of Nevada and the national and international legal and academic communities by developing and maintaining an innovative and excellent educational program that will train ethical and effective lawyers and leaders for Nevada and for the legal profession; to stress community service, professionalism, and the roles, responsibilities, skills, and values of lawyers; to produce excellent scholarship for the benefit of the State, the profession, and the academy; to involve students and faculty in community service projects in ways that will benefit our State; and to provide leadership for Nevada on important issues of public policy, dispute resolution, the law and legal practice. In seeking to fulfill this mission, the Boyd School of Law aspires to become a model community, one in which the people of the law school will deal with one another professionally, respectfully, and with a view to

maximizing the potential of each participant in this exciting educational enterprise.

These core goals are captured in four pillars of our program of legal education. First, we are committed to training a diverse group of students to be able and ethical lawyers who are ready to succeed and lead in the real world. Second, we have a core focus on public service to varied communities. Third, we have a unique role as Nevada's only law school, providing access to legal education, expertise, leadership, and service in ways that shape the law and the legal profession in this state. The fourth and final pillar is our collaborative "model community" founded on mutual respect, equality, inclusion, and professionalism. Below, we elaborate on the core goals captured in these four pillars by describing our most important programs, evaluating our strengths and weaknesses and discussing areas where we seek to improve. While we appreciate the need to reflect on our mission periodically, and to consider whether our goals need to change as our institution matures, to date these four fundamentals remain key to Boyd.

III. Commitment to Training Able and Ethical Lawyers

From its founding, the Law School has been dedicated to the first pillar of our program of legal education: training lawyers who possess the skill, knowledge, ethical judgment, and creativity to serve and lead. This focus is reflected in our diverse group of talented students, the background and status of our professors, the nature of our curriculum, and our emphasis on ensuring that good teaching leads to good outcomes with respect to both the bar exam and employment.

A. Boyd Students

At Boyd we are committed to giving highly qualified and diverse students the opportunity to become able and ethical lawyers. We start by recruiting students who are both highly capable and diverse as to race, ethnicity, age, gender, religion, socioeconomic status, and many other factors. Based on admission metrics of LSAT and GPA as well as selectivity, the qualifications of the incoming class have improved in each of the past three years. Our 2019 entering class had a median LSAT of 159 and a median GPA of 3.69.

Like most if not all law schools, we have been affected by the national decrease in law school applicants. Our peak year in terms of number of applicants was 2008, when we received 1,755 applications. But, we continue to do very well with both attracting high-quality applicants and enrolling those students we accept. In 2019 we had 955 applicants, our acceptance rate was 28% and our yield rate was 49%.

We believe our students' highly diverse backgrounds will help them serve as able and ethical attorneys. Boyd has enrolled an average of 35% students of color in its last seven entering classes. The Law School has also consistently ranked in the top quartile of the U.S. News and World Report diversity index and has received an A- grade for diversity from the *National Jurist*. Recently Boyd launched the Justice Michael L. Douglas Prelaw Fellowship Program, with the objective of supporting first-generation and diverse students potentially interested in law school by offering preparation for the rigors of legal education and providing information and resources on the law school application process.

Our student organizations also reflect our diversity. During the current review period, La Voz, Boyd's Latino law student group, was twice recognized nationally as Law Student Organization of the Year by the Hispanic National Bar Association. La Voz administers Huellas (Footprints), a four-tier mentorship program particularly intended to assist Latinx high school, college, and law school students as they progress toward a career in the legal profession. The program is also open to persons of other ethnicities. Further, Boyd's Black Law Student Association was recently recognized as chapter of the year by the National Black Law Student Association. Another student organization, Students United for Diversity in Law, annually runs a Street Law program, which introduces diverse high school students to the role of the law in their lives and provides them a chance to participate in a mock trial. Moreover, during the current review period, five of the law school's Student Bar Association presidents have been students of color.

When Boyd was founded, more than twenty years ago, our part-time evening program was a core part of the curriculum, geared to attract students from many walks of life, and to offer broad access to legal education. Our part-time students have included teachers, doctors, nurses, law enforcement officers, and persons who are employed on the Las Vegas Strip in a variety of capacities. The school ensures that part-time students have access to a rich curriculum including a variety of experiential learning courses and clinics offered in the evenings, a good range of elective courses, and co-curricular and leadership activities.

Boyd recognizes its unique responsibility as the only in-state option for legal education in an ethnically and socioeconomically diverse city and university. Boyd does a good job of admitting and retaining diverse Nevadans already in the applicant pool (we admitted 31% of diverse Nevadans compared with admitting 28% of the overall applicant pool; we matriculated 73% of admitted Nevadans who identified as ethnically diverse compared with matriculating 70% of all Nevadans and 49% of all admitted applicants in 2019). That said, we would like to do a better job still of admitting and retaining diverse applicants from outside Nevada, as well as take more steps to broaden the diverse applicant base within Nevada. To help accomplish the first goal, the admissions team has expanded its recruiting footprint and has represented the Law School at diversity law fairs and visits to campuses with large and diverse student populations. We hope that our efforts with the Justice Michael L. Douglas Prelaw Fellowship Program, as well as efforts by faculty and staff to work with underrepresented populations at the high school and college level, will help accomplish the second goal.

Boyd also needs to continue to look at the costs and benefits of our part-time evening program. For a number of years this program attracted thirty to forty highly qualified students per year, reflecting a substantial pent-up demand for legal education in Las Vegas. Over time, however, demand for the part-time evening program has lessened, leading us to consider whether it still made sense to devote substantial faculty and administrative resources to a program as small as seven students in 2018. To ensure high-quality teaching, we have our full-time tenure-track or tenured faculty regularly teach in the part-time evening program, but these time slots place special burdens on faculty, particularly those with young children. Accordingly, we have intensively studied the benefits and costs of the part-time evening program over the past several years. Thus far

we have decided that we should retain the program, which is popular among many legislators and alumni and provides access to persons who otherwise could not obtain a legal education. Rather than eliminate the program we have reshaped the curriculum to be more efficient and increased our admissions efforts to ensure a reasonable-sized evening class. In 2019 we enrolled 15 students into the part-time evening program. We will continue to monitor this aspect of our curriculum to ensure that our resources are wisely spent and that the program continues to provide a significant benefit to our students and community.

B. Boyd Faculty

In order to train able and ethical lawyers it is important to hire and retain exceptional and diverse faculty who value and understand law practice, and to treat all faculty with respect. Our faculty members excel by all measures. They went to top law schools, did impressive clerkships, had noteworthy prior employment in an array of settings, and regularly publish in top law reviews. At present, eleven of our current or emeriti faculty have been elected to membership in the American Law Institute. No matter their personal experience, all our faculty believe that it is important to train our students to be legal practitioners. In addition, many of our faculty have an ongoing close connection to law practice. Through their service and scholarship, and sometimes through limited private consulting, our faculty often work closely with lawmakers, advocates, and neutrals in the “real world.”

The faculty also have diverse identities. Currently, 60% of the faculty’s full-time members are women. This number includes 23 of the 39 tenured faculty members, two of the four pre-tenured faculty members, and the Directors of Externships and Academic Success. Nine of the law school’s forty-five full-time faculty members (20%) are members of racial or ethnic minorities. All nine are tenured faculty members; this number includes five African Americans, three Latinx, and one Asian-American. Six of Boyd’s forty-four (or 14%) full-time faculty members (five tenured) self-identify as gay, lesbian, bisexual, or transgender. Yet, the Law School continues to work to improve faculty diversity and hopes to even better align faculty demographics with Nevada’s population demographics. While hiring has been limited by our economic circumstances, we remain particularly interested in hiring more Latinx faculty.

Our faculty believe that our strong commitment to scholarship and scholarly productivity enhances our teaching and training of able ethical future attorneys. We publish high quality books, articles, op-eds, and essays. Our faculty publications are featured on our website, in our weekly publication *Boyd Briefs*, and in our online Scholarly Commons; we showcase faculty publications in a special section of the library broken out by individual faculty members; and we celebrate achievements annually with a scholarship reception. In 2019, our faculty published extensively in national and international law review journals. Our faculty are supported in their scholarship by law librarians, who regularly undertake complex research projects at the request of faculty, and by law student research assistants who are introduced to scholarly writing and sophisticated research.

From the founding of the Law School we have believed it important to value all faculty’s work in training our students to be able and ethical attorneys. In our Clinic we have always had a unified tenure clinician-scholar model, meaning that these faculty members

teach both clinical and non-clinical courses and satisfy the same tenure standards as other faculty. The commitment to equal status sends a strong message on the value of these courses to our students' legal education and demonstrates that those faculty who teach our students in live clinics are equally important as those who teach large or small classes. Moreover, beginning in 2012 we similarly gave all our faculty who teach legal research and writing the chance to join the tenure track if they were not already tenured and could meet the regular tenure requirements, completing this transition process in 2016. We believe this recognition of the important status of legal research and writing faculty is one of the reasons our Lawyering Process (LP) Program has been ranked #1 nationally by U.S. News & World Report for the past two years. While our library faculty has its own tenure track, library faculty are treated with great respect and participate actively in law school governance. In short, our commitment to equal status among faculty helps us be more effective in training our students to be good and ethical practitioners.

We are also very proud of our Distinguished Fellows and Senior Fellows, mentioned earlier, and of our adjunct faculty. We regularly hire some of the best attorneys in Las Vegas to teach specialty electives such as in gaming, trial practice, pretrial practice, real estate transactions, and many other subjects. While our adjunct faculty are excellent, we aspire to enhance their diversity. Like many law schools, we face the issue that the body of more senior lawyers from whom we tend to draw our adjuncts is less diverse than recent law graduates or law school students. As well, when we search for adjuncts, we are usually looking for attorneys with a specific expertise. Finding diversity in some subject areas, however, can be challenging. We are making strides on this front. Of the adjunct faculty who taught between summer of 2018 and fall of 2019, 34% were female and 17% were members of racial or ethnic minorities. Even so, we are committed to increasing the diversity among our adjuncts and confident we can do so using a combination of more extensive pipelines and better mentoring. If we are pro-active in seeking out diversity among our increasingly diverse community, rather than merely waiting for adjunct requests to be made, we believe we can succeed on this front. To the extent that some diverse members of the legal community may lack teaching experience we can mentor them and co-teach with them in order to bolster our pool of adjuncts. We have used these tools with success to increase the diversity of our lawyering process adjunct faculty. In short, we believe that our faculty play an important role in helping us train able ethical attorneys.

C. Boyd Curriculum

Students develop their skills and identity as able ethical lawyers both inside and outside the classroom. While our basic curricular requirements and offerings are detailed in the Site Evaluation Questionnaire—Narrative Responses (“SEQ”)—here we highlight a few special aspects of our curriculum that particularly help our students become able and ethical attorneys. Throughout our curriculum we have always focused on teaching students not only to apply existing law but also to improve broad legal policy, for example through law reform activities. Recently we have enhanced this aspect of our program in various ways:

- creating an LL.M. in gaming law that emphasizes gaming policy;
- creating legislative externships focused on policymaking; and

- emphasizing the importance of policy in our clinics and some concentrations.

Moving forward, our goal is to continue to emphasize these broader policy goals.

1. Legal Research and Writing

At Boyd we have always placed a heavy emphasis on legal research and writing as we know both are critically important lawyering skills. We are very gratified that U.S. News has recognized our strong program by ranking it in the top five during the last seven years and ranking it best in the nation for the last two years. As detailed in the SEQ, we require students to take three semesters (nine graded credits) of legal research and writing. Students can take the third semester (Lawyering Process III) at any time before their last semester by choosing from among multiple options focused on different aspects of legal practice. We keep our research and writing sections small and provide extensive feedback. We also require every student to complete an additional capstone writing project that is satisfied by an analytical, intellectually rigorous law-related writing project that requires research, drafting, and revision. The Law School's excellent library faculty also teach courses in advanced research and writing, provide outreach programs that introduce students to legal research resources, work with student research assistants on faculty projects, and provide research guidance and instruction to students on the law journals and those writing seminar or capstone papers. Thus, our students do a significant amount of high-quality research, writing, and analysis, and we frequently receive praise from employers about our students' and graduates' abilities in these areas.

Our stellar writing faculty are nationally recognized. Although for years only a few of our senior faculty in legal writing were tenured, since July 2016, all but one of our full-time legal writing professors have been either tenure-track or tenured. Effective January 1, 2020 all our full-time lawyering process faculty will be tenured or tenure track. Several of our lawyering process faculty hold chaired professorships. Faculty who teach our lawyering process courses fulfill the same teaching and scholarship requirements as other faculty, teach non-writing as well as writing courses, and produce scholarship in diverse areas. The legal writing faculty founded a marquee legal writing conference (the Rocky Mountain Regional Legal Writing Conference), which it hosts on a rotating basis. More recently, the lawyering process faculty has participated in an annual West Coast Rhetoric conference, working on their scholarship by meeting with lawyering process faculty from such schools as University of Washington and Stanford. This year, that regional conference is on hold because Professor Lori Johnson co-hosted a Classical Rhetoric and Contemporary Legal Praxis symposium at Boyd. The articles from the symposium will be published in the Nevada Law Journal.

The 2018-19 academic year was challenging for the writing program. We were in a time of transition, with retirement approaching for four of our faculty members (Professors Pollman, Edwards, Berger, and Bayer); further, the entering class was exceptionally large. The Law School thus needed two visitors in one semester, and three in the other. The transition for our full-time faculty is now complete. Professor Mary Beth Beazley joined our faculty in 2017, and in 2019 we hired Professors Kathryn Stanchi and Joseph Regalia. The Law School plans to continue to hire one visitor each year; in honor of founding

faculty member Terrill Pollman, the visitor will be designated as the Terrill Pollman Distinguished Visiting Professor of Law. Boyd remains committed to hiring and retaining high caliber faculty in this important subject area.

2. Experiential Learning: Clinics

Since the Law School's founding, we have emphasized our clinical and externship programs in order to provide excellent real-world training to our students and also provide public service to the community. Our Thomas & Mack Clinic is one of the centerpieces of the Law School. We currently offer in-house clinics in the following areas on a regular rotation: Appellate Practice, Family Justice, Immigration, Investor Protection, Mediation, Misdemeanor, Low-Income Taxpayers, and Education Advocacy. Both students and faculty find these experiences deeply rewarding and the development of clinic courses, including Advanced Clinic (for students to continue an additional semester) and Directed Clinical Practice (intensive research or reading), have allowed more students to participate in clinical experiences in different ways.

To provide our students with the highest quality clinical experience we have required that our clinics be led by tenured and tenure-track faculty. These faculty fulfill the same scholarship expectations and teach the same course load, including some non-clinical courses, as other faculty. The Law School recognizes that practicing law, while teaching non-clinical courses and producing scholarship, is a tall order. Yet, our exceptional clinical faculty have met this challenge. They are excellent clinical and non-clinical teachers, committed scholars, and perform important service both within and without the Law School.

While our clinical programs remain strong, we face ongoing challenges, including some born of our successes. First, we need to make sure we have the faculty resources to run our clinics effectively. Clinical teaching is extremely time-intensive before, during, and often long after the teaching semester. Clinical professors work behind the scenes to recruit cases and clients and build community relationships, invest heavily in teaching and supervising students, and sometimes retain responsibility for clinic cases long after the semester ends. To juggle these ongoing responsibilities as well as produce scholarship and teach non-clinical courses, our clinical faculty needs adequate support. Second, retention is a concern because our strong clinical faculty and leadership have often been raided by other schools. The Interim Associate Dean for Experiential Legal Education (Joan Howarth) is a Distinguished Visiting Professor, former Dean at Michigan State, and our own former Professor and Associate Dean for Academic Affairs, but not a tenured member of our faculty. Third, we struggle to ensure that students desiring to take a clinical course can do so in their area of preference. In the fall of 2019, sixty-seven students applied for clinical spots and thirty-seven new students were accepted. We also placed three returning students in advanced clinic spots. We are proud that we have been able to provide this valuable education experience to so many of our students, but we are always striving to increase our available clinic spots to allow more students to participate. Fourth, expansions in our clinical programs have placed stresses on our physical facilities. We have implemented many measures to ensure that our clinicians, students, and support staff have adequate room to work and serve clients, and all of our clinicians have

two office spaces; one in the Clinic offices themselves, where they can meet with clinic clients and students, and another located with other faculty offices, which helps ensure they can interact with students and other faculty outside the Clinic.

To ensure that our clinics remain strong we have tried several approaches. Historically our clinics were generally run by tenured and tenure-track faculty in “hard money” positions approved by the faculty. For many years, early in the life of the Law School, we tried to staff each clinic with two professors who could share the workload and provide relief to one another, sometimes helped by short-term fellows. But more recently we have experimented with alternative models. Sometimes we have paired tenure track professors with non-tenure track full or part-time faculty. For a time we funded our tax clinic using grant money and staffed it in part with a non-tenure track visiting professor. Our Immigration Clinic has also begun to receive significant outside funding and support. Disparate reliance on staff attorneys and grant funding sometimes presents curricular and status equity issues. We are working to assess and address these and other questions in order to ensure that leadership for our experiential programs is strong, that our students have robust clinical opportunities of the highest quality, and that our clinical faculty have the resources to fully optimize the clinician-scholar model that is the hallmark of our program.

3. Experiential Learning: Externship program

The Law School offers numerous high-quality field placements which allow our students to experience the real world while also reflecting on and learning from those experiences in a classroom setting. In the Fall of 2019, forty-eight of our students were placed in externships including Congressional Externships; Judicial Externships; Legislative Externships; and Government and Public Interest Externships. These placements are supervised by the Externship Director, who is a full-time faculty member.

We believe our program is very strong. The Externship Director ensures that the placements are educational and provides students with valuable opportunities to learn from their experiences. We have a broad range of regular offerings and provide students with the opportunity to request alternative placements that might better serve their interests and geographic preferences. In part because we are the only law school in Nevada, students can also often draw on the lessons they learn in externships to further their employment prospects. We put substantial thought into the seminar aspect of our externships to enhance student reflection and learning.

Given the heavy student use, the externship program faces occasional issues related to monitoring placements and ensuring consistent student experiences. Sometimes particular placements may apply pressure to serve their own interests. Despite these challenges, Boyd works to maximize equality of externship experiences and to ensure that all placements are of high quality. In order to help the Externship Director in this regard we have appointed highly qualified adjunct professors to be Externship Field Supervisors. We will continue to provide the support needed to ensure that the program works well for our students and the community.

4. Other Experiential Learning Opportunities

In some of our non-clinical courses, faculty have also developed curricula that offer practical legal experience to students. For example, in Professor Addie Rolnick's Community Law Practicum in Tribal Law, students assist Native American tribal governments with legislative drafting constitutional amendments, and legal research related matters such as eligibility for federal funding, jurisdiction, and federal recognition. In Professor Sylvia Lazos' class on Making Law students work with legislators to fashion proposed legislation that may be introduced before the Nevada legislature, and also draft background supporting documents. Professor Marketa Trimble's students in Community Law: Intellectual Property help educate local artists, developers and innovators who are interested in learning more about the law of intellectual property. Similarly, Professor David Orentlicher's Health Law Legislation students work in small groups to draft bills on health law matters that have been identified as priorities by Nevada legislators.

5. Saltman Center for Conflict Resolution

From the Law School's inception, we have chosen to teach our students a broad approach to lawyering that includes non-litigation approaches to conflict resolution. Rather than merely teach our students how to be good litigators or business attorneys we have sought to teach them to view legal problems more broadly, and to recognize that the ability to negotiate, mediate, and arbitrate can be just as important as courtroom skills. This approach to dispute resolution also meshes nicely with our substantial faculty strength in psychology and lawyering, as professors with that specialty are constantly reminding students to consider the psychology of their clients, opponents, and neutrals.

In 2003 our Saltman Center for Conflict Resolution was founded thanks to the generosity of donors Michael and Sonja Saltman. We are proud that this program, currently ranked fifth in the nation by U.S. News and World Report, provides our students with valuable courses, fosters scholarship on non-litigation approaches to conflict resolution, and sponsors conferences and speakers to educate the public about the value of conflict resolution. We offer an array of dispute resolution electives during the regular semester, and host intensive courses in the summer and in January. The Saltman Center also houses a mediation clinic in which students can learn to be a neutral and gain a better understanding as to how disputants view their issues. This clinic currently provides students with experiences in the family law and prisoner civil rights arenas. As discussed below, dispute resolution is also one of the five concentrations offered by the Law School.

We are doing a great deal well in the dispute resolution area. Our courses, conferences, and speakers have received national acclaim. This year for example we hosted the AALS Dispute Resolution Section Works in Progress conference, and last year we hosted the first ever West Coast Dispute Resolution Conversation. Our professors are nationally and internationally recognized in dispute resolution, and an increasing number of our colleagues have chosen to write in the area of dispute resolution. Our students have won national dispute resolution competitions. We are also pleased that we are effectively handling leadership transitions, as Professor Lydia Nussbaum just took over from

Professor Jean Sternlight as Director of the Saltman Center. As Sternlight remains an active member of the faculty, and the Saltman Center, we expect that this transition will be smooth and minimize any loss of institutional knowledge.

At the same time, we are still working to improve our dispute resolution programs. One of our goals is to better integrate broad dispute resolution skills throughout our curriculum. Ideally, we would like most if not all our graduates to be trained in negotiation, and to provide more negotiation training to students in a variety of clinical and externship placements. We struggle, however, to have enough professorial time to accomplish all our goals. Many of our courses are taught by highly qualified adjuncts. We also need to decide whether to provide more dispute resolution programming for non-J.D. students, perhaps in executive training or even an LL.M. program. While the Las Vegas location could be ideal for such programs we are still working to determine whether such programs would be financially viable and serve the best interests of the Law School.

6. Concentrations

Since the last site visit the Law School has approved five concentrations in areas of deep faculty expertise and high student interest: health law; workplace law; intellectual property law; business and commercial law; and dispute resolution. We chose to adopt concentrations to allow students to go into more depth in a particular area, to organize their coursework sensibly, and to demonstrate strength in an area of interest to employers without imposing substantial additional burdens on the Law School. Each concentration was designed with the goal of guiding students toward developing knowledge and skills through completing course work, collaborating on scholarly or community projects, and when possible gaining experience through externship, clinical, and work placements.

The concentrations typically require students to take approximately four courses, to write and present a paper, and to attend talks by experts, all in the area of interest. The concentration in health law, for example, capitalizes on a health scholar speaker series affiliated with the Health Law Program, and on our connection with the new UNLV Medical School. In the intellectual property concentration, faculty advisors help students design a personalized curriculum that meets their particular interest in the area and also bring in guest speakers to expose students to many aspects of IP practice. Students in the Dispute Resolution concentration work closely with Saltman Center faculty and attend events sponsored by the Center. The Workplace Law concentration allows students to study both labor law (collective bargaining), and employment law (including wage and hour law and anti-discrimination law). Finally, the Business and Commercial Law concentration focuses on students who hope to represent business and commercial interests.

We continue to monitor the concentrations to determine what if any adjustments should be made. We know the concentrations are popular with and accessible to students. However, having concentrations has inevitably imposed some administrative burdens on the registrar's office, on administrative staff who need to help organize speakers and events, and on faculty in the concentration areas. There may also be budgetary impacts if we end up hiring adjuncts or visitors to teach courses that otherwise might not be necessary. In the near future, Senior Administration plans to charge our Curriculum Committee with reviewing our various concentrations, including a survey of students,

faculty, and staff about their experiences with our concentrations; this review will help us determine whether the concentrations are offering the benefits we hoped and whether they are as “cost-free” as we had anticipated. We must balance the costs with the benefits provided to ensure that the concentrations are working well.

7. *Additional Programs*

Along with our five concentrations, the Law School also sponsors several additional Programs that help us produce able and ethical lawyers. Our Lawyering Process Program has already been discussed. We also have programs in Gaming Law; International, Transnational & Comparative Law; and Race, Gender & Policing. The Gaming Law program “prepares students to address sophisticated, cutting-edge legal and policy issues in Nevada, across the United States, and around the world.” The International program “brings together legal scholars and educators, students, and other members of the global community to address issues in international, transnational, and comparative law.” Within the program, faculty advisors advise students on research projects involving international, transnational, and comparative issues, and assist in familiarizing themselves with international educational and job opportunities. <https://law.unlv.edu/international-law>. Finally, the program on Race, Gender & Policing “explores the relationship between race, gender, and the ways people are policed.” <https://law.unlv.edu/race-gender-policing>. The program on Race, Gender & Policing hosts multiple events a semester aimed at educating students and the community at large on recent thinking about police reform and transformation. All of these programs bring people and ideas to the law school that enrich our community and provide valuable learning opportunities for our students. In addition, our relatively small size allows us to meet student interest in specialized areas such as cyberlaw or European Union law through directed reading and research projects.

8. *Community Service Requirement*

From its inception the law school has required all students to complete twenty hours of pro bono (non-credit bearing) service in the Law School’s Community Service Program. The goal has been not only to help members of the public, but also to use this service to help train our students to be able ethical attorneys. Law students complete this graduation requirement in either the spring semester of the first year, the summer following it, or the fall semester of the second year. Working primarily with Legal Aid Center of Southern Nevada and Nevada Legal Services, teams of students prepare and conduct free weekly workshops for unrepresented people on basic procedures in family or small claims court and on paternity, custody, guardianship, foreclosure mediation, and bankruptcy matters. After receiving training, the students conduct workshops for members of the public. In the program, students learn the important professional skills of discerning the distinction between legal information and legal advice (the latter of which they cannot and do not give), mastering the legal principles and procedures unique to a particular area of law, making a presentation to a group of laypersons using appropriate language and educational aids, and engaging in active problem solving. Students may also complete this service requirement by teaching in Kids’ Court, an award-winning program which is a part of the Thomas & Mack Legal Clinic. In Kids’

Court law students educate children and youth about judicial processes and courtroom procedures to reduce their stress when participating as witnesses in court proceedings. At the end of each term's community service program, faculty and attorney supervisors engage with the students in a process of reflection and self-evaluation that seeks to reinforce the values of service and provides students information on additional pro bono opportunities available to them in their second, third, and fourth years of law school.

We believe the Community Service Program has helped our students' development as able and ethical attorneys. In the early years of the Law School, this program was sometimes controversial with students because it was mandatory, but it has become an integral part of the culture of the Law School and is now accepted and integrated into our curriculum. The students appreciate that they are both helping others and learning important lawyering skills. Indeed, many of our students are so inspired by this mandatory service that they go on to do a great deal more public service while in law school, as discussed below.

At the same time, we must continue to ensure that the program functions well. Since the start of the Law School the community service program, as well as the pro bono programs discussed below, have been developed and administered by one Associate Dean who has many other responsibilities; that Associate Dean is assisted by one administrative assistant who spends approximately 40% of her time on the administrative tasks of the programs. Students are supervised by an attorney employed part-time by the Law School as well as attorneys from the Legal Aid Center of Southern Nevada and Nevada Legal Services. Any program that is required of all of our students entails substantial oversight, guidance, and monitoring and the Law School needs to plan strategically so the program continues to provide both valuable learning opportunities to students as well as important service to the community.

9. Online Courses

At Boyd we are actively considering whether and how to deploy online learning in strategically cost-effective ways that play to our strengths and help our students become effective attorneys. Our professors have long embraced the benefits of classroom response systems, telecommunication applications, and other learning modes in the classroom, and we are also beginning to look at the potential benefits (and detriments) of online learning. Our goal in exploring online learning is not primarily budgetary. While we do have some budget issues, as discussed below, providing high quality education is our primary purpose and we will not use online technology to provide a lesser educational product. Thus, Dean Hamilton charged the curriculum committee with focusing on the potential value of online education beginning in the fall of 2018, and that committee has begun to explore some of the important considerations for bringing online courses into the J.D. curriculum. The faculty has engaged in some preliminary discussions regarding online learning. We do not yet have courses that meet the ABA definition of online (80% of material delivered online). However, several faculty members have begun to conduct a small number of classes online. And an informal poll of our faculty showed that roughly 1/3 to 1/2 of the faculty have an interest in putting at least a portion of a course online. The school is considering setting up a process so that faculty who are interested in creating

an online course might be able to request funding or leave to work on developing an online course.

The Law School is also currently in the process of integrating online courses into its LL.M. in Gaming Law & Regulation and has plans to offer a new Certificate in Gaming Law that would be completely online. Once these courses are created, they may well be made available to J.D. students as well.

D. Teaching and Training Outcomes

Teaching is only as good as what students learn, and the best education in the world would be worth little if our students could not get jobs. Thus, to ensure that we are helping our students become able ethical attorneys we are committed to improving our measurement of what they learn, as well as enhancing their success in taking the bar exam and in obtaining employment.

1. Learning Outcomes

The Law School has always worked to achieve positive learning outcomes for students by regularly assessing student performance and providing tailored instruction and feedback depending on student needs. Many faculty members accomplish this through discussion, ungraded assignments, clinical work, or other means.

In 2014 we started to deploy formal learning objectives as an effective educational tool for students and faculty. As an initial step we have adopted the following learning objectives and required faculty to include them, as applicable, in course syllabi:

- legal knowledge, analysis and decision-making;
- policy evaluation;
- professional identity;
- legal writing;
- oral communication;
- information gathering and processing;
- interpersonal interactions; and
- client and practice management.

The Law School has also begun to collect data about how well we are fulfilling our learning objectives so that we might improve curricular effectiveness and develop more useful planning and evaluative tools. Moving to a consistent framework for tracking and formally evaluating learning outcomes has sometimes been a challenge. As students benefit from a variety of faculty approaches and diverse pedagogical offerings, imposing a degree of uniformity in learning outcome assessment and evaluation can be difficult. We ask all faculty to complete forms at the beginning and end of the semester stating what learning outcomes they intend to fulfill in their course, and, at the end of the course, what learning outcomes they believe they have successfully taught. Our administrative assistants work with faculty to ensure that these forms are completed for each course faculty teach each semester.

Any form that attempts to explain and capture information as diverse and broad ranging as what and how students learn, however, cannot expect to be perfect and we know that we still need to improve in this area. We appreciate, too, that we may need to supplement our faculty's knowledge of formative and summative assessment learning outcomes. As resources permit, we are open to looking outside the law school to acquire more pedagogical expertise and less biased perspectives on what we do well and what we might do better. Like most law schools (and most humans) we are attached to the way we have traditionally educated our students, but we also recognize that sometimes things need to change to improve. Our Curriculum Committee has been tasked with exploring our use of learning outcomes and ways we might improve our approach.

2. Bar Passage

The Law School is committed to helping our students pass the bar exam. Our Director of Academic Success heads an office that not only helps students with their courses at Boyd, but also helps graduating students and alumni pass the bar exam. Their offerings include workshops on study skills, early bar lectures focused on both study techniques and substance, faculty/staff coaching, mock exams and debriefs, individual essay feedback, special programming geared to alumni who failed past exams, and financial support with bar preparation for students with demonstrated need.

We have also devoted faculty resources to studying what we do well and what we might do better to prepare our students for the bar exam. For example, the Director of Academic Success analyzes Boyd students' successes and failures on the Bar in order to provide better coaching. More globally, Boyd has conducted empirical studies looking at whether Boyd students' success on the Nevada Bar Exam can be correlated to incoming characteristics of students, courses taken in law school, or grades received in law school. In 2017, Boyd formed an Ad Hoc Committee on Curriculum Related to the Bar Exam. The Committee made a variety of curricular recommendations related to improving bar pass rates including creating a three-credit bar exam preparation course, "Bar Exam Foundations." This course has now been offered in the Spring of 2018 and 2019. We also began requiring all our students to take Evidence, which was already taken by more than 95% of our students.

At the same time, while we can be proud that our students do well on a difficult exam, of course we are not satisfied that roughly a fifth of our students fail the Bar on their first attempt. Any bar exam failure imposes a tough financial and emotional cost on our graduates. We continue to explore the desirability of additional curricular changes such as changing our pedagogical approach to enhance students' metacognition (the FIU approach), requiring students to take more bar-related classes, requiring students to take a course focused on bar exam writing, allowing students to take a first-year elective focused on academic success, offering more advanced courses in key areas emphasized on the bar exam, or encouraging professors to use more closed book exams or midterms. Before implementing such changes, we will want to consider both whether the changes are truly geared to improve bar passage, and how such changes might impact students' success in other areas. We appreciate that while the bar exam is a critical steppingstone to practice, law schools must do much more than train students to pass the Bar. We would hate for our efforts to improve bar passage to undercut our attempt to graduate students

who will be excellent attorneys. Thus, while we have not reached a conclusion regarding additional steps to adopt to boost bar passage it is an issue to which we are giving substantial attention.

Second, the fact that Nevada administers its own, unique bar examination likely heightens our students' burdens. This unique exam may be less predictable and routinized than examinations conducted in other states. The Law School continues to work with the State Bar of Nevada and the Nevada Supreme Court to ensure a fair and orderly exam administration for the Law School's graduates. Professor Nancy Rapoport was recently appointed to Nevada's Board of Bar Examiners, which drafts and scores the bar exam, and we hope that her involvement will help improve the Nevada Bar Exam for all takers, including Boyd students.

Third, the Law School's excellent reputation for cultivating talent has made it a target for other law schools looking to acquire excellent professionals focused on academic success. Just this year, after our prior Director of Academic Success accepted employment elsewhere, the Law School conducted a national search and hired Sydney Lisy, who had been the Assistant Director of our program. We now intend to hire an Assistant Director to help provide the extensive and time-consuming individual student outreach and mentoring that is so critical to success in law school and on the bar exam. The Law School will continue to focus resources and attention on this program to ensure that our students are well-prepared for bar examinations.

3. Employment for Graduates

The Law School's program of legal education excels when measured by student employment outcomes. PreLaw magazine recently rated Boyd number one in "Top Small Law Firm" employment, noting that 62.9% of students in the year measured were employed in firms of fewer than 100 attorneys. The magazine also noted Boyd's 94% overall employment rate. The Law School's 2018 disclosures reveal that of 106 students to graduate in that year, 88.7% secured full-time employment after graduating. Only twelve graduates were not employed with six not seeking employment and another six continuing to seek employment. The Law School particularly excels at placing graduates into clerkships. Thirty of our 2018 graduates accepted judicial clerkships, with four securing federal clerkships and twenty-six obtaining state judicial clerkships, including five with the Nevada Supreme Court.

These superb employment outcomes are attributable to our students' capabilities, to the wonderful work of our Career Development Office (CDO), and to the fact that we are the only law school in Nevada and have a growing alumni base. Our alumni now make up approximately 25% of the attorneys in Nevada. To further capitalize on this advantage our CDO is always working on new and better programming. The CDO offers a variety of services beginning early in law school: one-on-one counseling, résumé and cover letter review, mock interviews, networking opportunities, and workshops. Recent efforts include the Lunch with a Law Firm program (groups of students are brought to potential employers' offices for lunch); Dinner with a Rebel (alumni host a few students for a meal); improving the weekly student newsletter (informing students of job and networking

opportunities); and inviting new employers to set up internships, externships, job placements, or to participate in on-campus recruiting.

Of course, we are also seeking to improve. For example, the Law School is expanding its efforts to help students find employment outside Nevada. While many of our students prefer to remain in Nevada, as our national reputation has grown, we have attracted more students from outside our state and some of those students seek to return or move to new locales. Increasingly our students are seeking and obtaining employment in California, Utah, Arizona, and Washington D.C. To aid our students' job searches outside Nevada we are encouraging them to seek judicial externships and clerkships outside the state. We are also maintaining and improving relationships with out-of-state alumni. Dean Hamilton visits out-of-state as well as in-state firms frequently, and faculty members are also encouraged to connect with our out-of-state alums when they travel outside Nevada.

Moreover, the fact that we place many of our students into smaller firms instead of larger firms may be something for us to look at. Only eight of our 2018 graduates joined firms with more than fifty lawyers. To a large degree this phenomenon reflects Las Vegas market conditions. Most Las Vegas law firms and lawyers practice in smaller firms. This reality means that most of the hiring comes from smaller law firms. We believe that more of our graduates will join larger firms as the Las Vegas market continues to develop.

IV. Public Service to Diverse Communities

The second pillar of our program of legal education, a focus on public service to diverse communities, has been in the law school's DNA since its founding. Our programs were created to advance ideals of justice and permit and encourage students to engage in substantial public service to diverse communities; our professors are very engaged in public service; and as a school we also provide information and services to the public, especially underserved communities.

A. Public Service by Students

Boyd students perform public service both inside and outside the classroom, on both a voluntary and mandatory basis.

1. Mandatory Community Service

As has been mentioned above, the Law School has always required all students to complete twenty hours of community service, generally in the first year. This community service requirement not only helps our students become able and ethical attorneys but also helps the public. As of the end of the 2019 summer session, 72,570 community members have attended our free legal education classes. While the community service program presents some administrative challenges, as has also been discussed, generally it functions very well and is a valuable resource in our community.

2. Community Service in the Classroom

We have a robust Clinic and Externship programs and several courses that incorporate service opportunities, as has been discussed. These programs not only teach students to be effective ethical attorneys but also provide public service to the community in a variety

of areas. These kinds of classes inevitably require significant faculty effort, but we believe we are doing a good job of overseeing this program. Faculty who supervise students doing legal work are encouraged to consult with the Associate Dean for Experiential Legal Education, who must approve any application to certify student attorneys. This process fosters awareness among students and faculty of ethical rules and ensures that all the service provided by students is of high quality.

3. Pro Bono Opportunities

Our students perform substantial pro bono work beyond the hours required by the Community Service program. Some students come into law school already committed to engaging in public service while others develop an interest in doing public service while they are in law school, particularly after performing their mandatory public service. To promote student's pro bono work and recognize their accomplishments, the school established, since the last site visit, graduation awards for students who complete 60 hours ("Pro Bono Honors") or 100 hours ("Highest Pro Bono Hours") of pro bono (non-credit bearing) work in the community.

In recent years, the Law School, working with students and community partners, has organized a "Community Law Day," which kicks off the school year with a major service project in the community. For example, in 2019 Boyd students, faculty and administrators worked with community partners to help provide immigration information and assistance to members of the community. In 2018 the program focused on helping people clear outstanding arrest warrants. These high impact service events can be an administrative challenge, but the upside is tremendous: they generate awareness, serve community needs, and inspire our students to make a difference.

4. Public Interest Fellows

The Public Interest Fellowship Program offers financial resources, mentorship, and experiential learning opportunities to part-time and full-time students with strong academic credentials, a demonstrated record of community service, and a clear commitment to public interest work after graduation from law school. Public Interest Fellows receive a one-half tuition scholarship for one year, renewable at one-half resident tuition in subsequent years, and up to two \$5,000 summer stipends to support the Fellow in public interest employment and allow the Fellow to attend one public interest conference in the United States while in law school.

B. Public Service by Faculty

On top of working with our students, our faculty also perform substantial public service on their own through their scholarship, government service, leadership, organization of conferences, and work on various boards and committees.

1. Scholarship and Practical Spin-offs

The Law School faculty contribute on a state, national and international level by producing high-quality scholarship. In addition to writing many books and articles, our faculty often also draw on their academic insights to produce related works that are more likely to be read or heard by policy makers and to influence judges. For example, many of our faculty blog, tweet, write op-eds, draft amicus briefs, draft legislation, and testify to legislatures or administrative bodies. Through such work our faculty helps the community, the profession, the state, the nation, and sometimes even the world.

2. Direct Service by Faculty

Given that our faculty is very interested in connections to practice it is not surprising that many are active in public service. For example, members of our faculty periodically serve on government boards or accept policy positions or administrative positions with federal or state government agencies. The Law School allows faculty to take leave to accept these posts, contributing to public engagement. For example, a member of our faculty (Rachel Anderson) is currently serving as General Counsel for the Nevada Attorney General and another serves as a Nevada Tax Commissioner (Francine Lipman). A third member of our faculty (Bret Birdsong) served as Deputy Solicitor for Land Resources at the United States Department of Interior from 2013 to 2016. Many members of our faculty have served on state boards and commissions, on court committees, in bar organizations, academic entities, and public interest organizations, done lobbying work, participated in national and international academic and professional organizations, and testified regarding proposed laws or regulations. In these positions they have helped advance policies pertaining to natural resources, criminal justice, access to civil legal aid, Indian law, immigration, health care, sexual harassment, policing, legalization of marijuana, gaming and education, to name just a few areas of interest. We believe that this work both helps the public and ultimately enriches the scholarship and teaching done by our faculty.

C. Public Events and Enrichment

The Law School also serves the public both by hosting open events and by providing members of the public with free access to our excellent Wiener-Rogers Law Library.

1. Events

The Law School offers a rich educational environment, hosting countless speakers and conferences. While some of these events are limited to students and faculty, many are open to the public at large. For example, in April 2019 the Law School hosted an Anti-Semitism program, in September a major symposium on Law and Leadership, in October an *en banc* argument by the Nevada Supreme Court and in November its first annual corporate governance summit, aimed at educating lawyers and public company board members. As well, drawing on our connections in the legal community and to Distinguished Fellow (and former Senator) Harry Reid, and Distinguished Fellow (and former Nevada Governor) Brian Sandoval, we have hosted talks by numerous important Judges and government officials.

Talks and events like these enliven public conversation in our city, our state, and beyond. With a steady stream of visitors and speakers, including nationally recognized scholars, judges, officials, and candidates for office, the Law School has become an important public forum in this community.

2. The Wiener-Rogers Law Library

As the largest law library in the state, and the only law library in Nevada maintaining comprehensive collections of United States legal materials, the Wiener-Rogers Law Library serves as a resource and archive for the entire state. It both provides services and makes its collections accessible to lawyers and researchers across disciplines. The Library also welcomes the general public to its facility, and research librarians routinely assist members of the public and attorneys by phone, through email and in-person.

Because no other institution in the state collects law-related materials across jurisdictions, the Law Library continues to maintain strong print collections that include primary authorities from across the country and from some foreign and international jurisdictions, as well as secondary authorities that reflect current scholarship and provide guidance to practitioners. Additionally, most of the Library's digital resources, including a public-oriented version of Westlaw, are available to any member of the public who visits the Library. The Library maintains and regularly updates a print self-help collection that includes materials directed toward pro se litigants and other members of the public; it also publishes online research guides designed to describe law-related resources available in the community and to introduce patrons to Nevada legislation and case law and to legal research more generally.

As the history of Nevada's jurisprudence is relatively recent and, in many cases undocumented, the Library also seeks to collect and preserve the histories of figures and organizations important in Nevada legal history. It has specially emphasized the history of civil rights in Nevada. For example, the Library has collected the oral histories of several leading African American jurists in the State and is the repository of the archives of the Las Vegas Chapter of the National Bar Association ("LVNBA"). We hope to build upon that collection to highlight the contributions of other communities. Using the LVNBA archives and working with a law school faculty member, the Library has created an exhibit that highlights major events and contributions in the history of civil rights in the state, and has loaned that exhibit to various to community partners (e.g., the state legislature, public schools, bar conferences, etc.).

We appreciate the opportunity to assist Nevadans with their legal research and hope to do more to inform Nevadans (especially those who live in rural areas) about law-related research. We also appreciate that the need for legal assistance in Nevada is significant, and that we cannot possibly provide all the help that the community might need. Moreover, we have had to balance our desire to be a public resource with our need to protect the safety and security of the law school community and ensure that law students find the Library a comfortable and welcoming place to study, research, and collaborate. Some public patrons who use our facilities have, on occasion, proven to be a distraction

or otherwise discouraged library use by law students. We currently allow members of the public to access some of the Library, and to use certain computers, but we also restrict access to other portions of the Library. We work very hard to maintain a facility that is open and accessible to everyone and to support a staff who are equally helpful and open. Our location in a busy metropolitan area and the practices and policies of nearby libraries (who often close to the public earlier than we do) require careful balancing of the rights and interests of all our patrons. Similarly, while we recognize our responsibility to share information about our archives and the history of jurisprudence in Nevada, those projects sometimes take a backseat to more immediate library and law school needs.

IV. Unique Role as Nevada's Only Law School

The third pillar of our program of legal education emphasizes our unique role as Nevada's only law school, which creates both opportunities and responsibilities to provide legal education and service to our local community and our state. The state of Nevada and the city of Las Vegas both have special attributes that we keep in mind. While Nevada is a low-population state, half of its residents live in the Las Vegas area. The population in both state and cities are growing, and yet culturally many Nevadans hope that we will remain small. The city of Las Vegas is quite young, in terms of resident age, and increasingly diverse – with many Latinos and Pacific Islanders. The legal community here includes some branches of national firms, but even our largest firms are still quite small by national standards (forty or so attorneys). We only acquired an intermediate appellate court in 2014 and in part for this reason many legal issues remain open questions in Nevada. We keep all these state and city attributes well in mind as we consider the Law School's future.

A. Training Nevada's Future Attorneys

One of our key opportunities and responsibilities is to train both Nevadans who want to become attorneys, and people from elsewhere who will become Nevada attorneys. The Law School mainly attracts Nevada residents (about two-thirds of our students) and most of our graduates choose to remain in Nevada. Looking forward, while the Law School will continue to prepare students for careers in Nevada, we aspire to increasingly also serve areas beyond Nevada. We believe that students who benefit from our high-quality educational program and commitment to their individual success are more than ready to enter the profession here or elsewhere.

We want to make sure we can continue to provide less wealthy Nevadans and future Nevadans access to high quality legal education. We believe that a public university has a responsibility in this regard, and we have continually worked to keep our costs low for this reason. We have also conducted outreach and recruitment efforts and continued to operate our part-time evening program, which often provides an opportunity to non-traditional law students who would not otherwise be able to attend law school. At the same time, we must keep our tuition high enough to sustain the enterprise. We also appreciate that there can sometimes be a tension between continuing to increase the caliber of our students and keeping the Law School accessible to excellent Nevada students. In the Fall of 2019, we accepted twenty-two transfer students, of whom fourteen were Nevada residents, in part to give strong Nevada students a chance to

complete their education at home. We will continue to try to balance all these factors while remaining mindful of our obligations to our students and our community.

B. Developing Collaborative Relationships with Nevada Entities

Boyd has worked to develop relationships with other departments throughout the University of Nevada, Las Vegas; with the University of Nevada, Reno; the National Judicial College (located in Reno, NV); local schools; government officials in the judiciary, executive, and legislative branches; and across the legal profession. These efforts yield new applicants, externship placements, jobs, and collaborations with faculty, students, clinics, the Nevada Law Journal and UNLV Gaming Law Journal. For example, in recent years the Nevada Law Journal has worked with the Supreme Court of Nevada to produce an annual white paper and symposium on pressing legal issues including criminal procedure reform, pretrial detention, and marijuana regulation. Our Saltman Center for Conflict Resolution has hosted discussions on such important local topics as Colorado River water use conflicts and how dispute resolution can assist in times of economic downturn. Increasingly, Law School graduates are serving in influential positions as judges, legislators, elected officials, regulators, district attorneys, public defenders, general counsel, and partners at firms. Going forward we hope to further strengthen these kinds of relationships, which provide many returns to our students and alumni.

C. Assisting Nevada's Judges, Lawmakers and Attorneys

The Law School supports Nevada judges, lawmakers, administrators and attorneys in many ways. Our faculty and student scholarship help fill some gaps in still-young Nevada law. For example, along with the white paper mentioned above, our Nevada Law Journal regularly publishes a Nevada Law Section, summarizing important Nevada Supreme Court decisions. These summaries are also published on our Scholarly Commons so that they are readily available to practitioners and academics. The Law School also provides externs and graduates to Nevada entities; we offer policy advice; and we facilitate continuing legal education programming by our own faculty and others. Our Gaming Law LL.M. Program serves Nevada's unique needs for information about the pivotal and heavily regulated gaming industry. Law faculty often give CLE programs both in-house and at state government facilities. A student who is a member of the Nevada State Senate recently worked closely with Workplace Law faculty to sponsor and pass a bill that increases remedies for victims of discrimination and ensures equal treatment of workers based on sexual orientation, gender identity and expression. As our faculty members become well known throughout the state, they must balance their desire to help Nevada in these various ways against their many other responsibilities.

V. A Model Collaborative Community

The fourth pillar of our program of legal education has allowed us to create a "model community" founded on mutual respect, equality, inclusion, and professionalism. The Law School's strong collaborative culture lies at its heart. Students and faculty are drawn to the friendly, close-knit and inclusive community that nurtures discovery, growth, and excellence. Our "model community" is built on a foundation of egalitarianism and mutual

support. These values are reflected in our collaborative, diverse, supportive faculty; our strong faculty governance model; our appreciation of faculty and student-led initiatives; and the ability of various law school communities to work well together.

A. Collaborative, Diverse, Supportive Faculty

Boyd strongly believes in valuing all faculty for their contributions to the law school. This emphasis on equality is reflected in the status of clinic and legal writing faculty, all of whom are either tenured or tenure-track and satisfy the same tenure standards as other faculty. The commitment to equal status sends a strong message on the value of these courses to our students' legal education, the merit of the faculty who teach them, and the importance of integrating scholarship, service, and teaching. In addition, we have afforded substantial status to our library faculty, who vote on most matters that come before the faculty. We greatly appreciate our adjuncts, too, and try to show our appreciation through the support we provide administratively and through our library and faculty.

A culture of mutual support among faculty and students celebrates successes and builds a collaborative spirit. The Dean's weekly newsletter, *Boyd Briefs*, features the accomplishments of a faculty member, alum and student each week. Congratulatory emails on student and faculty accomplishments are routine. We also use our social media, website, annual magazine and several newsletters to celebrate accomplishments by various members of our community. While we would like to do still more to appreciate one another, we believe we have built a good and supportive culture.

B. Strong Faculty Governance Model

Shared governance is key to a well-functioning law school. When law school administration and faculty work together well, they use their complementary strengths to obtain relevant information, set appropriate goals, obtain necessary resources, establish strong programs, make good hiring decisions, and run programs effectively. Ideally, information passes easily between faculty and administration, reporting structures are well understood, and morale is high across the board. For shared governance to run smoothly, administration needs to take the lead on many issues but also be consultative and transparent. Faculty need to be enthusiastically engaged with school governance and work on projects besides their individual teaching and scholarship.

We believe our shared governance model generally works well, thanks to the fact that collaboration and community have been one of the pillars of Boyd Law School since its founding. We have strong committees and energetic faculty who help with fundraising, outreach to alums and legislators, and administrative hiring. Dean Hamilton has access to a faculty-elected Dean's Advisory Committee and consults with faculty informally and during faculty meetings.

C. Faculty and Student-Led Initiatives

Our emphasis on collaboration has helped us value both student and faculty-led initiatives. Students play a vital role in programing at the law school. Many student

organizations organically organize events and bring speakers to the school on their own initiative. As noted above, several of our diverse student groups have been nationally recognized for their excellent programs, including mentorship that helps draw good students to Boyd. Students in the Workplace Law Club have hosted outside speakers to discuss such issues as workplace equity and sexual harassment. Similarly, the Dispute Resolution Society has reached out to the Clark County School District to help with truancy issues – using people skills to serve as truancy judges.

In many instances, the Law School has developed through faculty-led initiatives. For example, faculty generated the ideas for our concentration programs and worked to establish each program. Faculty have hosted important conferences and summits on employment law, intellectual property, rhetoric, corporate governance, and many other issues. Faculty have also used their connections to help bring in guest speakers and visitors from other countries. Also, students and faculty advisors have worked together to provide Nevada legislators with policy briefs on “hot topics.”

The challenges for both faculty and student-led initiatives are evident – time and resources are both limited. Yet, we are optimistic that our enthusiasm can help us find additional time, energy and even resources to help us continue to collaborate on important projects.

VI. Conclusion

The Law School has both contributed greatly and grown tremendously in stature in the past twenty years. We have successfully trained two decades of lawyers who are, day by day, taking more leadership roles in Nevada and the nation. While the institution faces some challenges, we believe that they are manageable and consistent with those of peer institutions. As we continue to guide this special institution, we are prepared to adjust our course to account for changing economic and competitive environments and to ensure that the law school remains accessible for Nevada residents. But we are committed to maintaining our core values – the pillars on which the Law School has been based.

The Law School remains an unusually collegial place with faculty committed to collective success and the well-being of greater community. While some issues discussed in this self-study reveal occasional points of tension over the best direction to take, our faculty share a widespread confidence in each other’s competence, goodwill, and commitment to making our institution thrive. Drawing on the advantages of our strong faculty and students and our special advantages as Nevada’s only law school, we are confident in our future and excited to see how the law school will continue to grow.